

Listening anxiety and listening comprehension among 3rd year BSED-English students of UM Panabo College

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Abstract

The study aimed to determine the relationship between the listening anxiety and listening comprehension among 3rd Year BSED-English students of UM Panabo College. The independent variable listening anxiety and the dependent variable is listening comprehension. The researchers used descriptive correlation method and questionnaires in determining the extent level of listening anxiety of listening comprehension. The statistical tools used were Mean and Pearson-r. The results of the computation using r-value is 0.195 with the P-value of 0.277 which is greater than 0.05. Thus, the decision is to not reject the null hypothesis. It implies that listening anxiety does less affect the listening comprehension of the students. In other words, listening anxiety of the 3rd BSED-English students of UM Panabo College have no effect on their listening comprehension.

Keywords: listening anxiety, listening comprehension, UM Panabo College

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1. Introduction

Listening is taken into account as the highest often used fundamental form of language skill and has a fundamental role in traditional communication and academic performance. Not solely listening skill is that the basis for refining other skills, it is also conjointly the most manner through that learners build initial exposure to the target language. Genuinely, Brown (2001) via listening, language novices internalizes linguistic facts without which they cannot produce language. Similarly, Rost (2002) expressed that the improvement of listening is related to the attainment of proficiency in speaking.

In the nation of Saudi Arabia, Dewaele and Al-Saraj (2013) observed that one among the most troubles that Saudi college students faced changed into related to anxiety. In their take a look at on Arab women reading in English preparatory program at a college in Saudi Arabia, they determined that trainer-scholar interactions and trainer conduct contributed tension to a number of the learners. Solely few studies have without delay ahead on listening comprehension anxiety in the nation of Saudi Arabia. At the same time as Gilbert (2005) observed that scholars within the Philippines, like the ones within the K-12 program, haste between sixty (60) to ninety (90) percent of their college times is being attentive to their instructors and classmates.

In UM Panabo College students who are officially enrolled as secondary education, it was found out that students were experiencing such anxiety in listening. In addition, students experienced also a low level of learning outcomes where their examination result serves as the basis. It only implies that there is a tangle that needs to be addressed. Therefore, this study examines whether listening anxiety does indeed affect the listening comprehension of the students. This is one of the common issues of failure in today's generation, students listening comprehension affected by many factors but we focused more on the effects of listening anxiety towards the listening comprehension of the students.

2. Method

Research Design – This study utilized the descriptive-correlation method of research in investigating the problem (Stangor, 2011). This was expressive owing to the study's emphases at the present students of UM Panabo College who have taken up Bachelor of Science in Secondary Education major in English and who have listening anxiety. This method was chosen to depict the participants in an exceedingly precise means and to administer the relationship between listening anxiety and listening comprehension. It is descriptive for the reason it delivers a moderately comprehensive picture of what is stirring at a given time and co-relation since it allows the testing of predictable relationships between the variables.

Research Subject – Participants in this phase were students at a known non-sectarian university in Panabo City, the UM Panabo College. The participants were 3rd-year students and were taking up Bachelor of Science in Secondary Education major in English. These students participated in the study as a part of their required English class, and a signed consent form was considered before the implementation. There were thirty-three (33) students of UM Panabo College who took Bachelor of Secondary Education major in English who was currently the 3rd year level and employed universal sampling.

Research Instrument – The researchers adapted the questionnaire of Ko Young-Ah (2010). The instrument was used in determining the respondent's response in the independent variable and the dependent variable was the standardized questionnaire. The standardized survey questionnaire consists of three parts, namely: part one which pertains to the profile of respondents, part two relates to the independent variable (listening anxiety) and part three

that refers to the dependent variable (listening comprehension) which was validated by the panel of examiners for validity. The respondent was asked to check each question on the given instrument with the choices that range from 1 to 5 for the part two and part three. The researchers distributed the questionnaires through face to face before the occurrence of the COVID-19 pandemic.

3. Results or finding

3.1 Level of Listening Anxiety among 3rd Year BSED-English students of UM Panabo College

Presented in Table 1 is the level of listening anxiety among 3rd Year BSED-English students of UM Panabo College with an overall mean of 3.07 with a descriptive equivalent of moderate. It entails that the listening anxiety of the selected students is observed on limited occasions. From the review, if research on the sources of listening anxiety conclude that sources that lead to listening anxiety are complicated and interrelated, making it difficult to isolate and fix just one factor if we want to help learners reduce anxiety in listening comprehension (Chen, 2014). Listening incorporates comprehension of that means-bearing words, terms, clauses, sentences, and related discourse. It is usually a difficult ability to master in one's language, let alone in another language (Golchi, 2012). It implies that students have various ways of acquiring information. Some students excel in when they listen (audio) and some excels once they see (visual) the information.

Table 1

Level of Listening Anxiety among 3rd Year BSED-English students of UM Panabo College

	Mean	Descriptive Equivalent
1. Getting upset when not sure whether if what is being heard in English is understood or not.	3.73	High
2. Feeling intimidated whenever there's a listening passage in English to listen to.	3.06	Moderate
3. Feeling nervous when listening to a topic in English that is not familiar.	2.27	Moderate
4. Encountering words that can't be pronounce while listening to English bothers me.	3.27	Moderate
5. Learning to understand spoken English about all the new sounds worries me.	2.85	Moderate
6. Getting to confuse when listening to English and can't remember what is heard.	2.76	Moderate
7. When understanding every word heard in English, I grow nervous and confused.	2.76	Moderate
8. Learning to read English rather having to learn to understand spoken English makes me happy.	3.12	Moderate
9. Having to listen English in a group makes me feel very uncomfortable but not when listening to English by myself.	2.48	Moderate
10. Being satisfied of achieving the level of listening comprehension in English.	3.36	Moderate
Over-all Mean	3.07	Moderate

Legend: 4.21- 5.00: Very High, 3.41- 4.20: High, 2.61- 3.40: Moderate, 1.81- 2.60: Low, 1.00- 1.80: Very Low

In the level of listening anxiety of the students, the item which depicts the highest score is the item number 1 "Getting upset when not sure whether if I understood or not what is being heard in English." with a mean of 3.73 and with a descriptive equivalence of high which means that the level listening anxiety of the students is observed most of the time. On the other hand, the item number 3 "Nervous when listening to a topic in English that I'm not familiar with." got the lowest mean of 2.27 and had a descriptive equivalence of low and means that the level of listening anxiety of students is observed sometimes.

3.2 Level of Listening Comprehension among 3rd year BSED-English students of UM Panabo College

Presented in Table 2 is the level of listening anxiety among 3rd Year BSED-English students of UM Panabo College with an overall mean of 3.64 with a descriptive equivalent of high. It means that the listening comprehension of the students is observed most of the time. As cited by Cupurdija (2012), listening comprehension as the active process in which the listener must discriminate among sounds, understand words and grammar, interpret information and other prosodic clues, and retain information gathered long enough to interpret it in the context or setting in which the exchange takes place.

Table 2

Level of Listening Comprehension among 3rd year BSED-English students of UM Panabo College

	Mean	Descriptive Equivalent
1. Listening to English often makes me understand the words but still can't quite understand what the speaker is saying.	3.24	Moderate
2. Listening to strange sound in English is hard to remember.	2.85	Moderate
3. Feeling confident when listening to English.	3.97	High
4. Listening to English usually end up translating word to word.	3.30	Moderate
5. Enjoying listening to English.	4.36	Very High
6. Once I get used it, listening English is not so difficult.	4.00	High
7. The hardest part of learning English is learning to understand spoken English.	3.39	Moderate
8. Having to know so much about English history and culture in order to understand spoken English.	3.97	High
9. English culture and ideas seem very foreign to me.	3.61	High
10. Satisfied with the level of listening comprehension in English that have achieved so far.	3.67	High
Overall Mean	3.64	High

Legend: 4.21- 5.00: Very High, 3.41- 4.20: High, 2.61- 3.40: Moderate, 1.81- 2.60: Low, 1.00- 1.80: Very Low.

In the level of listening comprehension of the students, the item which represents the highest score is item number 5 "Enjoys listening to English." with a mean of 4.36 and with a descriptive equivalent of high which means that the level of listening comprehension of the students is observed most of the time. While the item number 2 "Its hard remembering what I'm listening to, by the time a strange sound passed by." got the lowest mean of 2.85 and had a descriptive equivalence of moderate and means that the level of listening comprehension of students is observed on limited occasions. It implies that listening comprehension but when strange sound interacts while they are in the process.

The remaining items are item no.6 "Getting used to it, listening to English is not so difficult." with a mean of 4.00 and has a descriptive equivalent of high, item no. 3 "Feeling confident when listening to English." with a mean of 3.97 and have a descriptive equivalent of high, respectively item no.8 "Having to know so much about English history and culture in order to understand spoken English." with a mean of 3.97, no. 1 "Often understand the words but still can't quite understand what the speaker is saying when listening to English." with the mean of 3.24 and had a descriptive equivalent of moderate, item no.4 "Usually end up translating word by word when listening to English." with a mean of 3.30 and had a descriptive equivalent of moderate , item no.7 "The hardest part of learning English is learning to understand spoken English." with a mean of 3.39 and have a descriptive equivalent of moderate; and, item no.9 "English culture and ideas seem very foreign to me." with a mean of 3.62, and lastly item no.10 "Satisfied with the level of listening comprehension in English that have achieved so far." with a mean of 3.67. All describe as high and means that the level of listening comprehension is observed most of the time.

3.3 Significant Relationship between listening anxiety and listening comprehension among 3rd year BSED-English of UM Panabo College

As to the data shown, the result of the computation using the r-value is 0.195. The P-value is 0.277 which is greater than 0.05. Consequently, the null hypothesis is not rejected. It can be stated therefore that there is no significant relationship between listening anxiety and listening comprehension among 3rd year BSED-English students of UM Panabo College. This implies that the listening anxiety doesn't correlates with listening comprehension; generally, its correlation is not significant. It only means that students' listening anxiety less affected their listening comprehension in terms of learning the English language.

Kim (2000), conducted in Korea an anxiety study specifically related to listening skills. His study indicated that there was a negative correlation between listening anxiety and listening comprehension. He is also pointed out that tension and worry over English listening and lack of self-confidence in listening were the main anxiety sources.

Table 3

Significant Relationship between listening anxiety and listening comprehension among 3rd year BSED-English of UM Panabo College

Correlation Coefficient	Listening Comprehension
Listening Anxiety	0.195
P-value (0.277) > 0.05	Not Significant

4. Conclusion

Based on the result of the data collected, the researchers have resolved the following conclusions: The level of listening anxiety of 3rd Year BSED-English students of UM Panabo College is moderate. The level of listening comprehension of 3rd Year BSED-English students of UM Panabo College is high. There is no significant relationship between listening anxiety and listening comprehension of 3rd Year BSED-English students of UM Panabo College. The 3rd Year BSED-English students shall start on enhancing their Listening comprehension capabilities through interacting more towards their classmates, teachers, and peers using the second language, by this the language barriers on (anxiety) specifically the memorization of English sounds problem may be lessened at some point and may also improve their academic performance. Lastly, the school may conduct seminars that addressed negative implications that needed specific interventions. To the future researchers who will conduct the same study, they need to utilize other factors that causes of listening anxiety that may correlate to listening comprehension.

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