THE CORRELATION BETWEEN LISTENING ANXIETY AND VOCABULARY KNOWLEDGE: A CASE STUDY

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ABSTRACT

The background of the study is students think that listening is difficult and because of this statement, students feel anxious when they do the listening tasks and it creates listening anxiety. Gonen (2009) said that students' listening anxiety is caused by many things such as the material that is difficult to understand, noises and the problem with the audio. Unfamiliar topics, lack of vocabulary, task difficulties, can also make students anxious. Listening anxiety happens when learners have to do some tasks that are difficult for them. (Scarcella and Oxford, 1992.) There is one thing that influence listening anxiety, vocabulary knowledge. In language learning, vocabulary knowledge is an important thing because if students have more vocabulary knowledge, they will successfully increase their language competence. (Laufer & Goldstein, 2004). The aim of the study is to find out whether students experience listening anxiety and the correlation between listening anxiety and vocabulary knowledge. The study included 35 students from Atma Jaya Catholic University of Indonesia consisting of 29 students from batch 2019 taking Listening & Speaking in Academic Context this semester and 6 students from batch 2018 took Listening & Speaking in Academic Context last semester. The instruments used in this study were a listening anxiety questionnaire adapted from Kim (2002), vocabulary knowledge test adapted from Schmitt, Schmitt and Clapham (2001) and interview questions adapted from Kim (2002). The research was done through two methods, quantitative methods and qualitative methods. The quantitative method was done through distributing the questionnaire and the vocabulary knowledge test and counting the scores of the questionnaire and vocabulary knowledge test. The qualitative method was done through interview. Based on the study that was analysed by using McCroskey (1970) method and SPSS, the results showed that students have high listening anxiety and there is a low correlation between listening anxiety and vocabulary knowledge.

Keywords: *listening anxiety, vocabulary knowledge, correlation*

INTRODUCTION

It is undeniable that a lot of foreign language learners think that listening is a difficult skill to learn. The sounds of words, intermittent sounds, unread words, and rhythm are the possible causes of the problems (Flowerdew, 1994; Weber & Carter, 2006; Gilmore, 2007). That fact makes learners feel anxious when they have some listening tasks. Various studies have been conducted related to listening anxiety. Gonen (2009) states that students' anxiety is caused by things such as the material that is difficult to understand, noises and the problem with the audio. Previously, Scarcella and Oxford (1992) and Vogely (1998) and Underwood and Kenworthy (1989)) investigated the relation between listening tasks and listening anxiety and factors influencing learners' anxiety. One of the factors influencing the listening anxiety mentioned by those scholars is the insufficient vocabulary knowledge of the learners. Parallel with the above idea, Richards and Rogers (2001) mention that vocabulary is an obstacle of language learning and that causes an assumption that there must a strong correlation between vocabulary knowledge and learner's anxiety. Therefore, this study aims to investigate the learners' listening anxiety and the correlation between the learners' listening anxiety and their vocabulary knowledge.

METHODOLOGY

Theoretical Framework

In terms of the listening anxiety, the author used the theory from Gonen (2009) while in terms of vocabulary knowledge, the author used the theories from Qian (2002), Schmitt, Schmitt and Clapham (2001), Moghadam, Zainal, Ghaderpour (2012) and Nation and Waring (2001). Then, the assumption of the study is if students have high vocabulary knowledge, they will experience low listening anxiety and vice versa.

Research Methodology

The participants were 35 students of English Education Department at Atma Jaya Catholic University of Indonesia consisted of 21 female participants and 14 male participants. They were 29 students who are

taking Listening and Speaking in Academic Context this semester and 6 students who took Listening and Speaking in Academic Context last semester.

The data that used in the study were the responses of the listening anxiety questionnaire, the scores of the vocabulary knowledge test and the responses of the interview questions.

The instruments that used in the study were listening anxiety questionnaire, vocabulary knowledge test, and interview questions. The author used listening anxiety questionnaire adapted from Kim (2002), vocabulary knowledge test adapted from Schmitt, Schmitt and Clapham (2001) and interview questions from Kim (2002).

The listening anxiety questionnaire consisted of 22 items and the participants were asked to give the responses with five points of Likert-scale ranging from ranging from (1) strongly disagree, (2) disagree, (3) neutral, (4) agree and (5) strongly agree with some changing to the questions that match with the research.

The vocabulary knowledge test consisted of four sections. Actually, the original test only had one section, the definition section, but in order to do the research, the author added another three sections, so it became four sections. The other sections were spelling section, pronunciation section and meaning section.

The interview questions consisted of two questions. First question asked about students' experience of listening anxiety and second question asked about the cause of listening anxiety that is vocabulary knowledge.

There are three stages in the data collection procedure. First stage is the author organized and put all the instruments at Google Form. Second stage is the author distributed all the instruments to students through LINE and Whatsapp group chat. The author also interviewed five students randomly through Zoom application. Third stage is the author collected the data of listening anxiety questionnaire in Microsoft Excel and counted the score of vocabulary knowledge test.

In data analysis procedure, there are three stages. First stage is the author counted the score of the listening anxiety questionnaire by using McCroskey method (1970). Second stage is the author put the scores of listening anxiety questionnaire and vocabulary knowledge test in SPSS software. Third stage is the author analyzed the interview questions using the method from Miles and Huberman (1994).

FINDINGS AND DISCUSSION

The findings of the study were students have high listening anxiety and there is a low correlation between listening anxiety and vocabulary knowledge. It happened because vocabulary knowledge is just one of the factors that determine the students' listening anxiety. There are also the other factors that influence listening anxiety, such as the speed of delivery, poor enunciation, unfamiliar intonation, different accents, and the length of the listening passages (Vogely ,1998). The findings were also supported by the results of the interview. The further explanation can be seen with the table below.

Table 1. The Correlation between Listening Anxiety and Vocabulary Knowledge

Correlations

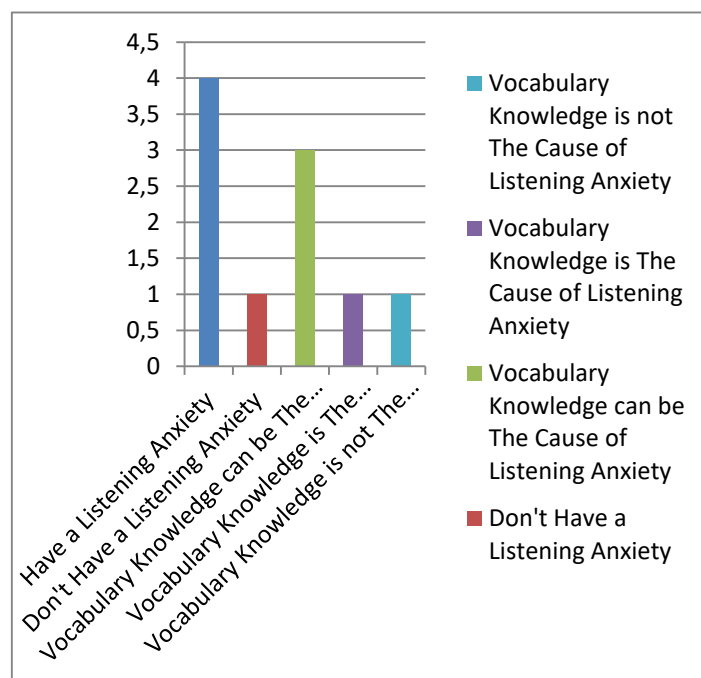|		Listening Anxiety Questionnaire Score	Vocabulary Knowledge Test Score
Listening Anxiety Questionnaire Score	Pearson Correlation	1	.214
	Sig. (2-tailed)		.216
	N	35	35
Vocabulary Knowledge Test Score	Pearson Correlation	.214	1
	Sig. (2-tailed)	.216	
	N	35	35

Figure 1. The Results of Interview

CONCLUSION AND SUGGESTION

Summary of The Study

The summary of the study was students have a high listening anxiety and the low correlation between listening anxiety and vocabulary knowledge. The meaning is vocabulary knowledge is not really the main factor that influences listening anxiety and there are other factors that influence listening anxiety such as listening material, pronunciation, teacher factors, student factors, unfamiliar accents, and many more.

Suggestion

In order to have clearer and accurate research, the study about the listening anxiety that caused by vocabulary knowledge and the study about the listening anxiety that caused by some prominent factors such as material speed delivery, listening text characteristics and the clarity of the material should be done separately so the results would be accurate.

There should be a research about listening anxiety and the correlation between listening anxiety and vocabulary knowledge from the perspective of students and teachers. There also should be a research about the methods that students and teachers can used to overcome listening anxiety and increase vocabulary knowledge, such as focused listening and casual listening, as mentioned in the Chapter 2.

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