CHAPTER II
REVIEW OF RELATED LITERATURE

A. Literature Review
1. Listening Anxiety in English as EFL Learners

Listening skills are essential in EFL learning since the major key to language acquisition is understanding the information received as input. Regarding listening skills, the input received is in the form of spoken language.[1] In fact, listening skills are among the most fundamental language skills; thus, training them should be a priority, as should reading, speaking, and writing.[2] Subekti and Kim said that studying in the listening class unavoidably involves experiencing barriers throughout the classroom activities. This is time-consuming and difficult because listening entails comprehending the speaker's pronunciation, language rules, vocabulary, and meanings, necessitating auditory discrimination, aural grammar, picking and memorizing essential information, and linking sounds to meanings. Also, listening activities involve hearing, understanding, analyzing, and responding.[3] Due to the complexity of listening, many English learners fail to acquire and master it. Even when using known phrases, learners frequently struggle to recall word meanings and recognize signs.[4] Some levels of anxiety can help learners achieve their best possible levels of results, but excessive anxiety may obstruct language learning. Anxiety can take various forms, including worry, self-doubt, discomfort, helplessness, insecurity, fear, and physical symptoms. Even the usual language classroom

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[1] Vina Agustiana, "Listening Anxiety Among Indonesian EFL Students," *Indonesian EFL Journal* 5, no. 1 (January 16, 2019): 13, https://doi.org/10.25134/ieflj.v5i1.1607.

[2] Agustiana.

[3] Erna Iftanti and Joko Tri Prastiyo, "Anxiety Confronted by EFL Students in Instructional Listening Class," *Ta'dib* 24, no. 2 (December 29, 2021): 251, https://doi.org/10.31958/jt.v24i2.4720.

[4] Risa Arroyyani, "Mapping Students' Listening Problems and Strategies," *Leksika: Jurnal Bahasa, Sastra Dan Pengajarannya* 15, no. 1 (February 28, 2021): 1, https://doi.org/10.30595/lks.v15i1.9309.

can induce considerable anxiety because learners are in front of their classmates and the teacher.[5]

Tahsildar, who surveyed at Malaysian University, found that the participants had a high level of listening anxiety. The participants showed a high level of anxiety for 58% of the items, a moderate level of anxiety for 33% of the items, and a low level of anxiety for only 9% of the items. This suggests that most of the participants encountered significant levels of anxiety while listening to English texts.[6] Horwitz, Horwitz, and Cope stated FLA (Foreign Language Anxiety) as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process."[7] In addition, Köseler defined anxiety as a continuing and troubling psychological state stemming from inner conflicts, wherein individuals engage in internal debates or apprehensions about potential events that may not materialize. This is evident, for instance, when learners encounter an unplanned examination, prompting a sudden and unexpected challenge.[8] Worried students frequently consider numerous possible outcomes that could occur before or after an exam. For example, they may be concerned that the questions on the test will be too difficult to answer, potentially leading to exam failure and low grades.[9] Anxiety in listening can arise due to various challenging factors, including a lack of understanding of complex and unfamiliar vocabulary, decreased focus caused

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[5] Rebecca L Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Boston: Heinle & Heinle Publishers, 1990). p. 143.

[6] Nasim Tahsildar and Zailin Shah, "Investigating L2 Students' Listening Anxiety: A Survey at a Malaysian University," *International Journal of Language Education and Applied Linguistics (IJLEAL)*, August 22, 2014, https://doi.org/10.15282/ijleal.v1.418.

[7] Trang Tran, "A Review of Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety and the Challenges to the Theory," *English Language Teaching* 5 (December 26, 2011), https://doi.org/10.5539/elt.v5n1p69.

[8] Tayşi, "The Effect of Listening Attitude and Listening Anxiety on Listening Comprehension."

[9] Aryuliva Adnan, Leni Marlina, and Suci Annisa, "Listening Comprehension and Listening Anxiety: A Case of Basic Listening Class Students at English Department UNP Padang," 2020, https://doi.org/10.2991/assehr.k.200306.034.

by negative emotions hindering comprehension of difficult terms, the difficulty of connecting together words, phrases, and clauses to derive a coherent meaning from context, keeping up with the pace of speech delivery, and a lack of prior knowledge about the topic being discussed in spoken material.[10] So, Anxiety can disrupt a listener's concentration, damage their auditory body parts, and reduce their ability to follow the material.[11]

2. **Factors Influencing Listening Anxiety**

Vogely identifies multiple factors contributing to listening anxiety, which may stem from different sources, such as the teacher's approach, the student's demeanor, the complexity of listening materials, and the overall listening process. These elements collectively shape individuals' experiences of anxiety during listening activities. Additionally, other variables not explicitly mentioned could also play a role in exacerbating listening anxiety. Understanding these diverse influences is crucial in addressing and mitigating listening-related apprehensions, ultimately fostering more effective and comfortable listening environments for learners.[12]

a. **Teacher Factor**

The teacher's response to students' listening faults can significantly impact their anxiety levels. When teachers respond overly seriously, they might create an atmosphere of pressure and tension within the classroom, which can elevate students' anxiety and hinder their learning. In contrast, teachers who maintain a pleasant demeanor and respond to mistakes with humor and encouragement are likelier to create a relaxed and supportive environment. This approach can help students feel more at ease, reduce their anxiety, and foster a more

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[10] Rini Susilowati, "Listening Anxiety and The Solutions To Inhibit Its Negative Effects," *Edukasi Lingua Sastra* 17, no. 2 (September 26, 2019): 13–26, https://doi.org/10.47637/elsa.v17i2.36.

[11] Pan, "Analysis of Listening Anxiety in EFL Class."

[12] Vogely, A.J. (1998), Listening Comprehension Anxiety: Students' Reported Sources and Solutions. Foreign Language Annals, 31: 67-80. quoted in Pan.

conducive learning atmosphere where students are not afraid to make mistakes and learn from them. Therefore, the teacher's attitude and response to listening errors play a crucial role in shaping the emotional climate of the classroom and influencing students' overall learning experience.

b. **Student Factors**
1) Students' listening comprehension skill: The lower their listening comprehension level, the more anxious they feel.
2) Student self-confidence: Students confident in their listening talents are more receptive and capable of capturing information indirectly.
3) Student study habits: Students who are uninterested in listening, seldom practice listening outside of class, and lack drive in class may struggle to improve their listening skill and maintain attention.
4) Student accomplishment motivation: High success motivation might make students feel less anxious.

c. **Listening Materials and Process**
1) Level of complexity of listening material: The more difficult the content, the more complicated of the syntax, the faster the speech speed, the shorter the pauses, the greater the level of anxiety.
2) Listening material content and speed: The length, speed, and a number of words in the listening material all have an impact on the listening effect.
3) Repetition of the material: When getting material cannot be repeated, it could create anxiety due to trouble understanding the meaning.

d. **Other Factor**
Physical environmental problems such as discomfort, loudness, or lack of oxygen, might contribute to anxiety. In this context, uncomfortable or unsupportive physical environmental conditions can influence a person's anxiety level. For example, a room/class that is too hot or cold, noisy, or lacks good air circulation can make a person feel uncomfortable and ultimately cause increased anxiety.

3. Language Learner Strategies

Learning strategies are techniques used by students to improve their learning.[13] These strategies are especially important for language learning because they help students actively engage in learning, which is crucial for developing effective communication skills. In a way comparable to Oxford's statement, "Language learning styles and strategies are among the main factors that help determine how –and how well –our students learn a second or foreign language."[14] Appropriate language learning strategies can lead to better language proficiency and increased confidence.[15] The term "strategy" originates from the ancient Greek word "strategia," which means the art of war or generalship. Strategy involves effectively managing resources, such as troops or ships, in a planned campaign. Tactics, on the other hand, are specific tools used to achieve the goals set by strategies.[16]

Numerous scholars have classified language learning strategies as outlined by Oxford. These strategies can be categorized into two main types: direct and indirect. Direct strategy entails applying the new language, such as inferring word meanings or forming sentences. These include memory strategies, cognitive strategies, and compensatory strategies. Nevertheless, indirect strategies support language learning without directly engaging with the target language. These encompass metacognitive strategies, affective strategies, and social strategies. Direct and indirect strategies are pivotal in language learning, complementing each other and contributing to overall success.[17]

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[13] Jenny X. Montaño-González, "Learning Strategies in Second Language Acquisition," *US-China Foreign Language* 15, no. 8 (August 28, 2017), https://doi.org/10.17265/1539-8080/2017.08.001.

[14] Oxford, "Language Learning Styles and Strategies."

[15] Oxford, *Language Learning Strategies: What Every Teacher Should Know.*, p. 1.

[16] Oxford., *Language Learning Strategies: What Every Teacher Should Know*, p. 7.

[17] Oxford., *Language Learning Strategies: What Every Teacher Should Know*, p. 11.

a) **Direct Strategies**

1) Memory Strategies

Oxford said "memory-related strategies" as those used to store and retrieve parts of the target language, such as pictures, structural examination, sound application, and mechanical techniques.[18] Several memory strategies allow learners to learn and retrieve information or aspects of the target language including in an orderly string (such as acronyms), while other techniques create learning and retrieval via sounds (for instance, rhyming), a combination of sounds and images (such as the ones the keyword method), or body movements (for example, total physical response). As a result, memory strategies help learners in the starting stages by aiding them in remembering important details from their studies. This method assists learners in remembering details that may be important in the future.[19] Memory strategies proves notably enhanced when learners employ metacognitive strategies, such as maintaining focus, and affective strategies, such as alleviating anxiety through deep breathing, concurrently.[20]

2) Cognitive Strategies

"Cognitive strategies are essential in learning a new language". This strategy enables learners to control language material in direct ways because cognitive strategies are PRACtical for language learning" which include four strategy sets; "Practicing", "Receiving and Sending Messages", "Analyzing and Reasoning", and "Creating Structure for Input and Output". Such as reasoning, analyzing, noting, summarizing, synthesizing, elaborating, rearranging information to develop stronger schemas (knowledge structures), practicing in naturalistic

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[18] Asst Prof Zeena Abid Ali Dawood, "Direct Language Learning Strategies in EFL," *Al-Ustath Journal for Human and Social Sciences* 60, no. 1 (March 13, 2021): 115–32, https://doi.org/10.36473/ujhss.v60i1.1296.

[19] Oxford, "Language Learning Styles and Strategies."

[20] Oxford, *Language Learning Strategies: What Every Teacher Should Know.*, p. 38.

settings, and practicing structures and formal sounds. Cognitive strategies considerably impact learning a second language or foreign language.[21]

3) Compensation Strategies

Compensation strategies encourage students to use language even though they have knowledge gaps, such as guessing words based on context, employing gestures, and restricting speaking and writing.[22] For example, guessing intelligently in listening and utilizing synonyms. So, when language learners encounter unfamiliar words, they use clues such as sentence context, sentence structure, and their knowledge of a particular topic to try to guess their meaning. This allows them to understand the text or conversation even if there are words they don't yet know.[23]

b) **Indirect Strategies**

1) Metacognitive Strategies

Oxford notes that "Metacognitive strategies make language more CAPA-able." This strategy assists learners in overseeing the entirety of the learning process with three strategy sets: "Centering Your Learning," "Arranging and Planning Your Learning," and "Evaluating Your Learning."[24] In simpler terms, learners can select what best suits their individual needs. Students can gather and arrange materials, strategize tasks, devise a study timetable, pinpoint errors, and assess their achievements.[25] Regarding this subject, Chamot emphasized the importance of cultivating self-awareness, which fosters reflection, establishing task procedures,

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[21] Oxford., *Language Learning Strategies: What Every Teacher Should Know.*, p. 43.

[22] Dawood, "Direct Language Learning Strategies in EFL."

[23] Oxford, *Language Learning Strategies: What Every Teacher Should Know.*, p. 47-50.

[24] Oxford., *Language Learning Strategies: What Every Teacher Should Know*, p. 136.

[25] Oxford, "Language Learning Styles and Strategies."

ongoing performance monitoring, and evaluation of tasks following their completion.[26]

2) Affective Strategies

Oxford defined affective strategies as those concerned with students' moods and feelings. The term *effective* refers to emotions, attitudes, motivations, and values. Some of these strategies include being aware of one's own anxiety levels, deep breathing, complimenting oneself, and thinking and speaking positively.[27]

3) Social Strategies

This strategy relates to the feeling of community, and individuals interact and communicate within a community. There are several typical social methods by Oxford "asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, empathizing with others and exploring cultural understanding and social norms".

B. Previous Related Studies

According to Farooqi's article "Listening Comprehension Anxiety: Factors and Suggestive Strategies for Solutions," the first study investigated the factors causing Listening Comprehension Anxiety among English Language students in Afghanistan. It also proposed strategies to address these anxiety challenges. The research employed a qualitative design to explore the factors contributing to listening comprehension anxiety among English Language students in Afghanistan and the strategies used to alleviate listening anxiety. The researcher conducted semi-structured interviews with eight participants selected through purposive sampling techniques. The collected data were then analyzed using thematic analysis to identify significant themes emerging from the interviews. The findings

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[26] Cinthya Olivares Garita et al., "Indirect Learning Strategies in University Students' EFL Development" 45, no. 1 (2021), https://www.mextesol.net/journal/index.php?page=journal&id_article=23350.

[27] Oxford, *Language Learning Strategies: What Every Teacher Should Know.*, p. 140-144.

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of this study involved identifying the factors causing listening comprehension anxiety among English Language students in Afghanistan. From the data analysis, eight significant themes emerged, covering the factors of anxiety in listening comprehension and strategies to alleviate such anxiety. These findings provide an in-depth understanding of listening anxiety issues among English Language students in Afghanistan, as well as guidance for decision-makers and curriculum developers to enhance students' listening comprehension.[28]

According to a second study conducted by Iftanti and Prasetyo at IAIN Tulungagung, most students experienced moderate levels of anxiety. In this study, anxiety experienced by EFL students at the university level is discussed. Students of IAIN Tulungagung's English Department experience anxiety, and they explain its causes. The purpose of this study is to explain the symptoms of anxiety that students experience during listening classes and the factors that cause such anxiety. This study's two main data collection methods were observation and in-depth interviews. The researcher used theoretical and methodological triangulation to ensure the validity of the data. Theoretical triangulation was utilized to relate the findings on the types and causes of anxiety in the listening class to earlier relevant theories. Meanwhile, methodological triangulation was utilized to guarantee that the research outcomes provided by different data collection methods, such as observation and in-depth interviews, were consistent with earlier hypotheses. The study found that students showed six symptoms of anxiety in a listening class: Arousal Anxiety (ArA), Apprehension Anxiety (ApA), and Mixed Anxiety (MA). In addition, this study found five sources of anxiety experienced by students. These findings provide important information for lecturers to understand students' anxiety and create a pleasant classroom learning environment for listening to make students feel more comfortable.[29]

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[28] Mohammad Qasim Farooqi, "Listening Comprehension Anxiety: Factors and Suggestive Strategies for Solutions," *International Journal of Education*, 2022.

[29] Iftanti and Prastiyo, "Anxiety Confronted by EFL Students in Instructional Listening Class."

This third study, entitled "*Anxiety on Students' Listening Comprehension in University Malang*" by Santi Prastiyowati, discusses the level of anxiety and factors related to listening anxiety faced by students learning English as a foreign language in Malang. In the study, findings indicated that the majority of students experienced a moderate level of anxiety, with only a small percentage classified as having a high level of anxiety. Specifically, 71% of the participants were categorized as having a moderate level of anxiety, while 17% were classified as having a high level of anxiety. Additionally, 12% of the students were identified as having a low level of anxiety. Therefore, the study suggests that the overall level of anxiety among the students in listening comprehension was not excessively high but rather predominantly moderate. This research used mixed research methods and involved forty-eight participants. The instruments used to collect data were questionnaires and interviews regarding student anxiety related to listening activities. The results showed that the majority of students experienced moderate levels of anxiety. Anxiety often stems from students' background knowledge, such as worry about missing important ideas, anxiety about not understanding every word, anxiety about unfamiliar words and topics, and guessing about missing information.[30]

However, the study at Nanchang Normal University in China. The article discusses the research on college students' listening anxiety and listening strategy in the context of second language acquisition. The study aims to understand the frequency of use of different listening strategies among college students and the level of listening anxiety they experience. The research combines quantitative and qualitative methods, using questionnaires about English listening strategy and anxiety. The findings reveal that meta-cognitive strategy is the most frequently used strategy, followed by cognitive strategy, while social or affective strategy is the least frequently used. The study also shows that college students generally experience low levels of listening anxiety. Additionally, there is no significant correlation between listening anxiety and social or affective

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[30] Prastiyowati, "Anxiety on Students' Listening Comprehension in University Malang."

strategy, but there is a correlation with meta-cognitive strategy. The study aims to provide insights for Chinese college educators and students on the impact of listening anxiety and the appropriate use of listening strategies.[31]

The series of studies discussed in the text delve into the phenomenon of anxiety within the realm of listening comprehension in the context of learning the English language. Each study centers around students as its primary research subjects, employing diverse data collection methods such as interviews and questionnaires to explore the intricacies of listening anxiety. However, distinctions emerge within this body of research. While the initial study concentrates on English language learners in Afghanistan, the subsequent studies focus on Malang, Indonesia, and Nanchang, China, with varying student demographics. Methodologically, the studies diverge as well; while the first study adopts a qualitative approach, the subsequent ones blend qualitative and quantitative methods. Furthermore, each study unravels unique findings and focal points. While the first two studies illuminate the causative factors of listening anxiety, the latter two shed light on coping mechanisms to alleviate such anxieties. Consequently, the implications drawn from these studies may vary, ranging from tailored learning strategies to actionable insights for educators to support students grappling with listening anxiety.

Table 2. 1
RESEARCH GAP ANALYSIS
CRITICAL REVIEW OF LANGUAGE INSTRUCTION RESEARCH

No	Title, Research er(s), and Year	Research Question(s)/ Variable(s) and Objective(s)	Research Approach and Design	Research Data, Sample & Population, and Setting	Research Instrument(s)	Research Methods		Research Result(s)	Research Gap(s) (Relations & Differences to Current Research/ Paper)
						Data Collection Technique(s)	Data Analysis Technique(s), Interpretation, and Validation		
1.	*"Listening Comprehension Anxiety: Factors and Suggestive Strategies for Solutions,"* Mohammad Qasi	The research questions in this study focused on exploring the factors contributing to listening comprehension anxiety	The research approach and design used in the study is qualitative. A qualitative research design was employed to explore	The research was conducted at Badghis Institute of Higher Education (BIHE) in Badghis Province, Afghanistan,	The research instrument used in this study was semi-structured interviews conducted with the	The study used semi-structured interviews to collect data on factors contributing to Listening Comprehension Anxiety	The study employed thematic analysis to identify patterns within qualitative data. This involved stages	These findings provide an in-depth understanding of listening anxiety issues among English Language	The relation of this research to current research is focused on exploring the factors and strategies used by participan

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m Faroqi, *2022*	(LCA) among English major university students in Afghanistan and the strategies used by participants to alleviate their listening anxiety. The variables included factors such as integration of listening and	re the factors causing Listening Comprehension Anxiety (LCA) in Afghan English students and the strategies they use to reduce their listening anxiety. Qualitative research focuses on collecting data.	focusing on English major students from the English Department of the Education Faculty. Data were collected through semi-structured interviews with eight participants, consisting of five males and	participants.	(LCA) and strategies to alleviate it. Interviews were conducted via WhatsApp, with pre-set themes and key questions followed by additional inquiries. Recorded interviews were transcribed and analyzed to identi	such as familiarization, coding, theme identification, and final reporting. Eight themes emerged, covering factors contributing to Listening Comprehension Anxiety (LCA) and strategies for its redu	students in Afghanistan, as well as guidance for decision-makers and curriculum developers to enhance students' listening comprehension.	ts to overcome their listening anxiety. The research GAP is in the setting (Student English Club in Kudus campus), instrument (not only interview but also an observation) and in the current research

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		speaking courses, new vocabulary, pronunciation, speech rate, and accent. The objectives were to identify these factors and propose strategies to reduce LCA among the participants.		three females, with varying ages and academic cohorts. The sample size of eight participants may limit the generalizability of the findings.		fy key themes related to LCA factors and strategies.	ction. To ensure validity and reliability, the thematic framework and interview questions were developed with input from a research advisor, and a pilot test was conducted with two students.		using the theoretical support for understanding the factors contributing to anxiety draws and get strategies to overcome it.
2.	"Anx iety	The resea	The resea	The resea	The rese	The resea	The colle	Thes e	In this

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Confronted by EFL Students in Instructional Listening Class", Erna Iftanti and Joko Tri Prastiyo, 2021	rch aims to investigate the types of anxiety encountered by EFL students in instructional listening classes and their underlying causes, providing insights to lecturers for creating a more comfortable learning envir	rch utilised a qualitative approach, employing descriptive qualitative methods to gain deep insights into EFL students' subjective experiences of anxiety in the instructional listening class.	rch gathered data through observation and in-depth interviews with six anxious students from a sample of forty fifth-semester English Department students at IAIN Tulungagung, Indonesia	arch instruments used in the study included an observation checklist for recording anxiety symptoms during class observations and an in-depth interview guide for exploring students'	rch involved observation in the listening class to identify anxious students and in-depth interviews with selected informants to delve deeper into their experiences of anxiety.	cted data underwent processes of data reduction, data presentation, and conclusion drawing to analyze and interpret the findings.	findings provide important information for lecturers to understand students' anxiety and create a pleasant classroom learning environment for listening to make students feel more comfortable.	case, research in EFL "English Foreign Language" students in anxiety learning listening becomes the relation for the current research. However, the settting (Student English Club in Kudus campus)

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		onment.	. It aimed to understand anxiety experiences in instructional listening classes at the university.	anxiety experiences and symptoms in the listening class.					and aim the study (concentrated on exploring the factors contributing to participants' listening anxiety and the strategies they employed to alleviate it) to research GAP.
3.	"*Anxiety on Students' Listening Compreh*	The study aims to investigate the levels of	The study utilized a mixed research appro	The study collected data from forty-	The research instruments included clos	The researcher administered structured quest	The study utilized frequency and perc	The results showed that the majority	The relation for the current research is

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ension in University Malang", Santi Prastiyowati, 2019	anxiety, factors contributing to anxiety, and the impact of background knowledge, vocabulary, speech rate, and repetition on listening comprehension among university students in Malang.	ach, combining quantitative questionnaires and qualitative interviews to analyze students' listening anxiety levels and contributing factors comprehensively.	eight participants enrolled in the Basic Listening subject at Malang University to explore anxiety levels and factors influencing listening comprehension among English as a Foreign Language uage	ed-ended questionnaires based on the FLLAS for quantitative data and semi-structured interviews for qualitative insights, offering a comprehensive understanding of listening anxiety amo	ionnaires based on the FLLAS to gauge participants' anxiety levels during listening tasks, employing a 5-point Likert scale for responses. Additionally, semi-structured interviews were conducted to delve	entage calculations and Likert scale analysis for quantitative data, alongside thematic analysis and interpretation of verbatim responses for qualitative data. Findings were interpreted to understand anxi	of students experienced moderate levels of anxiety. Anxiety often stems from students' background knowledge, such as worry about missing important ideas, anxiety about not understanding ever	in the EFL "English Foreign Language" students in anxiety learning listening. However, the setting (Student English Club on the Kudus campus), the methods (descriptive qualitative: observation and

					(EFL) learners in that specific academic setting.	ng university students in Malang.	deeper into participants' perspectives on the factors influencing their listening anxiety, utilizing open-ended questions. Through this dual approach of quantitative questionnaire administration and qualitative	ety prevalence and factors influencing students' experiences. Validation methods included triangulation, member checking, and peer review to ensure data accuracy and research credibility.	y word, anxiety about unfamiliar words and topics, and guessing about missing information.	interview), and the aim of the research (concentrated on exploring the factors contributing to participants' listening anxiety and the strategies they employed to alleviate it) should be research GAP.

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|					inter views, the study aime d to comp rehen sivel y explo re stude nts' exper ience s and level s of listen ing anxie ty withi n the unive rsity conte xt.			
4.	*On Coll ege Stud ents' Liste ning Anxi ety and Liste ning Strat egy,"* Zhen Zho, 2021	The resea rch inves tigate s the level s of Engli sh listen ing anxie ty amon g colle	The resea rch appro ach and desig n of the study comb ined quant itativ e and qualit ative	The stud y colle cts data thro ugh ques tionn aires focu sed on Engl ish liste	The rese arch instr ume nts used in this stud y inclu de two key ques tion	The study empl oys quest ionna ires as the prim ary data colle ction techn ique. Thes	The stud y empl oys descr iptiv e statis tics, corre latio n anal ysis, and SPS	The findi ngs reve al that meta - cogn itive strat egy is the most frequ ently used	Liste ning anxie ty and listen ing strate gies are relat ed to curre nt resea rch. The

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ge students, explores their utilization of listening strategies, examines the relationship between listening anxiety and strategy use, and identifies contributing factors to listening anxiety in English classes. The	methods to explore the complex relationship between listening anxiety and listening strategy among college students, aiming to contribute valuable insights to second language acquisition.	ning anxiety and strategies from 84 randomly selected English majors at a normal university in Jiangxi province, China. The data encompasses information on anxiety levels, strategy frequency,	naires: one assessing English listening learning strategies and another measuring English listening anxiety levels among college students. These questionnaires provide insights into	e questionnaires include items focused on English listening learning strategies and English listening anxiety, utilizing Likert scales to gather quantitative data on strategy frequency and anxiety levels	S software to analyze data collected through questionnaires. Mean values and standard deviations are interpreted to understand patterns of strategy utilization and anxiety levels among stude	strategy, followed by cognitive strategy, while social or affective strategy is the least frequently used. The study also shows that college students generally experience low levels of listening anxiety. Additiona	research GAP is about the setting (Student English Club in the Kudus campus), the methods (descriptive qualitative: observation and interview), and the aim of the research (concentrated on expl

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		variables include listening anxiety, listening strategies (cognitive, meta-cognitive, social/affective), their relationship, and factors influencing anxiety. The objectives are to assess anxiety levels,		and the correlation between anxiety and strategy use. This research is conducted within the university setting, aiming to understand the dynamics of listening anxiety and strategies among college	the relationship between anxiety and strategy use.	among college students. Through structured responses from these questionnaires, the study aims to analyze the relationship between listening anxiety and strategy utilization in English language learning.	nts. The validity and reliability of the research findings are ensured through validated instruments and peer review. By utilizing rigorous data analysis techniques and validation methods, the study	lly, there is no significant correlation between listening anxiety and social or affective strategy, but there is a correlation with meta-cognitive strategy.	oring the factors contributing to participants' listening anxiety and the strategies they employed to alleviate it).

		analyze strategy usage, investigate the relationship between anxiety and strategies, and identify contributing factors, aiming to enhance language learning experiences.		language learners.			aims to offer valuable insights into the relationship between listening anxiety and strategies among college students in English language learning.		

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C. Conceptual Framework

Table 2. 2
Conceptual Framework
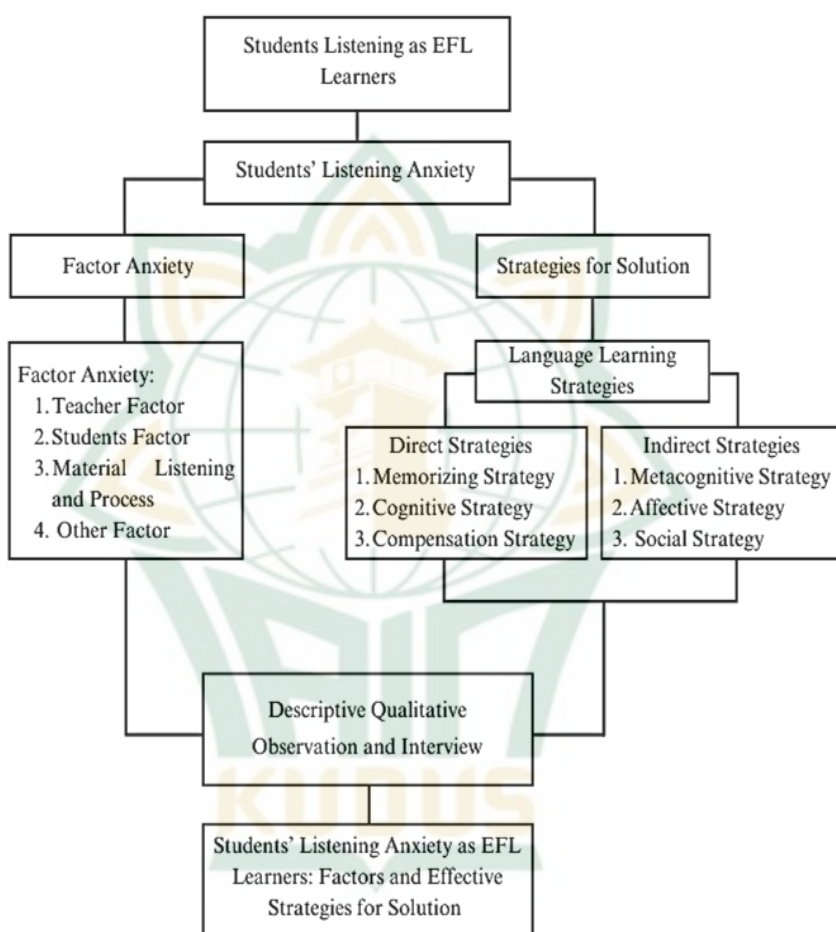
The conceptual framework of this research is the anxiety that students who are learning English as a foreign language (EFL) have when they are listening. The main goals are examining this worry's causes and developing practical mitigation techniques. First, the researcher examines the type and severity of listening anxiety in students. Horwitz claims that the process of learning a language is exceptionally complicated,

resulting in a complex construct of beliefs, behaviors, and self-perceptions that are closely related to the experience of acquiring a language in a classroom.[32] It is especially difficult to comprehend and treat listening anxiety because of its intricacy. Vogley's categorization provides a theoretical foundation for determining the variables causing listening anxiety. Teacher factors, student factors, listening material, and process factors, and other factors are the groupings into which Vogley divides these components.[33] Oxford's distinction between direct and indirect strategies also informs strategies for addressing anxiety.[34] The research attempts to offer a thorough explanation of the elements causing hearing anxiety and to suggest workable ways for reducing it by using these conceptual frameworks. The research employs a qualitative descriptive method, utilizing observation and interview techniques for data collection.

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[32] Tran, "A Review of Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety and the Challenges to the Theory."

[33] Vogely, A.J. (1998), Listening Comprehension Anxiety: Students' Reported Sources and Solutions. Foreign Language Annals, 31: 67-80. quoted in Pan, "Analysis of Listening Anxiety in EFL Class."

[34] Oxford, "Language Learning Styles and Strategies."