

**SOCIAL-AFFECTIVE STRATEGIES AND STUDENTS'
LISTENING ANXIETY: A STUDY OF EFL LEARNERS
IN INDONESIA**

SKRIPSI



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**SOCIAL-AFFECTIVE STRATEGIES AND STUDENTS' LISTENING
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IN INDONESIA**

SKRIPSI

presented as partial fulfillment of the requirements
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by:

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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, May 21, 2021

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Abstract

Chriswiyati, E.P. (2021). *Social-affective strategies and students' listening anxiety: A study of EFL learners in Indonesia* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

This present study investigated the use of social-affective listening strategy, listening anxiety, and the relationship between social-affective listening strategy and 74 non-English major EFL (English as a foreign language) learners in Indonesia. Through a survey, this present study found that EFL learners experienced a high level of the use of social-affective listening strategies and a medium level of listening anxiety in their listening activity. However, the Pearson correlation formula resulted in $(r (n-2) = -.116, p > .05)$, which represented a non-significant negative correlation between social-affective listening anxiety and listening anxiety. Even though there was a low correlation level, if there was a decrease in the use of social-affective listening strategy, there was an increase in listening anxiety. Thus, this present study suggested improving the implementation of a social-affective listening strategy, and EFL learners should be more aware of their anxiety in listening. Recommendation for future studies to research different levels of EFL learners and analyzed the data in-depth for further clarifications of the result.

Keywords: *Social-affective listening strategy, listening anxiety, EFL learners in Indonesia*

Intisari

Chriswiyati, E.P. (2021). *Social-affective strategies and students listening anxiety: A study of EFL learners in Indonesia* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Penelitian ini dilaksanakan dalam rangka meneliti penggunaan social-affective listening strategy, kecemasan saat kegiatan listening (mendengarkan) dan hubungan antara kedua variabel tersebut terhadap 74 mahasiswa di luar bidang studi Bahasa Inggris sebagai pembelajar EFL di Indonesia. Dengan menggunakan survei, ditemukan bahwa pembelajar EFL di Indonesia dengan tingkat yang tinggi menerapkan social-affective listening strategy dan mengalami tingkat kecemasan yang sedang saat melakukan kegiatan listening. Meskipun demikian, uji statistika Pearson correlation menunjukkan ($r (n-2) = -.116, p > .05$) yang merepresentasikan korelasi negatif yang tidak signifikan antara penggunaan strategi listening dengan social-affective listening dan kecemasan saat mendengarkan. Dengan begitu dapat disimpulkan bahwa meskipun tingkat korelasi rendah, peningkatan pada penggunaan strategi listening dengan social-affective dapat menurunkan kecemasan saat mendengarkan narasi berbahasa Inggris. Hasil dari penelitian ini menyarankan peningkatan terhadap penggunaan strategi listening dengan social-affective dan kesadaran yang lebih dari pembelajar EFL terhadap kecemasan saat mendengarkan narasi berbahasa Inggris. Rekomendasi terhadap penelitian di masa mendatang untuk dapat menggunakan sample peserta di jenjang pendidikan yang berbea dan menganalisis data secara lebih mendalam untuk klarifikasi lanjut atas hasil.

Kata kunci: *Strategi listening dengan social-affective, kecemasan saat mendengarkan, pelajar EFL di Indonesi*

CHAPTER I

INTRODUCTION

This chapter consists of four parts which are research background, research questions, research objectives, and research benefits. Thus, the ideas of this study will be discussed in this chapter.

1. Research Background

Several studies have been conducted in the field of listening for English as a foreign language (EFL) learners (Dalman, 2016; Gilanlioglu & Kalajahi, 2010; Golchi, 2012; Loren et al., 2017; Sumalinog, 2018). These studies suggested the importance of listening as part of the skill learned in language learning. For example, Loren et al. (2017) mentioned that EFL learners spent around 40% of their time on listening while the other 60% spent their time on speaking, reading, and writing. Therefore, it might indicate that listening skill appears as an essential skill compared to the other skills. Even so, Sumalinog (2018) mentioned that listening skill is a complex and intricate process for the EFL learners to be performed which leads to anxiety.

Anxiety in English language learning has been a consideration in language studies. Anxiety often makes EFL learners nervous and afraid then it contributes to the EFL learners' low performances (Xu, 2011). Several studies in different contexts showed the effect of listening anxiety on EFL learners' listening skills and understanding (Tahsildar & Yusoff, 2014; Prastiyowati, 2019; Tayşi, 2019). In those studies, it was found that anxiety has a significant and negative correlation to the listening comprehension of EFL learners. It might indicate that if the EFL learners' listening anxiety increased, their performance in listening decreased. Thus, it can be argued that EFL learners' performance in listening can be developed if the listening anxiety experienced by EFL learners was minimized.

A study conducted by Gilakjani and Ahmadi (2011) found that the use of strategy has a significant effect on EFL learners' listening anxiety. X. Bao (2017) mentioned in his study that there are three main types of strategy, one of which is social-

affective strategies. Social-affective strategies deals with learners 'interaction with other learners, instructors, and native speakers (X. Bao, 2017). According to Gilanlioglu and Kalajahi (2010) social strategies facilitated learning through interaction and communication with others, while affective strategies manage learners' motivation and emotion. Furthermore, social-affective strategies covered the attitude of the learners in dealing with the issues, organizing their emotions, giving value in the EFL learning process, and managing their self-motivation (Vijaya, 2012). Vijaya (2012) emphasized that social-affective strategies are important because learning a language involves interaction and communication among people. Moreover, Saeidi and Khaliliaqdam (2013) argued that social-affective strategies used by teachers in the classroom could lower students' anxiety in EFL learning. Thus, it can indicate that social-affective strategies are one of the strategies that can help EFL learners deal with their listening anxiety. In addition, there were also studies conducted to find the correlation between social-affective strategies and listening anxiety (e.g. Dalman, 2016; Serri et al., 2012; Sumalinog, 2018). However, the result of those studies was varied and inconsistent.

Thus, this present study set out to examine the relationship between learner anxiety in listening and the use of social-affective strategies in the university-level of EFL learners in Yogyakarta. Previous studies have been conducted using the quantitative method by distributing questionnaires to investigate listening anxiety of English major students at the university level of several countries in Asia, especially in Indonesia (Annisa et al., 2020; Hidayati et al., 2020; M. Liu & Thondhlana, 2015; Prastiyowati, 2019; Tayşi, 2019). Furthermore, studies on social-affective strategies have been conducted in the EFL context (Allah, 2016; Saeidi & Khaliliaqdam, 2013; Vijaya, 2012). These studies investigated the use of social-affective in English learning. Yet, there were only few studies conducted in a study of social-affective in listening strategy (Firdaus, 2019; Rouhi et al., 2014; Shamsiri & Noordin, 2009). Hence, this study was conducted to clarify the previous findings in a different context. Thus, it involved non-English major students who may not be familiar with the use of English as media of instruction in regular classroom activities compared to English major students used in the previous studies.

Moreover, this study used the quantitative method by distributing a survey to the participants. The result of this present study might contribute to the study of the use of social-affective strategies in listening and its relation with listening anxiety.

2. Research Questions

Considering the rationales above, this study attempts to answer the following research questions:

- a. To what extent do students use social-affective strategies in listening?
- b. To what extent do students experience listening anxiety?
- c. What is the relationship between the social-affective and students' anxiety in listening?

3. Research Objectives

The present study investigated:

- a. The implementation of social-affective listening strategies by EFL learners in the classroom.
- b. The listening anxiety experienced by EFL learners in listening activity.
- c. The relationships between the implementation of social-affective listening strategies and EFL learners' listening anxiety in EFL class in Indonesia.

4. Research Benefits

There are three benefits of conducting this present study which will be divided into some parts:

- a. EFL Teachers and Instructors

There are some benefits of this study suggested to EFL teachers and instructors. Firstly, the first research question of this present study can be used by EFL learners and instructors to identify how EFL learners implement social-affective strategies in their listening activities. Then, the second research question of this study can be used by EFL teachers or instructors to identify how EFL learners experienced anxiety in their listening activity. Thus, by identifying how EFL learners experience listening anxiety and implement social-affective strategies in their listening activity, EFL teachers and instructor can analyse further the appropriate approach or method used in EFL listening activity. Lastly, by knowing the relationship between the use

of social-affective strategies in listening activities and students' listening anxiety, EFL teachers and instructor can identify appropriate strategy to be used in listening classroom activities to minimize students' anxiety.

b. EFL learners

The result of this present study can be used by EFL learners to be analysed further and reflected. First, the result of the first research question can be used by EFL learners to consider how a social-affective listening strategy has been implemented in their listening activity. Then, the result of the second research can be used by EFL learners to identify some particular circumstances when they experience anxiety in listening. Thus, if EFL learners were aware of how they implement social-affective strategies and how they experienced anxiety in their listening activity, it might help EFL learners to distinguish some particular strategy work best on them.

c. Other researchers

Since there were fewer studies conducted specifically to find the relationship between the use of social-affective strategies in the classroom and the EFL learners' anxiety in listening, this present study might be valuable. Other researchers might find additional information related to the implementation of social-affective strategies and their relation to listening anxiety in the context of non-English major university students in the Indonesia.

CHAPTER V

CONCLUSION

This chapter consists of summary, implication and contribution, limitation, and further studies.

1. Summary

This study was conducted to investigate the three research questions, namely the EFL learners' use of social-affective listening strategy, listening anxiety, and the relationship between socio-affective listening strategy and listening anxiety. Related to EFL learners' use of social-affective listening strategy, this study found that most of the participants applied self-motivation, positive talk, social interactions with friends, understanding of speaker's feeling and thought, and asking repetition strategies to help them do their listening activity. Related to EFL learners' listening anxiety, this study found that EFL learners felt anxious in listening when they found unknown words and grammar, failed to understand what the speaker was saying and failed to seize the context of the talk. This study further found that social-affective listening strategy and listening anxiety had a non-significant negative correlation with a weak strength of the relationship.

2. Implication and Contribution

There are some implications based on the findings of this study. First, EFL teachers need to be more aware of EFL learners' social-affective strategies in language teaching. This present study found that most non-English major university students agreed that they kept on listening even when they could not understand the context. As it was known that the social-affective strategies were not feasible to observe, EFL teachers could try to ask for confirmation from the students. Thus, asking for confirmation from the EFL learners, whether or not they understand the listening passage, may help the EFL learners during the listening activity. Second, since most EFL learners preferred to discuss with their friends whenever they faced difficulties in understanding the context of the listening passage, EFL teachers could provide more space for the students to discuss. Giving more space for students to discuss

may support the implementation of a student-centered approach that could lead to a better quality of learning for the students. Then, since most EFL learners considered that grammar necessary and got annoyed when they could not recognize it well, EFL teachers can give more activities that use less emphasis on grammar. This may help the students to feel less pressure when they find unfamiliar grammar in the listening passage.

Moreover, this present study also contributed to the literature on social-affective listening strategy and listening anxiety. Since few studies were conducted to analyze the use of social-affective in listening thoroughly, the present study showed specific research. Therefore, this study took a specific sample of non-English major university students. This present study might be beneficial for researchers as limited studies focused on the use of social-affective listening strategy and listening anxiety of non-English major university students as EFL learners.

3. Limitation

This present study has some limitations. Firstly, this research only used the quantitative method by distributing an online questionnaire. Hence, the result of this study was based on participants' self-report. Second is the small number of participants as the sampling. This study used the data from 74 participants in the same level, courses, and institution. This may not be enough to represent the context of EFL learners in Indonesia. Then, this data was taken during the Covid-19 pandemic in which the online learning process was conducted online. This situation might hamper the direct interactions as the nature of social-affective strategies among the EFL learners to their classmates and the interactions from EFL learners to teachers. Lastly, this study could not explore in depth the small findings from the data. This might be considered to be investigated in the future.

4. Future Studies

There are some recommendations for future studies based on the finding and limitations of this present study. The first is the finding of EFL learners' use of social-affective strategies, which resulted in a weak negative correlation with listening anxiety. As many other studies found that the use of a social-affective strategies was valuable to lower anxiety in language learning, future research might

investigate the cause of the different results of this present study and other previous studies. Then, this present study had limited participants who participated in this present study. Future research might be conducted with a more considerable number of participants and broaden the investigation. For instance, by having more participants, the prospective study can conduct a study to investigate the use of social-affective strategies and its relation to EFL learners' achievement or score in listening or the role of gender in social-affective strategies. Lastly, the future study can investigate the use of social-affective strategies in EFL learners in lower education levels such as high school students in Indonesia. As this present study found that EFL learners at the university level were not familiar with English vocabularies, this might contribute to exploring listening anxiety at an earlier level.

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