

THE COMPARATIVE STUDY OF WRITING AND LISTENING ANXIETY OF EFL UNIVERSITY STUDENTS

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THE COMPARATIVE STUDY OF WRITING AND LISTENING ANXIETY OF EFL UNIVERSITY STUDENTS

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ABSTRACT

This research is related to the study of writing and listening anxiety to EFL students' on seventh semester in Muhammadiyah University of North Sumatra using the theory of Cheng for writing anxiety and Kim for listening anxiety. The aim of this research is to identify the factors that impact writing and listening anxiety and then compare anxiety levels among EFL students. This research used quantitative research. From a total of 112 students, researcher used random sampling to take 30 samples using Sugiono's theory. A questionnaire has been the data collection instrument used by researcher. The writing and listening anxiety questionnaire has twenty items. This research used SPSS 22 to analyze the data with descriptive statistic and paired sample test. The Writing Anxiety and Listening Anxiety subscales had a balanced score, based on the data. That is, the research participants experienced all of the factors stated in each questionnaire. The majority of students were therefore anxious when writing rather than listening to English. Based on the data, the average student who had writing anxiety was 3.2333, and the average student who experienced listening anxiety was 2.4767. Writing anxiety affects up to 16 out of each 30 students, whereas listening anxiety affects up to 3 out of each 30 students. This is due to students' lack of confidence in expressing their ideas and their lack of understanding about good and correct language structures

Keyword: writing, listening, anxiety, students, study

INTRODUCTION

Language learning was a widespread yet difficult process that involves the development and use of several language abilities, such as listening, speaking, reading, and writing. However, language acquisition can create worry and panic, which was a normal phenomenon while learning a second or foreign language. Furthermore, foreign language anxiety was a complicated psychological phenomena with major implications for foreign language students (Karaca, 2013). From the four basic skills, the researcher selected two English skills, writing and listening, to investigate the variances in anxiety felt by students at Muhammadiyah University of North Sumatra. Writing anxiety, which has been one of the concerns investigated in the field of teaching English, was another of the obstacles that students may face when learning English (Aytaç Demirçivi, 2020). Writing is one of the activities carried out to express ideas, opinions in a piece of writing. Balta (2018) deduce that writing is the act of finding, gathering, selecting, organizing, and reinterpreting material, which culminates in writing that is grammar and spelling correct. Writing was a personal cognitive activity that represents the phenomenology of the individual as both a product and a process. Writing in a second or first language was considered a challenging task. It has a detrimental impact on students and causes them to develop negative views toward it. Second language writers' behavior and attitudes must also be studied when investigating their learning environment in terms of writing anxiety (Abrar Ajmal & Humaira Irfan, 2020). Writing anxiety has become one of the issues studied in the field of English language teaching (Aytaç Demirçivi, 2020). The research was mostly concerned with the levels, kinds, reasons, and techniques for overcoming writing anxiety among EFL students. Most studies suggest that EFL students have moderate to high levels of anxiety, with cognitive anxiety being the most common kind of worry.

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Writing anxiety has a negative impact on students' performance when writing in a foreign language. Writing anxiety was capable of damaging learners' ability and confidence in their writing abilities (Dela Masita Fitrinada et al., 2018). Yaspas & Erdost Yastibas (2015) stated that English language writing skills play a significant role in academic. In short, writing anxiety was one of the affective factors that interfere with or hinder the writing process (Blasco, 2016). The consequence of writing anxiety on educational success was a point of contention (Yavuz et al., 2020). Additionally, listening was a crucial component of communicating with others since one cannot communicate except they understand what the opposite person was saying (Karaca, 2013). Considering listening was among the two productive abilities in language learning, it posed a significant threat to foreign language learners (Mehmet, 2013). Language acquisition happens when a person fully understands the information acquired and listening skills were an important aspect of this process (Agustiana, 2019). The activity of listening to a different language that was not proficient might cause issues during learning since students were anxious and cannot assimilate what the lecturer was explaining. In teaching listening, anxiety was believed to be a negative factor contributing to the student's poor listening comprehension and quite possibly the affective factor that the most persistently hinders the learning process. The main key in language acquisition is understanding the information received as input. Language acquisition occurs when a person understand the input received, and listening skills were a key component that affects the process of understanding input (Agustiana, 2019). Anxiety might affect acquiring English language listening, reading, speaking, and writing ability. Anxiety might also have an impact on the abilities of foreign language learners at different levels (Fajri & Hikmah, n.d.). Amiryousefi & Tavakoli (2011) resume some researchers argue that test anxiety affects the language learning process and test scores. It was thought to produce cognitive interruptions during learning, taking tests, or both. Test anxiety while test preparation can lead to poor understanding and arrangement of material, rendering taking a test problematic. Students' learning may be obstructed as a result of their anxiety, and they may be unaware of the consequences of their worry. Based on the previous description, a research was conducted to compare anxiety levels among students. This research was necessary to investigate the difference in anxiety levels among students. This research was enabled by the dissemination of questionnaires that participants must answer. The theory from Cheng and J.H. Kim was used to distribute the questionnaires. Related on the background above, the following problems that found: Factors that influence students' anxiety in writing and listening, Comparison of students' anxiety when writing and listening. The scope of this study was to investigate the levels of learning anxiety within English Education students at Muhammadiyah University of North Sumatra. The limitation of this research was focused on Listening and Writing skills concentrate on differences in anxiety experienced by students.

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METHOD

The research method that used for this research was quantitative research. The survey method was assumed to be the best-suited method because it involves gathering data to test hypotheses or answer questions regarding people's attitudes toward a specific topic or issue (Creswell, 2009). The survey was analyzed to see if there are any significant outcomes based on participant replies and to evaluate the data gathering procedure (Hussein et al., 2020). In this study, the researcher chose participants by asynchronous communication, like as Google Form, that allows anyone to contribute regardless of the time or locations (Opdenakker, 2006). The quantitative research method in this study used comparative research. According to Silalahi Ulbert (2005) a study that compares and contrasts two or more symptoms was knew as comparative research. This study approach was utilized to analyze the differences in anxiety levels within writing and listening activities among students. The population in this study were students of the 7th semester Faculty of Teacher Training and Education, Muhammadiyah University of North Sumatra, totaling 112 students. The sample of this study was the comparison of anxiety between writing and listening anxiety to 7th semester students. According to (Sugiyono, 2011), the sample was part of the number and characteristics owned by the population. The sampling technique used in this study was probability sampling with

4 simple random sampling technique. The definition of simple random sampling put forward by Sugiyono (2017) was the taking of sample members from the population that was carried out randomly without regard to the strata that exist in the population. Researcher select 30 students. In this study, researcher applied a questionnaire. The first step was to conduct a survey before to the class being investigated. The questionnaires were then provided to participants and collected once everyone had completed them. Data analysis was the next important phase in this research project. The purpose of data analysis was to evaluate and interpret data so that it can be converted into useful knowledge. There were several steps in the process, which are as follows: .Classify the data from the questionnaire to find out the factors that affect student anxiety,.Comparing the different levels of anxiety experienced by students, Draw conclusions from the results of data analysis.Descriptive comparative and comparative correlation were two types of comparative study. Hasan (2002) defined analytical comparison as a quantitative methodology used to compare two or more data sets (variables). The kind of data (nominal, ordinal, interval/ratio, and sample group) should be considered. Nazir (2005) additionally stated that comparative research was a type of descriptive research that attempts basic answers about cause and effect by evaluating the factors that lead to the occurrence or emergence of a certain phenomena.The Foreign Language Writing Anxiety Scale (FLWAS) designed by Cheng (2004) was used to assess the amount of anxiety caused by writing. To assess the amount of anxiety caused by the listening context, Kim (2000) designed the Foreign Language Listening Anxiety Scale (FLLAS). FLLAS focuses on anxiety due to listening activities in a foreign language. FLWAS and FLLAS both contain 10 questions, and each question was graded on a four-point Likert scale. FLWAS and FLLAS were classified on a scale of "strongly disagree" to "strongly agree."As previously stated, both questions employed a four-point Likert-type scale ranging from "1 = strongly disagree" to "4 = strongly agree." Lower anxiety levels are indicated by lower scores. The questionnaire responses were analyzed using SPSS Statistic 22 to gather descriptive data regarding students' writing and listening anxiety. The SPSS program was used to generate multiple descriptive statistics, as well as paired samples t-test of quantitative data obtained through questionnaire (Ismail, 2011). It used SPSS version 22 to determine descriptive statistics such as mean, standard deviation, percentage, and so on. Descriptive statistics were utilized to classify anxiety levels from the FLWAS and FLLAS, which were categorized into three levels: low, medium, and high anxiety (Subaşı, 2014).

RESULT AND DISCUSSION

Data were collected through questionnaires delivered to 7th-semester English Education students at the Muhammadiyah University of North Sumatra. The sample group for the questionnaire was 30 responses. This answer was examined to determine factors that affect anxiety and differences in the level of anxiety felt by students when writing and listening. The purpose of this research was to identify the factors that impact student anxiety and the differences in anxiety levels experienced by English students at the Muhammadiyah University of North Sumatra's Faculty of Teacher Training and Education. Participants were given FLWAS and FLLAS questionnaires. The research findings from FLWAS and FLLAS.

1.Factors that Influence Students' Writing Anxiety

Table 1. Descriptive Statistics of Writing Anxiety and Its Scale

No	Statements	N	Min	Max	Mean	Std. Deviation
1.	My thoughts become jumbled when I write English compositions under timeconstraint	30	2.00	4.00	3.3333	.60648
2.	I freeze up when unexpectedly asked to write English compositions	30	2.00	4.00	3.0333	.66868

3.	While writing in English, I often worry that the ways I express and organize my ideas do not conform to the norm of English writing	30	3.00	4.00	3.5000	.50855
4.	While writing in English, I often worry that I would use expressions and sentence patterns improperly	30	3.00	4.00	3.5000	.50855
5.	I'm afraid that the other students would deride my English composition if they read it	30	1.00	4.00	3.1000	.95953
6.	I usually feel my whole body rigid and tense when I write English compositions	30	2.00	4.00	3.1000	.80301
7.	While writing English compositions, I feel worried and uneasy if I know they will be evaluated	30	2.00	4.00	3.3000	.59596
8.	If my English composition is to be evaluated, I would worry about getting a very poor grade	30	2.00	4.00	3.3000	.65126
9.	I'm afraid of my English composition being chosen as a sample for discussion in class	30	1.00	4.00	3.0333	.92786
10.	I do my best to avoid situations in which I have to write in English	30	1.00	4.00	3.1333	.86037

The WA subscale, which has 10 items with balanced scores, was tested using descriptive statistics. With a maximum of four and a minimum of one. Based on the table above, the average students encounters these factors.

2.Factors that Influence Students' Listening Anxiety

Table 2. Descriptive Statistics of Listening Anxiety and Its Scale

No.	Statements	N	Min	Max	Mean	Std. Deviation
1.	When listening to English, it is difficult to differentiate the words from one another	30	1.00	4.00	2.6333	.85029
2.	When listening to English, I tend to get stuck on one or two unknown words	30	1.00	4.00	2.7000	.87691
3.	My mind becomes jumbled and confused when listening to important information in English	30	1.00	4.00	2.4333	.67891
4.	Listening to new information in English makes me nervous	30	1.00	4.00	2.3333	.84418
5.	I'm nervous when I listen to English because I don't know a lot of vocabulary	30	1.00	4.00	2.5333	.89955

6. While listening to English recording, I often understand the words, but still can't quite understand what the speaker means	30	1.00	4.00	2.433 3	.89763
7. When I am listening to English recording, I often get so confused I can't remember what I have heard	30	1.00	4.00	2.733 3	.94443
8. I am afraid when can't catch a key word of an English listening passage	30	1.00	4.00	2.766 7	.81720
9. I would rather not have to listen to people speak English at all	30	1.00	4.00	1.566 7	.67891
10. I get worried when I can't listen to English at my own pace	30	1.00	4.00	2.633 3	.76489

The LA subscale, like the WA subscale, has a balanced score with a minimum of one and a maximum of four. This reveals that on average, students experience all aspects.

3.Descriptive Statistics for Writing and Listening Anxiety

Table 3. Descriptive Statistics for Writing and Listening Anxiety

Type of Scale	N	Mean	Std. Deviation
FLWAS	30	3.2333	0.54793
FLLAS	30	2.4767	0.63771

The results showed that writing anxiety and general listening anxiety could be distinguished. The mean and standard deviation of Writing Anxiety (M= 3.2333; SD = 0.54793) was different from Listening Anxiety (M = 2.4767; SD = 0.63771).

4.Distribution of Writing Anxiety Levels

As mentioned earlier, the mean and standard deviation were calculated as M = 3.2333 and SD = 0.54793 for Writing Anxiety (WA). According to the given formula, participants who had a mean score higher than 3,29 were labeled as high anxiety because they agreed with many statements that rated WA, and lower than 2,51 were categorized as low anxiety students because they disagreed with questions measuring WA.

Table 4. Distribution of Writing Anxiety Levels

Group	N	%	Mean	Std. Deviation
High (M > 3,29)	16	53%	3.6688	.25487
Middle (2,51 < M < 3,29)	11	37%	2.8545	.21149
Low (M < 2.51>)	3	10%	2.3000	.17321
Total	30	100%	8.8233	0.6396

16 students were categorized as high, 11 students were categorized as moderate and the remaining 3 students were categorized as low WA. These means that the percentage of students who have high anxiety with an average of 3.6688 is 53%. For students who have moderate WA with an average of 2.8545 the percentage was 37%. And for students who have low WA with an average value of 2,300 with a percentage of 10%.

5. Distribution of Listening Anxiety Levels

Table 5. Distribution of Listening Anxiety Levels

Group	N	%	Mean	Std. Deviation
High (M > 3,29)	3	10%	3.4667	0.15275
Middle (2,51 < M < 3,29)	14	47%	2.7857	0.10271
Low (M < 2.51>)	13	43%	1.9154	0.51937
Total	30	100%	8.1678	0.77483

3 students were categorized as having high Listening Anxiety (LA), 14 as having moderate LA, and the other 13 as having low LA. These was indicated that the percentage of students who experience high anxiety was 10%, with an average of 3.4667. The percentage of students who had moderate anxiety, with an average of 2.7857, was 47%. Students with low anxiety had an average score of 1.9154 and a proportion of 43%. Based on the two tables above (table 4.4 and table 4.5), some students were more anxious when writing than when listening. Table 4.4 reveals that a total of as 16 students agreed with the questionnaire's WA element. However, only three students in table 4.5 agree with the LA element.

6. Comparison of Writing and Listening Anxiety⁶

Table 6. Paired Samples Test

Paired Differences						T	Df	Sig. (2-tailed)	
Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference						
			Mean	Lower					Upper
Writing - Pair 1 Listening	.75667	.94748	.17298	.40287	1.11046	4.374	29	.000	

Based on the output results above, the probability value (sig 2-tailed) of $0.00 < 0.05$ then H_0 is accepted, means that when the levels of writing and listening anxiety were compared, the anxiety of writing participants and the anxiety of listening participants differ significantly. As a result, writing and listening anxiety have different comparability. As shown in table 4.3, the mean and standard deviation of Writing Anxiety (M= 3.2333; SD = 0.54793) was different from Listening Anxiety (M = 2.4767; SD = 0.63771). The data indicate that a variety of factors impact writing anxiety, such as fear that other students will mock their English composition if they read it, uncomfortable if they know their writing will be evaluated, fear of receiving very low grades, fear of their writing being chosen as a sample for class discussion, thoughts becoming jumbled when asked to write within a time limit,

wondering that their way of expressing and arranging thoughts is not in line with English writing rules, and worrying about using inappropriate terms and sentence patterns. Then, factors on listening anxiety such as a lack of vocabulary, which causes students to be nervous when listening to English, being stuck in one or two unknown words, finding it difficult to distinguish words from each other, being concerned if they can't catch keywords when listening to English, and not understand how and where to communicate, cannot remember what they have heard. Even when they comprehend the words, they may not grasp what the speaker says. Students are affected by each of the factors that have been stated. Based on the WA and LA subscales, which each include ten questions with a balanced score evaluated using descriptive statistics. Comparison of anxiety in writing and listening, students were more anxious when writing than when listening to English. This conclusion was made based on data gathered and evaluated by WA, which revealed that a total of 16 out of 30 students encountered the variables described in FLWAS. Students with high anxiety account for 53%, students with moderate anxiety account for 37%, and students with low anxiety account for 10%. Then, in LA, just 3 students encountered the FLWAS factors. Students with high anxiety make up 10% of the students population, while students with moderate anxiety make up 47% and students with low anxiety make up 43%.

SUGGESTION AND CONCLUSION

The conclusion of this study, students experience all the factors contained in FLWAS and FLWAS such as anxiety of their work being reviewed, worry that their writing would be criticized by others, and worry when requested to write within a time restriction, are generated by the surrounding environment. Then on listening anxiety that comes from a lack of self-confidence, several factors such as, some students do not have a lot of words, which causes them to separate words from one another, get stuck on one or two new words, and get worried if they do not catch keywords when listening to English. Moreover, the mean and standard deviation of writing anxiety ($M=3.2333$; $SD=0.54793$) differed from that of listening anxiety ($M=2.4767$; $SD=0.63771$). Based on this statistic, EFL students were more worried when writing than when listening. Writing anxiety affects up to 16 out of each 30 students, whereas listening anxiety affects up to 3 out of each 30 students. The researcher makes various suggestions based on the results of the data analysis and conclusions. The researcher expects that this study will be utilized as a reference by other researchers who would be researching on similar projects. Students must brave to write English in the classroom and not be anxious about writing material. Students should first learn about the systematics of good and correct writing so they do not worry about being mocked by friends or when their writing was evaluated. To decrease listening anxiety, students must increase their vocabulary so they don't get stuck on one or two words while listening to English, and they must be able to discover keywords when listening to English in order to grasp the speaker's purpose. For lecturers, it's really necessary to create a pleasant atmosphere and fascinating situations in the learning process so that students may easily learn and express themselves while writing and listening without feeling anxious. Lecturers can inspire students to enhance their writing skills and expand their English vocabulary.

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