

ANXIETY ON LISTENING COURSE AMONG STUDENTS DURING THE PANDEMIC OF COVID -19

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ABSTRACT

Students had to continue learning activities at home during the pandemic, including listening classes. Unfortunately, several factors interfered with student comprehension in online courses and caused students to experience anxiety. This study aimed to identify several factors contributing to students' listening anxiety and discover strategies to overcome their anxiety in listening classes. This study included 30 students from SMPN 245 in Jakarta. To collect data, the researcher applied a descriptive qualitative method. The researcher used interviews and observation sheets as the instruments of this research. The results showed that 22 participants of the interview experienced anxiety due to environmental conditions. During online learning, students dealt with disruptions, and internet connections problem, especially during video conferences on Zoom Meetings. The researcher also found several strategies that students might apply to overcome anxiety.

Keywords: anxiety; students; internal factors; external factors; listening.

INTRODUCTION

During the pandemic, educational institutions did not permit to conduct face-to-face learning. Thus many schools decided to continue their study through online learning. Unfortunately, students encountered several problems while adapting to online learning, which led students to feel anxiety. As a result, anxiety influenced students' English language comprehension, especially in listening classes. During the pandemic students utilized zoom applications for video conferences in online learning, however, students often experience a problem during zoom meetings. As stated by Wiyono et al., (2021) the most common issues that happened during zoom meetings are signal issues. Both students and teacher rely on internet in online class, without stable internet connections students might experiences difficulties while did video conferences. It is found by Komsiyah (2021) that students have challenge in providing proper network for their learning. This statement also supported by Syafi'i (2022) who stated that internet is one of the issues that educator faced when teaching online. Moreover, Mu'awanah et al., (2021) revealed that the challenges of Zoom implementation in online learning are slow internet connection and unsupported gadget.

Anxiety has negative impacts, especially on students. Based on Wadsworth et al., (2018) worry, negative thoughts, self-criticism, or concern about the negative consequences of failure are characterized by anxiety. Students with high anxi

ety affected their English comprehension, and those with lower anxiety had a better understanding during the listening class. The statement above was supported by Avci (2017) who stated when students have lower anxiety, students may understand the meaning clearly. However, when the level of anxiety increased, it hinders students from concentrating on the listening material. During online teaching practice, the students stated they encountered anxiety when dealing with the English language, especially in listening class because several factors obstructed students focus when studying at home, such as noise and internet connections problem.

As listening is an important part of learning a second language, students are required to master listening skills to correctly interpreted the message. However, as stated by Lestary (2019) listing skill is challenging because students tend to experience a lack of confidence when dealing with listening class. Since students studied at home, they also tend to encounter environmental interruptions, such as noise, and sibling disruption, which posed a threat and caused them to be concerned about their comprehension in listening class (Mustapha et al., 2021). Claimed was supported by Mustapha et al., (2021) who stated that environmental disturbances, such as noise, may irritate students' comprehension and cause anxiety because students may not hear the speaker. In addition, when studying at home students not only dealt with noise disruptions, but students also

have a problem with internet connections. According to Alchamdani et al., (2020) several students were unable to complete online learning due to insufficient internet access. Due to unstable network conditions, students must find a location with internet access to participate in the listening class. This problem made students feel inconvenienced when dealing with online learning. Furthermore, Pokhrel & Chhetri (2021) claimed that among economically disadvantaged children in many developing countries, making several students could not afford proper devices.

Internal factors also contributed to the emergence of listening anxiety, such as the high rate of speech which made listening difficult for some learners due to their limited processing skills (Syahputri et al., 2020). In addition, Horwitz et al., (2017) discovered that anxious language learners were concerned about other people's perceptions and "fear the evaluation of their peers and the subsequent possibility of appearing foolish also several students had a lack of adequate vocabulary (Susanto, 2017).

As anxiety becomes one of the factors which obstruct students' focus during listening class, the researcher believes anxiety is one of the things that hinder students from mastering a second language. However, in this research, the researcher also added several strategies students might employ to overcome their anxiety in listening classes. A study by Yasuda and Nabei (2018) stated that preparation, relaxation, positive thinking, peer-seeking, and resignation might help students deal with their anxiety, particularly in listening classes. The preparation strategy is a student's effort to study harder than usual to help students be more prepared when dealing with listening difficulties in class. Students also stated in the interview that being better prepared increased their confidence in overcoming problems, particularly in listening class. Then there is the relaxation strategy students might use to reduce their anxiety. Students might employ relaxation activities such as listening to music, taking deep breaths, and playing games. Students stated that this strategy helps them stay focused and calm when they experience struggles in listening class. The third strategy is positive thinking, which influences students' mindsets and boosts their self-esteem. Based on the interview results, students stated that positive thinking helps them believe in their ability to overcome challenges and how this strategy helps them boost their confidence in listening class.

Another strategy students may employ is peer-seeking. Peer-seeking is a student's effort to discover a partner who is experiencing similar issues with them. This strategy assists students in dealing

with their emotional feelings. Students explained in the interview that friends who motivated them to work harder to succeed in listening class helped them to boost their self-confidence. Resignation is the final strategy. Resignation is a student's way of giving up and avoiding class, such as not attending or sleeping.

Another strategy students may employ is from Fithriyah and Yusuf (2019) who proposed six language learning strategies. These six strategy groups are divided into two broad groups; direct and indirect strategies. Direct strategies aid students in understanding and recalling language material, memory-related strategies allow learners to connect one language item or concept with another, and compensation strategies assist learners in overcoming knowledge gaps and continuing to communicate naturally. Indirect strategies help learners regulate and manage the learning process, practical strategies that help learners develop the self-confidence and perseverance needed to participate actively in language learning, and social strategies that help learners increase interaction and understanding of the target language.

During the teaching practice in SMPN 245 Jakarta, the researcher found students' characteristics and attitudes during online learning. Some of the students tended to feel anxious and unconfident during the courses. Since the students had problems with anxiety, the researcher chose students from SMPN 245 Jakarta as the participants of this research.

The research on listening anxiety during online learning is important to conduct. On the other hand, the study in this field is still limited. The anxiety that students felt in this research was different from rather than previous research since students who participated in this research studied in an online environment in which students were required to adapt to online learning and faced challenges with external factors that did not exist in offline learning situations. Through this study, the researcher try to identify the factors that caused students' listening anxiety, and found strategies that might assist students to overcome anxiety.

Since not many researcher conduct study on students' anxiety in listening class, especially in online learning, research are expected to be beneficial for students to identify the factors of their anxiety and assist them to overcome their anxiety in listening class, also expected the teacher to be more aware of student mental health. For the future researchers may replicate this study with distinct participant populations from various cultural backgrounds in the future. Age and gender differ-

ences in the anxiety levels of the participants may also be interesting topics to discuss.

METHOD

The researcher applied a descriptive qualitative approach since it was suitable for this research because this study was about the social phenomenon in human life. According to Syarifah and Zainil (2021), descriptive qualitative was concerned with live social situations that occurred in life. To collect the data from participants, the researcher used an observation sheet and interviews as the instruments of this research. As stated by Curdt-Christiansen (2019) Observation occurred systematically, by seeing people, events, behavior patterns, and settings at that time. For the interview, according to Moser and Korstjens (2018), the interview is commonly used in descriptive qualitative research because respondents might express themselves using their statements and it is useful for gathering information about a specific situation from participants.

In addition, Alam et al., (2014) highlighted that the interview could be conducted face-to-face or electronic-based. This study was conducted through WhatsApp telephone interaction as the researcher could not apply face-to-face interviews during the pandemic. The sampling technique that the researcher employed was simple random sampling (SRS) to decide the participants for the interview. As stated by West (2016), simple random sampling is unbiased, since each individual has an equal chance to be surveyed.

The researcher has chosen students as participants since the researcher had experience teaching students from SMPN 245 Jakarta. This study involved 30 participants of SMPN 245 Jakarta. The research was conducted from March to May 2022. The researcher applied semi-structured interviews which included 10 questions about students' anxiety in listening class.

After gathering the data from the interview, the data were analyzed by the researcher. First, the researcher transcribed the recorded interview into written text. The researcher conducted the denaturalized approach to transcribe the conversations. In other words, the researcher only focused on interpreting the message from the participants.

Second, the researcher identified and categorized the data that were considered necessary by referring to the formulation of the research problem. On the other hand, the researcher also made a classified table to put the same facts from the participants. Then, the

researcher altered the organized table into a structured paragraph that contained participants' statements. After that, the next step was for the researcher to interpret and made sentences based on the data. The researcher wrote a narration, and the conclusions were drawn.

To prove the validity of the data, the researcher applied the triangulation method. Four types of triangulation have been established that researcher may employ to improve the objectivity, truth, and validity of social research. Fusch et al., (2018) proposed data triangulation for referring people and time; investigator triangulation for relating the findings of multiple researchers in a study; theory triangulation for employing and relating multiple theoretical strategies; and methodological triangulation for relating data from various data collection methods.

The researcher used two triangulation methods in this research. The first one was investigator triangulation. The researcher asked willingness to his lecturer to be another researcher to check the validity of this research. Investigator triangulation means that more than one researcher is looking into the phenomenon. Bias is reduced when different investigators observed the same data but did not agree on its interpretation.

The second triangulation was methodological. The researcher triangulates the data from two data collection methods which are interview and observations sheets.

FINDINGS AND DISCUSSION

In this section, the researcher did analyze the data of students. The researcher made a classified table to put the same facts from the participants. Then, the researcher altered the organized table into a structured paragraph that contained participants' statements regarding the factors of students' anxiety and students' strategies to overcome anxiety.

Internal Factors of Students' Anxiety

During pandemics, students had to learn English from home, including English listening, which is one of the essential parts of the English language. Unfortunately, some students often found challenges in the listening class in the online environment. However, internal factors also influence student anxiety when dealing with listening classes, such as high-speed rate, nervousness, and lack of vocabulary.

a. High-Speed rate

The interviews revealed that student anxiety increased during class when they could not keep up with several words spoken at a rapid pace by the speaker. Some students were not quick enough to catch up with some words, causing their anxiety to increase during the listening class. Some stu-

dents believed they needed to understand every utterance from the speaker. This phenomenon disrupted students' comprehension and distracted them from being focused during listening classes.

Student 1

Student 1: Alasan saya cemas adalah yang pertama guru terlalu cepat berbicara sehingga tidak dapat mengulangi apa yang dibicarakan atau dijelaskan.

The interview results revealed that **student 1** anxiety increased during listening class when she could not catch up with several words spoken at a high rate by the speaker. As a result, she could not comprehend or interpret the message correctly. On the other hand, the teacher could not repeat the words she missed, which caused anxiety and concern among the students. The result above is in line with the explanation by Van Engen and McLaughlin (2018) who stated speaking too quickly affected students' ability to interpret the speaker's meaning. In addition, listening anxiety increased when the input was complicated, unclear, or quick because students had been instilled with unrealistic beliefs about second or foreign-language listening and believed they should understand every word heard (Gao et al., 2020).

b. Concentration Difficulties

The main requirement for success in the listening class was that students concentrated on the words and sentences from the speaker. However, listening was not that simple. It also encouraged students to understand each word and correctly interpret the meaning. If students are not paying attention, it might be challenging to interpret the meaning correctly. Students also mentioned that signal issues in video conferences frequently caused students to lose focus and become anxious. Students also criticized how their environment made focusing during an online class challenging.

Student 5

Student 5: benar, saya kadang suka kurang fokus kalau dalam pembelajaran online karena suasana rumah saya yang lumayan berisik. Dengan adanya rasa kurang fokus itu lumayan membuat saya kurang nyaman dalam melaksanakan pembelajaran online.

Student 5 acknowledged that her ability to focus might hinder by her environment's conditions, such as distracted noises. She also admitted that this issue made her feel uncomfortable during listening class. Based on the explanation above, students' inability to focus occurred when they were distracted by their thoughts or surroundings. In addition, when bored or overthinking, students might become disengaged and less focused during listening class. Students also mentioned that listening to an audio file or a speaker, made it difficult for them to follow the

missing words; instead, they had to predict the missing words, which required them to use their memory to fill in the blanks.

Furthermore, the explanation above is supported by Trigueros et al., (2020) who stated anxious students experience a lack of confidence and are more susceptible to distractions.

c. Lack of Vocabulary

Students may struggle to interpret the speaker's meaning and comprehend some words from the speaker. Students expressed concern about their limited vocabulary during the interview and claimed it was a factor in their poor listening comprehension. Consequently, Students with a limited vocabulary are more likely to experience anxiety in listening courses.

Student 2

Student 2: Iya kak tapi mungkin karena di pelajaran yang lain itu berbahasa Indonesia, mungkin saya sedikit masih percaya diri untuk mengerjakan soal-soalnya dan memahami soal-soal yang diberikan oleh bapak dan ibu guru.

During the interview, **student 2** stated that she felt more convenience in a class where the language was spoken using Indonesian instead of English because she felt lacking confidence in her comprehension of English. According to the interview findings, the student believed that their limited vocabulary and lack of word mastery contributed to their level of anxiety. Furthermore, students stated they were anxious during listening and speaking classes because they lost confidence in their ability to understand English when they lacked sufficient vocabulary. As a result, students were less confident when encountering the English language.

In line with the explanation above, Vlaeva and Dörnyei (2021) stated learners might feel a threat to their self-image since they should be engaged in tasks in a new language over which they did not have enough vocabulary. According to the justification above, vocabulary is essential for student comprehension, and solid vocabulary helps students feel more confident when facing the listening class.

d. Nervousness and Lack of Confidence

One of the factors in higher levels of anxiety in students caused nervousness and a lack of confidence. During the interview, some students stated that they were unsure of their English comprehension and were afraid of receiving negative responses from the teacher. Students experienced excessive anxiety because they feared failing their listening class and believed their teacher might judge them negatively. As a result, it demotivates students from learning foreign languages.

Student 14

Student 14: Yang terjadi kepada saya yaitu kecemasan yang berlebih seperti nervous itulah karena kadang takut salah menjawab pertanyaan dari guru.

Student 14 stated that excessive anxiety happened because she was frequently worried about failing in listening class and thought her teacher might judge her negatively when she could not answer the questions from the teacher. In listening class, students were required to focus on both processing and memorization at the same time. Worrying kept the students from completing their assignments. Students sometimes struggled to understand the idea or subject message conveyed by native speakers because most of the audio used to teach listening had a high-speed rate. Furthermore, students frequently questioned what the speaker said. They were embarrassed if they misinterpreted the meaning.

Additionally, nervousness causes anxiety increases, which impairs students' comprehension. Based on Lababidi (2016), when students experience anxiety, their minds frequently become blank. Worried could be brought on by various problems, including difficulties in understanding what is being heard, an excessive fear of failing in listening class, and a loss of concentration and focus.

External Factors

A supportive device, stable internet connections, and intense concentration were required for online learning, particularly in listening classes. The researcher discovered that a lack of supportive devices caused students to have issues in listening classes during the pandemic. Not all students had proper online learning devices, making students without quality devices feel uncomfortable in listening classes. During the interview, most students also expressed dissatisfaction with how noisy their home made it difficult for them to concentrate during listening class and caused them to feel anxious.

a. Internet connections problem

An internet connection is a source that students utilize during online learning. Unfortunately, some students who participated in online learning did not have stable internet in their areas, which caused students to struggle in listening classes. During the interview, most students complained about the unstable network, which increased their anxiety because students may be lost some essential points, making them struggle to interpret the speaker's meaning. Based on the results of the interviews, an unstable network caused the speaker's voice to be interrupted by signal jamming, making it difficult for students to understand some words.

Student 1

Student 1: Kadang saat internet saya bermasalah saya tidak bisa mendengar dengan jelas saat zoom dan membuat saya tidak percaya diri dengan pemahaman saya terhadap materi yang dijelaskan guru dan saya takut nilai saya menjadi jelek ka.

Student 1 explained that she could not hear the speaker's explanation because of a problem with her internet connection during class. She was worried excessively about her comprehension of the subject and her grade in the listening class. Based on Islam et al., (2020) technical issues might arise during online teaching and learning, and these issues demonstrated that students' difficulties required more attention from teachers and lecturers. The internet connection problem increased students' anxiety and might also be the source of poor listening comprehension in class.

b. Noisy environment

Students should participate in online video conferences in listening classes during the pandemic. However, certain conditions made listening classes feel uncomfortable for students. For example, during video conferences in listening class, environmental distractions such as noise from passing vehicles and other sources made students uncomfortable and irritated their comprehension. Furthermore, students also mentioned that when they lost focus while listening, causing listening became more challenging and made them hard to understand what the speaker was trying to say. Most students also explained that they were concerned about the speaker's clarity because the noisy environment that frequently occurs during online learning increases students' anxiety.

Student 26

Student 26: Beberapa hal yang mengganggu dalam pembelajaran online menurut saya adalah kurang jelasnya penjelasan dari guru dan lingkungan yang agak berisik.

Student 26 complained about the circumstances that made listening class uncomfortable for her. She explained that one of her challenges was the teacher's failure to explain the material clearly. Moreover, she also mentioned that she sometimes lost focus while listening because her environment was too noisy, making it challenging to understand what the speaker said. The student explanation above is in line with Namaziandost et al., (2018) who stated that the inability to concentrate is a significant issue students face regarding listening comprehension. Students who are unable to focus may miss some of the content, affecting their understanding of the material in the long term.

c. Unsupportive devices

Poor-quality devices may irritate listening class comprehension and prevent students from correctly interpreting the speakers. Supportive devices are critical in making students feel at ease during online learning. Unfortunately, the researcher discovered that many students should participate in online learning despite most students' lack of high-quality devices. Furthermore, students stated that the device issue made the listening class more stressful.

Student 3

Student 3: Sepertinya yang menghambat pembelajaran Saya hanya teknologi yang kurang mensupport saya, karena kadang device saya suka, keluar sendiri zoom nya pas kelas.

Based on the interview result, **student 3** encountered a device issue. His devices frequently experienced forced close during the zoom session, and he was concerned that he might miss some of the speaker's main points. This issue increased student anxiety during listening class because it takes time for them to return to the online course while experiencing forced close. Based on the interview results, Pan (2016) strengthens this statement by stating that lacking high-quality equipment may increase students' anxiety.

In addition, when taking an online class, some students also had an uncomfortable experience because the device they utilized had limited memory, preventing them from saving material provided by the teacher. Moreover, students were concerned about the weakness in their own devices, which caused them to feel anxious and stressed out during listening class. Nurkhamidah (2020) also stated that unsupportive devices could cause anxiety increases.

Strategies to overcome anxiety

The researcher divided student strategies to overcome anxiety into five groups; preparation, relaxation, positive thinking, peer-seeking, and resignation. Preparation strategies were students' efforts to study harder to avoid anxiety, and this strategy may help students motivate themselves to compete with other students to succeed in listening class. There is a relaxation strategy students could use to take a short break from their assignments. Students could unwind in various ways, such as playing games or listening to music. This strategy aims to alleviate tension and stress caused by challenging assignments.

The following strategy is positive thinking, which encourages students to be confident in overcoming challenges in online classes. Next is peer-seeking, which occurs when students try to find friends experiencing the same problem, expecting that other students experiencing the same issue may understand their emotional feelings.

The final strategy is resignation, a student's way of avoiding assignments and schoolwork. Students tend to give up and do not want to continue the assignment. Fortunately, the researcher did not discover resignation strategies from participants.

a. Preparation

Students' efforts to improve themselves through learning and studying harder are called preparation. This strategy helps students improve their listening comprehension. It could help students motivate themselves to be better in listening class and the effort they could make to study harder than before. This strategy also encouraged and inspired students to be better students in class. When students apply this strategy, they may study harder and receive more listening input, which may help them become more familiar with the sounds in English.

Student 17

Student 17: Iya kak, itu bisa ningkatin kepercayaan diri aku, soalnya walaupun aku ketinggalan di pelajaran listening kalau aku belajar lebih giat lagi aku yakin aku pasti bisa mengejar ketertinggalan itu

Student 17 acknowledged that studying more may assist her in being more confident when facing a listening class. She also believed that learning more also may boost her confidence and give her hope that she may catch up on things she previously struggled to understand in listening class. Students believed that studying more diligently increased their confidence to get higher grades. The statement from **student 17** is supported by Al-Qerem et al., (2022)

who stated that if students improved their listening skills, all of the anxiety's adverse effects began to fade. Students who often learn could also reduce their anxiety levels. In addition, Nushi & Orouji (2020) discovered that spending more time listening and being exposed to certain listening class activities could reduce the level of anxiety that students experienced.

b. Relaxation

The second strategy that students may employ to reduce their anxiety is relaxation. This strategy may help students to relieve tension and stress in listening class. The relaxation strategy aimed to reduce students' anxiety, which may improve their concentration by removing unnecessary stress. Some students mentioned that listening to music and playing games could help them relax and reduce stress, allowing them to focus better in class.

Student 13

Student 13: Cara saya mencari teman yang baik untuk diajak mengobrol mengenai masalah yang saya hadapi terus rileks sementara dari pelajaran.

Student 13 used a relaxation strategy to overcome his anxiety, and he decided to discuss his difficulties in the listening class with his

friend. He explained that talking to someone who understands his feelings helps him reduce his anxiety. According to the interview results, this strategy may be beneficial for students to be more focused on their studies.

During listening class, students could do muscle relaxation and deep breathing exercises repeatedly and continuously when anxious because it could help students reduce tension. The student explanation above is supported by Ariga (2019) who stated that deep breathing relaxation could help students reduce stress.

c. Positive thinking

This strategy aimed to instill confidence in students and allowed them to remain calm in listening class, even in stressful situations. Students who thought positively took positive steps toward problem-solving. Students also might not easily dissolve under pressure when they believe they can overcome their problems and believe in themselves. When students face complex issues in listening class, positive thinking boosts their self-esteem and helps them overcome anxiety.

Student 29

Student 29: Aku kalau misalkan nggak berhasil aku pakai strategi positif thinking dan optimis berdoa supaya bisa dapat nilai yang lebih bagus kalau aku belajar lebih giat lagi aku yakin aku pasti bisa mengejar ketertinggalan itu.

Student 29 admitted that positive thoughts made her feel optimistic about facing the class, and praying also assisted her in remaining calm when faced with a problem in listening class. The statement from **student 29** is in line with an explanation from Jun et al., (2021) who stated that when students could apply positive thinking, they may be more optimistic when they face difficulties in listening class. In addition, Guo et al., (2018) stated that positive thinking is "a type of self-encouragement that assists learners in getting rid of emotional and opposing ideas. The explanation above explained that positive thought in listening class helps them be optimistic and encourages them to study harder and face challenges positively.

d. Peer-seeking

Another strategy for reducing anxiety that students could employ is peer-seeking. Students may seek out friends with a similar problem with them in the hope that they could understand each other's feelings and work together to solve the problem. Students used peer-seeking to discover other students who appeared to be struggling with their listening comprehension and mental health. According to the interview results, this strategy also

helps students' mentalities to be more assertive, making them aware of the problem they are facing together.

Student 9

Student 9: dari beberapa hal yang kakak sebutan tadi strategi yang aku pakai itu berdoa dan belajar lebih keras mungkin aku bakal nyari teman yang punya masalah yang sama supaya bisa menyelesaikannya bersama biar nggak stress.

Student 9 combined two strategies: preparation and peer seeking to overcome her anxiety. She believed finding someone with a similar problem may help her reduce stress. Peer-seeking allows students who have experienced anxiety to talk about their feelings with someone who understands them, which is a positive way to help students who struggle with their mental health and encourages their faith and self-confidence to solve the challenge they are facing together by studying together.

Cooper et al., (2018) also supported the explanation from **student 9**, who stated that finding a friend with the same problem helps students solve the problem together and helps them to reduce anxiety. Peer-seeking is a strategy that benefits the student, and their friends also benefit from it and encourage them to catch up with the material that falls behind. In addition, students stated that having someone who understands their feelings makes them feel better about themselves, keeps them from feeling lonely, increases their motivation to continue studying, and alleviates stress caused by the tension in listening class.

In this chance, the researcher presented the results of this research. After the researcher identified and categorized the data that were considered necessary by referring to the formulation of the research problem. The next step was for the researcher to interpret and made sentences based on the data. The researcher classified the factors affecting students' listening anxiety and the strategies students might apply to overcome anxiety.

a. High Speed-Rate

Every student could not catch the words and sentences that came from the speaker; some students had great comprehension when hearing what the speaker said, and some students need more explanation about what the speaker said; unfortunately, students discovered that their teacher sometimes speaks too fast, causing students to struggle with listening comprehension. According to Blinova (2021), listening might be difficult for some learners due to their limited processing skills and lack of control over the rate of speech (Syahputri et al., 2020).

Some students believed teacher who speaks too fast caused them to feel anxious about not understanding the material that the teacher gave them, and these difficulties caused students to feel anxious. This statement is also supported by Saraswaty (2018), who stated when the speaker talks too quickly, it affected students' ability to interpret the speaker's meaning. Listening anxiety increased when the input was complicated, unclear, or quick because students have been instilled with unrealistic beliefs about second or foreign-language listening and believe they must understand every word they heard (Gao et al., 2020).

Students complained about the situations they encountered in listening class. Students' anxiety in listening classes is also influenced by a high rate of speech. Anxiety can occur in students even if the speaker does not speak too quickly, (Vlaeva & Dörnyei, 2021). Anxiety may occur even if the text is played at a normal speed, but the learners believed that the text appears to be fast. According to Hidayati (2020), the reasons for listening anxiety may be attributed to the problematic nature of listening, nature of the speech, level of difficulty, lack of clarity, lack of visual support, lack of repetition, spontaneous speech, fast speech, and unfamiliar accents/topics.

b. Concentration Difficulties

Based on Goh (2018), the qualities of the listening task as well as the environment and focus while listening are also important variables that affect listening comprehension. For this reason, students should pay close attention in listening classes because their listening comprehension will be negatively impacted by their lack of concentration and supportive conditions. Unfortunately, in an online setting, students struggle, especially if their home is noisy and distracts them from their focus, which could cause them to miss some of the speaker's words. The condition that makes students less focused prevents them from understanding certain words and correctly interpreting the meaning. Students find it uncomfortable to complete the listening course at home as a result of this situation. Environmental disturbances like noise disturbances, siblings, homework, and the learning environment become a threat and make them experience anxiety over their grades in listening class (Mustapha et al., 2021).

Students need a quiet area where they can concentrate during listening class because they must not only hear the speaker but also interpret and comprehend what they are saying. Gilakjani and Sabouri (2016) identified two causes of listening anxiety: dealing with a challenging or novel listening situation and misinterpreting the rest of the aural input due to mishearing some words.

With so many distractions, students' anxiety levels are higher. Anxious students lack confidence and are more susceptible to distraction (Barutçu Yıldırım & Demir, 2020).

c. Lack of Vocabulary

As stated by Khan et al., (2018) vocabulary is one of the crucial foundational skills that students need to master in a second language. They also mentioned that the difficulties that students encounter include having a limited vocabulary, having trouble listening to instructions, the environment, and, finally, boredom and frustration. Because they have a smaller vocabulary, students run the risk of forgetting important words, and they occasionally aren't given enough time to process what the speaker is saying while they are listening. Less vocabulary-rich students frequently experience anxiety and worry about their listening comprehension in class.

This is not only happening in listening class; she is also concerned about making mistakes in speaking. This explanation demonstrates the importance of having the fundamental skills necessary for learning a second language. Furthermore, Vlaeva and Dörnyei (2021) explained that learners might feel a threat to their self-image since they must be engaged in tasks in a new language over which they do not have enough vocabulary.

The statement above, explained how important for students to increase the number of their vocabulary. Students will be challenged in the following process if they do not comprehend the material during the listening process. This incapability might affect the ability of students to their listening comprehension (Namaziandost et al., 2018). Additionally, this will make students feel anxious while they are listening to the speaker because they may experience excessive fear because of their limited vocabulary. This claim is also supported by (Pan, 2016) who explained that students' anxiety levels increase depending on their level of listening comprehension.

d. Nervous and Lack of Confidence

One of the types of anxiety that can occur in a listening class is nervousness and lack of confidence. Based on Goh (2018), forgetting what was heard quickly is the most frequent issue students have with listening. The participants' weakness to crippling emotions like anxiety and distress while listening to oral texts was also revealed, according to the results. This feeling disturbs many interviewees, and there are several factors, including signal interference, a fast-talking speaker, and concentration difficulties, that contribute to students' anxiety and lack of confidence. In the interview, the students admitted that their anxiety

makes it difficult for them to concentrate and think clearly.

Additionally, nervousness causes more anxiety, which impairs students' comprehension. According to Yassin & Razak (2018), when students experience anxiety, their minds frequently become blank. This can be brought on by a variety of problems, including difficulty understanding what is being heard, an excessive fear of failing in listening class, and a loss of concentration and focus. In listening class, students frequently experience low self-esteem and a fear of receiving a poor grade.

According to the justification provided, Susilowati (2019) concludes that many of the issues that are frequently encountered in listening classes must have some sort of impact on the students. The common and immediate result is a sense of dread, worry, and lack of confidence in listening class. The effect is worsened by a lack of practice, facilities, listening-related knowledge, and support from the teacher and other key individuals.

As a result, the students frequently experience anxiety. They experience mental anxiety, which affects how well they learn. Another explanation for why some students avoid making mistakes in listening class is that they worry the teacher will think the student who provides the incorrect response is a fool. Horwitz et al., (2017) discovered that perfectionists and anxious language learners both worry about other people's perceptions and have a propensity to "fear the evaluation of their peers and the subsequent possibility of appearing foolish."

2. External Factors

Based on the findings of the interview, the researcher has identified a few external factors that affect students' anxiety and lack of confidence. These factors include signal interference, which makes it difficult for students to hear the speaker clearly during video conferences and makes them more likely to make mistakes when the teacher asks questions. According to the text, one of the issues caused by the unsupportive device is a force close during listening class. When this happens, students must take some extra time to rejoin the zoom meeting, which results in them losing some significant listening class points. Additionally, students acknowledge that studying at home can be problematic due to a noisy environment, which they believe prevents them from correctly understanding and interpreting the text's meaning.

a. Internet Connections Problem

This statement is also supported by Kim (2020) who stated that online learning would be impossible without an internet connection, which this

statement proving that an internet connection was also a factor in successful online learning. The Internet is one of the tools that are important for online learning because, without it, it is almost impossible for students to continue the course. Unfortunately, a lot of students express their complaints about the internet issues that arise in listening classes; they have an unstable connection, which makes them uncomfortable with online learning. According to (Alchamdani et al., (2020) some students are still unable to complete online coursework due to unstable internet access.

Students must discover a location with internet access to participate in the listening class due to unstable network conditions. Attending online courses is made difficult by students' inability to afford internet packages, and they believe that the main barriers to online learning are problems and difficulties in understanding learning objectives (Simamora, 2020). According to a previous explanation, some students also had trouble finding a location with reliable internet. This issue makes students anxious because when the internet is unstable, they risk missing important words and becoming fearful of making mistakes.

Furthermore, this problem is common in online learning because not every location has a good internet connection; students must find a location with a good internet connection to follow the teacher's explanation. As stated by Islam et al., (2020) technical issues may arise during the online teaching and learning process. These issues demonstrated that the difficulties of students require more attention from teachers and lecturers.

b. Noisy Environment

Students' focus is really necessary for listening class because listening skills is not only about hearing, but students need to understand the meaning and interpret the text from the speaker, in an online environment students cannot predict their environment, because some struggle may occur, such as noisy disturbance from students environment, This assertion is also supported by Mustapha (2021) who stated that environmental disturbances, such as noise, can irritate students' comprehension and cause anxiety because students may not hear the speaker.

According to Jyoti (2020), The noise around the listening course may interfere with the student's listening comprehension. The majority of the students stated that it is difficult to concentrate when there is disturbing noise around them. Because the disruption occurs more frequently at home than at school. Because listening classes require a higher level of concentration, this condition is uncomfortable for students. Some students also experienced anxiety as a result of the density

and noises around them, because listening also needs to interpret the message from the teacher, and those noises hinder students to interpret the message correctly.

Furthermore, Sofyan (2019) stated that the inability to concentrate is a major issue that students face when it comes to listening comprehension. Students who are unable to concentrate will miss some of the content, affecting their understanding of the material in the long term. Students must be attentive during the listening process due to the limited time available to process and comprehend the component of newly introduced information (Hosogoshi, 2016). Consequently, with that interference from the environment, students must find a quiet place to focus on the teacher's explanation; noises played an important role in interfering with students' listening comprehension. Online learning activities may be hampered if the home environment is noisy (Ezra et al., 2021).

c. Unsupportive Devices

The device allows students to participate in online courses, but as students have explained, they have problems with their own devices, such as storage filling up quickly, overheating devices, and force closing. In contrast, Susilowati (2019) discovered that online listening classes during the COVID-19 pandemic give several challenges for lecturers in terms of using appropriate technological devices, preparing appropriate materials, and employing appropriate methods and strategies. Some respondents agreed that when they struggled with their devices, it affected their level of anxiety. Anxiety can also be caused by a lack of high-quality devices, which makes it difficult for students to feel comfortable in class. Pan (2016) strengthens this statement by stating that a lack of high-quality equipment may increase students' anxiety.

This issue on the device affects students' comprehension as well. This problem does not make students comfortable with online learning, because when the force closes happen in listening class, it hinders students to follow up on the recording from the speaker and explanation from the teacher because listening is also needed to interpret the meaning and understand, with force close students may lose some important sentences.

When students experience the force close, they may be unable to intend the message and may be unable to recognize the words they know. Unfortunately, technical support is a problem in many developing countries, not just Indonesia. According to Pokhrel and Chhetri (2021), economically disadvantaged children in many developing countries are unable to afford online learning devices. Furthermore, the difficulty could be caused by

listening equipment such as video recording, tape, or other devices. Poor recording quality tapes or disks can also irritate the listener's comprehension.

3. Students' Strategies to Overcome Anxiety

In this section, the researcher will explain students' strategies to reduce the anxiety that causes students to experience difficulties during online courses. During the interview, students mentioned some strategies that they use to avoid anxiety in online learning, and students believe that the strategies that they use are useful to reduce the anxiety that they experienced. The researcher summarizes the strategies that students use in five ways, which are preparation, relaxation, positive thinking, peer-seeking, and resignation. Preparation strategies are students' effort to study harder to avoid anxiety and this strategy may help students to encourage themselves to compete with other students to be successful in online courses. Relaxation is a way for students to take a break from their assignments for a short period. There are numerous ways for students to relax, such as playing games or listening to music. The goal of this strategy is to relieve tension and stress after dealing with difficult assignments.

The next strategy is positive thinking, which encourages students to be confident and believe in their capability to overcome difficulties in online courses. The fourth strategy is a peer - seeking, this strategy is when students showed an effort to find friends who have the same problem as they do, with the expectation that students with the same problem will understand their emotional feelings. And the last strategy is resignation, which this strategy is a student's way to avoid the assignment and school things, students tend to give up and did not want to continue the assignment. Luckily, the researcher did not find out students with resignation ways to avoid anxiety and stress.

a. Preparation

Preparation is one of the strategies for students to reduce anxiety, particularly in listening classes. This strategy is an effort that students make to study harder to get better grades, and it helps students to be more comfortable facing a problem that occurs while studying a second language (Yasuda & Nabei, 2018). According to the results of the interview, most students believe that studying harder will benefit them in being confident in listening to class and that this strategy will also help them overcome their anxiety while studying in listening class.

This strategy may benefit some students because as they improve their skills, they will feel less anxious and more confident in listening class.

This assertion is supported by Al-Qerem et al., (2022) who stated that if students improve with their listening skills, all of the negative effects of anxiety begin to fade. When students use this strategy, they will study harder and receive more listening input, which may help students to become more familiar with the sounds in English. Students who often learn can also reduce their anxiety levels. Nushi and Orouji (2020) discovered that spending more time listening and being exposed to certain listening class activities could reduce the level of anxiety that students experience.

b. Relaxation

Relaxation is another coping strategy that students can use to reduce their anxiety. Relaxation is a coping strategy that includes taking a deep breath, attempting to relax, and trying to calm down when students face challenging situations while studying second languages. Sokolová & Šuplatová (2018) stated relaxation is a student's way of taking a break from the lesson and resting, the function of this strategy is to reduce tension and stress that students experience when they encounter problems in an online class, students can easily do deep breathing to be calmer when facing difficulties in listening class. In addition, Ariga (2019) stated that deep breathing relaxation could help students to reduce stress. According to the results of the interview, this strategy may be beneficial for students to be more focused on their studies. Students can do Muscle Relaxation and deep Breathing exercises repeatedly and continuously when they feel anxious and tense during listening class. Muscle relaxation and deep breathing exercises are recommended as self-help exercises to reduce anxiety (Bhagat et al., 2017). Students also mentioned listening to music help them to relieve stress.

c. Positive Thinking

Positive thinking is the third strategy that students could use to reduce anxiety by clearing their minds over worries and excessive fear of failure in listening class. According to Jun et al., (2021) when students could apply positive thinking, students will be more optimistic when they face the difficulties that occur in listening class. In addition, Guo et al., (2018) stated positive thinking is "a type of self-encouragement that assists learners in getting rid of emotional and negative ideas." This strategy worked for student 29 because she combined positive thinking and prayer to help her get good grades. It made her feel calmer when they faced struggles in online courses and helped her feel relieved about the results of her grades.

Positive thinking also helps students' self-esteem because they believe in their ability to succeed in listening class. According to Harlianty et al., (2020), self-esteem is an important factor that can help students develop a positive mindset about themselves to maximize their potential talent for success. As a result, in addition to establishing their learning, positive thinking also could improve students' self-esteem. Based on Zhai et al., (Zhai et al., 2015) the higher someone's confidence, the more likely they are to benefit from listening class. Zhai et al., (2015) also mentioned that students tend to be anxious about listening comprehension because they lack confidence. Positive thinking was used as a strategy to reduce listening anxiety; participants used their minds to feel confident while doing listening tasks (Jin et al., 2021).

d. Peer-Seeking

The next strategy is peer-seeking; most of the students interviewed by the researcher agreed that this strategy is useful for students to share their feelings with someone who has the same problems as the students and intends to solve the problem together. Peer-seeking also influences students' motivation to do well in class, and students said that talking to friends who understand their struggles helps them to be more optimistic in class. According to Cooc and Kim (2017), peer-seeking included, talking with friends and looking around for support from peers and classmates.

This feeling leads them to be more comfortable and encourages them to talk and discuss this problem together. This statement is also supported by Wahyuni et al., (2019) who stated that peer-seeking is a strategy that is beneficial for student and their friends also get benefit from this strategy and encourage them to be able to catch up with the material that falls behind.

CONCLUSIONS

Based on the result of the interview, listening is an important skill to develop when learning a second language. Because of its difficulty, in which students must comprehend every word conveyed by the speaker and interpreted the meaning of the speaker's utterances.

Unfortunately, during the pandemic students are also faced with noise interruptions, unsupportive devices, and internet problems. In online learning, students could not predict disturbances that might happen during online learning, which those factors made student listening anxiety increases.

Furthermore, students are not only faced with external factors, but internal factors also contributed to student comprehensions in the online environment, such as lack of vocabulary, high-speed

rate, and nervousness. The situation in the home environment is so different from offline learning.

As anxiety is one of the problems that interfere with students' focus and comprehension, this research also provided several solutions that students may apply when facing anxiety in online learning situations. The findings of this study are expected to help students identify the sources of their anxiety and assist them in overcoming their anxiety in listening class. It is also expected that teachers will be more aware of students' mental health. In the future, researchers may replicate this study with different participant populations from different cultural backgrounds. Age and gender differences in participants' anxiety levels may also be interesting topics to discuss.

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