LISTENING ANXIETY OF EFL UNDERGRADUATE STUDENTS: A

SURVEY STUDY

A Thesis

Presented to the Department of English Language Education as Partial

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in the quotations and reference, as a scientific paper should.

Yogyakarta, August 13th 2020

The Writer

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MOTTO

"Then actually with that difficulty, there is the ease"

(Q.S. Al Insyirah: 5)

DEDICATION

The writer dedicated to:

Her amazing parents, Suyatman and Padmi, who always support and pray for her.

Her siblings, Ulya Septiana and Revand Noverdi, who always there and become

mood booster to complete this thesis.

The last for Arroza Sindiyasti, Fatwa Hapsari Alwihani, Eri Dwi Kurniawan, and

Dyah Ayu Pratiwi, who always there in every lament and help in any confusion to

complete this thesis.

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In addition, this thesis is far from perfect, for that criticism and suggestions highly accepted. The writer also hopes that this thesis can be useful and beneficial for further research.

Wassalamualaikum warrahmatullahi wabarakatuh

Yogyakarta, July 11 2020

The writer,

Nindia Apriyanti

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LISTENING ANXIETY OF EFL UNDERGRADUATE STUDENTS: A SURVEY STUDY

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ABSTRACT

Listening is a basic skill that is important in learning a foreign language. Listening is also needed in fluent and reciprocal communication, but in listening in foreign languages many foreign language learners experience listening anxiety. The purpose of this study is to identify listening anxiety on EFL undergraduate learners. This research is a survey study. The participants were 193 students in English education department in private university. The data was collected by using The Listening Anxiety Questionnaire adapted from Chang (2008) questionnaire. The questionnaire consisted of 32 items and used Likert scale points from 1-5 as the main instrument in data retrieval. To analyze the data that has been obtained from participants, this study uses SPSS and Microsoft Excel. The findings describe three factors of EFL listening anxiety as followed: the most influence and highest score is the factors of Worrying about Test Difficulty with mean (M=3.98), followed Taking English Listening Course as a Requirement with mean (M=3.95), and Low Confidence in Comprehending Spoken English with mean (3.13).

Keywords: Listening Anxiety, Listening Skill, EFL Students
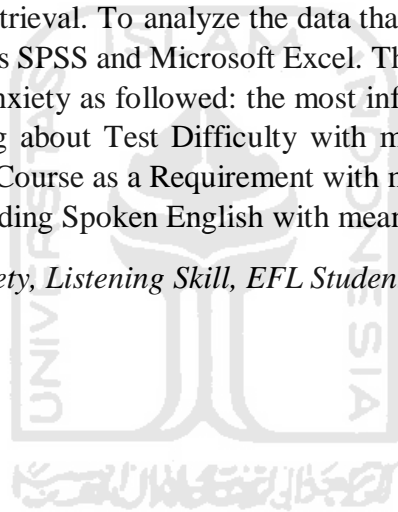
CHAPTER I
INTRODUCTION

The chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, research objectives, and significances of the research.

1.1. Background of the study

Listening is a basic thing in learning English, listening is also a very important role in learning English. Listening is an inseparable part of our daily lives. In every event we are involved in an interaction, we need mastery of listening skills for effective communication. When learning foreign languages, listening becomes more important because the students need to understand at least what is being said to them for successful communication (Mehmet, 2009). This understanding is also supported by the statement that listening plays an important role in language learning, because it processes and facilitates other language skills (Vandergrift, 1999). In doing listening there is special anxiety experienced by each student while listening, even though listening alone is a receptive activity (Kimura, 2008).

Listening is a complex skill, students have the anxiety of understanding the message and interpreting it correctly. The large number of students complaining about hearing difficulties in FL may also depend on feeling inadequate or lacking in confidence (Samaneh, 2013). Anxiety is an influential factor in the domain of learning foreign languages and plays an important role in the language of performance of students. According to Chastain (1988) anxiety is a state of self in anticipation of something threatening. Horwitz (2000) further notes that many "advanced and successful" FL learners claim to have experienced a high level of

anxiety when learning and using FL. Moreover, anxiety of each student in doing different listening causes, there are caused from within themselves and some from outside or circumstances.

Chang (2008) entitled Source of Listening Anxiety in Learning English as A Foreign Language. This research was conducted in Taiwan involving participants 160 students (45 men and 113 women), all of whom were students studying English as a foreign language and the age of participants who participated were 18-19 years. This study used a questionnaire adapted from Foreign Language Classroom Scale by Horwitz, et al (1986) and the Speaking Anxiety Questionnaire by Young (1990). As a result, four items were omitted, leaving 33 items for final version. The reliability coefficient for the whole questionnaire (Cronbach alpha) was .83. The study says that students' listening anxiety will be stronger when a listening test is held. The results of the study said that the low level of confidence in listening comprehension made the main factor in the occurrence of anxiety in listening to foreign languages.

Listening Comprehension and Anxiety in Arabic Language Classroom (Elkhafaifi, 2005). This study involved 223 Arabic postsecondary students as FL. The results of this study indicate that FL learning anxiety and listening anxiety are separate but related phenomena which are both negatively correlated with achievement. This study used the Foreign Language Listening Anxiety Scale (FLLAS), there are 20 items question and use likert scale with acceptable level is .96. This is make this scale acceptable to adapted and adopted for any study.

The study of Chow (2017) from City University of Hong Kong. The title of this study is Anxiety in Reading and Listening English as A foreign Language in

Chinese Undergraduate Students. The total of participants in this study there are 306 Chinese undergraduate students (116 males and 190 females). The students were all EFL learners and were the ages of 18 and 26 years. Questionnaire of study used Foreign Language Reading Anxiety Scale (FLRAS; Saito et al., 1999) contains 20 items on a 5-point Likert scale with Cronbach's alpha for the scale was .86. This study also used the Foreign Language Listening Anxiety Scale (FLLAS; Elkhafaifi, 2005) and the Cronbach alpha was 0.96.

The study of Foreign Language Listening Anxiety and Listening Performance: Conceptualization and Casual Relationships (Zhang, 2012). The participants in this study consisted 300 first year English majors at a university in China (261 were females and 39 were males). The instruments are FLLAS from Elkhafaifi 2005 and IELTS listening test. This research showed Feel insecure about their own results is the cause of anxiety in listening and can adversely affect classroom performance.

The next of relevant study in this study is Anxiety in EFL Listening Comprehension by Xu (2011) from Qingdao University of Science and Technology, Qingdao, China. This study used Listening Comprehension Anxiety Questionnaire with 140 participants EFL learners from Qingdao University of Science and technology, China. Their ages were 18 until 22 years old. The result of this study is learners that are motivated to listen and learn will have positive attitudes toward the target language and its speakers.

In Indonesia, there are also some researchers who have conducted this listening anxiety study. Prasityowati (2019), conducted in Malang. The title of her study is Anxiety on Students' Listening Comprehension in University Students in Malang. In her research, she used a mixed research method that involved 48 participants.

The results of the study revealed that the students were mostly in moderate-level of anxiety. In this study revealed that students tend to be anxious about the listening process because of low student confidence, difficulty in concentrating, and text that is too fast, and confusion in listening related to important information.

Based on the previous researchers, differences of anxiety in listening and limited research to listening anxiety and most of the previous studies mixing listening anxiety with other skills in their research. Therefore, this study will refer to anxiety about one skill that is listening. This study will use the foreign language listening anxiety questionnaire from Chang (2008). This questionnaire also in accordance with this study, especially to find out listening anxiety from foreign language learners. Although there is no previous research that uses (adapts/adopts) this questionnaire as their instrument, in my opinion, this questionnaire is very compatible with this study. This questionnaire question also fits in with this study, the questionnaire by Chang (2008) intrigued me and would make this research important to do, different from the others. Based on the results of observation and informal interviews with some friends, anxiety in listening to foreign languages has different from each learner. Then this study will involve students in a private university in Yogyakarta, specifically the department of English language education for the batch of 2016-2019.

1.2. Identification of the problem

Identifying people with high levels of anxiety and helping them alleviate them can lead to better FL performance, in that research over the past two decades has shown it to be negatively related to FL performance. Despite the evidence of a negative correlation, the effects of the causes of FL anxiety and FL performance

remain unclear. The debate about whether FL anxiety is the cause of poor performance or just long-proven consequences (Zhang, 2012).

1.3. Limitation of the problem

This is quantitative research. This study was conducted in the Department of English Language Education in private university in Yogyakarta. This study wanted to investigate the factors experienced by EFL students who made anxiety in listening in English learning in the classroom.

1.4. Formulation of the problem

Referring to the identification of problems and limitations of the problem, it provides guidance in formulating research questions to be answered in this study as follower:

What are factors listening anxiety of EFL undergraduate students?

1.5. Objective of the study

This study aims to identify about the factors of listening anxiety experienced by EFL students in listening to English in the classroom. This study also explained some of the listening anxiety that occurred.

1.6. Significance of the study

The results of this research are to give contribution to the empirical evidences in the form of quantitative data and analysis. This study give information about the level of Listening Anxiety of EFL Undergraduate Students'.

This study also contributes to lecturers, students majoring in English education at the Indonesian Islamic University, as well as for the English education department of the Indonesian Islamic University itself and other researchers.

1. For English lecturers

Researchers hope to provide important information related to listening anxiety to lecturers, especially lecturers in the English language education department at Indonesian Islamic University.

2. For students and English education majors, Indonesian Islamic University

Researchers hope that the results of this study can be helpful and beneficial for students of the Department of English Education at the Islamic University of Indonesia, especially undergraduate students, class 2016-2019, to get to know the listening anxiety they are experiencing. For the English language education department, the researcher hopes to provide important information related to listening anxiety experienced by students of class 2016-2019.

3. for other researchers

Researchers hope this research can inspire other researchers to investigate listening anxiety experienced by EFL students.
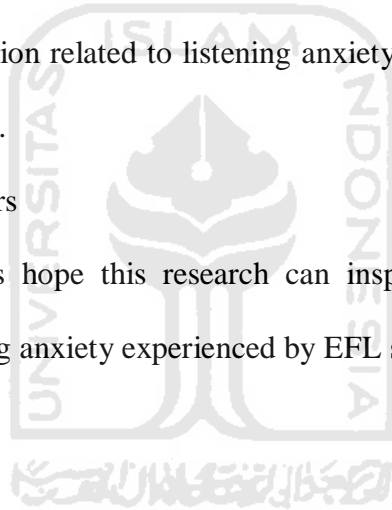
CHAPTER II
LITERATURE REVIEW

This chapter contains the theories related to this study. These theories are about the importance of EFL listening skill, and casual factors of EFL listening anxiety. In this chapter also there is theoretical framework of listening anxiety of EFL undergraduate students.

2.1. Literature review

2.1.1. Foreign Language Listening Anxiety

Listening is a skill that is very influential in everyday life. In everything we do or in every event listening skills are always the dominant thing in every interaction that is done, we need mastery of listening skills for effective communication. When learning foreign languages, listening becomes more important because students as listeners need to understand at least what the speaker is saying for successful communication (Mehmet, 2009). Demanding the importance of listening skills in the part of communication, for that there is a need to develop listening skills for FL learners as basic understanding is a very important element in communication actions (Mehmet, 2009). However, Horwitz (1986) said FL listening anxiety can occur even though that person has the same motivation and seriousness in this matter. In many cases, they may experience anxiety reactions that can hinder their ability to listen successfully in foreign language classes.

Anxiety is one of the aspects of the psychological person or learner who is best documented (Samaneh, 2013). (Chow, 2017) says that anxiety is experienced by FL students as feelings of anxiety and emotional reactions that arise when studying or using FL. (Horwitz, 1986)say almost the same thing, arguing that

learning anxiety is a mixture of a variety of people's feelings, namely: feelings, beliefs, and behaviour of students who make it unique in the process of learning a foreign language.

In the anxiety of listening that the existence of psycho-physiological symptoms on students' behavioural responses, which is basically specific anxiety experienced by students when the activity of listening in a foreign language class. For students who experience anxiety, fear, they tend to be forgetful, have difficulty concentrating and even sweat and pound when they are in the process of learning a foreign language in the classroom. Students who experience this will show an attitude to avoid the class and delay their work (Horwitz, 1986).

Listening is a more spontaneous skill from reading and writing activities in everyday life, therefore the development of learning strategies in listening activities is very important to reduce students' anxiety (Elkhafaifi, 2015). Then this can also be supported by opinions (Vogely, 1998) which said the same point about listening, this anxiety in listening that will potentially weaken other abilities. Anxiety that is often ignored in learning foreign languages is anxiety in listening activities. Nevertheless (Chow, 2017) listening is a complex skill, therefore many students who experience fear, anxiety and difficulty in listening activities are in a foreign language class.

From the various explanations of the researchers above it can be concluded that anxiety in listening is a basic form that influences or can determine the success of students in learning foreign languages.

2.1.2. Causal Factors of Foreign Language Listening Anxiety

There are several factors or influence that can be the cause of listening anxiety experienced in foreign language classes. In order to make it easier to understand the listening anxiety factor that has been described by researchers, it can be divided into two: internal factors within the language learner and external circumstances, the environment that can support the occurrence of listening anxiety. The following are some opinions from experts who reveal factors that can influence the occurrence of listening anxiety in learning foreign languages.

According to Mehmet (2009), the anxiety experienced by students in listening in a foreign language is due to several factors: the authenticity of the text used in the learning process of a foreign language and the comprehension of the listening material given in the listening process. In other words, foreign words or foreign things that are difficult for them to understand will worsen the state of anxiety experienced by students during the listening process. Some external factors also influence the listening process in the classroom, such as noise and cannot be heard listening material is given a prime decrease in the hearing of students which also affects listening anxiety.

Then another thing that can also affect anxiety in listening to foreign languages is the use of foreign topics and foreign vocabulary that are difficult for them to understand, because they do not know what context they are listening to. The limited knowledge of vocabularies also affects prime will be listening. The nature of the practice of listening comprehension and inadequate listening time are the causes of other anxiety reported. Vogely (1998) also mentions that in the results of his research it can be said that the use of appropriate strategies in learning to

listen to foreign languages can reduce students' anxiety about listening activities in class.

Another factor that causes anxiety in listening to foreign languages in the classroom is gender, a study conducted by (Elkhafaifi, 2015) concluded from the results of his research that women are more anxious than men in listening to foreign languages.

According to Dunklen (1991), students have a fear of understanding the message and interpreting it correctly in listening activities. This is due to the lack of confidence that students have in listening to foreign languages. Trust in yourself when listening in a foreign language will reduce anxiety in listening to foreign language delivered by the speaker.

Lack of focus attention to what is heard becomes a separate factor in the anxiety of listening and causes less effective processing of knowledge retrieval from listening to foreign languages (Kimura, 2008). Listeners cannot ask for mercy on speakers who convey foreign languages in listening activities in the classroom, this also causes fear of learners about the results they will get about misunderstandings that might occur, and get embarrassing results from these reasons this is what causes fear and anxiety in listening to foreign languages according to class (Kimura, 2008).

Chang (2008) anxiety in listening to foreign languages has long been studied by many experts, student language anxiety has long been known to be negatively correlated with language proficiency. Fear of student recipients, who are most influenced by listening competence followed by exposure and language competence. In addition to language proficiency, the input characteristics of

language are other departments the source of listening anxiety faced by students. Characteristics including quick talk, difficulties, and lack of clarity, visual support, or repetition are factors that also influence this success.

In other words, with the appearance of EFL Learners listening skills that are believed by some immature teaching researchers, ineffective listening strategies, lack of student vocabulary, less focused attention, less effective information processing, worse methodology and knowledge retrieval previously it was an extraordinary element of low performance in listening to foreign languages in the classroom (Vogely, 1998). All of these reasons can cause tension for FL students and may make listening comprehension very provoking anxiety.

Chang (2008), in her research to differentiate the factors of listening anxiety can be divided into two categories. First, the category factor of the classroom setting is to see the general anxiety that occurs when listening to a foreign language in a classroom context (General Listening Anxiety). Second, the category factor of taking English listening test is to find out more specifically the students' feelings (Listening Test Anxiety).

2.2. Theoretical Framework

In learning foreign languages most students experience specific anxiety. Specific anxiety is anxiety that is based on a particular situation, and does not affect other situations and usually does not last long (Howritz et al, 1986). In theory, developed by Horwitz there is FLCAS (Foreign Language Classroom Anxiety Scale) with 33 item statements using 1-5 Likert scale (strongly disagree, disagree, neutral, agree and strongly agree).

Then Chang (2008), adapted from the theory made by Horwitz, she made a similar number of questionnaires on the Listening Anxiety Questionnaire, 33 items with a 1-5 Likert scale (strongly disagree, disagree, neutral, agree and strongly agree) as well. The difference is in the statement from the classroom into one skill (Listening). The theory will be adapted in this study.

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┌─────────────────────────────────────────┐
│  Horwitz, et al (1986) Foreign Language  │
│          Classroom Anxiety               │
└─────────────────────────────────────────┘
                    │
┌─────────────────────────────────────────┐
│  Chang (2008) Source of Listening Anxiety in Learning │
│  English as a Foreign Language (The Listening Anxiety  │
│  Questionnaire with 33 items conducted)               │
└─────────────────────────────────────────┘
           │                    │
           ▼                    ▼
┌──────────────────┐   ┌──────────────────┐
│ General Listening│   │ Listening Test   │
│ Anxiety (feeling │   │ Anxiety          │
│ in classroom     │   │ (feeling in      │
│ setting/context  │   │ taking English   │
│                  │   │ listening test)  │
└──────────────────┘   └──────────────────┘
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Low Confidence in Comprehending Spoken English	Low Confidence in Comprehending Spoken English
Taking English Listening Course as a Requirement	Taking English Listening Course as a Requirement
Worrying About Test Difficulty	Worrying About Test Difficulty

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│       Students: A Survey Study           │
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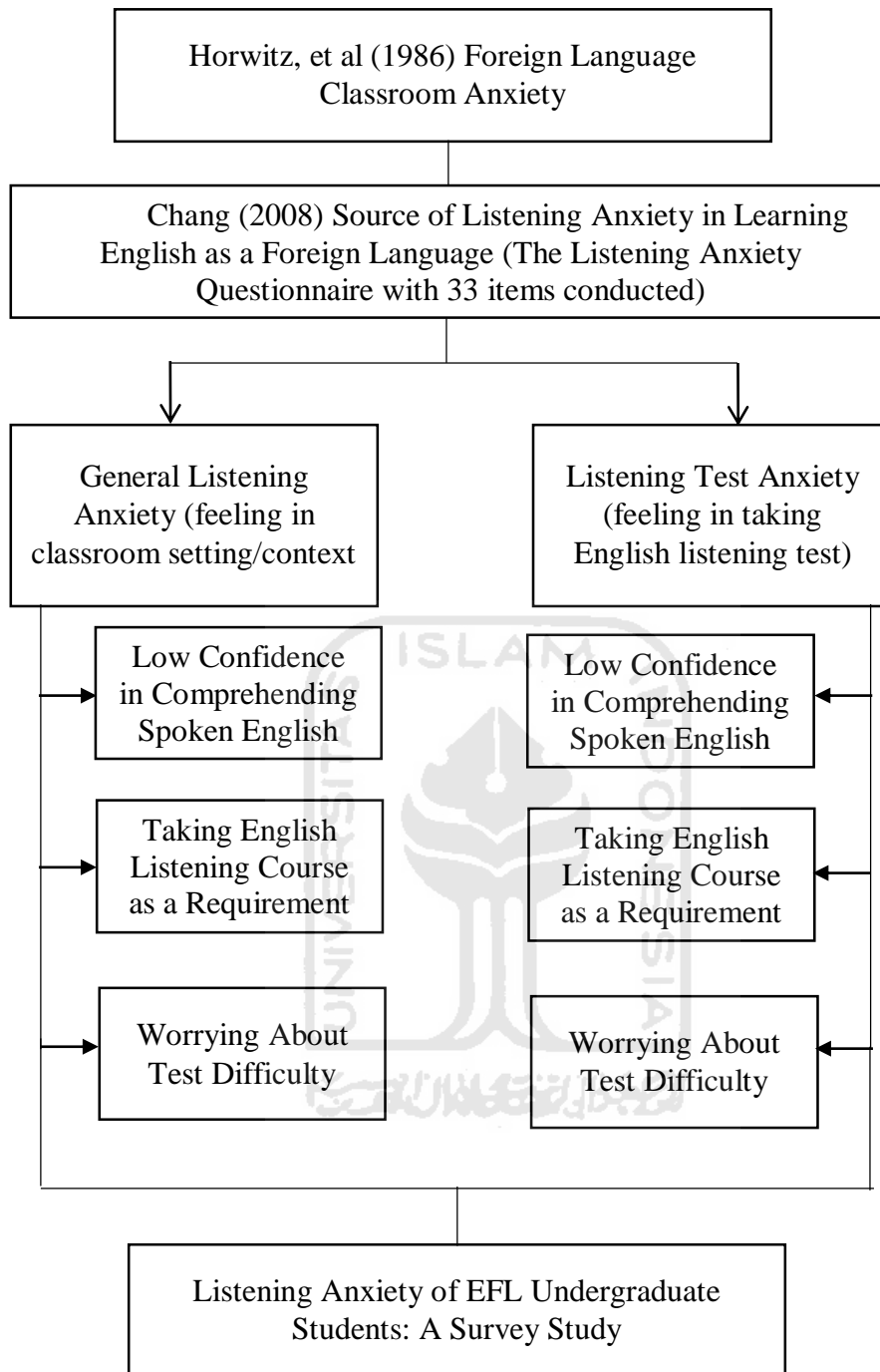
Figure 2.1 Theoretical Framework

CHAPTER III
RESEARCH METHOD

This chapter presents the method which is used for collecting data in this survey research. This chapter will discuss about the research design including research method and design, population and sample, data collection technique, and data analysis techniques.

3.1. Research Design

This study was designed to map or identify the listening anxiety in Department of English Language Education in a private university in Yogyakarta. In this research, the researcher used quantitative research as a method to collect data. Specifically, this study uses survey to collect the data or information because the principal aim of this study is to investigate the EFL listening anxiety undergraduate students. The population of undergraduate students at Department of English Language Education batch 2016-2019 is 374 students.

Survey can be used to best effect when the researcher wants to gain the actual information even in group or individual. Therefore, survey can be used as a research strategy in gathering information or data to conduct research and procure quantitative information. Instrument of this study is questionnaire. The data of this study analyzed by using Microsoft Excel 2010 and SPSS 26 (Statistical Package for the Social Sciences).

3.2. Population and Sample
3.2.1. Population

According Sugiyono (2011), population is a generalization region consisting of subjects or objects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions. This study was

conducted in the English language education department. As for students who are still counted active in the English language education department from one of private university in Yogyakarta. The data includes the batch of 2016-2019 English language education department students'. The total population is 374 students.

3.2.2. Sample

Sample is part of number and characteristic from population (Sugiyono, 2012). If the population is large, and researchers are not possible for all that exists in the population, because of fund, manpower and time, then researcher use samples taken from that population. What is learned from the sample, the conclusion will be applicable to the population. For samples taken from the population must be representative (represent). The research will take samples of English language education department students in the 2016-2019 class, because it is not possible to find and contact all 2014-2015 students who are still active.

To calculate total sample from population this study using Solvin's formula. The Solvin's formula below:

$$n = \frac{N}{1 + Ne^2}$$

Explanation:

n = Number of Sample

N = Population

e = Error rate (5% = 0,05)

To determine the number of sample to be used, the researcher used the Slovin's formula by the error rate of 5%. The estimated amount of this study is 374, with the above calculation, the estimation results are as follows:

$$n = \frac{374}{1 + (374)(0{,}05^2)}$$

$$n = \frac{374}{1{,}935}$$

n = 193,282 or 193 students

The numbers of samples in this study were 193 participants.

3.3. Data Collecting Technique

This subchapter explains data collecting techniques which are instrument, validity and reliability.

3.3.1. Instrument

According Arikunto (2000) data collection instrument is a tool selected and used by researchers in data collection activities for the activity becomes systematic and can be easier by it. This section will explain how the techniques used in collecting data respondents. This study use online questionnaire. The use of online questionnaire media because it aims to easier the respondents in filling out a given questionnaire. Online questionnaire with Google form in online media. The questionnaire is The Listening Anxiety Questionnaire by Chang (2008).

Based on the questionnaire by Chang (2008) there are 33 items contained in The Listening Anxiety Questionnaire. In adapting this questionnaire the researcher deleted one item statement in the questionnaire, because the item was invalid based on calculations using SPSS 26 that had been done by the researcher. Furthermore, there were 32 items after adapted by researcher, classified into two categories, General Listening Anxiety and Listening Test Anxiety. The former had 21 items focusing on the general experience of listening to English in a classroom setting. Specifically, the questions were about students' feelings in a classroom context, as

students have very limited exposure to spoken English outside the classroom. The latter category consisted of 11 items, mainly concerning participants' experience of taking English listening test. Then this questionnaire was divided into three based on factors, Low Confidence in Comprehending Spoken English (18 items), Taking English Listening Course as a Requirement (7 items), and Worrying About Test Difficulty (7 items).

Table 3.1 Distribution of Questionnaire Item

Item	Statement	Factor Category	Factor
GLA 1	Saya pikir saya tidak harus kecewa walaupun saya tidak dapat mendengar dengan jelas ketika mendengarkan dalam bahasa inggris.		Low Confidence in Comprehending Spoken English
GLA 2	Saya tidak pernah merasa yakin dengan apa yang saya dengar setiap kali saya mendengarkan bahasa Inggris.		Low Confidence in Comprehending Spoken English
GLA 3	Saya takut melakukan kontak mata dengan guru bahasa Inggris di kelas mendengarkan.		Low Confidence in Comprehending Spoken English
GLA 4	Saya merasa kecewa ketika siswa lain menertawakan sesuatu yang dikatakan guru dalam bahasa Inggris, yang tidak dapat saya pahami.	General Listening Anxiety	Low Confidence in Comprehending Spoken English
GLA 5	Saya takut bahwa siswa lain akan menertawakan saya jika saya mengajukan jawaban yang salah.		Low Confidence in Comprehending Spoken English
GLA 6	Jika saya tidak mengerti sepatah kata pun, saya terus memikirkannya dan melewatkan sisa pernyataan.		Low Confidence in Comprehending Spoken English
GLA 7	Saya menantikan kelas mendengarkan bahasa Inggris saya.		Taking English Listening Course as a Requirement
GLA 8	Saya beruntung bisa mengikuti kelas mendengarkan bahasa Inggris.		Taking English Listening Course as a Requirement

GLA 9	Saya tidak keberatan sama sekali untuk mengambil lebih banyak kelas mendengarkan bahasa Inggris.		Taking English Listening Course as a Requirement
GLA 10	Saya merasa lebih tegang dan gugup di kelas mendengarkan bahasa Inggris saya daripada di kelas saya yang lain.		Low Confidence in Comprehending Spoken English
GLA 11	Saya terus berpikir bahwa siswa lain dapat memahami lebih baik daripada yang saya bisa.		Low Confidence in Comprehending Spoken English
GLA 12	Selama kelas mendengarkan, saya biasanya memperhatikan kelas sepenuhnya.		Low Confidence in Comprehending Spoken English
GLA 13	Saat mendengarkan, saya merasa gugup ketika mendengar serangkaian kata-kata yang tidak ada artinya bagi saya.		Low Confidence in Comprehending Spoken English
GLA 14	Mata kuliah mendengarkan dalam bahasa Inggris mudah bagi saya.		Low Confidence in Comprehending Spoken English
GLA 15	Selama saya banyak berlatih, mendengarkan bukanlah masalah besar.		Taking English Listening Course as a Requirement
GLA 16	Mendengarkan seseorang yang berbicara cepat dalam bahasa Inggris membuat saya gugup.		Low Confidence in Comprehending Spoken English
GLA 17	Saya kecewa ketika guru berbicara tentang topik yang tidak begitu saya ketahui.		Low Confidence in Comprehending Spoken English
GLA 18	Saya merasa cukup nyaman jika guru hanya berbicara bahasa Inggris di kelas.		Taking English Listening Course as a Requirement
GLA 19	Semakin banyak latihan yang saya lakukan di rumah, semakin sedikit ketegangan saya ketika dikelas.		Taking English Listening Course as a Requirement
GLA 20	Saya merasa gugup jika guru terus bertanya kepada siswa di kelas.		Low Confidence in Comprehending Spoken English
GLA 21	Mampu membaca teks rekaman naskah setelah mendengarkan meningkatkan kepercayaan diri saya.		Worrying About Test Difficulty
LTA 1	Saya tidak khawatir tentang kegagalan di kelas	Listening Test Anxiety	Low Confidence in Comprehending Spoken English

	mendengarkan Bahasa Inggris saya.		
LTA 2	Saya merasa jauh lebih rileks jika soal ujian berupa pilihan ganda daripada jenis-jenis soal lainnya.		Worrying About Test Difficulty
LTA 3	Saya tidak khawatir tentang jenis tes mendengarkan Bahasa Inggris (pilihan ganda, melengkapi teks, atau pertanyaan singkat).		Worrying About Test Difficulty
LTA 4	Saya merasa gugup saat ujian di kelas mendengarkan dalam bahasa inggris.		Low Confidence in Comprehending Spoken English
LTA 5	Saya tidak suka mengerjakan banyak tes di kelas mendengarkan bahasa Inggris saya.		Low Confidence in Comprehending Spoken English
LTA 6	Persiapan yang baik sebelum ujian membuat saya tidak gugup selama ujian.		Taking English Listening Course as a Requirement
LTA 7	Saat mendengarkan, saya bisa menjadi sangat gugup sehingga saya lupa arti kata yang sangat mudah.		Low Confidence in Comprehending Spoken English
LTA 8	Saat mengikuti tes, saya merasa lebih nyaman dengan gaya bicara lambat daripada yang cepat.		Worrying About Test Difficulty
LTA 9	Saat mengikuti tes, saya khawatir tentang kejelasan rekaman (audio).		Worrying About Test Difficulty
LTA 10	Saat mengikuti tes, melihat sekilas keseluruhan soal terlebih dahulu dapat meningkatkan kepercayaan diri saya.		Worrying About Test Difficulty
LTA 11	Saat mengikuti tes, saya berharap kontennya sudah diajarkan.		Worrying About Test Difficulty

In this study, the researchers adapted and translated the questionnaire items into Bahasa. Translated into Bahasa aims to make it easier for respondents to understand the statement. The translation of the questionnaire into Bahasa was

carried out by the researcher and checked by the thesis supervisor. This questionnaire using a Likert scale as a scoring. The scale from one-point (strongly disagree) to five-point (strongly agree). The scoring technique uses the Likert scale as follows:

Table 3.2 The Score for Likert Scale

Likert Scale	Score
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

3.3.2. Validity

Validity is a measure that shows validity or the validity of an instrument. So testing the validity it refers to as far as where an instrument in performing functions. Instrument is said to be valid if the instrument can be used to measure what it wants to measured (Sugiyono, 2008). According to Brown, (1996) there are two types to measure the validity in quantitative research that is content validity and construct validity. Wahyuni (2012), states that content validity is technique in determining the level of validity that is referring to the truth of the instrument in theory. The other hand, brown (1996) state that the validity content of investigators testing the extent to which a test becomes a representative sample of any content designed in its measurement. According to Brown (1996), construct validity is technique to gain through lengthy discussions with the lecturer. In describing the legitimate results of

an instrument, the researcher examines the technique of validity by using rational analysis of judgments by the experts.

In this study researcher used SPSS 26 to calculate validity in each item used. Based on the results of calculations of validity of the questionnaire that has been adapted from Chang (2008) is as follows:

Table 3.3 Validity Test

Items	Pearson Correlation	Symbol	R table (N=193)	Description
GLA 1	0.156	>	0.141	Valid
GLA 2	0.318	>	0.141	Valid
GLA 3	0.356	>	0.141	Valid
GLA 4	0.454	>	0.141	Valid
GLA 5	0.476	>	0.141	Valid
GLA 6	0.395	>	0.141	Valid
GLA 7	0.210	>	0.141	Valid
GLA 8	0.325	>	0.141	Valid
GLA 9	0.392	>	0.141	Valid
GLA 10	0.427	>	0.141	Valid
GLA 11	0.594	>	0.141	Valid
GLA 12	0.414	>	0.141	Valid
GLA 13	0.502	>	0.141	Valid
GLA 14	0.161	>	0.141	Valid
GLA 15	0.197	>	0.141	Valid
GLA 16	0.457	>	0.141	Valid
GLA 17	0.451	>	0.141	Valid
GLA 18	0.219	>	0.141	Valid
GLA 19	0.303	>	0.141	Valid
GLA 20	0.538	>	0.141	Valid
GLA 21	0.282	>	0.141	Valid
LTA 1	0.241	>	0.141	Valid
LTA 2	0.370	>	0.141	Valid
LTA 3	0.251	>	0.141	Valid
LTA 4	0.503	>	0.141	Valid
LTA 5	0.338	>	0.141	Valid
LTA 6	0.264	>	0.141	Valid
LTA 7	0.413	>	0.141	Valid
LTA 8	0.433	>	0.141	Valid
LTA 9	0.504	>	0.141	Valid
LTA 10	0.364	>	0.141	Valid

| LTA 11 | 0.399 | > | 0.141 | Valid |

3.3.3. Reliability

According Masrun (1979), the reliability of the measuring instrument is the determination or stability of the tool in measure what it measures. That is, whenever the gauge used will give the same measurements. Validity and reliability are interrelated techniques. According to Semin (2001), in the presence of reliability, an instrument can be measured with the same consistency phenomenon. Which means the instrument is reliable when generating the same data more than once when used on different participants.

The Listening Anxiety Questionnaire is reliable when it shows the same data after it used on different participant. For score reliability is the same as validity level, Cronbach's alpha was 0.83. After adapted researcher found 0.79.

Table 3.4 Reliability Test

Case Processing Summary		N	%
Cases	Valid	193	100.0
	Excluded[a]	0	.0
	Total	193	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.795	32

3.4. Data Analysis Technique

The questionnaire used in this study took 33 items by Chang (2008) that is developed by Horwitz et al (1986).

Step of data analysis in this research refers to Chang (2008); the researcher took same appropriate steps with this study.

1. The first step was review of literature about listening anxiety.

2. Chang (2008) questionnaire were chosen as the instrument.

3. Translated the questionnaire into Bahasa Indonesia.

4. Checked one by one item in the questionnaire to make sure that it was easy to understand the meaning.

5. Distributed 33 items questionnaire to students at Department of English Language Education in Islamic University of Indonesia, batch 2016-2019.

6. Analyzed and discussed the data based on categories.

7. Made some table in order to present statistical data. While, the detail description of the data will be explain in discussion section.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter explains the findings of the results of The Listening Anxiety Questionnaire to examine the listening anxiety of EFL undergraduate students'.
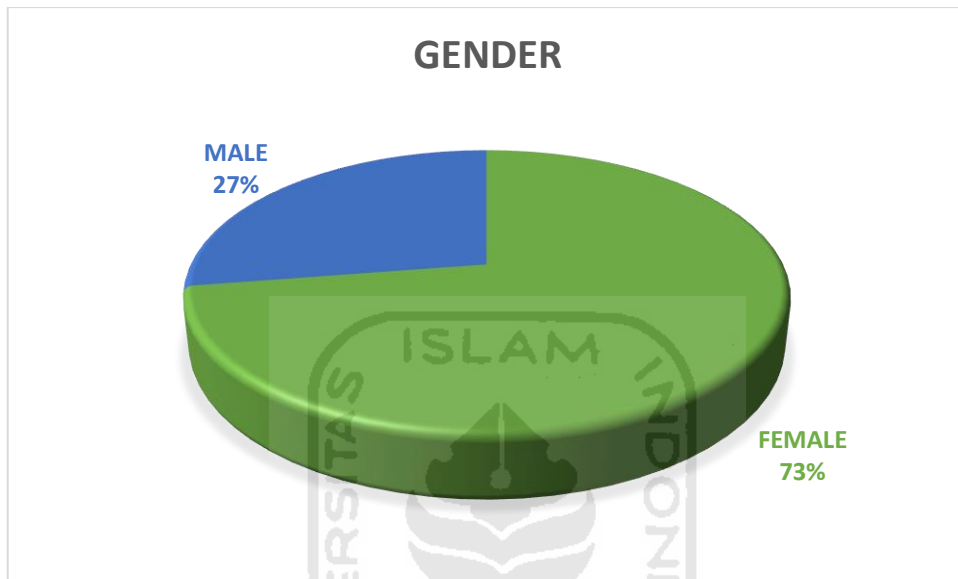
4.1. Research Findings

Figure 4.1 Chart of Participants' Gender

The total number of participants completing The Listening Anxiety Questionnaire was 193 undergraduate EFL students. From figure 4.1 of the Chart of Participants' Gender, the results of the data, participants were dominated by female as many as 140 participants or 73% of the total participants and male as many as 53 participants or 27% of the total participants.
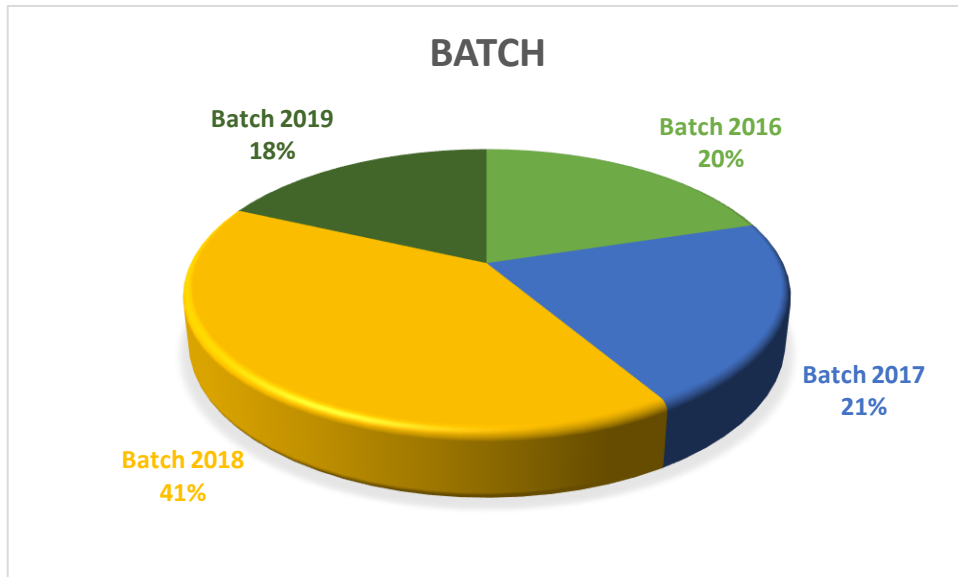
Figure 4.2 Chart of Participants' Batch

Participants who completed out this questionnaire were batch of the 2016-2019 English Education department from one of the private universities in D.I.Yogyakarta. Figure 4.2 Chart of Participants' Batch is dominated by 2018 as many as 41% or 78 participants, then for 2017 is 21% or 41 participants, 2016 is 20% or 39 participants, and 2019 is 18% or 35 participants.
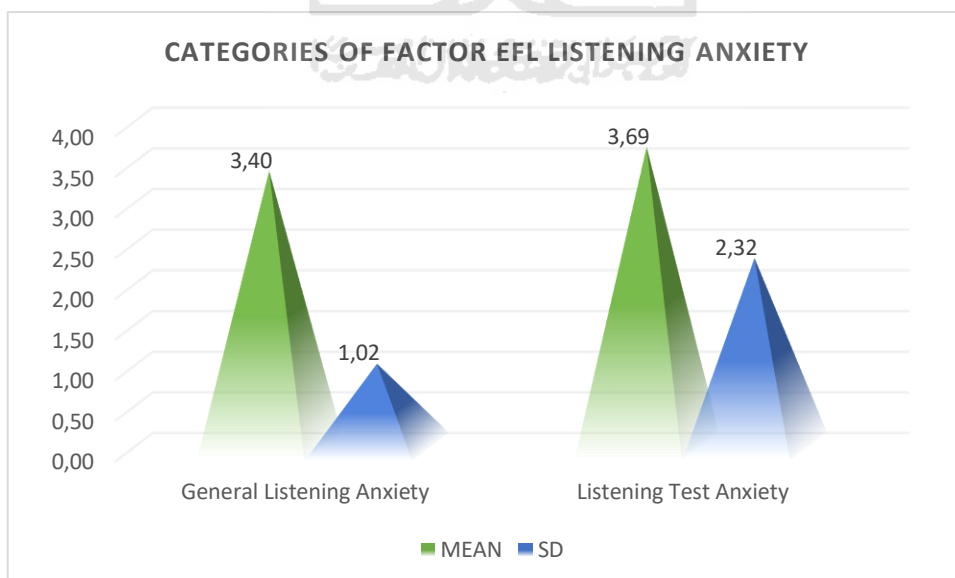

Figure 4.3 Categories of factor EFL Listening Anxiety

The categories of factor EFL listening anxiety in the questionnaire are shown in the diagram above. Based on the results of the analysis using Microsoft Excel 2010 showed that Listening Test Anxiety (LTA) became the dominant category factor of EFL Listening Anxiety with mean (M = 3.69) and standard deviation (SD = 2.32). Then the second category factor is General Listening Anxiety with mean (M = 3.40) and standard deviation (SD = 1.02).
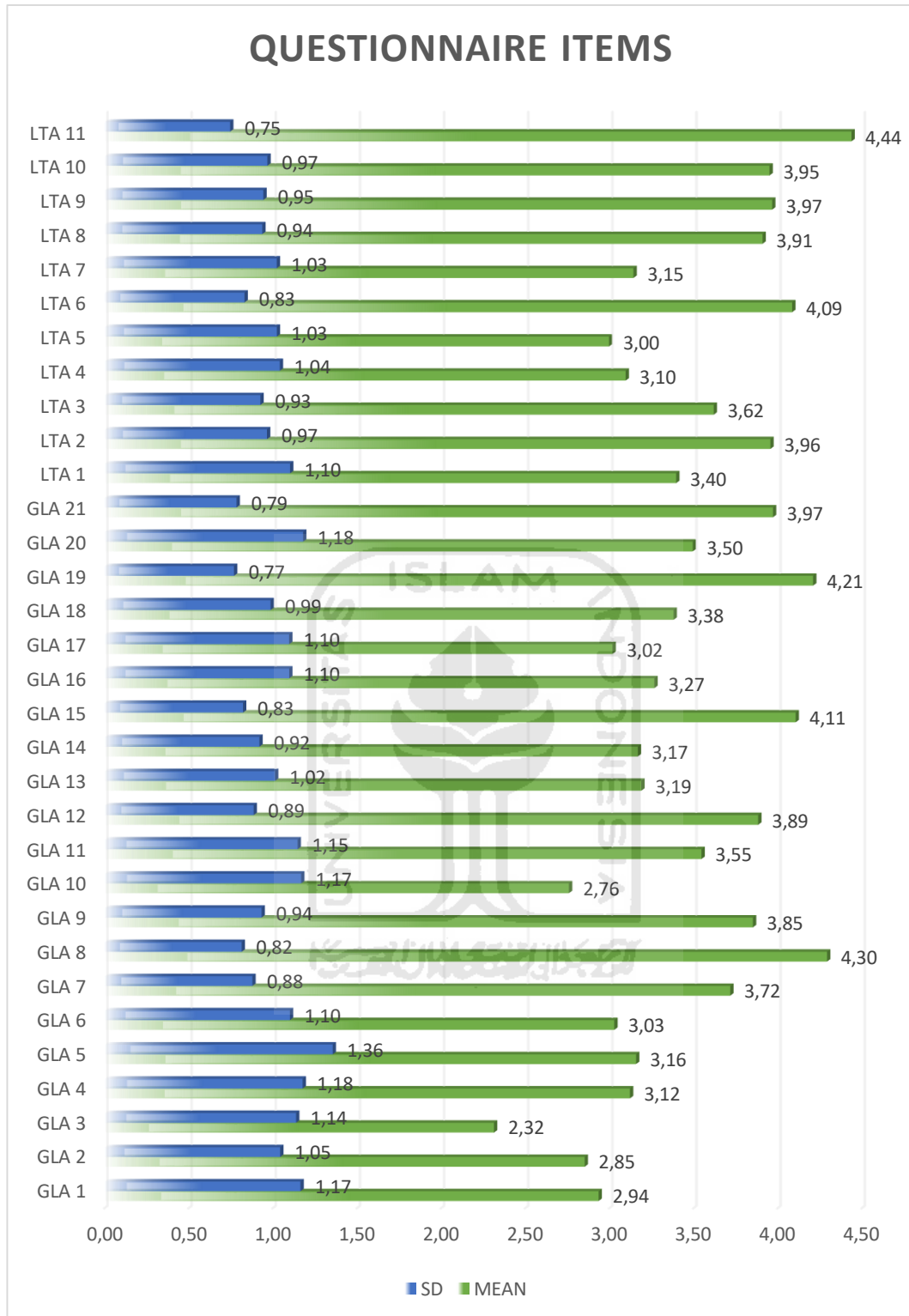
Figure 4.4 Result of Each Item

Based on data obtained from 193 participants in the chart above, the results

show that the most influential factor was found in LTA 11 items *(Saat mengikuti*

tes, saya berharap kontennya sudah diajarkan) with mean (M = 4.44) and standard deviation (SD = 0.75). As for the least influential factor found in item GLA 3 *(Saya takut melakukan kontak mata dengan guru bahasa Inggris di kelas mendengarkan)* with mean (M = 2.32) and standard deviation (SD = 1.14).
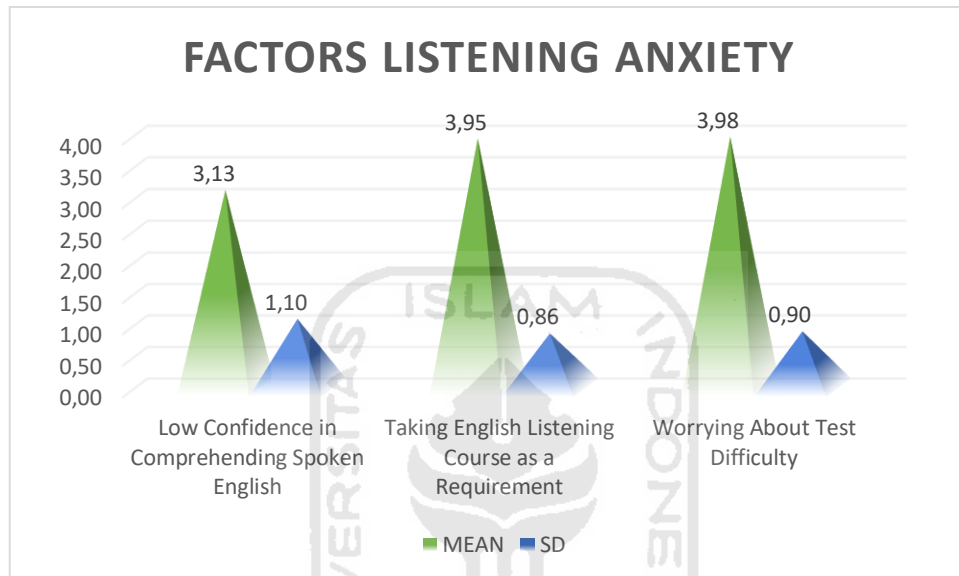

Figure 4.5 Chart of Factors Listening Anxiety

From the data above presented by Figure 4.5 Chart of Factors Listening Anxiety states that Worrying about Test Difficulty becomes the first factor of EFL Listening Anxiety with mean (M = 3.98) and standard deviation (SD = 0.90). The second influencing factor is Taking English Listening as a Requirement with mean (M = 3.95) and standard deviation (SD = 0.86). The last factor is Low Confidence in Comprehending Spoken English with mean (M = 3.13) and standard deviation (SD = 1.10).

The following is an analysis of each factors from EFL listening anxiety:

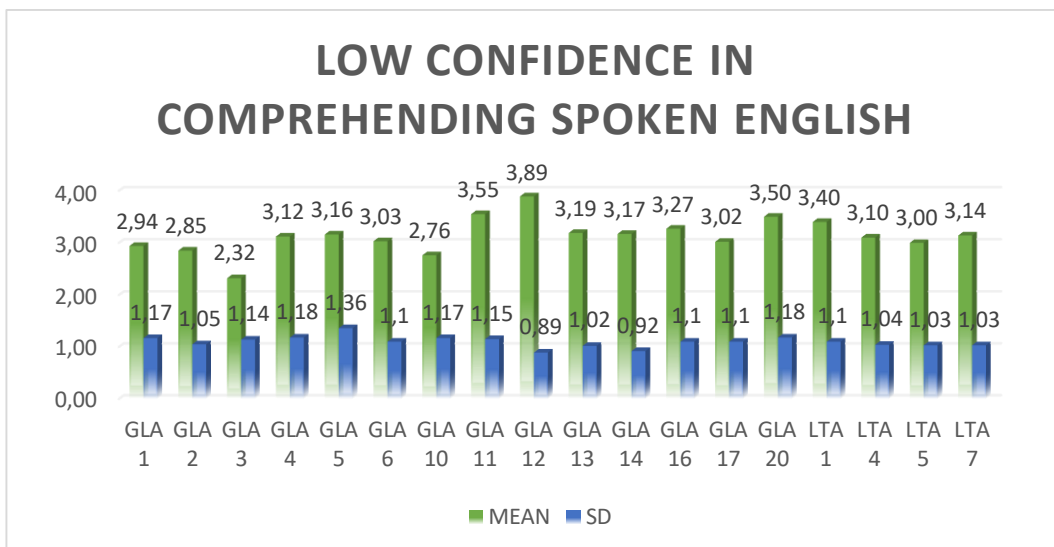1. Low Confidence in comprehending Spoken English

Figure 4.6 Chart of Low Confidence in Comprehending Spoken English

Based on the chart in Figure 4.6 Chart of Low Confidence in Comprehending Spoken English, the most influential factor is GLA 12 *(Selama kelas mendengarkan, saya biasanya memperhatikan kelas sepenuhnya)* with mean (M = 3.89) and standard deviation (SD = 0.89). The factors with the least influential is GLA 3 *(Saya takut melakukan kontak mata dengan guru bahasa Inggris di kelas mendengarkan)* with mean (M = 2.32) and standard deviation (SD = 1.14).

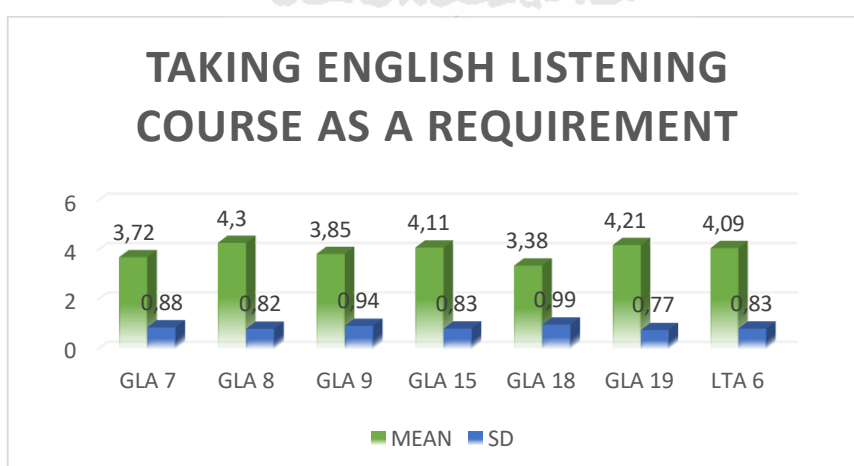2. Taking English Listening as a Requirement

Figure 4.7 Chart of Taking Listening Course as a Requirement

Based on the chart in Figure 4.7 Chart of Taking Listening Course as a Requirement, the most influential factor is GLA 8 *(Saya beruntung bisa mengikuti kelas mendengarkan bahasa Inggris)* with mean (M = 4.30) and standard deviation (SD = 0.82). The factors with the least influential is GLA 18 *(Saya merasa cukup nyaman jika guru hanya berbicara bahasa Inggris di kelas)* with mean (M = 3.38) and standard deviation (SD = 0.99).

3. Worrying about Test Difficulty
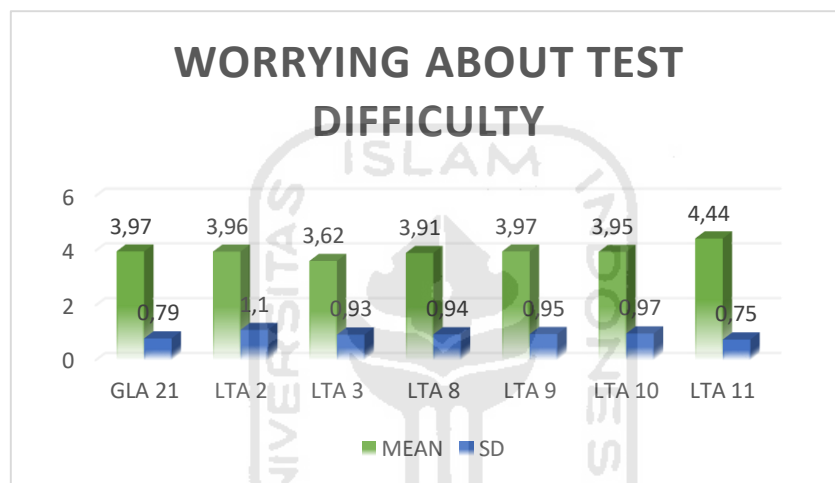
Figure 4.8 Chart of Worrying About Test Difficulty

The last factor is Worrying about Test Difficulty. Based on the chart in Figure 4.8 Chart of Worrying about Test Difficulty, the most influential factor is LTA 11 *(Saat mengikuti tes, saya berharap kontennya sudah diajarkan)* with mean (M = 4.44) and standard deviation (SD = 0.75). The factors with the least influential is LTA 3 *(Saya tidak khawatir tentang jenis tes mendengarkan Bahasa Inggris (pilihan ganda, melengkapi teks, atau pertanyaan singkat)* with mean (M = 3.62) and standard deviation (SD = 0.93).

4.2. Discussion

In this study there are two categories of EFL listening anxiety factors, namely General Listening Anxiety (GLA) based on feeling in classroom setting / context and Listening Test Anxiety (LTA) based on feeling in taking English listening test. From these two categories of factors, the Listening Test Anxiety factor became the dominant factor influencing EFL listening anxiety with a mean score (M = 3.69) and standard deviation (SD = 2.32). Then the General Listening Anxiety category of factor with mean (M = 3.40) and standard deviation (SD = 1.02). As for the two categories of factors, there are three EFL listening anxiety factors, namely Low Confidence in Comprehending Spoken English, Taking English Listening Course as a Requirement and the last is the Worrying about Test Difficulty.

According to Chang (2008), the listening test can clearly trigger anxiety in students who have low proficiency in listening. This is also shown in the results of this study, showing that the Worrying about Test Difficulty factor (M=3.98 and SD=0.90) became the dominant factor most influential on EFL listening anxiety. Vogely (1998) in her research stated that students become anxious when it is a test, students become more anxious because they are in a test condition and cannot repeat the listening section as much as they need in listening activities.

The second factor that most influences EFL listening anxiety is Taking Listening Course as a Requirement (M = 3.95 and SD = 0.86). Many students become more anxious when listening to Taking Listening Course as a Requirement, because failing one condition can result in not being able to continue (Chang, 2008).

Mixed feelings experienced by students by considering the importance of listening course makes them experience listening anxiety.

The last factor that most influences EFL listening anxiety is Low Confidence in comprehending Spoken English (M=3,13) and (SD=1,10). Vogely (1998), according to her, self-confidence in learning foreign languages is important to reduce listening comprehension anxiety.

4.2.1 General Listening Anxiety

In the General Listening Anxiety (GLA) factor category, there are three factors listening anxiety. The first factor is Worrying about Difficulty Test. The highest item is shown in GLA 21 *(Mampu membaca teks rekaman naskah setelah mendengarkan meningkatkan kepercayaan diri saya)* with (M =3.97) and (SD =0.79). This is in line with that the input given to students is also a determinant of the causes of listening anxiety. Vogely (1998), in her research stated that some characteristics *(nature of speech, level of difficulty, lack of clarity, lack of visual support, and lack of repition)* of input as being a source of listening anxiety.

The second factor is listening anxiety is Taking Listening Course as a Requirement. The highest item is GLA 8 *(Saya beruntung bisa mengikuti kelas mendengarkan bahasa Inggris)* with mean (M = 4.30) and standard deviation (SD = 0.82). It shows that feeling lucky in taking an English listening class which is considered important for the future in the requirements category is a factor that affects the listening anxiety experienced by EFL students. Vogely (1998), students feel anxious when they are incompetent and unprepared because of very little class time to do the exercises. In other words, students feel lucky followed classes that are proposed to listening activity and can reduce their anxiety.

The last factor is Low Confidence in comprehending. The highest item in this factor is item GLA 12 *(Selama kelas mendengarkan, saya biasanya memperhatikan kelas sepenuhnya)* with mean (M = 3.89) and standard deviation (SD = 0.89). It shows that students need a focus in listening in order to understand from the spoken foreign language they hear. Vogely (1998), in his research stated that many students feel anxious when they do not know what kind of text they are listening to. Less-focused attention is one obvious manifestation of poor performance in listening, which causes anxiety about misunderstanding or not understanding, and they fear embarrassing results (Kimura, 2008).

4.2.2 Listening Test Anxiety

In the Listening Test Anxiety factor category, there are also three factors of listening anxiety. The first factor is Worrying about Difficulty Tests. Highest item with mean score (M=4.44) and standard deviation (SD=0.75) is item LTA 11 *(Saat mengikuti tes, saya berharap kontennya sudah diajarkan)*. That indicates that students are better prepared when taking the test when the content has been taught before. Vogely (1998) students experience anxiety in listening due to the level of difficulty of input in terms of the use of vocabulary that was unfamiliar or they had never heard before or beyond the level of the student, the use of complicated syntax, and the use of texts based on unfamiliar topics or not yet taught. Ausubel (1968) states that the most influential factor on learning is what students already know and make sure their teaching methods are appropriate. This is in line with the students' background knowledge needs on the test content that can affect student listening anxiety. Vogely (1998) students' background knowledge is one of the pedagogical implications of listening comprehension anxiety.

The second factor is listening anxiety is Taking Listening Course as a Requirement. The highest item is LTA 6 *(Persiapan yang baik sebelum ujian membuat saya tidak gugup selama ujian)* with mean (M=4.09) and standard deviation (SD=0.83). Usually, a good preparation that can be done personally or from within yourself before the exam is by way of practice. According to Mehmet (2009), exercise outside the classroom is one way to determine effective strategies for students as a form of repetition and reduce anxiety. The exercise can improve their listening skills and reduce their listening anxiety (Chang, 2008).

The last factor is Low Confidence in Comprehending. The highest item on this factor is LTA 1 *(Saya tidak khawatir tentang kegagalan di kelas mendengarkan Bahasa Inggris saya)* with mean (M=3.40) and standard deviation (SD=1.10). This means that the more worried students are about failing in the listening class, the more anxious they are in the listening class. Vogely (1998) states that many students who take FL class feel nervous and fearing failure or ostracism. This emotional state of mind is usually due to negative experiences from the past.

CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1. Conclusion

The aim of this study is to identify the listening anxiety of EFL undergraduate students at a private university. In conclusion, the researcher found that Worrying about Test Difficulty is the most influence factor of EFL listening anxiety with mean (M=3.98) and standard deviation (SD=0.90). The second of most influence factor of EFL listening anxiety is Taking English Listening Course as a Requirement with mean (M=3.95) and standard deviation (SD=0.86). The last is Low Confidence in Comprehending Spoken English with mean (M=3.13) and standard deviation (SD=1.10).

5.2. Recommendation

This study only focuses on the listening anxiety of EFL undergraduate students based on the factors that influence it. However, researchers recommend future research to more deeply uncover the gaps that occur in the listening anxiety of EFL undergraduate students with different methods. Then the researchers also recommend conducting correlational studies, such as the relationship between listening anxiety of EFL undergraduate students with the type of listening material, listening motivation, and listening strategies.

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APPENDIX

APPENDIX 1

THE LISTENING ANXIETY QUESTIONNAIRE

Feelings About Listening to English

This is a questionnaire about your experience of listening to English and taking English classes. You will find statements about your feelings when you listen to English. There are no right or wrong, good or bad answers to these statements. Please answer in terms of how well the statement describes your feelings but not what other people think you should feel. Using the scale provided, decide how much you either agree or disagree with each statement. Next to each statement tick the number that best indicates how you feel:

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

Item	Content

1. I think I do not have to get upset even though I cannot hear every word clearly while listening to English.
2. I never feel quite sure what I hear whenever I listen to English.
3. I am afraid to have eye contact with the English teacher in the listening class.
4. I feel upset when other students laugh at something the teacher says in English, which is incomprehensible to me.
5. I am afraid that other students will laugh at me if I volunteer a wrong answer.
6. If I don't understand a word, I keep thinking about it and miss the rest of the statement.
7. I look forward to my English listening class.
8. I am lucky to be able to take an English listening class.
9. It would not bother me at all to take more English listening classes.
10. I feel more tense and nervous in my English listening class than in my other classes.
11. I keep thinking that other students can understand better than I can.
12. During the listening class, I usually pay full attention to the class.
13. While listening, I get nervous when I hear a string of words that mean nothing to me.
14. The English listening courses are easy for me.
15. As long as I practice a lot, listening is not such a big deal.
16. Listening to someone speaking fast in English makes me nervous.
17. I get upset when the teacher is talking about a topic which I am not quite familiar with.
18. I feel quite comfortable if the teacher speaks only English in class.
19. The more practice I do at home, the less tense I am in class.
20. I feel nervous if the teacher keeps asking us questions.
21. Being able to read the tapescripts after listening enhances my confidence.
22. I do not worry about failing my English listening class.
23. I feel much more relaxed if the test items are multiple-choice rather than other types of test items.
24. I don't worry about English listening test types (multiple-choice, gap-filling, or short questions).
25. I feel nervous during the tests in my listening class.
26. I am not afraid of being evaluated on my listening comprehension.
27. I don't like to have a lot of tests in my English listening class.
28. Good preparation before the test makes me less nervous during the test.
29. While listening, I can get so nervous that I forget the meaning of even a very easy word.
30. While taking the test, I feel more comfortable with slow speech than with fast speech.
31. While taking the test, I worry about the clarity of the tapes.
32. While taking the test, previewing the test items enhances my confidence.
33. While taking the test, I wish the content had been taught.

The Listening Anxiety Questionnaire (TLAQ)

Kuesioner ini berisi tentang pengalaman anda dalam mendengarkan bahasa Inggris dan pengalaman anda dalam mengikuti kelas bahasa inggris. Didalam kuesioner ini ada beberapa pernyataan tentang perasaan anda saat mendengarkan bahasa Inggris. Tidak ada jawaban benar atau salah, baik atau buruk untuk pernyataan ini. Jawablah dalam hal seberapa baik pernyataan itu menggambarkan perasaan anda, tetapi bukan apa yang menurut anda harus dirasakan orang lain. Dengan menggunakan skala yang disediakan, tentukan seberapa besar Anda setuju atau tidak setuju dengan setiap pernyataan. Selanjutnya, centanglah angka yang menurut anda sesuai dengan perasaan anda pada setiap pernyataanya.

Keterangan :   1 = STS (Sangat Tidak Setuju)

2 = TS (Tidak Setuju)

3 = N (Netral)

4 = S (Setuju)

5 = SS (Sangat Setuju)

Item	Statement	1	2	3	4	5
1.	Saya pikir saya tidak harus kecewa walaupun saya tidak dapat mendengar dengan jelas ketika mendengarkan dalam bahasa inggris.					
2.	Saya tidak pernah merasa yakin dengan apa yang saya dengar setiap kali saya mendengarkan bahasa Inggris.					
3.	Saya takut melakukan kontak mata dengan guru bahasa Inggris di kelas mendengarkan.					
4.	Saya merasa kecewa ketika siswa lain menertawakan sesuatu yang dikatakan guru dalam bahasa Inggris, yang tidak dapat saya pahami.					
5.	Saya takut bahwa siswa lain akan menertawakan saya jika saya mengajukan jawaban yang salah.					
6.	Jika saya tidak mengerti sepatah kata pun, saya terus memikirkannya dan melewatkan sisa pernyataan.					
7.	Saya menantikan kelas mendengarkan bahasa Inggris saya.					
8.	Saya beruntung bisa mengikuti kelas mendengarkan bahasa Inggris.					
9.	Saya tidak keberatan sama sekali untuk mengambil lebih banyak kelas mendengarkan bahasa Inggris.					
10.	Saya merasa lebih tegang dan gugup di kelas mendengarkan bahasa Inggris saya daripada di kelas saya yang lain.					
11.	Saya terus berpikir bahwa siswa lain dapat memahami lebih baik daripada yang saya bisa.					
12.	Selama kelas mendengarkan, saya biasanya memperhatikan kelas sepenuhnya.					

13.	Saat mendengarkan, saya merasa gugup ketika mendengar serangkaian kata-kata yang tidak ada artinya bagi saya.					
14.	Mata kuliah mendengarkan dalam bahasa Inggris mudah bagi saya.					
15.	Selama saya banyak berlatih, mendengarkan bukanlah masalah besar.					
16.	Mendengarkan seseorang yang berbicara cepat dalam bahasa Inggris membuat saya gugup.					
17.	Saya kecewa ketika guru berbicara tentang topik yang tidak begitu saya ketahui.					
18.	Saya merasa cukup nyaman jika guru hanya berbicara bahasa Inggris di kelas.					
19.	Semakin banyak latihan yang saya lakukan di rumah, semakin sedikit ketegangan saya ketika dikelas.					
20.	Saya merasa gugup jika guru terus bertanya kepada siswa di kelas.					
21.	Mampu membaca teks rekaman naskah setelah mendengarkan meningkatkan kepercayaan diri saya.					
22.	Saya tidak khawatir tentang kegagalan di kelas mendengarkan Bahasa Inggris saya.					
23.	Saya merasa jauh lebih rileks jika soal ujian berupa pilihan ganda daripada jenis-jenis soal lainnya.					
24.	Saya tidak khawatir tentang jenis tes mendengarkan Bahasa Inggris (pilihan ganda, melengkapi teks, atau pertanyaan singkat).					
25.	Saya merasa gugup saat ujian di kelas mendengarkan dalam bahasa inggris.					
26.	Saya tidak takut keterampilan saya dalam pemahaman mendengarkan dievaluasi.					
27.	Saya tidak suka mengerjakan banyak tes di kelas mendengarkan bahasa Inggris saya.					
28.	Persiapan yang baik sebelum ujian membuat saya tidak gugup selama ujian.					
29.	Saat mendengarkan, saya bisa menjadi sangat gugup sehingga saya lupa arti kata yang sangat mudah.					
30.	Saat mengikuti tes, saya merasa lebih nyaman dengan gaya bicara lambat daripada yang cepat.					
31.	Saat mengikuti tes, saya khawatir tentang kejelasan rekaman (audio).					
32.	Saat mengikuti tes, melihat sekilas keseluruhan soal terlebih dahulu dapat meningkatkan kepercayaan diri saya.					

| 33. | Saat mengikuti tes, saya berharap kontennya sudah diajarkan. | | | | | |

https://tinyurl.com/TLAQ2020