

**A SURVEY ON FACTOR LISTENING ANXIETY OF EFL
UNDERGRADUATE STUDENTS**

A THESIS

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan***

Degree in English Language Education



By:

IDA MATUL HOIR

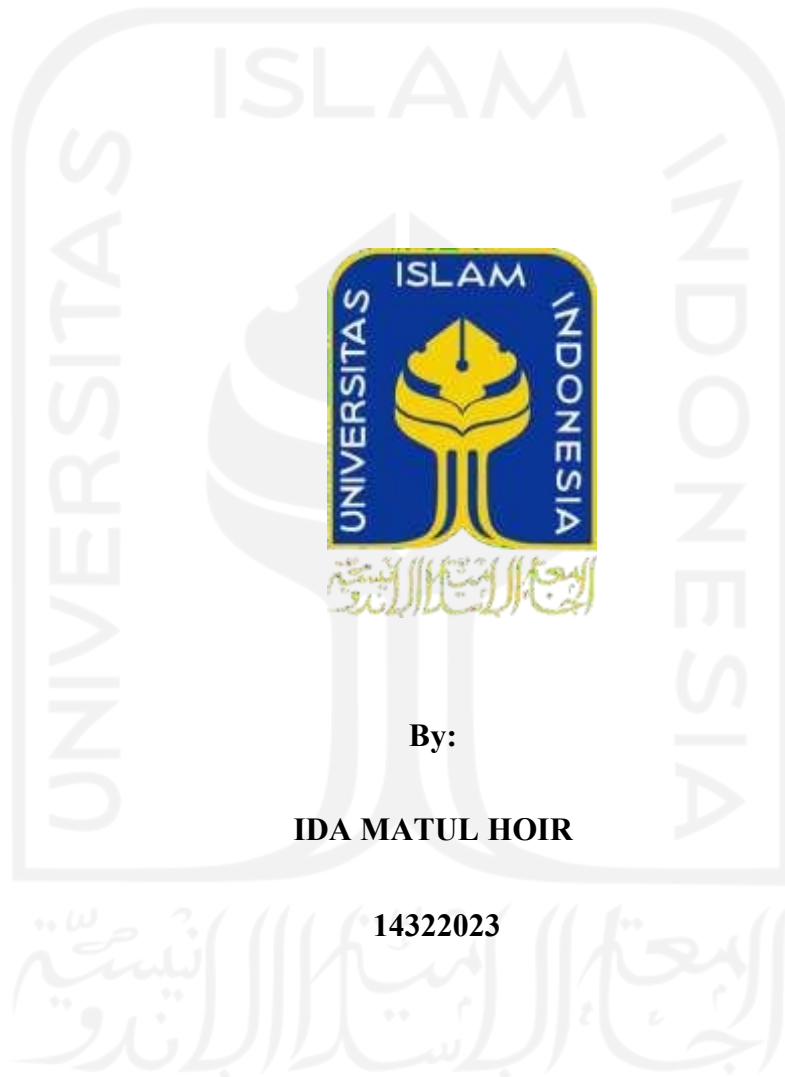
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PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES ISLAMIC
UNIVERSITY OF INDONESIA**

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APPROVAL SHEET

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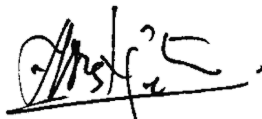
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Approved on 29 June 2021

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RATIFICATION SHEET
A SURVEY ON FACTOR LISTENING ANXIETY OF EFL
UNDERGRADUATE STUDENTS

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Defended before the Board of Examiners on 29 of June 2021 and Declared Acceptable

Board of Examiners

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Yogyakarta, 29 June 2021

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STATEMENT OF WORK'S ORIGINALITY

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

Yogyakarta, 29 June 2021

The Writer,



Ida Matul Hoir

14322023

MOTTO

uphold something and hold something deep

(Mikul duwur mendem jero)



DEDICATIONS

I dedicate this thesis to:

1. My beloved family especially my parents
2. My thesis supervisor Ista Maharsi, S.S.,M.Hum
3. The whole lecturers at English Language Education Department of Faculty Psychology and Socio-Cultural Sciences Islamic University of Indonesia and the staff.
4. All my friends at English Language Education Department
5. All to those who have support my college study

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Bismillahirrohmanirrohim

Assalamu'alaikum warahmatullahi wabarakatuh

Alhamdulillahirobbil'alamin. In the name of Allah SWT the most gracious and most merciful for all His help to the writer to finish this thesis.

First, of all a special gratitude to my parents and my brother who always support and pray for me every day.

My special thanks goes to my thesis supervisor Ista Maharsi, S.S., M.Hum. for their help and guidance for the completion of this thesis. I would not reach this point without your patient, guidance, motivation, support and suggestion. Special thanks is also given to my beloved teacher Mrs. Muflihah Mufid, who has prayed and motivated the writer.

Thanks to my friends in PBI 2014 and PP Sunan Pandanaran who have accompanied me during studying in Islamic University of Indonesia and its awesome years to spend my university life with you all.

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The writer believes that this thesis is still far from perfect. Therefore, comments and suggestions are compulsory for further improvements. Finally, the writer expects this thesis can be beneficial for the readers.

Wassalamu'alaikum warahmatullahi wabarakatuh

Yogyakarta, 29 June 2021

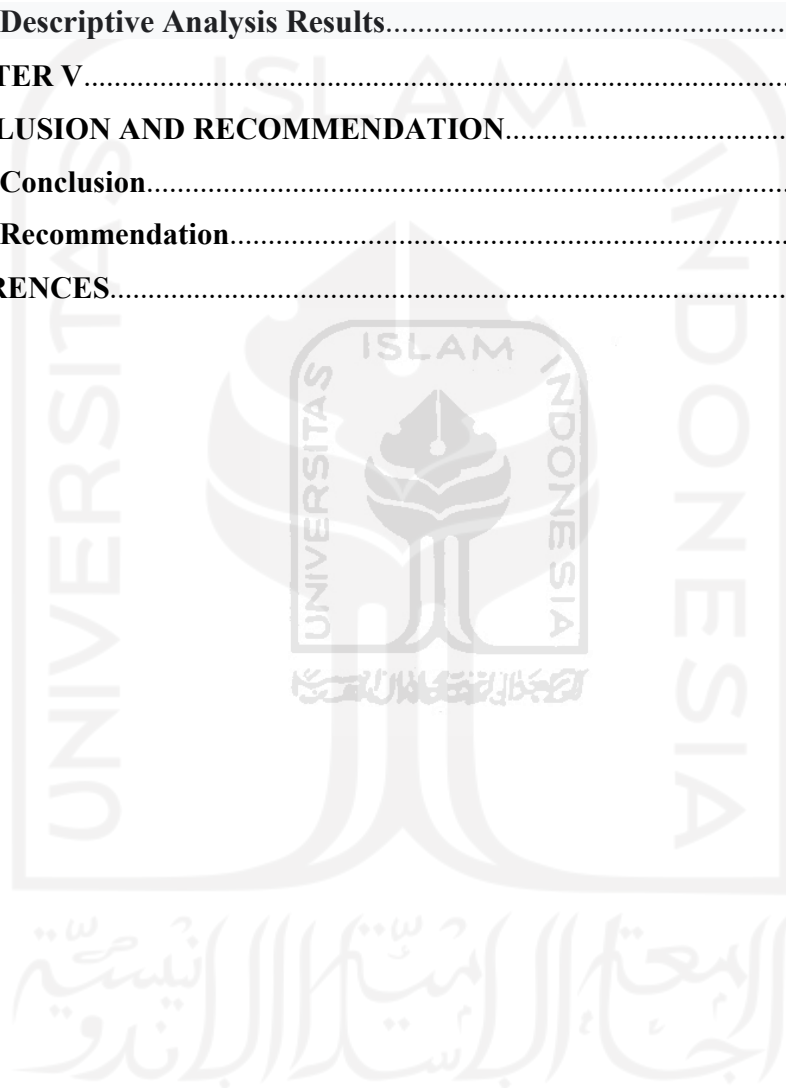
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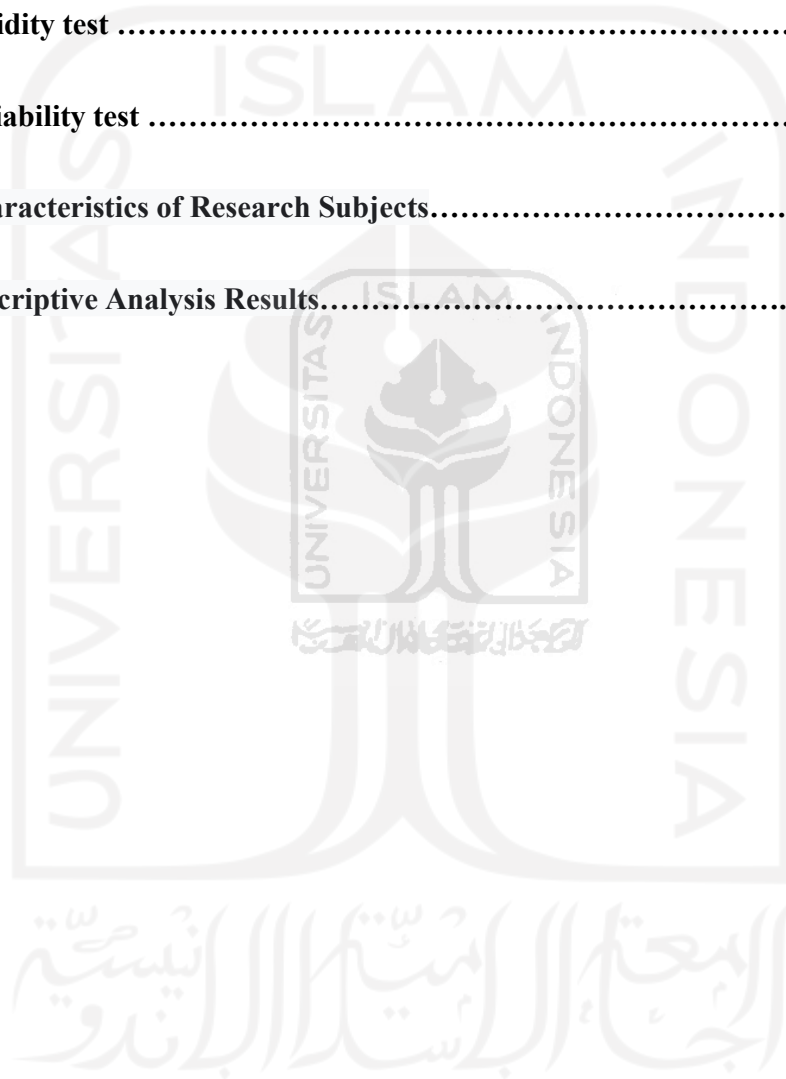
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A SURVEY ON FACTOR LISTENING ANXIETY OF EFL UNDERGRADUATE STUDENTS

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ABSTRACT

The study aims to identify the factors of EFL listening anxiety at the Second Semester English Language Education Department Islamic University of Indonesia in the academic year of 2020/2021. This research employed survey research. The participants were 46 students in English education department of a private university . The researcher uses a quantitative approach. The data was collected by using questionnaire “The Listening Anxiety Questionnaire” consisting of 32 items adapted from Chang (2008) and using Likert scale points from 1-5 as the main instrument. The data were analyzed by using SPSS and Microsoft Excel. The findings describe three factors of EFL listening anxiety as followed: the most affecting and highest score is the factors Worrying about test difficulty with 69,6%, followed by English Listening Course as requirement with 52,2%, and Low Confidence in Comprehending Spoken English with 21,7%.

Keywords: Listening anxiety, English as a Foreign Language (EFL) listening, Indonesian EFL context.

CHAPTER I

Introduction

This chapter is a basic part of the research that covers the background of the research, identification of the problem, the limitation of the problem, the formulation of the problem, the objective of the research, the significance of the research.

1.1 The Background of the Research

Some students feel that it is not easy to learn listening, as claimed by Xu (2011) As English is a foreign language, listening is one of the difficult skills from other skills. Many learners believe that in order to be “good at a language they need perfect pronunciation, massive amounts of vocabulary, extensive grammar knowledge, overseas experience, and a natural aptitude for language before they even open their mouths (Horwitz1987). As a result, the anxiety that arises during the listening process often springs from what Joiner (1986) calls a negative “listening self-concept,” that is, a low level of self-confidence in the area of listening. In language learning there are several inhibiting factors, one of which is anxiety. According to Arnold (1999) among the affective factors influencing language learning, anxiety ranks high. It is clear that anxiety can be a major factor in listening because According to Gardner, et al. 1987; Bacon, 1989; Lund, 1991; Kim, (2000) Many scholars have examined anxiety and its association to listening comprehension.

This research aims to identify the factors of listening anxiety of English Foreign Language (EFL).

1.2 Identification of the problem

Listening is one of the important skills that must be mastered in learning English because students will listen first before listening to the teacher's explanation. There are a number of student problems regarding listening. First fear of not knowing the meaning, so that will make students feel the difficulty. Second, their mindset is bad for the skill. So, it needed the result of what are the actual factors of listening anxiety.

1.3 Limitation of the problem.

Based on the problem identification, this study was conducted in the Department of English Language Education in a private university in Yogyakarta academic year 2020/2021, consisting of 46 students from 2 classes of Extensive Listening.

1.4 Formulation of the problem

Based on the background mentioned above, the problem of this research is formulated in these following questions:

What are the factors of listening anxiety of English Foreign Language undergraduate students?

1.5 The Objective of the Research

According to the formulation of the problem, the objective of the research is to identify the factors of listening anxiety of English Foreign Language (EFL) undergraduate students.

1.6 The Significant of the Research

The result of this study aims to give contribution to all students of Islamic University of Indonesia, all English lecturers in Islamic University of Indonesia, and other researchers generally.

1. Students of Islamic University of Indonesia

The researchers hope that this research will help students to know and understand how to solve their listening anxiety on class listening.

2. English lecturer in Islamic University of Indonesia

This research finding can be useful for English lecturers in Islamic University of Indonesia. They can get information about what kind of factor and characteristic in listening anxiety and how to solve that problem. By knowing the factors and characteristics of listening anxiety, teachers can adjust the methodology in teaching listening and they can find out the strategies to solve students' listening anxiety. Moreover, teachers can anticipate listening anxiety happening to the students by knowing the factors causing students listening anxiety.

3. Other Researchers

The researcher can help other researcher to be reference of research about listening anxiety especially, the high result in the finding of this research



CHAPTER II

LITERATURE REVIEW

This chapter discusses some issues which cover the theoretical framework. This chapter contains several theories related to Listening Anxiety in Language Learning.

2.1 Listening Anxiety in Language Learning

Vogely (1998) states listening as the most frequently used skill plays an important role in foreign language learning. He states that listening ability can make students understand the information conveyed.

According to Horwitz et al. (1986), there are three main interconnected factors: The first point is nervous to communicate or someone is afraid of interacting with other people. The second point is test anxiety or someone is afraid of failing the test. The last is fear of negative evaluation. Moreover, anxiety is a common problem and occurs because of psychological influence. The students who undergo listening anxiety become a serious problem. There are several researchers who did research about the factor of listening anxiety. They found that the respondents have some causes which influence them to become anxious in foreign language listening anxiety (FLLA). The possible factors which are found in their research are elaborated in the following below.

a. The content

Anxiety happens when the students lack vocabulary mastery (Meihua, Tholanda, & Juliet, 2015) and are unfamiliar with the topic (Gonen, 2009). They

are proved that students who are poor in listening because material of listening that not in students level causing bad understanding in listening material. According to Stawiarska (2013), the students become anxious when they do not understand each other's vocabulary. Further, the anxiety occurs when students should translate every word without understanding the content and it is difficult to distinguish every word.

b. The time limitation

The listening activity is related to the time. The students should face the time. According to Aziz and Otair (2017), the students faced difficulty during listening activity when the time is limited. They should answer and receive the information at once. The students get more worried when they just have limited time to process what they heard. When the students are faced with time limitations, the students often feel anxious and it leads them to not being able to get the point of the listening passage (Stawiarska, 2013). Serraj (2015) added that limited time and nature of speech are the factors causing listening anxiety.

c. The speakers

According to Ulum (2015), one of the factors causing students' anxiety comes from the speakers. Some learners feel hard when the speaker talks too fast and it makes it hard for the students to infer what the speakers said (Meihua, Tholanda, & Juliet, 2015). Further, speaker speed makes the students' concentration become distracted and hard to get the point from what the speaker said. In addition, the speed of the speaker is not only that the speaker talks so fast but the teacher talks too softly to drive the students' difficulty. Stawiarska (2013)

mentioned that the speaker or the teacher's accent and enunciation are also the factors students lack in listening. It also impacts their listening mastery and cause of listening anxiety.

d. The Listener

Factor of students' anxiety comes from the students itself (Xu, 2011). The students are uneasily and unsuccessful in receiving important information is one of the factors of foreign language anxiety in listening (Golchi, 2012). Another factor comes from the listener's lack of listening skills. The listener cannot know how to concentrate to infer the important passage in listening (Valizadeh & Alavinia, 2013). The students who do not have inadequate vocabulary and low grammar causing anxiety. (Ezzi, 2012). According to Gonen (2009), the immature listening material and the validity of listening text is doubted, it is one of the factors that cause students' anxiety in listening.

e. The environment atmosphere

Based on Xu (2011), anxiety can come from the language environment around the students. It is supported by Gonen (2009) who stated that noise and inaudibility are the factors of students' listening anxiety. Another environmental factor also comes from a bad classroom atmosphere that can influence students' listening anxiety (Xu, 2011). Classroom atmosphere should be pleasant because a bad classroom atmosphere will increase the anxiety of the students (Al-Khasawneh, 2016).

Huberty (2009) and Stawiarska (2013) found that the respondents have some characteristics that can be seen in foreign language listening anxiety (FLLA). These characteristics will be explained below

a. Having a blank mind

Huberty (2009) mentioned that when the students feel anxious, their mind often goes blank and it happens because of some factors like difficulty to understand the listening, over worry to fail in listening class, lack of concentration and focus. So because they are worried, their minds are empty or blank. So it is clear when students do not understand vocabulary that anxiety often causes their minds to become empty or blank.

b. Feeling tense

When listening to students feel anxious and anxiety makes their bodies tense and stiff. As said by Stawiarska (2013) the most characteristics that can be seen when the students are anxious are rigid and tense. During the listening, anxiety makes their body feel frozen and their body movement looks stiff. The body is rigid and tense because of the feeling of anxiety which they fear and feel frightened during the listening.

c. Pounding heart

The heart beats faster than students feel when they are anxious. This happens because the students do not understand the vocabulary or foreign language they learned. Huberty (2009) mentioned that rapid heart rate is the characteristic which is often experienced by anxious students.

d. Feeling confused

Stawiarska (2013) stated that the students feel so confused when they cannot remember what they already heard from the speakers. Usually students feel anxious and panic so that the vocabulary or conversation that is heard is not all recorded and understood so that the student is confused

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. In the process of listening comprehension students have some problems such as: Quality of Recorded Materials, Cultural Differences, Accent, Unfamiliar Vocabulary, Length and Speed of Listening. Those five types will be explained below.

e. Quality of Recorded Materials

The quality of the sound system can impact the comprehension of learners' listening (Azmi Bingol, Celik, Yidliz, & Tugrul Mart, 2014). So even though the material provided is good but the quality of recording is not good, it can also cause students difficulties in understanding the material.

f. Cultural Differences

It is the responsibility of teachers to give background knowledge about the listening activities in advance (Azmi, Celik, Yidliz, & Tugrul, 2014). In listening material, there is an implication about foreign culture, So students must be familiar with these things.

g. Accent

In speaking there are different accents that make it difficult to understand what the speaker is saying. Munro and Derwing (1999) expressed that too much accented speech can lead to an important reduction in comprehension. Same as delivered by Goh (1999), 66% of learners mentioned a speaker's accent as one of the most significant factors that affect listener comprehension. So, this accent shows a very significant thing in listening to either the original accents or non-original accents like the accents made by the speakers themselves.

h. Unfamiliar Vocabulary

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), when listening to texts containing known words it would be very easy for students to understand them. If students recognize their vocabulary then this will have a positive impact because it will make it easier for students to understand what is conveyed from the speaker if students do not understand the vocabulary so often it has a negative impact because in addition to students it is difficult to understand sometimes students will not be enthusiastic in learning.

i. Length and Speed of Listening

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) stated that the level of students can have a significant role when they listen to long parts and keep all information in their mind. Duration in listening is also a very significant thing in listening lessons because students who are still in the beginner stage will find it difficult to understand if listening for a long duration.

Underwood (1989), speed can make listening passage difficult. When the speaker speaks too fast it will also affect the level of understanding of students, and this will also cause serious effects because students often fail to listen. So the speed of speech in listening lessons must also be adjusted to the abilities of their students.

2.2 Review on Relevant Studies

The first study was conducted by Anna Ching-Shyang Chang (2008). She examined the source of listening anxiety in learning English as a foreign language at Hsing-Wu College. The respondent consisted of 160 students. It employed a quantitative descriptive method. She used questionnaires. Some questions were adapted from Foreign Language Classroom scales by Horwitz, et al. (1986) and The Speaking Anxiety Questionnaire by Young (1990). The result of the study showed that low confidence in comprehending spoken English was a major factor 88%. It was followed by worrying about test difficulty 73% and taking English listening courses as a requirement 41%.

The second study was conducted by Arini Nurul Hidayati (2020) at Siliwangi University. The study, which involved 97 students, aimed to examine the occurrence of listening anxiety in students in the Academic Listening class. The study used a Foreign Language Listening Anxiety questionnaire to measure students' listening anxiety levels. The study found that the majority of students had listening anxiety which was in the mild category. The factor that most influences listening anxiety in the study is inadequate listening proficiency

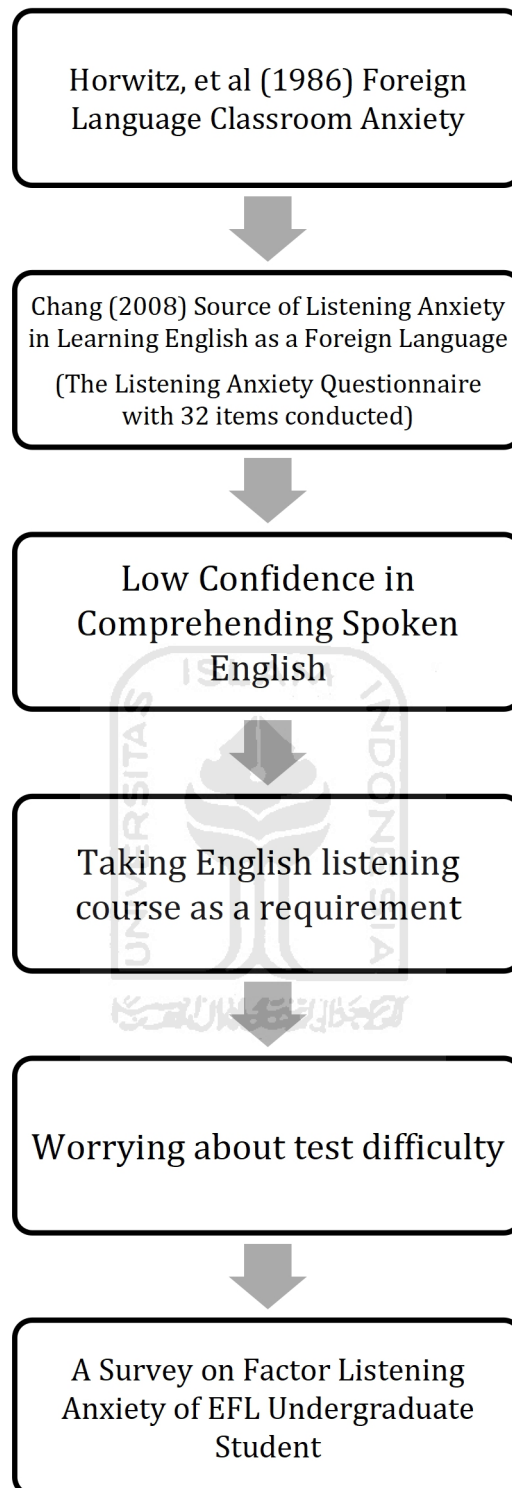
involving the inability to deal with the rapid speech rate and range of lexical choices (Hidayati et al., 2020).

The third study was conducted by Otair (2017) at Majmaah University, Saudi Arabia. The study aims to examine the occurrence of listening anxiety in students in the English class at Majmaah University, Saudi Arabia. The study used structured interviews to measure students' listening anxiety levels. The study found that the majority of students had listening anxiety which was in the high category. The factors that most influence listening anxiety in this study are the problematic nature of listening comprehension, classroom atmosphere, and low English proficiency of the students (Otair & Abd Aziz, 2017)

The fourth study was conducted by Toubot (2018) in Libya. The study, which involved 300 students, aimed to examine the occurrence of listening anxiety in students in English classes at three major universities in Libya. This study used the Foreign Language Speaking Anxiety Scale questionnaire to measure students' listening anxiety levels. The study found that the majority of students had listening anxiety which was in the moderate-severe category. The factors that most influenced listening anxiety in this study were low self-confidence, fear of negative evaluation, and communication apprehension factors (Toubot et al., 2018).

2.3 Theoretical Framework

This research concerns in English as a foreign language listening anxiety. This research uses a questionnaire as the instrument to find factors of EFL listening anxiety. 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, 32 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



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology of the study. It covers the research design, participants and data collection techniques.

3.1. Research design

This research used a survey research method which provides a quantitative description of trends, opinions, or attitudes, of a population by studying its sample (Creswell, 2014). Instrument of this research is a questionnaire. Meanwhile, the data of students' EFL listening anxiety was analyzed by using Microsoft Excel 2010 and SPSS (Statistical Package for the Social Sciences).

3.2. Population and sample

Sampling is a method taken by taking samples that are truly in accordance with the overall research object (Nursalam, 2008). The sampling technique in this research is total sampling. Total sampling is a sampling technique where the number of samples is the same as the population (Sugiyono, 2007). The research will take samples of 46 students from 2 class Extensive Listening, to identify the anxiety of new students.

3.3 Data Collection Techniques

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

3.3.1 Instrument

In this study, researchers used questionnaires to collect the data. 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 the questionnaire was adapted by researchers. The questionnaire consists of 32 items divided into three categories, namely low confidence in comprehending spoken English, taking English listening course as a requirement, and worrying about test difficulty.

Table 3.1 Distribution of Questionnaire Item

Statement	Answer Frequency					Rerata	SD
	1	2	3	4	5		
Low Confidence in Comprehending Spoken English							
Saya tidak pernah merasa yakin apa yang saya dengar setiap kali saya mendengarkan bahasa Inggris	3	6	16	18	3	3,26	0,99
Saya takut untuk melakukan kontak mata dengan guru bahasa Inggris di kelas mendengarkan	0	7	9	22	8	3,67	0,93
Saya merasa kesal ketika siswa lain	5	9	14	9	9	3,17	1,26

menertawakan sesuatu yang dikatakan guru dalam bahasa Inggris, yang menurut saya tidak dapat dimengerti								
Saya takut siswa lain akan menertawakan saya jika saya memberikan jawaban yang salah	7	9	12	14	4	2,98	1,21	
Jika saya tidak mengerti sepatah kata pun, saya terus memikirkannya dan melewati pertanyaan selanjutnya	0	10	16	15	5	3,33	0,93	
Saya merasa lebih tegang dan gugup di kelas mendengarkan bahasa Inggris daripada di kelas saya yang lain	3	10	13	14	6	3,22	1,12	
Saya terus berpikir bahwa siswa lain bisa mengerti lebih baik dari saya	7	16	13	5	5	2,67	1,18	
Saat mendengarkan, saya menjadi gugup ketika saya mendengar serangkaian kata yang tidak saya ketahui	10	14	12	9	1	2,50	1,10	

Pelajaran mendengarkan bahasa Inggris itu mudah bagi saya	3	6	26	6	5	3,09	0,97
Mendengarkan seseorang yang berbicara cepat dalam bahasa Inggris membuat saya gugup	10	14	12	6	4	2,57	1,21
Saya kesal ketika guru berbicara tentang topik yang kurang saya kenal	0	5	18	19	4	3,48	0,80
Saya merasa gugup jika guru terus bertanya kepada kami	10	12	15	5	4	2,59	1,19
Saya merasa gugup selama tes di kelas mendengarkan saya	9	9	21	5	2	2,61	1,05
Saat mendengarkan, saya merasa sangat gugup sehingga saya lupa arti dari kata yang sangat mudah sekalipun	2	19	13	6	6	2,89	1,11
Taking English Listening Course as a Requirement							
Saya menantikan kelas mendengarkan bahasa Inggris saya	3	16	22	2	3	2,70	0,91
Saya beruntung bisa	11	20	10	2	3	2,26	1,07

mengambil kelas							
mendengarkan bahasa							
Inggris							
Mengambil lebih	6	18	16	5	1	2,50	0,93
banyak kelas							
mendengarkan bahasa							
Inggris sama sekali							
tidak mengganggu saya							
Selama saya banyak	19	16	6	1	4	2,02	1,19
berlatih, mendengarkan							
bukanlah masalah besar							
Saya merasa cukup	2	11	18	12	3	3,07	0,96
nyaman jika guru							
hanya berbicara bahasa							
Inggris di kelas							
Semakin banyak	17	19	4	2	4	2,07	1,19
berlatih di rumah, saya							
semakin tidak merasa							
gugup							
Persiapan yang baik	24	11	7	2	2	1,85	1,10
sebelum ujian membuat							
saya tidak terlalu gugup							
selama ujian							
Worrying About Test Difficulty							
Mampu membaca skrip	9	15	18	3	1	2,39	0,94
kaset setelah							
mendengarkan							
meningkatkan							
kepercayaan diri saya							
Saya merasa jauh lebih	18	13	10	2	3	2,11	1,17

tenang jika soal-soal tes adalah pilihan ganda daripada soal-soal tes lainnya							
Saya tidak khawatir tentang jenis tes mendengarkan bahasa Inggris (pilihan ganda, mengisi kalimat rumpang, atau pertanyaan singkat)	4	12	19	7	4	2,89	1,05
Saat mengikuti tes, saya merasa lebih nyaman dengan pengucapan yang lambat dibandingkan dengan pengucapan yang cepat	16	15	8	4	3	2,20	1,19
Saat mengikuti tes, saya mengkhawatirkan kejelasan kaset	15	16	12	1	2	2,11	1,03
Saat mengikuti tes, melihat item tes meningkatkan kepercayaan diri saya	2	18	21	2	3	2,70	0,88
Saat mengikuti tes, saya berharap pertanyaannya sesuai dengan yang telah diajarkan	32	8	1	3	2	1,59	1,09

This questionnaire uses a Likert scale as a scoring. The scale from one point (totally agree) to five points (totally disagree). All the items have positive statements. The scale of data used in this questionnaire is the Likert scale with scoring techniques as followed:

Table 3.2 The Score for Likert scale

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

In this study, the researchers adapted and translated the questionnaire items into Bahasa. The writer translated the questionnaire into Bahasa Indonesia by CILACS UII. The survey of EFL listening anxiety can be administered individually through online Google form. The researcher gave 20 minutes to fill out the questionnaire. Meanwhile, students fill in the data themselves, first background information such as name, age, gender, and English proficiency level, email and phone number then the researcher asks students to fill in each questionnaire item.

3.3.2 Validity & Reliability of the Instrument

Validity is a measure that shows validity or the validity of an instrument. Instrument is said to be valid if the instrument can be used to measure what it wants to measure (Sugiyono, 2008).

In this study researchers 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	Criteria
1	0,156	Valid
2	0,318	Valid
3	0,356	Valid
4	0,454	Valid
5	0,476	Valid
6	0,395	Valid
7	0,210	Valid
8	0,325	Valid
9	0,392	Valid
10	0,427	Valid
11	0,594	Valid
12	0,414	Valid
13	0,502	Valid
14	0,161	Valid
15	0,197	Valid
16	0,457	Valid
17	0,451	Valid
18	0,219	Valid
19	0,303	Valid
20	0,538	Valid
21	0,282	Valid
22	0,241	Valid
23	0,370	Valid
24	0,251	Valid
25	0,503	Valid
26	0,338	Valid
27	0,264	Valid
28	0,413	Valid
29	0,433	Valid

30	0,504	Valid
31	0,364	Valid
32	0,399	Valid

3.4 Reliability test

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

Tabel 3.4 Reliability test

N of items	Cronbach Alpha	Interpretation
32	0,796	Reliabel

The table above shows that the entire questionnaire is reliable to use (Cronbach alpha value = 0.796).

3.5 Data Analysis Techniques

The researcher took same appropriate steps with this research:

- a. Reviewed The listening Anxiety Questionnaire
- b. Adapted The Listening Anxiety Questionnaire as the instrument and translated into Bahasa Indonesia
- c. Checked the translated items
- d. Checked validity of Listening Anxiety Questionnaire Indonesian Version
- e. Checked reliability of Listening Anxiety Questionnaire Indonesian Version

- f. Distributed 32 item questionnaires to 46 students at English Coursework through Google form.
- g. Analyzed and discussed the data based on categories



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The chapter describes the findings obtained from the questionnaire to examine the factors of EFL listening anxiety in English Department academic year 2020/2021 at Islamic University of Indonesia.

4.1 Research Findings

The questionnaire consists of participants' personal information and the factor of EFL listening anxiety. The data result of participants' personal information as followed:

Tabel 4.1.Characteristics of Research Subjects

Variabel	Frequency	Percentage
Gender		
Male	16	34,8
Female	30	65,2
Age		
17 years old	1	2,2%
18 years old	16	34,8%
19 years old	19	41,3%
20 years old	9	19,6%
21 years old	1	2,2%
Total	46	100,0

The table above shows that the majority of the subjects of this study were female and the majority were 19 years old.

4.2 Descriptive Analysis Results

Table 4.2 Descriptive Analysis Results

Item	Answer Frequency					Rerata	SD	
	1	2	3	4	5			
Low Confidence in Comprehending Spoken English								
Saya tidak pernah	3	6	16	18	3	3,26	0,99	

merasa yakin apa yang saya dengar setiap kali saya mendengarkan bahasa Inggris									
Saya takut untuk melakukan kontak mata dengan guru bahasa Inggris di kelas mendengarkan	0	7	9	22	8	3,67	0,93		
Saya merasa kesal ketika siswa lain menertawakan sesuatu yang dikatakan guru dalam bahasa Inggris, yang menurut saya tidak dapat dimengerti	5	9	14	9	9	3,17	1,26		
Saya takut siswa lain akan menertawakan saya jika saya memberikan jawaban yang salah	7	9	12	14	4	2,98	1,21		
Jika saya tidak mengerti sepatah kata pun, saya terus memikirkannya dan melewatkan pertanyaan selanjutnya	0	10	16	15	5	3,33	0,93		
Saya merasa lebih tegang dan gugup di kelas mendengarkan bahasa Inggris daripada di kelas saya yang lain	3	10	13	14	6	3,22	1,12		
Saya terus berpikir bahwa siswa lain bisa mengerti lebih baik dari saya	7	16	13	5	5	2,67	1,18		
Saat mendengarkan, saya menjadi gugup ketika saya mendengar serangkaian kata yang tidak saya ketahui	10	14	12	9	1	2,50	1,10		
Pelajaran mendengarkan bahasa Inggris itu mudah bagi saya	3	6	26	6	5	3,09	0,97		
Mendengarkan	10	14	12	6	4	2,57	1,21		

seseorang yang berbicara cepat dalam bahasa Inggris membuat saya gugup								
Saya kesal ketika guru berbicara tentang topik yang kurang saya kenal	0	5	18	19	4	3,48	0,80	
Saya merasa gugup jika guru terus bertanya kepada kami	10	12	15	5	4	2,59	1,19	
Saya merasa gugup selama tes di kelas mendengarkan saya	9	9	21	5	2	2,61	1,05	
Saat mendengarkan, saya merasa sangat gugup sehingga saya lupa arti dari kata yang sangat mudah sekalipun	2		13	6	6	2,89	1,11	
Taking English Listening Course as a Requirement								
Saya menantikan kelas mendengarkan bahasa Inggris saya	3	16	22	2	3	2,70	0,91	
Saya beruntung bisa mengambil kelas mendengarkan bahasa Inggris	11	20	10	2	3	2,26	1,07	
Mengambil lebih banyak kelas mendengarkan bahasa Inggris sama sekali tidak mengganggu saya	6	18	16	5	1	2,50	0,93	
Selama saya banyak berlatih, mendengarkan bukanlah masalah besar	19	16	6	1	4	2,02	1,19	
Saya merasa cukup nyaman jika guru hanya berbicara bahasa Inggris di kelas	2	11	18	12	3	3,07	0,96	
Semakin banyak berlatih di rumah, saya semakin tidak merasa gugup	17	19	4	2	4	2,07	1,19	
Persiapan yang baik sebelum ujian membuat	24	11	7	2	2	1,85	1,10	

saya tidak terlalu gugup selama ujian								
Worrying About Test Difficulty								
Mampu membaca skrip kaset setelah mendengarkan meningkatkan kepercayaan diri saya	9	15	18	3	1	2,39	0,94	
Saya merasa jauh lebih tenang jika soal-soal tes adalah pilihan ganda daripada soal-soal tes lainnya	18	13	10	2	3	2,11	1,17	
Saya tidak khawatir tentang jenis tes mendengarkan bahasa Inggris (pilihan ganda, mengisi kalimat rumpang, atau pertanyaan singkat)	4	12	19	7	4	2,89	1,05	
Saat mengikuti tes, saya merasa lebih nyaman dengan pengucapan yang lambat dibandingkan dengan pengucapan yang cepat	16	15	8	4	3	2,20	1,19	
Saat mengikuti tes, saya mengkhawatirkan kejelasan kaset	15	16	12	1	2	2,11	1,03	
Saat mengikuti tes, melihat item tes meningkatkan kepercayaan diri saya	2	18	21	2	3	2,70	0,88	
Saat mengikuti tes, saya berharap pertanyaannya sesuai dengan yang telah diajarkan	32	8	1	3	2	1,59	1,09	

The descriptive analysis for each item of the questionnaire question shows that the factors that cause listening anxiety can be divided into 3 categories,

namely low confidence in comprehending spoken English, taking English listening course as a requirement, and worrying about test difficulty. In the low confidence in comprehending spoken English category, it appears that the three biggest problems faced by students are feeling nervous when they hear a series of words they don't know (number 13), feeling nervous when listening to someone who speaks fast in English (number 16), and feeling nervous when the teacher keeps asking students (number 20). These three problems were faced by 21,7% of students.

In the category of taking English listening course as a requirement, it can be seen that the factor that most causes listening anxiety is related to exam preparation. It was found that 52,2% of students would feel nervous if they did not prepare the exam well (number 28). In addition, when students don't practice listening much, they will also feel nervous. It was found that 41,3% of students felt nervous if they did not practice listening much (number 15). In addition, 37,0% of students also reported that they would feel nervous if they did not practice much at home (number 19).

The worrying about test difficulty category measures listening anxiety caused by problems related to the test. It was found that the problem that most caused listening anxiety was if the questions faced during the test were not in accordance with what had been taught. As many as 69,6% of students reported that they would feel calmer if the test questions faced were the material being taught (number 33). The types of questions faced are also one of the problems because as many as 39,1% of students feel calmer if the test questions faced are

multiple choice questions (number 23). The speed at which the questions were read was also a problem for 34,8% of the students. They will feel calmer if the questions are spoken slowly (number 30).



CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The aim of this study is to identify factors of EFL listening anxiety in English Department at private university academic year 2020/2021. Based on the data analysis, the result for worrying about test difficulty was the most affecting factor with 69,6% and were found in item number 13 (saat mendengarkan saya menjadi gugup ketika saya mendengarkan serangkaian kata yang tidak saya ketahui). The second of most affecting factors is English Listening Course as a requirement with 52,2% and were found in item number 28 (persiapan yang baik sebelum ujian membuat saya tidak terlalu gugup selama ujian). Meanwhile, the factor of Low Confidence in Comprehending Spoken English is less affecting in EFL Listening with 21,7% and were found in item number 33 (saat mengikuti tes, saya berharap pertanyaannya sesuai dengan yang diajarkan).

5.2 Recommendation

Due to limitations of this study, researchers recommend conducting this further research because this present study only focuses on the factor of EFL listening anxiety. Furthermore, teachers are expected to pay attention to the questions given to their students so that they are in accordance with what has been learned.

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APPENDIX 1

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.			

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Appendix 2

The Listening Anxiety Questionnaire (TLAQ)

Kuesioner Kecemasan dalam Mendengarkan

Ini adalah kuesioner tentang pengalaman Anda mendengarkan (*listening*) bahasa Inggris dan mengambil kelas bahasa Inggris. Anda akan menemukan pernyataan tentang perasaan Anda saat mendengarkan bahasa Inggris. Tidak ada jawaban benar atau salah, baik atau buruk untuk pernyataan ini. Jawablah sesuai dengan seberapa baik pernyataan tersebut menggambarkan perasaan Anda, bukan menurut orang lain. Sesuai dengan skala yang tersedia, putuskan seberapa setuju atau tidak setuju Anda dengan setiap pernyataan. Di samping setiap pernyataan, centang angka yang paling menunjukkan perasaan Anda:

1. Saya rasa saya tidak perlu marah meskipun saya tidak dapat mendengar setiap kata dengan jelas saat mendengarkan bahasa Inggris.
2. Saya tidak pernah merasa yakin apa yang saya dengar setiap kali saya mendengarkan bahasa Inggris.
3. Saya takut untuk melakukan kontak mata dengan guru bahasa Inggris di kelas mendengarkan.
4. Saya merasa kesal ketika siswa lain menertawakan sesuatu yang dikatakan guru dalam bahasa Inggris, yang menurut saya tidak dapat dimengerti.
5. Saya takut siswa lain akan menertawakan saya jika saya memberikan jawaban yang salah.
6. Jika saya tidak mengerti sepatah kata pun, saya terus memikirkannya dan melewatkan pertanyaan selanjutnya.
7. Saya menantikan kelas mendengarkan bahasa Inggris saya.
8. Saya beruntung bisa mengambil kelas mendengarkan bahasa Inggris.
9. Mengambil lebih banyak kelas mendengarkan bahasa Inggris sama sekali tidak mengganggu saya
10. Saya merasa lebih tegang dan gugup di kelas mendengarkan bahasa Inggris daripada di kelas saya yang lain.
11. Saya terus berpikir bahwa siswa lain bisa mengerti lebih baik dari saya.

12. Selama kelas mendengarkan, saya biasanya memberi perhatian penuh pada kelas.
13. Saat mendengarkan, saya menjadi gugup ketika saya mendengar serangkaian kata yang tidak saya ketahui.
14. Pelajaran mendengarkan bahasa Inggris itu 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 kesal ketika guru berbicara tentang topik yang kurang saya kenal.
18. Saya merasa cukup nyaman jika guru hanya berbicara bahasa Inggris di kelas.
19. Semakin banyak berlatih di rumah, saya semakin tidak merasa gugup.
20. Saya merasa gugup jika guru terus bertanya kepada kami.
21. Mampu membaca skrip kaset setelah mendengarkan meningkatkan kepercayaan diri saya.
22. Saya tidak khawatir gagal dalam kelas mendengarkan bahasa Inggris.
23. Saya merasa jauh lebih tenang jika soal-soal tes adalah pilihan ganda daripada soal-soal tes lainnya.
24. Saya tidak khawatir tentang jenis tes mendengarkan bahasa Inggris (pilihan ganda, mengisi kalimat rumpang, atau pertanyaan singkat).
25. Saya merasa gugup selama tes di kelas mendengarkan saya.
26. Saya tidak takut dinilai berdasarkan pemahaman mendengarkan saya.
27. Saya tidak suka banyak tes di kelas mendengarkan bahasa Inggris.
28. Persiapan yang baik sebelum ujian membuat saya tidak terlalu gugup selama ujian.
29. Saat mendengarkan, saya merasa sangat gugup sehingga saya lupa arti dari kata yang sangat mudah sekalipun.
30. Saat mengikuti tes, saya merasa lebih nyaman dengan pengucapan yang lambat dibandingkan dengan pengucapan yang cepat.
31. Saat mengikuti tes, saya mengkhawatirkan kejelasan kaset.
32. Saat mengikuti tes, melihat item tes meningkatkan kepercayaan diri saya.
33. Saat mengikuti tes, saya berharap pertanyaannya sesuai dengan yang telah diajarkan.