

**LISTENING ANXIETY AMONG EFL STUDENTS IN
UNIVERSITAS KUNINGAN**
A PAPER

Submitted as Partial Fulfilment of Requirement
for Getting *Sarjana Pendidikan* Degree

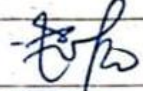
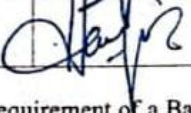


By:
FINA SAEILAAZKA
20210410012

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITAS KUNINGAN
2025**

PAGE OF APPROVAL

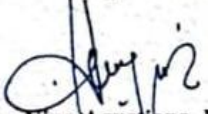
The paper entitled: **LISTENING ANXIETY AMONG EFL STUDENTS IN UNIVERSITAS KUNINGAN** by **Fina Saeila Azka**, Student Number **20210410012**, has been established through examination hold at English Education Study Program, Faculty of Teachers Training and Education, Universitas Kuningan on **June, 18th 2025**, based on The Dean's Decision Letter number: **600/FKIP-UNIKU/PP/2025** about committee and examiners nomination of Research Seminar 2 as follows :

Examiner I	Dr. Endang Darsih, M.Pd. NIK. 410112880126	
Examiner II	Muh. Aprianto Budie Nugroho, M.Pd. NIK. 41038062271	
Examiner III	Vina Agustiana, M.Pd. NIK. 410108900127	

This paper has been accepted and assigned as a requirement of a Bachelor degree at English Education Study Program, Faculty of Teachers Training and Education, Universitas Kuningan.

Kuningan, July 2025

Supervisor I


Vina Agustiana, M.Pd.
NIDN. 0408089001

Supervisor II


Wulan Rahmatunisa, M.Pd.
NIDN. 0411088901

Acknowledgment,

Dean,



Asep Sejen Jaelani, M.Pd.
NIK. 41038091314

Head of Department,


Muh. Aprianto Budie Nugroho, M.Pd.
NIK. 41038062271

PAGE OF APPROVAL

**LISTENING ANXIETY AMONG EFL STUDENTS IN UNIVERSITAS
KUNINGAN**

A PAPER

Submitted as Partial Fulfilment of the Requirements
for getting a Bachelor Degree

By:

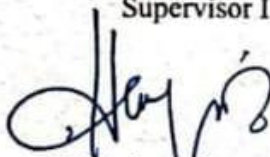
Fina Sacla Azka

20210410012

HAS BEEN APPROVED BY ADVISOR TEAM ON FOLLOWING DATE

Kuningan, July 2025

Supervisor I


Vina Agustiana, M.Pd
NIDN. 0408089001

Supervisor II


Wulan Rahmatunisa, M.Pd
NIDN. 0411088901

Acknowledged By:

Head of Department of English Education,


Muh. Aprianto Budie Nugroho, M.Pd.
NIK. 41038062271

STATEMENT OF ORIGINALITY

The writer states that this paper entitled "**LISTENING ANXIETY AMONG EFL STUDENTS IN UNIVERSITAS KUNINGAN**" is my own writing with some quotation from some sources by using the accepted scientific method.

The writer makes this statement according to the truth. The writer does not conduct any activities that are categorized as plagiarism. The writer will be responsible for any risk that will happen in the future if it is proven to offend the ethnicity of scientific writing.

Kuningan, July 2025



FINA SAEILA AZKA

20210410012

MOTTO AND DEDICATION

“Que Sera Sera”

“Whatever will be, will be. Every sincere effort will eventually find its way.”

Doris Day

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

The Messenger of Allah ﷺ said:

“The best of people are those who are most beneficial to others.”

(Narrated by al-Ṭabarānī in al-Mu‘jam al-Awsat)

This thesis is lovingly dedicated to my mother and father, whose endless love, prayers, and sacrifices have shaped who I am today. Your patience, guidance, and unwavering support have been my greatest strength throughout this journey.

To my dear aunt and uncle, who have been like second parents to me, always ready to lend a helping hand, share their wisdom, and treat me with boundless kindness and love. I am forever grateful for your presence in my life.

Lastly, I dedicated this paper to myself, for not giving up, for standing tall through every challenge, and for proving that I am capable of more than I ever believed.

ABSTRACT

LISTENING ANXIETY AMONG EFL STUDENTS IN UNIVERSITAS KUNINGAN

Fina Saeila Azka

Department of English Education, Faculty of Teacher Training and Education

Universitas Kuningan

Email: Finasaelazka@gmail.com

Abstract: Listening is a vital skill in language learning, yet it remains one of the most difficult to master due to both internal and external factors. This study aims to investigate students' attitudes level toward the importance, anxiety, and efforts of learning comprehensive listening to English spoken texts. This research conducted on April until May 2025, the research involved 105 undergraduate students from the English Education Study Program at Universitas Kuningan. The research employed a quantitative research method, by using survey design, using 50 items Likert scale questionnaire adapted from Agustiana (2019). Data were analysed using descriptive statistics. The findings shows that students generally have a high-level attitude regarding the importance of listening comprehension, with an average score of 3.41. Students also show high level attitude of anxiety in listening, with an average score of 3.45. Despite these challenges, students show high level attitude toward the efforts to improve their listening skills, with an average score of 3.59. This research is expected to provide valuable insights for educators and curriculum developers by highlighting the need for tailored strategies to reduce listening anxiety and improve comprehension outcomes in EFL contexts, especially in Indonesian universities.

Keyword: Listening Comprehension, Attitude levels, Listening Anxiety

PREFACE

Praise comes to Allah SWT, The God Almighty and The Most Merciful who has granted his blessing for each human being. May Allah bless the prophet, Muhammad SAW as the last of messenger, his households, his companions, and those who follow him until the day of Judgement. The researcher really wants to thanks God for giving her strength and health that because of Allah's blessings she could finish her paper.

This paper, entitled "LISTENING ANXIETY AMONG EFL STUDENTS IN UNIVERSITAS KUNINGAN", is written as a part of requirements for completing the Bachelor Degree in English Education Study Program, Faculty of Teachers Training and Education, Universitas Kuningan. This paper is aimed to explore students' attitude in listening activities, identify the specific anxiety they face, and examine the strategies they use to overcome these challenges. Through this research, the author hopes to provide valuable insights that can be useful for both educators and students, especially in improving teaching and learning strategies.

This paper hopefully can give contributions for all readers and become inspire for other researchers who will undertake further research in a related field. The researcher realizes this paper is still far from being perfect. Therefore, critical comments and suggestions from those who are deeply concerned with such topic are welcomed.

Kuningan, June 23, 2025

Fina Saeila Azka
20210410012

ACKNOWLEDGEMENT

Alhamdulillahirrobbil'alamin, Praise be to Allah SWT, the Most Gracious and The Most Merciful, for the blessings, strength and guidance that have enabled the researcher to complete this paper. The researcher realizes this achievement would not have been possible without the support, motivation, and guidance of people surround throughout the process. Therefore, the researcher sincerely expresses gratitude to all people who have contributed to the completion of this work. There are several respected individuals whose presence and support have been especially meaningful to the researcher, to whom she extends her deepest appreciation.

1. Mrs. Vina Agustiana, M.Pd as the first supervisor in designing this paper who given much guidance, supporting and motivation to the researcher in finishing this paper
2. Mrs. Wulan Rahmatunisa, M.Pd as the second supervisor, who has guiding, supporting and giving motivation to the researcher in finishing this paper.
3. I would like to extend my deepest gratitude to all the participants who generously contributed their time and insights to this research. Your valuable input played a crucial role in the completion and integrity of this study.
4. Mr. Muhammad Aprianto Budie Nugroho, M.Pd as head of Department of English Education, Universitas Kuningan.
5. All the lecturers and staff in the Department of English Education, Faculty of Teacher Training and Education of Universitas Kuningan given the researcher chances, patience, encouragement, and supports until the researcher complete this paper.
6. With the deepest respect and love, I would like to express my heartfelt gratitude to my dear father Mr. Dede Hasbullah and mother Mrs. Fitriawati, my greatest source of strength, inspiration, and motivation. Without your constant prayers, support, and unconditional love, I would not have been able to overcome the challenges and reach this point in my academic journey.
7. With heartfelt gratitude, I would like to express my deepest appreciation to my beloved aunt Vina Agustiana, M.Pd and uncle Fajar Gumilang S.H, who have

played a meaningful role throughout my life and educational journey. unwavering support, wise advice, and genuine affection have been a priceless source of strength and encouragement for me.

8. I would like to extend my heartfelt thanks to my beloved younger brothers, Malik and Akbar. Your presence in my life has brought joy, laughter, and motivation that have helped me stay strong during challenging times.
9. I would like to express my heartfelt thanks to all of my friends from the 2021 English Education. Thank you for all the support, laughs, and memories we've made along the way. It's been such a great journey growing, learning, and surviving college life together with all of you.
10. And finally, to my self, thank you for not giving up. Thank you for enduring sleepless nights, for rising each time you fell, and for believing that you could make it this far. This achievement is a reminder that perseverance, courage, and self-love can turn struggles into success.

TABLE OF CONTENTS

PAGE OF APPROVAL

PAGE OF APPROVAL

STATEMENT OF ORIGINALITY

MOTTO AND DEDICATION

ABSTRACT i

PREFACE..... ii

ACKNOWLEDGEMENT iii

TABLE OF CONTENTS v

LIST OF TABLES vii

LIST OF PICTURES viii

CHAPTER 1 INTRODUCTION..... 1

1.1 Rationale..... 1

1.2 Research Questions 2

1.3 Research Objectives 3

1.4 Scope of The Research 3

1.5 Significant of Research..... 4

CHAPTER II THEORETICAL FRAMEWORK 5

2.1 Listening 5

2.2 Listening comprehension..... 6

2.3 Elements of Listening..... 7

2.4 Type of Listening..... 8

2.4.1 Extensive Listening 8

2.4.1 Intensive Listening 9

2.5 Listening Anxiety 10

2.5.1 Internal Factor Causing Listening Anxiety 11

2.5.2 External Factor Causing Listening Anxiety 14

2.6 Students' Effort in Enhancing Listening Anxiety 16

2.7 Attitude 18

2.8	Previous Studies	19
CHAPTER III RESEARCH METHOD		33
3.1	Research Method	33
3.2	Participant.....	33
3.3	Data Collection.....	34
3.4	Data Analysis.....	35
CHAPTER IV FINDINGS AND DISCUSSION.....		37
4.1	Findings	37
4.1.1	Students' Attitude Level Towards the Importance of Learning Comprehensive Listening to English Spoken Texts	40
4.1.1.1	Students' Attitudes Toward the Importance of Learning Comprehensive Listening.....	42
4.1.1.2	Students' Attitudes Toward the Difficulties They Experience When Engaging in Comprehensive Listening.....	43
4.1.2	Students' Attitude Level Towards the Anxiety Faced in Comprehensive Listening to English Spoken Text.....	44
4.1.2.1	Internal Factors.....	46
4.1.2.2	External Factors.....	59
4.1.3	Students' Attitude Level Towards the Effort in Enhancing the Comprehensive Listening Skills in English Spoken Texts.....	63
4.1.3.1	Efforts Made by Students on Campus in Enhancing the Comprehensive Listening Skills in English Spoken Texts.....	64
4.1.3.2	Efforts Made by Students outside Campus in Enhancing the Comprehensive Listening Skills in English Spoken Texts.....	65
4.2	Discussion.....	67
CHAPTER V CONCLUSION AND SUGGESTION.....		69
5.1	Conclusion.....	69
5.2	Suggestion	70
REFERENCE		72
APPENDICES.....		77

LIST OF TABLES

Table 3.1 Questionnaire data analysis	36
Table 3.2 Categories of student attitude levels	36
Table 4. 1 Categories of student attitude levels	37

LIST OF PICTURES

Picture 4. 1 Listening Anxiety Among EFL Student in Universitas Kuningan...	38
Picture 4. 2 Students' Attitude Level Towards the Importance of Learning Comprehensive Listening to English Spoken Texts	41
Picture 4. 3 Students' Attitude Level Towards the Difficulties Faced in Comprehensive Listening to English Spoken Text.....	45
Picture 4. 4 Students' Attitude Level Towards the Effort in Enhancing the Comprehensive Listening Skills in English Spoken Texts	63