

**THE INFLUENCE OF LISTENING ANXIETY IN LISTENING
COMPREHENSION TEST AT MTS ALMAARIF 01 SINGOSARI**

A THESIS



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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
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COMPREHENSION TEST AT MTS A

A THESIS

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MALANG

2026

APPROVAL SHEET

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**The Influence of Listening Anxiety on Students' Performance in Listening Comprehension
Test At MTs Almaarif 01 Singosari**

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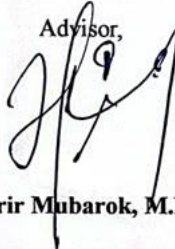
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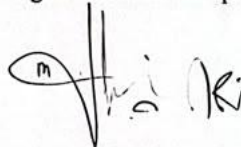


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COMPREHENSION TEST AT MTS ALMAARIF 01 SINGOSARI

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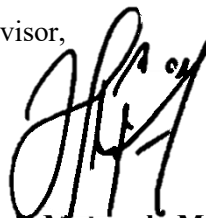
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The Researcher,



Evada Dewi Aisyah
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DEDICATION

To Allah SWT, The Most Gracious, The Most Merciful. All praise to Him, without Him nothing would be written in these pages with His light only could every letter of this work be put down on this paper. Every single thing I gain, I'm owed to Him, also everything I could've done, I'm able due to His help; every moment spent in striving is a result of prayers and supplication. All praise to Him, to whom I dedicate my work, which, without His will and guidance, this thesis would never exist.

Special thanks to my father, Mr. Suwaifi, who quietly carries the burden of my dreams throughout this journey, and the money that has been set aside for this study is love manifested not in words, but with sweat and deed of devotion. To my mother, Mrs. Siti Khoiriyah, whose supplications were never interrupted as the darkness descends and in the middle of a quiet night, a whispered guidance that shows me which way to go; a sanctuary for when the world became wild and a refuge from any storm, this study is in essence you, me, everything that has been us.

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And finally, for myself. For the version of me who sits alone in the middle of the night, staring at a blank page and wondering if this day will ever come. For the me who cried without explanation, who almost gave up more than once, but somehow chose to persevere. You are never as weak as you fear, or as lost as you feel. Every doubt you swallow, every tiring morning you endure, every time you whisper “just a little more” to your trembling heart, it all quietly builds up to the person who now holds this finished work. So, here it is. You did it. And that, above all, is worth dedicating a page to.

MOTTO

*"No effort is ever wasted; every good deed pursued with perseverance will return
as success in its due time."*

Surah Al-Isra' 17: 7

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LATIN ARABIC TRANSLITERATION GUIDE

Based on the collective decision of the Minister of Religious Affairs of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia, Number 158 of 1987 and Number 0543b/U/1987, it has been decided that the Arabic-Latin transliteration guidelines used in this thesis are as follows:

A. Words

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = z	غ = g	ي = y
ر = r.	ف = f	

B. Long Vocal

Long Vocal (a) = `a

Long Vocal (i) = `i

Long Vocal (u) = `u

C. Diphthong Vocal

أو = aw

أي = ay

أو = `u

أي = `i

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ABSTRACT

Aisyah, Evada Dewi, 2026. *The Influence of Listening Anxiety In Listening Comprehension Test at MTs Almaarif 01 Singosari*. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.

Advisor: Harir Mubarak, M. Pd

Keywords: Listening Anxiety, Listening Comprehension Test, Listening Ability.

Listening has a vital role in English learning, especially the challenges students encounter regarding listening activities and listening tests, which the author later termed "listening anxiety" or "pervasive anxiety associated with the subject." Based on observations in pre-research that was carried out on MTs Almaarif 01 Singosari in the listening comprehension skills of students, there were many students who felt worried and afraid to carry out the listening test/examination. Based on the background above, the purpose of this research was to determine the effect of listening anxiety on the ability to understand students' listening ability in the subjects listed at MTs Almaarif 01 Singosari.

This research uses a quantitative approach with the type of causal research design. The population is the eighth graders of MTs Almaarif 01 Singosari, Academic Year 2025/2026, with a sample of 33 students taken using techniques of cluster sampling. The data was collected by using an adapted version of the FLCAS questionnaire and a listening test of a comprehensive understanding of an English lesson. The data were then analyzed by means of the SPSS application, which consisted of descriptive statistics, a normality test, a linearity test, and a simple linear regression test. It was found that the students have anxiety toward the teaching and learning listening process, with a sufficient category, with the average score for listening anxiety is 73.06. The students' listening ability is still included in the sufficient category, with an average score of 68.42.

Furthermore, the results of the regression test showed that the value of Sig ($0.842 > 0.05$), which means that the variable of listening anxiety had no significant effect on students' ability to complete the task test of comprehensive understanding of the English lesson. The present research is limited by the sample size being too small and the research being carried out in only one madrasah, but this research can add information to the collection of studies concerning affective variables in listening.

ABSTRAK

Aisyah, Evada Dewi, 2026. *The Influence of Listening Anxiety In Listening Comprehension Test at MTs Almaarif 01 Singosari*. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Pembimbing : Harir Mubarak, M.Pd

Kata Kunci: Kecemasan Mendengarkan, Tes Pemahaman Mendengarkan, Kemampuan Mendengarkan.

Mendengarkan memiliki peran vital dalam pembelajaran bahasa Inggris, terutama terkait dengan tantangan yang dihadapi siswa terkait aktivitas mendengarkan dan tes mendengarkan, yang kemudian penulis sebut sebagai "kecemasan mendengarkan" atau "kecemasan yang meluas terkait dengan mata pelajaran tersebut." Berdasarkan observasi dalam pra-penelitian yang dilakukan di MTs Almaarif 01 Singosari pada kemampuan pemahaman mendengarkan siswa, terdapat banyak siswa yang merasa khawatir dan takut untuk melaksanakan tes/ujian mendengarkan. Berdasarkan latar belakang di atas, tujuan penelitian ini adalah untuk mengetahui pengaruh kecemasan mendengarkan terhadap kemampuan pemahaman mendengarkan siswa pada mata pelajaran yang tercantum di MTs Almaarif 01 Singosari.

Penelitian ini menggunakan pendekatan kuantitatif dengan jenis desain penelitian kausal. Populasi adalah siswa kelas delapan MTs Almaarif 01 Singosari Tahun Ajaran 2025/2026, dengan sampel sebanyak 33 siswa yang diambil menggunakan teknik cluster sampling. Data dikumpulkan dengan menggunakan versi adaptasi kuesioner FLCAS dan tes mendengarkan pemahaman komprehensif pelajaran Bahasa Inggris. Data kemudian dianalisis dengan menggunakan aplikasi SPSS, yang terdiri dari statistik deskriptif, uji normalitas, uji linearitas, dan uji regresi linier sederhana. Ditemukan bahwa siswa memiliki kecemasan terhadap proses pengajaran dan pembelajaran mendengarkan, dengan kategori cukup, dengan skor rata-rata kecemasan mendengarkan sebesar 73,06. Kemampuan mendengarkan siswa masih termasuk dalam kategori cukup, dengan skor rata-rata 68,42.

Selanjutnya, hasil uji regresi menunjukkan bahwa nilai Sig ($0.842 > 0.05$), yang berarti bahwa variabel kecemasan mendengarkan tidak berpengaruh signifikan terhadap kemampuan siswa dalam menyelesaikan tugas tes pemahaman komprehensif pelajaran Bahasa Inggris. Penelitian ini terbatas karena ukuran sampel yang terlalu kecil dan penelitian hanya dilakukan di satu madrasah, tetapi penelitian ini dapat menambah informasi pada kumpulan studi mengenai variabel afektif dalam mendengarkan.

الملخص

عائشة، إيفادا ديوي، 2026. تأثير قلق الاستماع على اختبار أداء الطلاب في مدرسة المعارف 01

سينجاساري. رسالة دكتوراه، قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة مولانا

.مالك إبراهيم الإسلامية الحكومية، مالانج

M. Pdالمستشار: حرير مبارك،

الكلمات المفتاحية: قلق الاستماع، اختبار فهم الاستماع،

مهارة الاستماع.

يلعب الاستماع دورًا حيويًا في تعلم اللغة الإنجليزية، لا سيما التحديات التي يواجهها الطلاب فيما يتعلق بأنشطة الاستماع واختباراته، والتي أطلق عليها الباحث لاحقًا اسم "قلق الاستماع" أو "القلق المتأصل المرتبط بالمادة". وبناءً على ملاحظات أُجريت في دراسة تمهيدية على طلاب مدرسة المعارف 01 سينغوساري المتوسطة، تبين أن العديد منهم يشعرون بالقلق والخوف من أداء اختبار الاستماع. وانطلاقًا من هذه الخلفية، هدفت هذه الدراسة إلى تحديد أثر قلق الاستماع على قدرة الطلاب على فهم مواد الاستماع في مدرسة المعارف 01 سينغوساري المتوسطة

تستخدم هذه الدراسة المنهج الكمي، وتحديدًا تصميم البحث السببي. شملت عينة الدراسة طلاب الصف الثامن في مدرسة المعارف 01 سينغوساري المتوسطة للعام الدراسي 2026/2025، بواقع 33 طالبًا تم اختيارهم باستخدام أسلوب العينة العنقودية. جُمعت البيانات باستخدام نسخة معدلة واختبار استماع لقياس الفهم الشامل لدرس اللغة الإنجليزية. ثم حُللت FLCAS من استبيان ، وشمل التحليل الإحصاء الوصفي، واختبار التوزيع الطبيعي، SPSS البيانات باستخدام برنامج واختبار الخطية، واختبار الانحدار الخطي البسيط. أظهرت النتائج أن الطلاب يعانون من قلق تجاه عملية تعليم وتعلم الاستماع، ضمن فئة "مقبول"، بمتوسط 73.06 في مقياس قلق الاستماع. كما أن مستوى مهارة الاستماع لدى الطلاب لا يزال ضمن فئة "مقبول"، بمتوسط 68.42.

أكبر (0.842) (Sig) علاوة على ذلك، أظهرت نتائج اختبار الانحدار أن قيمة الدلالة الإحصائية من 0.05، مما يعني أن متغير قلق الاستماع لم يكن له تأثير معنوي على قدرة الطلاب على إكمال اختبار الفهم الشامل لدرس اللغة الإنجليزية. يقتصر البحث الحالي على صغر حجم العينة وإجراء البحث في مدرسة دينية واحدة فقط، ولكن يمكن لهذا البحث أن يضيف معلومات إلى مجموعة الدراسات المتعلقة بالمتغيرات العاطفية في الاستماع.

CHAPTER I

INTRODUCTION

This section presents the introduction, study context and its rationale, research questions and objectives, scope and limitations of the study, the study's justification and the significance of the key terms of reference and definitions to be adopted.

1.1 Background of the Study

Listening is an important skill that plays a key role in learning English, especially for students at the Madrasah Tsanawiyah (MTs) level. Listening is the main way students get exposure to a language, helping them hear sounds, learn words, understand how sentences are formed, and grasp the meaning of what is said in real conversations Rost, M., (2011). Having good listening skills helps improve other language abilities like speaking, reading, and writing (Nation & Newton, 2009). So, listening is really important when you're learning English as a Foreign Language (Vandergrift & Goh, 2012).

Despite this, listening is often seen as the most challenging skill for students. This is because listening requires quickly and continuously processing spoken information without the chance to repeat what has been said. Along with language and thinking factors, emotional factors also greatly affect how well students understand what they hear. One of the main emotional factors is listening anxiety(Liu & Lin, 2025).

From an Islamic viewpoint, Allah SWT says that listening is a valuable gift given to people, which helps them learn and understand the world around them. This is stated in the words of Allah SWT:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ وَالْأَفْئِدَةَ

لَعَلَّكُمْ تَشْكُرُونَ

“And Allah brought you out of your mother's womb knowing nothing, and gave you hearing, sight, and a heart so that you might be grateful.” (*QS. An-Nahl: 78*)

This passage illustrates that hearing (as-sama') is considered as important as sight and the heart as a core human ability to absorb and interpret data. Anxiety As Causes Students' Failure in listening. In our learning environment, the hearing mechanism is more than a physical system, and is also the first passage that helps the learner perceive, store, and integrate the information contained in the textbooks and learning materials. The text mentions 'heart' as indicating that meaning making is also concerned with feeling (e.g., the tranquil heart) to enhance learners' performance (Kurnia et al., 2024).

Students with high listening anxiety feel such fear, worries, and stress when doing or confronting the listening section or exam, such as being worried about their insufficient vocabulary, the rapid rate of speech of the native speaker, the accent of the native speaker, and the rush to attend to the specific information (Farooqi, 2023; Kurbanoglu & Yildiran, 2013). By the time the student feels the fear, they do not concentrate or use their listening skills well to understand what they heard (Li et al., 2023; Yücel, 2022). Consequently, those with high listening

anxiety typically struggle on listening tests. This problem is common among English as a Foreign Language (EFL) students, including those at the junior high school level, such as in Madrasah Tsanawiyah (MTs)(Astrid et al., 2024).

Several previous studies have examined the relationship between listening anxiety and proficiency in this skill. Most of these studies focused on participants from colleges and high schools. Findings typically show an inverse correlation between listening anxiety and comprehension skills, with increased anxiety correlating with decreased comprehension (Tran et al., 2025). However, the emphasis on higher education settings and participants limits the applicability of these findings to students in Islamic junior high schools (SMP Islam).

Students in SMP Islam differ significantly from students in universities and high schools, particularly in terms of age, intellectual development, emotional stability, and exposure to English language instruction. Recent studies show that junior high school (SMP) students still face fundamental difficulties in listening, such as limited vocabulary, pronunciation issues, and difficulty understanding speech, which can trigger anxiety during listening tasks(Dewi, 2025). In MTs, students are just beginning their formal English education, making them particularly vulnerable to anxiety, particularly during structured listening comprehension assessments. However, studies directly addressing how listening anxiety affects listening comprehension performance among MTs students are scarce (Dewi, 2025).

Furthermore, several previous studies have focused on describing anxiety levels or the elements that trigger it in listening scenarios, rather than investigating

how such anxiety directly impacts students' learning outcomes on listening comprehension assessments. Recent research indicates that many studies still emphasize identifying sources of listening anxiety, such as speech rate, unfamiliar input, and environmental factors, rather than examining their direct effect on test performance (Sultan et al., n.d.). However, these listening assessments are standardized forms of assessment that often act as a primary trigger for student anxiety.

As such, research is urgently needed to examine the role of listening anxiety in MTs students' performance on listening comprehension test items. Several researchers have already identified and studied listening-related anxiety as one aspect of individual differences affecting second language listeners' performance. Nazzifah (2020), for example, concluded that listening anxiety has an inverse effect on students' capacity to understand the listened content.

This implication was that, when listening, students who suffer from anxiety are able to receive less input and less accurate processing. That shows that anxiety is a big obstacle to listening with understanding. Moreover, Apriyanti (2018) showed that listening is a skill activity needing deliberate attentiveness to the utterance in which emotions play an important part. Her study confirmed that people without an emotional disorder can process auditory input better than people under severe mental pressure.

Likewise, Hilipito (2019) indicates that listening anxiety affects students' attention and concentration when listening skills are assessed. When students are too anxious during a listening assessment, the audio could have a very weak impact

because their focus can wander easily and cause their comprehension to plummet dramatically.

Therefore, Sari (2016) has shown the great value of applying anti-anxiety strategies to listening classes. The application of stress reduction techniques in listening activities can greatly minimize anxiety, such as calming exercises and gradual exposure to listening, significantly improving learners' ability to comprehend spoken material.

Lastly, it was found that the signs of adolescent listening anxiety are an unrest heart, a fear of making an error, and a feeling of tenseness during listening activities by Tahnuji (2018). The study proved that due to adolescents' development stages, which lead them to be more prone to feel educational anxiety in learning listening competence. As stated before, there were some of the past studies that stated the negative impact of listening anxiety on listening performance by students in EFL.

Several research studies in Indonesia have shown that there was a significantly negative relationship between the level of listening anxiety and the competence of listening comprehension; for example, in research carried out by Nazzifah (2020), students who experienced a higher level of anxiety achieved a lower level of listening performance. Therefore, a student needs to engage with various cognitive processes in listening in the EFL class, a complex mental task that is directly influenced by emotional states and is thus at higher risk when anxiety is present (Apriyanti, 2018). It means that when they have a lower level of anxiety, their comprehension will be better. As proven by Hilipito (2019), anxiety leads to

students losing their focus during a listening task, and by Sari (2016), where they could obtain better results when they reduce the level of anxiety. Moreover, there are also researchers who believe that adolescents are generally less immune to anxiety when exposed to listening tasks, particularly anxiety during learning listening ability by Tahnuji (2018).

Therefore, this research fills the gap in the research on MTs students by focusing on how the level of listening anxiety may directly affect their performance in the listening comprehension test. Hopefully, this study can also contribute to a local and real learning environment by providing a theoretical framework and practical consideration which may be helpful to reduce the students' anxiety in the listening comprehension classroom.

1.2 Research Question

Based on this background, the problem formulation in this research is: Does listening anxiety affect students' performance in listening comprehension tests?

1.3 Research Objective

The objective of the research, based on the research question, is to determine the effect of listening anxiety on students' performance in listening comprehension tests.

1.4 Significance of the Research

The result from listening anxiety and skill on listening comprehension not only provides practical value but also carries great theoretical and applied significance for the development of English teaching in a mother tongue interpreter setting. In terms of theory, the current research seeks to contribute to the research

on how emotional factors, including anxiety, affect the listening skills of learners in the context of EFL learning. A lot of previous research shows that the emotional factors, anxiety in particular, have a negative effect on learners' listening for detail, hence we need a more comprehensive analysis of the relationship between anxiety and EFL learners' listening comprehension. Several observation studies with EFL learners have illustrated a correlation between the two factors, wherein learners with more anxiety showed poorer listening comprehension, which was caused by the learners having lower concentration, self-doubt about the words' meaning, and the worried the important message would be overlooked when learning the material (Prastiyowati, 2019).

The results of the present study can provide the respective participants, such as teachers, students, and schools, with some concrete advantages. For the teacher, teachers can apply this research by implementing better instruction of the listening activity because it can take the learners' feelings and emotion in the consideration and create a learning climate where listening skill growth can be cultivated successfully. With regard to the students, this study will have a significant influence on the students' attitude toward school study and develop better method toward learning, which will provide benefits in terms of increased listening comprehension. For the schools, this study will contribute to developing an improved learning process of an appropriate English subject for EFL learners, and innovative methods of EFL instruction may contribute positively to the increase of learners' listening performance and a decrease of anxiety levels. (Sultan et al., n.d.).

1.5 Scope and Limitation of the Research

It is alleged that the students of Madrasah Tsanawiyah (Islamic Junior High School), including MTs Almaarif 01 Singosari, feel anxiety during a listening assessment called 'listening anxiety', because of that reason. This study was entitled The Influence of Listening Anxiety on Listening Comprehension of the Junior High School Students. The participants of this study are eighth-grade classes at MTs Almaarif 01 Singosari in the academic year of 2025/2026.

There are about 33 participants from different genders (Male and Female). This study aims for Junior High School students who are in the beginner level of a structured education program about learning and using an additional language, a language apart from their native language, English. In this study, the materials used are just the short functional texts and simple monologues/dialogues (descriptive, recount topics, and daily conversations), which refer to the *Merdeka* curriculum. In this study, two variables, namely the independent variable, listening anxiety, and the dependent variable, listening comprehension achievement, will be studied through a listening test and questionnaire. The dimension of listening anxiety in this study would focus on 3 aspects, which include fear, worry, and nervousness among the junior high school students while doing listening activities and during listening assessment in order to make it more focused and deeply analyze how emotions affect the listening achievement.

1.6 Definition of Key Terms

For purposes of clarity, specificity, and measurability, the basic aspects of the study needed to be properly defined. The following concepts are therefore identified

and discussed with clear demarcation of boundaries: listening skill, listening anxiety, and students' performance in the Listening Comprehension Test.

1.6.1 Listening Skill

Listening skills in this research were described as students' ability to understand spoken English during the listening comprehension task and test. The term "Listening " is not just to hear sound but a productive receptive process whereby the student listens and makes sense of the spoken word that he or she hears by identifying not just individual words but structural elements and meaning and relating what he or she hears to existing experience and knowledge. Listening skills are one of the four essential skills of receptivity and proficiency, which help students in interpreting information received aurally. And, as one of the two most critical skills in both speaking and listening ability tests, the result obtained from the listening comprehension test shows the students' listening ability where the listening skill of the students is considered one of the major variables that may affect on students' success on their listening comprehension, especially as listening skills are directly relevant in the research focused in on this study.

1.6.2 Listening Anxiety

Listening anxiety refers to the feelings of nervousness, worry, and tension experienced by students while listening to spoken English during listening comprehension activities and tests. It could negatively affect students' concentration and capacity to understand and process the incoming speech flow.

Possible causes of listening anxiety could be the presence of new words or expressions, the rapid pace of the speech, unclearly enunciated or non-standard pronunciation, varieties of accents, or fear of losing the meaning of the messages conveyed. This can lead to decreased confidence in students' ability to understand spoken English, thus adversely impacting their results in the Listening Comprehension Test. For this reason, the writers consider that listening anxiety is an essential affective factor contributing to the attainment in listening comprehension and treat it as the independent variable in this research.

1.6.3 Students' Performance in the Listening Comprehension Test

In this study, the students' listening comprehension ability is the score gained by students in the Listening Comprehension Test. Students are deemed to have a good command of listening skills if they can accurately recognize the main idea and the details, infer the implied meaning of listening materials and correctly answer the listening items on dialogues, monologues, or English sound materials. This means that they must attentively follow, concentrate on, and understand the listening materials properly and within a specified period to successfully respond. Accordingly, students' listening comprehension is one measurement for assessing the ability of students' listening competence. This measurement is the independent variable in the present research that will explore the effect of listening anxiety on their listening performance

CHAPTER II

LITERATURE REVIEW

This chapter discusses key concepts about listening skill, listening anxiety, and Students' Performance in the Listening Comprehension Test and previous studies related to the research variables.

2.1 Listening Skill

2.1.1 Definition of Listening

In relation to the process of acquiring a new language, listening is defined by Aryadoust and Luo (2023) not merely as the reception of sound but rather as a dynamic process that involves listening, comprehension, and formulation of meaning from language sound. Listening is instrumental in our communication with others since it is on this capacity that learners would understand and interpret what other participants produce. This can help students master grammar, pronunciation, vocabulary, and dialogue patterns so that they may appropriately responses and be successful in exchanging messages orally.

Consequently, the skill of listening has an important aspect, and is the very essential in learning English and lays down the foundation of other skills. Listening, in other terms, means the ability to perceive an oral signal, decode it into discrete units or symbols of the language, and comprehend its meaning. Kotorowicz and Jasiska (2020) state that it is an action in which the individual voluntarily selects those pieces of information that he or she wants to consider from the acoustic environment. After selection, they are processed to arrive at meaning construction and are stored to connect with previously acquired information to form an adequate

whole. Another more refined concept is that listening is “the skill of hearing and responding to speech or another sound.

Oxford Dictionary cited in Maharani (2016) this means the capacity to hear sound and words in the speech but also to discern all of the contextual information that is associated with this, such as cultural backgrounds, grammatical structures and entire message contents, as well as dialogue topics and themes and this indicates that Listening for the acquisition of a language is a total and holistic affair involving complex processes that would demand one’s complete engagement of all skills.

2.1.2 Types of Listening

According to Brown (2004), There are four types of listening as follows:

- 1) Extensive Listening: Listening activities aimed at developing a comprehensive, top-to-bottom understanding of spoken language. This type ranges from listening to long lectures to dialogues to extract the complete message or intent. Capturing the gist of the conversation, main ideas, and drawing conclusions are key elements of extensive listening.
- 2) Responsive Listening: Listening to relatively short chunks of language (e.g., greetings, questions, instructions, verification of understanding, etc.) with the goal of providing an equally concise response.
- 3) Intensive Listening: Listening to identify constituent parts (such as phonemes, vocabulary, tone of voice, discourse indicators, etc.) of a larger segment of language.

4) Selective Processing: Listening to a segment of conversation, such as a short monologue, for a few minutes to look for specific data. The focus is not on finding the overall or general meaning, but rather on understanding targeted information within the framework of a longer segment of spoken language (e.g., classroom instructions from an instructor, a television or radio news broadcast, or a narrative). Exercises in selective processing might ask learners, for example, to attend to names, numbers, grammatical categories, directions (in a map task), or details of specific facts and events. So in this study, Selective Processing was also used because students needed to find specific information from audio, such as names, numbers, facts, main ideas, or certain details in conversations or short monologues.

2.1.3 Listening Comprehension

According to Bingol (2017), recent Contemporary research in linguistic education highlights that oral content comprehension encompasses various aspects of language proficiency, including identifying terms, deciphering grammatical frameworks, and synthesizing and connecting details directly to achieve a holistic interpretation of audio passages. This competency holds a crucial position in language acquisition, as it lays the foundation for developing additional communicative skills—such as interpreting utterances, directions, or exchanges in the target language—and plays a crucial role in learners' effectiveness when addressing listening comprehension assessment questions, such as determining central themes, key specifics, and drawing conclusions from verbal narratives in structured educational scenarios.

By Adi and Nasrullah (2022), in their practical research in contemporary English as a foreign language study, it's further explained that the listening comprehension refers to the practical ability to discriminate or make sense of the communicative functions of sounds; words; sentence structures of spoken communication and follow on with the spoken conversation on ongoing bases, which will later on be useful to answering the question toward what had been listened to. The test results are measured through a listening comprehension test in the learning process of English as a foreign/second language context.

Therefore, according to Tanir (2023), to be applicable in this study, listening comprehension can be defined as the proficiency of MT learners to process English listening material based on listening tests that include details or large aspects of the messages, where specific information can be separated from larger aspects of the context, inferences are created, and concepts interrelate in a language. Tracking it helps to explore the relationships between students' level of listening anxiety and listening comprehension performance.

2.2 Listening Anxiety

2.2.1 Definition of Anxiety

Anxiety is a mood state characterized by future concerns, a feeling of tension, concern, and apprehension. It is a variety of cognitive, behavioral, and emotional reactions to an anticipated risk or risk-causing stimulus for preparation toward future demands. According to Chand et al. (2023, psychologically, anxiety occurs as a feeling of emotional arousal, once individuals feel threatened and are prone to have a fear that something bad might happen, including heightened

monitoring and alertness and numerous bodily sensations, regardless of the existence of an actual stimulus or threat.

Tang and He (2023) describe different academic perspectives that describe anxiety as an emotional state characterized by sensations of unease, distress, and apprehension, combined with physical changes and mental tension, which shape how people interpret and cope with demanding situations. In medical and educational settings, anxiety can manifest itself in mental aspects, such as persistent worry and difficulty concentrating, or physical aspects, such as restlessness and muscle tension, ultimately impacting efficiency and performance during academic activities(Tang & He, 2023).

2.2.2 Foreign Language Anxiety

According to Li (2024), foreign language anxiety, or FLA, is a situation-specific type of anxiety that occurs exclusively when individuals are engaged in acquiring or applying a second language. Unlike more generalized forms of anxiety, FLA occurs during language-related tasks that students perceive as demanding or judgmental, such as speaking, listening, interpreting, or writing in a new language. Studies in the field of second language learning have characterized FLA as a unique mental phenomenon, characterized by feelings of ease, worry, anxiety, and tension related to linguistic output and comprehension, which can hinder students' ability to handle and produce language professionally in educational settings. These affective reactions stem from a mixture of intellectual anticipation and emotional responses to challenges, the environment, and assessments provided by instructors and classmates.

Within various academic literature of FLA, students often regard FLA as one of multifaceted problems which make a negative effect on students' listening ability, speaking ability, reading comprehension, reading, or reading ability and writing ability. Foreign language anxiety is regarded as specific to foreign language learning and training contexts, resulting from multiple stimuli. These include aversion to being negatively evaluated, communication apprehension, etc, and familiarity with being evaluated. Because FLA is context-specific and depends on a particular learning environment, students could feel severe foreign language anxiety in foreign language learning but have no trouble with anxiety at other spheres of daily life.

2.2.3 Listening Anxiety

It is described as the negative emotional or mental state of distress when individuals encounter foreign listening activities, whether in or out of the classroom environment, or particularly during a listening lesson or exam. According to Huwaidah (2024), it included several types of emotions such as worry, tenseness, anxiety, a feeling of inability to catch all important things, or concern about making a misinterpretation of the verbal message, which eventually disrupts an EFL learner's ability to understand linguistic inputs effectively. From the research of Huwaidah (2024), the listener anxiety was measured through modifying the Foreign Language Listening Anxiety Scale (FLLAS) with the purpose of assessing the effect of listener anxiety on the comprehension of EFL learners toward intensive listening.

The result of the study showed that the greater the listening anxiety, the worse the ability to comprehend listening material. In addition, Maulidiyah (2017) stated that listening anxiety is viewed as an emotional barrier to listening comprehension that EFL learners have. The study done in UIN Antasari Banjarmasin indicated that the higher listener anxiety of the learners affects the success of the listening performance because of their prior learning experiences, the inappropriate materials used, and the inadequate listening practice techniques. Wang and Ramanair (2025), on the other hand, suggested from a theoretical point of view that foreign language listening anxiety is a specific type of stress in Second language acquisition, which occurs as a result of learners perceived the perceived threat to their integrity during listening performance and assessment practice in instructional settings. A large-scale study including 702 English as a Foreign Language (EFL) learners conceptualized the listening anxiety in its multiple dimensions, contextual listeners, stress, perceived load, perceived tension, and the process of listening.

2.2.4 Factors Affecting Listening Anxiety

Listening anxiety, often referred to as auditory discomfort, is a combination of emotional and mental states that interfere with a student's ability to efficiently process spoken content. Numerous studies have shown that this anxiety stems from various contributing factors, including those inherent to the individual (internal), those stemming from the surrounding educational environment (external), and additional mental or situational influences.

1. Internal Factors (Within the Student)

These are triggers arising from the student's personal circumstances, which are closely related to the individual's linguistic abilities and emotional well-being.

a. Inadequate Listening Skills

As noted by Hidayati et al. (2020), students with underdeveloped English listening skills often struggle to decipher terms, expressions, or grammatical forms in audio recordings, resulting in increased stress during listening. Challenges in understanding vocabulary and structural elements exacerbate feelings of vulnerability and anxiety.

b. Inadequate Lexical and Linguistic Background

Amuntai et al. (2025) explain that a limited vocabulary encourages learners to scrutinize every term they hear, leading to discomfort and doubt about the intended meaning. This is generally cited as a major contributor to auditory anxiety.

c. Impaired Attention and Focus

Suggested by Astrid et al. (2024), difficulty maintaining full concentration while audio is playing can lead to missing important parts of the information, increasing anxiety due to feeling "behind" in comprehension.

d. Decreased Self-Confidence

Li (2015) found that individuals who have a negative view of their listening skills typically exhibit higher levels of anxiety.

1. External Factors (Learning Environment)

These are triggers originating from the learning environment, resources, or contextual elements involved in listening practice.

a. Speech Rate

Guswita and Sugirin (2021) showed that recordings featuring a speaker's rapid delivery can overwhelm students, as they struggle to follow the flow of information, increasing discomfort during listening sessions.

b. Speaker Accent and Articulation

Jumiati et al. (2025) emphasized that unfamiliar accents or pronunciations act as anxiety triggers, as students are unfamiliar with or unprepared for these vocal variations.

c. Unfavorable Classroom Atmosphere

Astrid et al. (2024) noted that distracting learning environments, characterized by noise, chaos, or competition, can disrupt student concentration and increase stress during listening tasks.

d. Assessment Demands and Testing Scenarios

Li (2015) observed that evaluative contexts, such as structured listening tests, impose expectations of peak performance on students, triggering situational anxiety due to fears of underachievement or poor results.

1. Psychological and Contextual Factors

These factors include the learner's underlying mental outlook and beliefs, as well as their overall attitude toward language acquisition.

a. Fear of Negative Evaluation

Jumiati et al. (2025) highlighted that concerns about unfavorable feedback from instructors, classmates, or the classroom environment can trigger anxiety. When students worry about appearing "inadequate," their psychological well-being worsens during listening practice.

b. Ambiguity and Limited Prior Knowledge

Annisa et al. (2024) explained that individuals who are unfamiliar with the subject matter they encounter often experience confusion and a sense of unpreparedness, leading to increased stress due to the challenge of anticipating the message's content.

c. High Mental Demands

Guswita and Sugirin (2021) noted that when learners perceive listening tasks as too intellectually demanding—such as requiring them to remember extensive details simultaneously or decipher complex communication—this can trigger anxiety stemming from intellectual strain.

2.3 Students' Performance in the Listening Comprehension Test

2.3.1 Definition of Learning Performance

Learning outcomes show the level of achievement or results obtained by the students who participate in an education and provide information about how well someone learns and understands what he or she is engaged in during a learning session. They provide the results beyond test results, reflecting in cognition, applying skills, and changing behavior as students get a lot of information. As Pasaribu (2020) claims in an educational investigation, learning outcomes commonly become evidence of students' understanding of educational goals since they will know the changes in understanding and skills after participating in certain education.

Educational evaluation of their learning outcome could help the researchers to examine the effectiveness of the methods they use or the information that their

students got, thus they know how to fulfill some of it, so in this case, they do not merely identify students' understanding by their score, but by applying various techniques.

As Pasaribu (2020) put it: 'It is also referred to as concrete evidence of understanding the students both cognitive, emotional, and psychomotor skills from the entire systematic curriculum which has been provided to them by applying into real life, which they experienced'. In this case, it implicitly means the learning outcome is about students being able to think, solve problems, and practice skills on their own, and it gives a signal for determining success or accomplishment of the learning activity.

2.3.2 Listening Comprehension Test

Listening Skill Tests The listening skill tests are basically formulated as diagnostic instruments that are developed to help in finding out the level at which a person or student has of the given speech. These tests investigate how far an individual is capable of absorbing, understanding, and retaining the message that has been presented to them in the form of conversation, speech, talk, and exchange. These skills not only test the act of listening, but they also help in identifying how capable an individual is of interpreting the details provided to them, either in the form of conversations, speech, talk, and conversation over certain issues (Al-Alwan et al., 2013).

In educational studies, these listening assessments are designed to measure proficiency in learners' listening effectiveness and are commonly used in English

as a Foreign Language (EFL) research to explore listening ability and its relationship to factors such as tactility or discomfort. Ultimately, such listening assessments go beyond simple sound perception; they evaluate learners' ability to extract relevant linguistic and conceptual details from spoken narratives, demonstrating their mental engagement with spoken language within an evaluative framework.

2.4 Previous Studies

In the context of this research, it is necessary to present research that has been done before related to the issue of listening and anxiety. Firstly, Sari's (2016) research on measures for anxiety has found that there are Anxiety reduces the listening ability of college students. Although relevant, the test taken and test takers are at a college level, which implies having more cognitive and emotional maturity than the respondents of MTs.

Moreover, the research is more focused on strategies that reduce anxiety, rather than analyzing a causal effect relationship between levels of Anxiety and the effectiveness of listening. It causes this finding to be ungeneralized. Secondly, Apriyanti (2018) reported that the process of listening is actively done with the influences from the psychological factors, including anxiety, and showed up decreased level of anxiety improves the effectiveness of attention and comprehension. However, it mainly involves an overall study of the process without analyzing the listening anxiety statistically. The strategy- and procedural-oriented research, the research focuses on classroom teaching practices. This allows for

studies exploring the statistical effect of listening anxiety on test results on listening skill.

Third, Tahnuji's (2018) research described the traits of listening anxiety in adolescent EFL students, such as nervousness, fear of failure, and tension during auditory tasks. However, being descriptive in nature, it merely mapped anxiety symptoms without directly measuring their impact on comprehension abilities. Moreover, no statistical testing of variable relationships was performed. Therefore, a gap persists for quantitatively and causally linking listening anxiety to listening performance outcomes.

Fourth, Hilipito's (2019) research confirmed that anxiety undermines high school students' concentration and adversely affects auditory comprehension results. While offering compelling empirical evidence, this study was confined to upper secondary levels and did not address junior secondary pupils in a different emotional development stage. Furthermore, it did not explicitly employ a causal approach via basic regression analysis. Thus, further inquiry at the MTs level is essential to grasp the specific influence of listening anxiety.

Fifth, Nazzifah (2020) uncovered a notable inverse correlation between listening anxiety and the auditory comprehension abilities of EFL students at the secondary school level. Although this research effectively demonstrated a robust link between the two variables, its correlational methodology fell short of elucidating a direct causal relationship. Moreover, the study was situated in a general secondary school environment rather than a madrasa (MTs), leaving out the unique traits of students in faith-based education. As a result, there remains a

research gap in exploring the causal impact of listening anxiety within the distinct learning backdrop of MTs.

Based on the five previous studies discussed, it can be ascertained that most have shown the relationship between listening anxiety and listening ability, but few used research designs to quantify the influence of listening anxiety on listening test scores by high school students through simple regression on listening tests that include quantitative causal research designs with MTs students of Almaarif 01 Singosari. The innovation of this research uses quantitative causal research with simple regression with the MTs Almaarif 01 Singosari students.

Table 1 Table 2.1 Previous Study

Researchers	Research Title/Topic	Subject & Method	Key Findings	Relevance to this research
Sari (2016)	Strategies for overcoming anxiety in listening and learning	Sriwijaya University students: experiment	Anxiety management strategies improve listening comprehension results	Shows that psychological aspects can be intervened in to improve listening skills.
Apriyanti (2018)	Active processes in listening comprehension and the psychological factors that influence them	EFL students: descriptive and experimental approaches.	This shows that listening is an active process, and low levels of anxiety increase focus and effectiveness of understanding.	Supports the opinion that students' emotional state affects listening comprehension.
Tahnuji (2018)	Listening anxiety in adolescent EFL students	Junior high school students: descriptive study	Anxiety is characterized by feelings of nervousness, fear of	Relevant to the characteristics of MTs students as

			failure, and tension during listening activities	research subjects
Hilipito (2019)	The influence of anxiety on listening ability of SMA IT Manado students	High school students; quantitative approach	Anxiety affects students' concentration during listening tests and reduces comprehension on results.	Strengthening the relationship between anxiety and listening performance in a secondary education context
Nazzifah (2020)	The relationship between student anxiety and listening comprehension ability	Secondary school level EFL students; correlational quantitative method	A significant negative correlation was found between students' anxiety levels and listening comprehension; the higher the anxiety, the lower the listening comprehension.	Theoretically, listening anxiety affects students' listening performance.

CHAPTER III

METHODOLOGY

This chapter includes research design, population and sample, research instrument, data collection techniques, data analysis, and hypothesis.

3.1 Research Design

In this research used a quantitative research by presenting a research frame in order to be studied of casual how of influence of listening anxiety on students' learning achievement, on assessing of listening comprehension. Causal research aims at proving one element by another through data in a structured and systematic way (Sugiyono, 2013). The variable of listening anxiety was used as a predictor variable, and the learning achievement of listening comprehension was used as the outcome variable.

a. The independent Variable (X)

Listening anxiety students who feel fear, worry, feeling of nervousness when carrying out listening.

b. The Dependent Variable (Y)

Learning achievement in listening comprehension of students' ability, which students have for understanding English spoken which is analyzed with the listening performance test. Explained that in a study in a quantitative way by means of variables, which are characteristics that are measurable in statistical terms for proving or refuting a hypothesis (Sugiyono, 2013).

3.2 Population and Sample

The participants were one class of 8th-grade students in MTs Almaarif 01 Singosari during the 2025/2026 academic year. This particular group was chosen since they had been taught systematic English listening subject and had attended many oral practice activities as a regular component in the English teaching process. These reasons enabled this study to evaluate the role of listening anxiety in students' achievement on English listening tests. The sample participants were drawn from one class of 8th grade, around 33 students in MTs Almaarif 01 Singosari. Cluster sampling was applied to select a class where one of them was taken as the group or as a sample from several classes with a view to selecting the whole group rather than selecting individual members (Sugiono, 2006: 77). This methodology was chosen because the sample size was able to be accommodated by researchers and could provide more detail on the accessible group.

3.3 Research Instrument

Both instruments in the study were intended to capture listening anxiety and students' performance on the listening comprehension assessment. The survey on listening anxiety, coupled with a listening comprehension assessment, will enable us to understand students' competence in spoken English. Adopted to Ekhafaifi (2005) listening anxiety questionnaire was developed according to the notion of listening stress, composed of affective, cognitive, and physiological aspects, 30 questions with a 5-point likert-type format, ranging from "strongly agree" to "strongly disagree". Each question was designed to elicit the emotional state of anxiousness, nervousness, and cognitive aspects of anxiety on maintaining

attention, as well as the physical reactions to a Listening task. An assessment was administered. The higher score represented a higher level of anxiety in listening comprehension.

The listening comprehension test measured the student's skill and ability in comprehending the target material of spoken English. The assessment, which comprises 20 multiple-choice questions, covers different skills related to comprehension, skills like identifying the key idea of what one heard, understanding specific details, and drawing a conclusion from listening materials. The listening texts and questions were appropriate to the students, which were adapted for the English For Nusantara MTs level in Chapter 5 (Embracing Yourself) in the present syllabus of curriculum-based learning style. The scoring on the listening comprehension test ranged from 5 to 100, and the higher scores indicated high comprehension. The study of this data will hopefully elicit an unbiased picture of how listening anxiety correlates with listening performance. These two instruments will also be tested for reliability and validity to ensure that the constructed items adequately represent the factors that they are set to measure prior to being administered for data collection purposes.

3.3.1 Validity

Validity indicates how well a research instrument really assesses what it is meant to measure. Validity is the degree to which an instrument measures what it is supposed to measure; an instrument is valid if it successfully captures the phenomenon it purports to capture. As Sugiyono (2021) described, the validity of the measurement instrument is the extent to which the instrument matches what

needs to be measured in the entity being examined, in line with the condition or characteristics of the entity being investigated. Therefore, a series of validation are needed to ensure each of the elements in the tool is in line with listening anxiety concept and listening comprehension.

Validity indicates the degree to which a research tool measures what it is designed to measure. Thus, an instrument is regarded as valid if it can succeed in collecting an idea or thing you intend to explore. "Validity is the degree to which the results produced by an instrument, under conditions of use, indicate what it intends to indicate; to which they are related to an existing theory which refers to the phenomena being measured" (Hinkle et al., 1998, cited in Sugiyono, 2021). Sugiyono (2021) added that the validity of the measurement instrument reflects the accuracy of the correspondence between the data obtained by researchers with actual conditions of the entity under study. Validity needs to be established so that each of the component instruments really captures the concept of listening anxiety and listening comprehension. Before data were collected for analysis, a pretest was administered to a set of learners of similar characteristics to those who were asked to take part in the main research programme. The object was to discover poorly constructed or ineffective items and to locate any that had been unable to measure the required phenomena. Any item not in conformity with validity guidelines would either be discarded or remodelled to ensure the test was appropriate to measure both the required variable.

The results obtained be considered valid, thus reliable to give an understanding of the effect of anxiety on listeners to achieve comprehension

listening results. Validity refers to how closely a research instrument measures what it is intended to measure. A test or instrument is considered valid when it really represents or embodies the element we want to assess. “The accuracy with which the research tool results correspond with those they are intended to produce is referred to as Validity” (Nunan, 1992:179). “In terms of content validity, “there is subjective judgement on the adequacy with which test items sample the relevant content or domain” (Nunan, 1992:179). This method shows how well a measure that taps specific constructs really does measure the constructs targeted. Validity assesses the extent to which something measures what it claims to measure, as suggested by “validity may be defined as the extent to which a measure is associated with some other measure to which it is believed to be related” (Jaccard & Blashfield, 1993: 439)

Validity refers to how closely a measurement instrument measures the target construct. In other words, it measures what it says that it measures. A survey is said to be valid if it correctly measures and identifies the target construct that the survey tool has already designed. Sugiyono (2021) adds: ‘Validity is the degree to which the survey tool measures what needs to be measured. A survey tool is said to be valid if it does not just provide what it measures.

Based on that description, the item's Validity Specification. The specification of the validity of this instrument can be checked by comparing the r calculated from the output to the r -test on the appropriate degrees of freedom with the alpha level. If the alpha significance was below 0.05 and the r -value was greater than 0.300

(according to Nunnally, 1978, as cited by Field, 2013), the construct can be inferred as valid.

3.3.2 Reliability

Reliability shows the degree to which the research tools give the same or stable results if performed in various similar conditions. Such instruments are deemed reliable if they consistently provide some measurement across any condition. The definition of reliability in relation to uniformity and the consistency of a tool in providing what is being measured (Sugiyono, 2021). Due to such consideration, testing the reliability is necessary so that the tool can provide accurate information rather than providing arbitrary errors. The reliability of the questionnaire on listening anxiety and the test on listening comprehension is tested with Cronbach's Alpha statistics. This is a common formula in determining internal coherence among the items of the questionnaire. Cronbach's Alpha is applied in testing to see how strong the interrelation is between the questionnaire items measuring the same trait or dimension.

When the reliability coefficient is not less than 0.70, it means the items within the tool are coherent (align with each other), so it qualifies to be used in a scientific context (Sugiyono, 2021). In order to determine the reliability coefficient of the collected instrument, a pilot test is conducted before the main data collection by collecting some pre-test data and analyzing them using a statistical software (e.g., SPSS to figure out the Cronbach's Alpha coefficient. If the result of alpha's coefficient is lower than the required value, some items are altered or removed. With tests on reliability, the researcher can ascertain that the measuring tools are

coherent, reliable, and able to collect accurate data that support the conclusion to investigate the effect of listening anxiety on students' results of the listening comprehension test.

3.4 Data collection technique

Collecting data to obtain numerical data regarding hearing discomfort and learning outcomes of students in the listening comprehension learning has been done in this study through a survey and a test. According to Sugiyono (2021), a survey method is a method of collecting information on attitude, perception, opinion, and attitude was measured as the number (quantifiable) and can test as a measuring tool on the objective of skill ability personal/individuals that was carried out this method by intention that data acquired can methodically correct with in-line the with purposes of research.

3.4.1 Questionnaire

The questionnaire was distributed to students directly in class in the form of paper-based Likert-type questions ranging from 1 to 5 and was completed within 15 minutes. Before answering, students received explicit guidance to help them understand how to answer each question honestly, based on their actual emotions and experiences during the listening exercise. This procedure aimed to document students' affective and mental states related to the English listening task.

3.4.2 Listening Test

The next phase involved administering a listening comprehension assessment. This assessment was conducted after the survey to prevent mental stress from the demands of the test from influencing responses. Participants

engaged with pre-recorded English audio segments and answered multiple-choice questions drawn from the materials. This procedure took place in a controlled environment to promote equity, minimize distractions, and ensure that each individual received the same guidance and time. By combining the survey with the listening assessment, the study was able to gather in-depth insights into the emotional aspects of listening discomfort and the learners' actual performance on comprehension tasks. This methodical approach to information collection facilitated a thorough examination of the causal relationships between these variables.

3.5 Data analysis

Data processing in this study used the Statistical Package for the Social Sciences (SPSS) program to handle numerical information with precision and effectiveness. As stated by Sugiyono (2021), analyzing data in quantitative studies involves organizing, manipulating, and analyzing numerical figures to verify hypotheses and formulate conclusions. Using SPSS helps reduce computational inaccuracies and ensures accurate statistical output. The initial stage of analysis involved descriptive statistics, designed to summarize the level of students' auditory discomfort and their performance on comprehension tasks. This included determining the mean, lowest score, highest score, and a measure of variability for each element. Descriptive statistics allow researchers to understand the general pattern and distribution of the data.

The next stage was a normality assessment, conducted to ensure whether the data followed a normal distribution, a prerequisite for applying parametric

statistical methods. This check was performed using the Kolmogorov-Smirnov or Shapiro-Wilk procedures in SPSS. The dataset was considered normally distributed if the significance level (Sig.) exceeded 0.05. The next step is a linearity check, which aims to investigate the existence of a linear relationship between the predictor variable (auditory anxiety) and the outcome variable (auditory comprehension results). This verification is crucial to ensure the suitability of the regression technique. The relationship is considered linear if the significance value exceeds 0.05.

The next step is a linearity check, which aims to investigate the existence of a linear relationship between the predictor variable (auditory anxiety) and the outcome variable (auditory comprehension results). This verification is crucial to ensure the suitability of the regression technique. The relationship is considered linear if the significance value exceeds 0.05. Sugiyono (2021) explains that regression analysis is an appropriate statistical method for exploring causal relationships between quantitative elements, making it ideal for this research framework.

3.6 Hypothesis

A hypothesis serves as a tentative guess or estimate, built from conceptual models and insights from previous investigations, and verified through the examination of empirical data. Sugiyono (2021) describes a hypothesis in quantitative studies as a statement outlining the expected association between elements, which is validated through statistical methods. In this study, a hypothesis was developed to examine the causal relationship linking auditory discomfort as a

predictor factor and learners' listening comprehension outcomes as a response factor. Based on theoretical perspectives and previous research showing that anxiety negatively impacts language acquisition achievement, the hypothesis for this study is formulated as follows:

H₀ (Null Hypothesis): There is no substantial effect of auditory anxiety on students' listening comprehension performance. This indicates that changes in students' listening anxiety levels fail to produce a significant difference in their listening comprehension test scores.

H₁ (Alternative Hypothesis): Auditory anxiety has a significant impact on students' listening comprehension performance. This suggests that changes in students' listening anxiety significantly impact their ability to process spoken English, as measured by listening comprehension assessments.

The decision to accept or reject this hypothesis relies on the findings of a basic linear regression procedure in SPSS, using a significance threshold of 0.05. If the significance value falls below 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter will describe research data, analyse research data, and interpret results and findings that resulted from our research. Data were sourced using the students' listening anxiety scale and students' listening test for listening comprehension of students. Data were collected, analysed by using software, specifically, and by testing the research hypothesis as well as interpreted using theory-based evidence and comparative research.

4.1 FINDING

This study used the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire developed by Horwitz, and Cope in 1986. This questionnaire helps measure students' anxiety levels when learning a foreign language. In addition, this study also used an exam to assess students' ability to understand the language they hear. A total of 33 students participated in this study. The findings will be divided into three main sections: students' anxiety levels, their listening ability scores, and the relationship between the two.

4.1.1 Students' Foreign Language Anxiety Levels

To measure students' anxiety levels, this study used a questionnaire consisting of 30 statements. Each statement has a Likert scale with five options, ranging from 1 (strongly disagree) to 5 (strongly agree). This questionnaire measures three main aspects of anxiety: communication anxiety, exam anxiety, and fear of being judged negatively by others.

Students' anxiety scores were then categorized into three levels: low, medium, and high. This assessment criteria refers to Arikunto (2013). Students with a score of 26-60 have a low level of anxiety, a score of 61-95 indicates a moderate level of anxiety, and a score of 96-130 indicates a high level of anxiety. The results of the study revealed that the average student anxiety score was 73.06, indicating a moderate level of anxiety. The following table shows the distribution of students' anxiety levels.

Table 2 4.1.1 Student Anxiety Levels

No	Student	Score	Category
1.	Student 1	60	Low Anxiety
2.	Student 2	60	Low Anxiety
3.	Student 3	67	Moderate Anxiety
4.	Student 4	67	Moderate Anxiety
5.	Student 5	75	Moderate Anxiety
6.	Student 6	51	Low Anxiety
7.	Student 7	49	Low Anxiety
8.	Student 8	77	Moderate Anxiety
9.	Student 9	55	Low Anxiety
10.	Student 10	45	Low Anxiety
11.	Student 11	80	Moderate Anxiety
12.	Student 12	63	Moderate Anxiety
13.	Student 13	88	Moderate Anxiety
14.	Student 14	93	Moderate Anxiety
15.	Student 15	71	Moderate Anxiety
16.	Student 16	69	Moderate Anxiety
17.	Student 17	58	Low Anxiety

18.	Student 18	62	Moderate Anxiety
19.	Student 19	72	Moderate Anxiety
20.	Student 20	103	High Anxiety
21.	Student 21	110	High Anxiety
22.	Student 22	72	Moderate Anxiety
23.	Student 23	70	Moderate Anxiety
24.	Student 24	74	Moderate Anxiety
25.	Student 25	50	Low Anxiety
26.	Student 26	64	Moderate Anxiety
27.	Student 27	97	High Anxiety
28.	Student 28	62	Moderate Anxiety
29.	Student 29	57	Low Anxiety
30.	Student 30	59	Low Anxiety
31.	Student 32	45	Low Anxiety
32.	Student 32	50	Low Anxiety
33.	Student 33	70	Moderate Anxiety

Table 3 4.1.1 Distribution Students Anxiety Levels

Category	Score Range	Frequency (f)	Persentation (%)
Low Anxiety	26–60	12	36,36%
Moderate Anxiety	61–95	18	54,55%
High Anxiety	96–130	3	9,09%
Total		33	100%

From Table 4.1.1, we can see that of the 33 students who completed the questionnaire, 12 had low anxiety, representing 36.36%. Their anxiety scores ranged from 26 to 60. Meanwhile, 18 students, representing 54.55%, had moderate anxiety, ranging from 61 to 95. Only three students, representing 9.09%, had high

anxiety. Their anxiety scores ranged from 96 to 130. Therefore, these results indicate that most students had moderate anxiety.

4.1.2 Student Listening Comprehension

Students' ability to understand spoken language was measured using a standardized listening comprehension test. This test consists of two 16 multiple-choice questions covering various text types, such as monologues, dialogues, descriptive texts, narrative texts, and informative texts. The test was conducted under controlled conditions, with audio material played through high-quality speakers. This way, all students could hear the audio clearly and equally. This test was taken from the English for the Nusantara textbook. Students' listening comprehension scores are divided into four levels: excellent, good, adequate, and poor. This division aligns with the assessment criteria used by the school. According to Brown (2004), measuring listening ability is crucial, both in detail and overall. The table below shows how students' listening comprehension scores are distributed.

Table 4 4.1.2 Listening Comprehension Students Score

No	Student	Score	Category
1.	Student 1	63	Fair
2.	Student 2	69	Fair
3.	Student 3	75	Good
4.	Student 4	44	Poor
5.	Student 5	81	Good
6.	Student 6	81	Good
7.	Student 7	94	Excellent
8.	Student 8	63	Fair

9.	Student 9	56	Fair
10.	Student 10	94	Excellent
11.	Student 11	75	Good
12.	Student 12	38	Poor
13.	Student 13	81	Good
14.	Student 14	100	Excellent
15.	Student 15	94	Excellent
16.	Student 16	88	Excellent
17.	Student 17	44	Poor
18.	Student 18	50	Poor
19.	Student 19	38	Poor
20.	Student 20	69	Fair
21.	Student 21	81	Fair
22.	Student 22	63	Fair
23.	Student 23	75	Fair
24.	Student 24	19	Poor
25.	Student 25	56	Poor
26.	Student 26	81	Good
27.	Student 27	63	Fair
28.	Student 28	63	Fair
29.	Student 29	75	Good
30.	Student 30	69	Fair
31.	Student 32	88	Excellent
32.	Student 32	75	Good
33.	Student 33	50	Poor

Table 5 4.1.2 Distribution of Listening Comprehension Students' Scores

Category	Score Range	Frequency (f)	Presentation (%)
Excellent	86–100	6	18,18%
Good	71–85	10	30,30%
Fair	56–70	10	30,30%
Poor	< 55	7	21,21%
Total		33	100%

Based on Table 4.1.2, of the 33 students who took the test, 6 students (18.18%) scored in the excellent category (86–100), 10 students (30.30%) in the good category (71–85), 10 students (30.30%) in the fair category (56–70), and 7 students (21.21%) in the poor category (≤ 55). The majority of students fell into the good and fair categories, with a percentage of 30.30% each. This finding aligns with Vandergrift's (2004) statement that listening is generally considered the most difficult language skill. This is because listening involves processing information directly and in real time, requires background knowledge, and cannot be repeated or reviewed like reading.

4.1.3 Overview Of Student Anxiety and Listening Comprehension

To provide a more comprehensive overview of both variables before conducting further statistical testing, the researcher presents descriptive statistics for both variables together in the following table:

Table 6 4.1.3 Descriptive Statistics of Both Variables

Statistics	Anxiety Score (X)	Listening Score (Y)
N	33	33
Mean	73,06	68,42
Median	78,00	70,00
Modus	78	71
Minimum	26	<55
Maksimum	130	100

Table 4.1.3 shows that for the anxiety score variable (X), the majority of students were in the moderate category, namely 18 students (54.55%), followed by 12 students (36.36%) in the low category, and 3 students (9.09%) in the high category. Meanwhile, for the listening score variable (Y), 10 students (30.30%) were in the good category (71–85), 10 students (30.30%) in the adequate category (56–70), 6 students (18.18%) in the very good category (86–100), and 7 students (21.21%) in the poor category (≤ 55).

In general, most students experienced moderate levels of anxiety. They also had fairly good listening skills. From these initial results, we can see that anxiety can impact students' ability to understand what they hear. This aligns with Krashen's affective filter hypothesis (1982). According to Krashen, when someone feels anxious or uncomfortable, it can strengthen their internal "filter." This filter can hinder the cognitive process of understanding information heard. In other words,

anxiety can make it more difficult for students to grasp and understand information conveyed verbally.

4.2 Data Analysis

Before testing a research hypothesis, several steps must be taken. First, we must ensure that our data meets certain requirements. This is important because simple linear regression analysis has assumptions that must be met. To ensure this, we conduct prerequisite tests. These prerequisite tests include two tests: the normality test and the linearity test. The normality test is used to ensure that our data is normally distributed. Meanwhile, the linearity test is used to ensure that the relationship between the variables we are studying is linear.

Once all these requirements are met, we can proceed to the next stage, namely hypothesis testing. This hypothesis testing is conducted using simple linear regression analysis. The aim was to determine whether listening anxiety affects the listening comprehension skills of students at MTs Almaarif 01 Singosari. This will allow us to better understand how listening anxiety affects students' ability to comprehend what they hear.

4.2.1 Prerequisite Analysis Tests

1. Normality Test

A normality test is important to ensure that the research data is normally distributed. This is because parametric statistical methods require this. With only 33 participants, the normality test used the Shapiro-Wilk test in SPSS version. This test is more suitable for small samples than the Kolmogorov-Smirnov. Shapiro-

Wilk has better statistical accuracy and is better able to detect data abnormalities (Razali & Wah, 2011; Field, 2018). Here's how to make a decision: If the significance value (p) is greater than 0.05, the data is normally distributed. If the significance value (p) is less than or equal to 0.05, the data is not normally distributed.

Table 7 4.2.1 Test Of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
LISTENING ANXIETY	.130	33	.172	.934	33	.045
COMPREHENSION TEST	.123	33	.200 [*]	.965	33	.364

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From Table 4.2.1, we can see that the Shapiro-Wilk test results for the Listening Anxiety variable show a significance value of 0.045. Since this value is less than 0.05, the listening anxiety data do not follow a normal distribution. On the other hand, the significance value for the Listening Comprehension variable is 0.364, which is greater than 0.05. This indicates that the listening comprehension data follow a normal distribution.

It is important to remember that in regression analysis, what matters is not whether each variable is normally distributed, but whether the residuals from the regression model are normally distributed (Field, 2018). Therefore, we need to check the normality of the regression residuals. This indicates that the regression residuals follow a normal distribution. Thus, the assumption of normality in the regression analysis has been met.

2. Linearity Test

The linearity test is conducted to determine whether the relationship between listening anxiety and listening comprehension is linear. This test is crucial in analyzing simple linear regression. The linearity test was performed using the Linearity Test in SPSS version. The relationship is considered linear if the significance value of the Deviation from Linearity is greater than 0.05.

Table 8 4.2.1 Test of Linearity

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
COMPREHENSION TEST * LISTENING ANXIETY	Between Groups	(Combined)	9948.833	25	397.953	1.981	.178
		Linearity	3.896	1	3.896	.019	.893
		Deviation from Linearity	9944.937	24	414.372	2.062	.164
	Within Groups		1406.500	7	200.929		
	Total		11355.333	32			

As seen in Table 4.2.1, the significance value for the Linearity row is 0.893, and the significance value for the Deviation from Linearity row is 0.164. Because the significance value for the linear deviation is greater than 0.05, it can be concluded that there is no significant deviation in the linear relationship between listening anxiety and listening comprehension ability. Therefore, the relationship between listening anxiety and listening comprehension can be considered linear, and the assumption of a linear relationship has been met.

4.2.2 Hypothesis Testing

After the test requirements were met, the hypothesis was tested using simple linear regression analysis using SPSS. Simple linear regression analysis was chosen because this study aims to measure the effect of one independent variable, listening anxiety (X), on one dependent variable, listening comprehension ability (Y). The

two main results examined are the Spearman's rho correlation table and the Regression Coefficient table.

The hypotheses formulated in this study are:

H₀: There is no significant effect between the level of listening anxiety (X) and the listening comprehension ability (Y) of students at MTs Almaarif 01 Singosari.

H_a: There is a significant effect between listening anxiety (X) and the listening comprehension ability (Y) of students at MTs Almaarif 01 Singosari.

1. Spearman's Rho Correlation Analysis

The Spearman's rho correlation analysis was employed because one of the research variables did not meet the assumption of normality. The results of the correlation analysis are presented in table below.

Table 9 4.2.2 Sperman's Rho Table Result

Correlations			LISTENING ANXIETY	LISTENING COMPREHENSION TEST
Spearman's rho	LISTENING ANXIETY	Correlation Coefficient	1.000	-.114
		Sig. (2-tailed)	.	.527
		N	33	33
	LISTENING COMPREHENSION TEST	Correlation Coefficient	-.114	1.000
		Sig. (2-tailed)	.527	.
		N	33	33

Based on Table 4.2.2, the Spearman's rho correlation coefficient between Listening Anxiety and Listening Comprehension Test is -0.114. The negative sign indicates an inverse relationship between the two variables, meaning that an

increase in students' Listening Anxiety tends to be followed by a decrease in Listening Comprehension Test scores. However, according to the correlation coefficient interpretation proposed by Sugiyono (2019), a coefficient between 0.00–0.199 indicates a very weak relationship. Therefore, the correlation found in this study is classified as very weak. Furthermore, the significance value (Sig. 2-tailed) is 0.527, which is greater than the significance level of 0.05 ($0.527 > 0.05$). This indicates that the relationship between Listening Anxiety and the Listening Comprehension Test is not statistically significant. Consequently, Listening Anxiety cannot be considered significantly related to students' listening comprehension performance.

2. Regression Equation Results (Coefficients)

The results of the regression equation are used to determine whether the independent variables individually have a significant effect on the dependent variable, as proposed by Ghozali in 2018. Next, a coefficient table is used to create a simple linear regression equation. The results of the regression equation and coefficients are shown in the following table.

a. Model Summary

The results of the regression analysis are presented in the table below:

Table 10 4.2.2 Regression Equation Model Summary Result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.036 ^a	.001	-.031	3706.425

a. Predictors: (Constant), LISTENING ANXIETY

Table 4.2.2 shows that the correlation coefficient (R) is 0.036, indicating an extremely weak relationship between Listening Anxiety and Listening Comprehension Test scores. The coefficient of determination (R Square) is 0.001, meaning that Listening Anxiety explains only 0.1% of the variance in students' Listening Comprehension Test scores. The remaining 99.9% of the variance is explained by other variables not included in this study, such as vocabulary mastery, listening strategies, prior knowledge, learning motivation, concentration, teaching methods, and audio quality. In addition, the Adjusted R Square value is -0.031. A negative Adjusted R Square indicates that the regression model does not improve the prediction of the dependent variable compared with using the mean score alone. In other words, Listening Anxiety contributes very little to predicting students' Listening Comprehension Test scores.

b. Regression Coefficients

The regression coefficients are presented in the table below:

Coefficients^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	4115.070	2844.351		1.447
	LISTENING ANXIETY	-8.173	40.720	-.036	.842

a. Dependent Variable: LISTENING COMPREHENSION TEST

Based on Table 4.2.2, the regression equation is:

$$Y = 4115.070 - 8.173X$$

The constant value (4115.070) indicates the predicted Listening Comprehension Test score when the Listening Anxiety score is assumed to be zero. Meanwhile, the regression coefficient for Listening Anxiety is -8.173, indicating that every one-unit increase in Listening Anxiety is predicted to decrease the Listening Comprehension Test score by 8.173 points. The negative coefficient shows that the relationship between the two variables is inversely proportional. However, the statistical significance test demonstrates that this regression coefficient is not significant. This is shown by the t-value of -0.201 and the significance value (Sig.) of 0.842, which is greater than the significance level of 0.05 ($0.842 > 0.05$). Therefore, Listening Anxiety does not significantly influence students' Listening Comprehension Test scores.

4.3 Discussion

4.3.1 Discussion of Analysis Prerequisite Tests

Before testing the hypotheses using simple linear regression, analysis prerequisite tests were first conducted, including normality and linearity tests. These prerequisite tests aim to ensure that the data meet the assumptions required in the regression analysis. Based on the results of the normality test using the Shapiro-Wilk method, a significance value greater than 0.05 was obtained, indicating that the research data were normally distributed. These results indicate

that the data for the Listening Anxiety and Listening Comprehension variables meet the assumptions of normality and are suitable for use in regression analysis.

Furthermore, the results of the linearity test indicate a linear relationship between the Listening Anxiety and Listening Comprehension variables. This is indicated by the Deviation from Linearity significance value, which is greater than 0.05. Therefore, it can be concluded that the two variables have a relationship that meets the assumption of linearity, allowing for a simple linear regression analysis. Fulfillment of the assumptions of normality and linearity has implications for researchers to be able to use parametric tests, namely, simple regression tests.

4.3.2 Hypothesis Testing Discussion

Based on the Spearman's rho correlation analysis, the significance value is 0.527, which exceeds the significance level of 0.05. Likewise, the simple linear regression analysis shows a significance value of 0.842, which is also greater than 0.05. These findings indicate that Listening Anxiety has no statistically significant influence on students' Listening Comprehension Test scores at MTs Al Ma'arif 01 Singosari. Moreover, the correlation coefficient ($r = -0.114$) indicates a very weak negative relationship, while the coefficient of determination ($R^2 = 0.001$) reveals that Listening Anxiety accounts for only 0.1% of the variation in students' Listening Comprehension Test scores. Thus, nearly all of the variation (99.9%) is explained by factors outside the scope of this study. Accordingly, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected. It can therefore be

concluded that Listening Anxiety does not have a significant influence on students' Listening Comprehension Test scores at MTs Al Ma'arif 01 Singosari.

Listening comprehension is inherently complex and is influenced by many factors beyond anxiety. Vandergrift, in 2004, stated that a person's ability to comprehend listening material depends on several factors. These factors include linguistic, cognitive, metacognitive, and affective factors. Therefore, listening test results are influenced not only by anxiety levels but also by students' other abilities. In this study, other factors may have a greater influence than listening anxiety. These factors include vocabulary mastery, grammar comprehension, pronunciation recognition, listening strategies, concentration levels, and frequency of listening practice. Students who already understand a wide range of words and practice listening frequently can usually understand the content of the audio well, even if they feel a little tense.

The results of this study can also be explained by the influence of the learning environment. According to Rost (2011), students who learn in a supportive environment and frequently practice listening are more adaptable to stress or anxiety. In such situations, anxiety does not necessarily hinder their ability because students already have experience and methods for overcoming difficulties while listening. This situation may be the case for students at MTs Almaarif 01 Singosari. While studying English, students have participated in various activities involving listening skills, so they are accustomed to performing listening tasks. This habit helps students perform well on listening tasks even when they feel anxious.

The findings of this study also align with Goh's research in 2000, which found that difficulty and anxiety while listening are not always directly related to decreased comprehension of the material being listened to. This research indicates that correct listening techniques and the ability to understand the situation or the message's intent have a greater influence on comprehension ability than a person's level of anxiety.

Based on this explanation, it can be concluded that anxiety while listening is not the main factor affecting students' comprehension ability at MTs Almaarif 01 Singosari. Students' listening ability tends to be influenced by various other factors, such as vocabulary comprehension, language skills, listening strategies, learning experience, enthusiasm for learning, and frequency of listening practice. Therefore, efforts to improve listening ability should not only focus on reducing student anxiety but should also emphasize developing language aspects and learning strategies that help them better understand listening material.

4.4 Conclusions of Hypothesis Testing

Based on the results of the simple linear regression analysis, it can be concluded that Listening Anxiety does not have a significant influence on students' Listening Comprehension Test scores at MTs Al Ma'arif 01 Singosari. The regression coefficient (B) of -8.173 indicates a negative direction of the relationship, suggesting that an increase in Listening Anxiety tends to be followed by a decrease in students' Listening Comprehension Test scores. However, this effect is not statistically significant, as indicated by the significance value of 0.842 , which is greater than the significance level of 0.05 ($0.842 > 0.05$). Therefore, the

regression model fails to demonstrate that Listening Anxiety is a significant predictor of students' Listening Comprehension Test performance.

Furthermore, the coefficient of determination ($R^2 = 0.001$) indicates that Listening Anxiety explains only 0.1% of the variance in students' Listening Comprehension Test scores, while the remaining 99.9% is explained by other factors that were not examined in this study. This finding suggests that Listening Anxiety contributes very little to students' listening comprehension performance, and other variables may play a more important role in determining students' achievement in listening comprehension.

The result of Spearman's rho correlation analysis also supports this conclusion. The correlation coefficient was -0.114 , indicating a very weak negative relationship between Listening Anxiety and Listening Comprehension Test scores, with a significance value of 0.527 , which is greater than 0.05 . This confirms that the relationship between the two variables is not statistically significant.

Therefore, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected. It can be concluded that there is no significant influence of Listening Anxiety on students' Listening Comprehension Test scores among the eighth-grade students of MTs Al Ma'arif 01 Singosari.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The chapter includes the findings of the study and their interpretation based on the discussions. Furthermore, recommendations for the students, teachers and future research were also suggested based on the research outcomes.

5.1 Conclusion

The aim of this study was to determine the influence of Listening Anxiety toward students' Listening Comprehension Test scores on MTs Al Ma'arif 01 Singosari. On the basis of the analysis of the data obtained as presented in Chapter IV, it can be concluded that the Listening Anxiety of the students tends to be at a moderate category and the Listening Comprehension Test scores also tend to be at moderate category.

From the simple linear regression analysis of the variables used in this research, it was found that Listening Anxiety did not significantly influence the Listening Comprehension Test scores. It is supported by the significance value of 0.842, where it is bigger than the significant value of 0.05 ($0.842 > 0.05$). Besides that, the coefficient of determination of the analysis ($R^2 = 0.001$) states that the Listening Anxiety has a contribution to influence the Listening Comprehension Test scores by 0.1% only. Whereas, 99.9% was explained by the other variables that were not investigated in this research. Spearman's rho analysis resulted in a correlation value of -0.114 with the significance value of 0.527, which means that

it shows a very weak negative correlation, and the influence is not statistically significant.

So, the null hypothesis (H) can be accepted, and the alternative hypothesis (Ha) can be rejected. It can be concluded that Listening Anxiety does not significantly influence the students' Listening Comprehension Test scores among eighth graders at MTs Al Ma'arif 01 Singosari. Based on this finding, the writer assumes that there are other factors influencing the students' listening comprehension that are not involved in this research, such as vocabulary knowledge, background knowledge, listening strategies, motivation, concentration, English listening activities, etc. Therefore, it is recommended for the next research to analyze these factors in order to gain a clearer and more comprehensive understanding of students' listening comprehension performance.

5.2 Recommendations

Based on the research findings, the researcher offers several recommendations that are expected to serve as references for various stakeholders. These findings indicate that for English teachers, efforts to improve students' listening skills should not only focus on reducing anxiety during listening activities. Teachers can focus more on teaching vocabulary and grammar, as well as developing thinking strategies for learning, such as guessing the material's content, taking notes, monitoring comprehension, and checking listening comprehension. According to Rost, these strategies are crucial for helping students better understand the information discussed. Furthermore, teachers must create a comfortable and

supportive learning environment to foster enthusiasm and confidence in listening lessons.

Students are expected to understand that feelings of anxiety during listening activities do not necessarily affect their ability to understand the material. Therefore, students are encouraged to focus more on developing their listening skills by practicing consistently and using a variety of learning resources such as podcasts, songs, films, educational videos, and other audio materials in English. Regular practice will help students develop vocabulary, recognize different styles of speaking, and improve their ability to comprehend information conveyed orally.

The results of this study can serve as a reference for schools and Islamic schools (madrasahs) in improving the quality of listening instruction. Schools are expected to provide facilities and tools that support the listening learning process, such as language laboratories, adequate audio equipment, and various learning resources. Furthermore, schools can assist teachers by providing training or workshops on creative listening learning strategies based on metacognitive thinking, so that the learning process can be more effective and tailored to students' needs.

For future researchers, this study still has several shortcomings, primarily due to the relatively small sample size and the use of only one independent variable, namely listening anxiety. Therefore, future research should involve more respondents from various schools to allow for broader applicability of the results. Future research could also use multiple regression analysis by adding other

variables that may have a greater influence on listening skills, such as vocabulary mastery, learning motivation, learning methods used, and metacognitive awareness. Furthermore, longitudinal and idiodynamic methods can provide a clearer picture of changes in students' anxiety levels during listening activities. A qualitative approach using in-depth interviews can be used to better understand students' experiences and perspectives regarding anxiety that arises when learning to listen.

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APPENDICES

Appendix 1 Instrument Listening Anxiety Questionnaire

QUESTIONERE

Angket Kecemasan dalam Mendengarkan

(Listening Anxiety Questionnaire)

Name :

Class :

Direction:

Dibawah ini adalah daftar pernyataan yang berhubungan dengan perasaan kamu tentang kecemasan dalam mendengarkan serta pemahaman kamu dalam mendengarkan. Tolong berikan tanda seberapa kuat kamu setuju, ragu-ragu, atau tidak setuju dengan setiap pernyataan dibawah ini.

(Below is a list of statements related to your feelings about listening anxiety and your listening comprehension. Please indicate how strongly you agree, doubt, or disagree with each statement below.)

Skala :

1 = Sangat Tidak Setuju

4 = Setuju

4 = Tidak Setuju

5 = Sangat Setuju

3 = Ragu-Ragu

NO	STATEMENT	1	2	3	4	5
1.	Saya merasa percaya diri sebelum tes listening dimulai.					
2.	Saya merasa tenang ketika listening test dimulai.					

3.	Saya merasa siap ketika audio listening mulai diputar..					
4.	Saya merasa nyaman saat guru memberikan soal listening.					
5.	Saya merasa antusias setiap kali mengikuti listening test bahasa Inggris.					
6.	Saya merasa rileks selama kegiatan listening berlangsung.					
7.	Saya merasa tertarik ketika mendengarkan aksen bahasa Inggris yang berbeda.					
8.	Saya tetap tenang ketika tidak memahami bagian awal audio.					
9.	Saya merasa mampu fokus mendengarkan audio dalam waktu lama.					
10.	Saya merasa siap walaupun audio hanya diputar satu kali.					
11.	Saya yakin dapat memahami isi audio bahasa Inggris.					
12.	Saya percaya diri memberikan jawaban yang salah saat tes listening.					
13.	Saya yakin mendapatkan nilai yang baik dalam tes listening bahasa Inggris.					

14.	Saya mampu menangkap informasi penting saat audio diputar.					
15.	Saya percaya diri mampu memahami percakapan panjang dalam bahasa Inggris.					
16.	Saya takut jika teman lain lebih memahami audio daripada saya.					
17.	Saya takut tidak dapat mengikuti kecepatan pembicara dalam audio.					
18.	Saya takut salah mendengar kata-kata dalam audio listening.					
19.	Saya takut tidak dapat berkonsentrasi selama listening berlangsung.					
20.	Saya takut listening test lebih sulit dari yang saya bayangkan.					
21.	Saya khawatir melewatkan informasi penting dalam audio listening.					
22.	Saya khawatir tidak dapat memahami isi audio dengan baik.					
23.	Saya khawatir mendapatkan nilai buruk pada tes listening.					
24.	Saya khawatir tidak mampu menjawab pertanyaan listening dengan benar.					

25.	Saya khawatir audio diputar terlalu cepat untuk saya pahami.					
26.	Saya khawatir kehilangan konsentrasi saat listening berlangsung.					
27.	Saya khawatir tidak dapat mengingat informasi dari audio.					
28.	Saya khawatir jawaban saya salah meskipun sudah mendengarkan dengan baik.					
29.	Saya khawatir tidak memahami detail penting dalam audio bahasa Inggris.					
30.	Saya khawatir tidak dapat mengikuti pelajaran listening dengan baik.					

Appendix 2 Instrument Listening Comprehension Test

LISTENING COMPREHENSION

Name :

Class :

Listening section

In the listening section of the test, you will have the chance to show how well you understand spoken English. Answer these questions based on the audio.

1. Who are the speakers in the dialogue?
 - A. Monita and Pipit
 - B. Sinta and Pipit
 - C. Monita and Rina
 - D. Pipit and Dina

Answer: A

2. What are Monita and Pipit discussing?
 - A. School rules
 - B. Beauty advertisements
 - C. Music lessons
 - D. Fashion shows

Answer: B

3. Where can people commonly find beauty advertisements?
 - A. In hospitals
 - B. On TV and social media
 - C. In the classroom only
 - D. At the bus station

Answer: B

4. What do beauty advertisements usually show?
 - A. Students studying
 - B. People with perfect appearance
 - C. Traditional food
 - D. Animals and nature

Answer: B

5. How may beauty advertisements influence teenagers?
- A. They can make them feel insecure
 - B. They improve their grades
 - C. They make them healthier
 - D. They reduce homework

Answer: A

6. What does Pipit think about beauty advertisements?
- A. They are always realistic
 - B. They can affect people's confidence
 - C. They are very boring
 - D. They are only for adults

Answer: B

7. What is the meaning of "be yourself"?
- A. Follow every trend
 - B. Change yourself for others
 - C. Accept yourself confidently
 - D. Wear expensive makeup

Answer: C

8. According to the dialogue, true beauty comes from ____.
- A. expensive products
 - B. self-confidence and personality
 - C. famous brands
 - D. social media

Answer: B

9. What should people do after watching beauty advertisements?
- A. Compare themselves to models
 - B. Feel ashamed of themselves
 - C. Appreciate themselves more
 - D. Buy all beauty products

Answer: C

10. What lesson can we learn from the dialogue?
- A. Everyone must look perfect
 - B. Appearance is everything
 - C. We should love and accept ourselves
 - D. Makeup is necessary for everyone

Answer: C

Berikut multiple choice soal listening berdasarkan teks “**Have You Heard of Makeup?**”

11. Who came to the writer before the class began?
- A. Her teacher
 - B. Her friend
 - C. A girl sitting next to her
 - D. Her sister

Answer: C

12. What did the girl say to the writer?
- A. “You look tired today.”
 - B. “You’d look prettier with makeup on.”
 - C. “Your face looks beautiful.”
 - D. “You should smile more.”

Answer: B

13. What was the girl doing while looking at the writer?
- A. Reading a book
 - B. Scanning every inch of her face
 - C. Doing homework
 - D. Singing loudly

Answer: B

14. How did the writer feel after hearing the words?
- A. Happy
 - B. Excited
 - C. Hurt
 - D. Angry

Answer: C

15. Why didn’t the writer respond immediately?
- A. She was sleepy
 - B. She didn’t hear clearly
 - C. She didn’t know what to say
 - D. She was busy

Answer: C

16. What did the writer finally say?
- A. “Thank you.”
 - B. “I don’t care.”
 - C. “Yeah, I know.”
 - D. “Please stop.”

Answer: C

17. What did the girl do after speaking?
- A. Left the classroom
 - B. Started crying
 - C. Turned away to do her work
 - D. Apologized immediately

Answer: C

18. According to the text, the girl was apparently unaware that her words had _____ the writer.
- A. inspired
 - B. helped
 - C. hurt
 - D. confused

Answer: C

19. What does the writer want to learn for now?
- A. How to use makeup
 - B. How to hide imperfections
 - C. How to embrace every imperfection
 - D. How to impress others

Answer: C

20. What is the main message of the text?
- A. Makeup is very important
 - B. People should always follow beauty trends
 - C. Self-acceptance is important
 - D. Friends always tell the truth

Answer: C

Appendix 3 Teaching Preparation

MODUL AJAR LISTENING

FASE D KELAS VIII

A. Informasi Umum

1. Identitas

- | | |
|-------------------------|--|
| a. Nama | : Evada Dewi Aisyah |
| b. Institusi | : MTs Almaarif 01 Singosari |
| c. Tahun Pelajaran | : 2025/ 2026 |
| d. Jenjang | : MTs |
| e. Kelas/ Semester | : VIII/ 2 |
| f. Alokasi Waktu | : 2 x 35 menit |
| g. Elemen | : Listening |
| h. Capaian Pembelajaran | : Peserta didik mampu mengeksplorasi informasi yang didengar |

- 2. Kompetensi Awal :** - Pemahaman peserta didik dalam mendengarkan
- Pelafalan pronunciation yang benar

3. P5P2RA :

- Beriman, bertaqwa kepada Tuhan YME dan berakhlak mulia
- Gotong royong
- Kreatif
- Taddub dan Tasamuh

4. Sarana dan Prasarana :

- Alat tulis (buku dan pulpen)
- Laptop, HP ,dan speaker
- Wifi, Lembar kerja dan sumber belajar lain

5. Model pembelajaran : *Self Direct Learning*

B. KOMPETENSI INTI

1. Tujuan Pembelajaran :

Melalui kegiatan diskusi dan presentasi, peserta didik mampu:

T.1 Mengeksplorasi informasi yang didengar dari teks naratif (narrative text) dengan mengidentifikasi tokoh, latar, dan alur cerita secara tepat.

T.2 Membangun interaksi dengan teman dan guru melalui kegiatan diskusi untuk menanggapi isi teks cerita yang didengar secara lisan dan sederhana.

2. KKTP

- Terpenuhi 2 poin siswa : baru berkembang
- Terpenuhi 3 poin siswa : Layak
- Terpenuhi 4 poin : cakap
- Terpenuhi semua poin : mahir

Indikator KKTP

Kegiatan	Deskripsi Kegiatan
Pendahuluan(10 menit)	- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. - Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya. - Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP. Orientasi Guru meminta siswa menyebutkan pertanyaan yang berkaitan dengan materi telah dipelajari di pertemuan sebelumnya
Kegiatan Inti(50 menit)	Kegiatan Inti - Peserta didik dibagikan lembar pertanyaan yang disediakan oleh guru - Peserta didik mengamati dan mendengarkan audio yang disediakan oleh guru

	3. Guru memberi arahan dan penjelasan dari audio tersebut 4. Peserta didik mengidentifikasi beberapa pertanyaan yang sesuai dengan audio tersebut 5. Peserta didik dapat menanyakan beberapa kosa kata yang belum dipahami. 6. Peserta didik diberikan arahan untuk menjawab questionnaire yang berkaitan dengan keadaan peserta didik saat melaksanakan kegiatan listening secara jujur 7. Peserta didik menjawab setiap pertanyaan yang tersedia sesuai dengan keadaan yang yang di rasakan 8. Peserta didik diberikan listening test setelah mengisi questionare untuk mengukur kemampuan dan kecemasan siswa saat listening test
Kegiatan penutup (10 menit)	Kegiatan Penutup - Merefleksi pembelajaran hari ini - Menutup dengan motivasi untuk semangat pada UKBM berikutnya

Peserta didik mampu:

- Siswa dapat memahami teks naratif sederhana dari audio dengan memperhatikan struktur teks dan unsur kebahasaan yang tepat.

- Mengidentifikasi tujuan komunikatif (social function) dari teks narrative yang didengar atau dibaca.
- Menjawab pertanyaan pemahama yang bersumber dari audio berdasarkan isi teks, meliputi unsur:
(Who, what, when, where, why)
- Menentukan bagian struktur teks narrative secara tepat:
(Orientation, complication, resolution dan re-orientation/Evaluation)

3. Pertanyaan Pemantik :

- Have you ever listened to a story in English before? What kind of story was it?
- Have you ever felt confused when listening to an English conversation? What made it difficult?

4. Kegiatan Pembelajaran

Asesmen

- Asesmen diagnostik dilakukan sebelum mulai pembelajaran
 - Mengidentifikasi kemampuan awal siswa dalam pemahaman mendengarkan
- Asesmen formatif yang dapat dilakukan saat proses pembelajaran
 - Ketika sedang kegiatan pembelajaran guru menstimulus berulang
 - Ketika sedang kegiatan pembelajaran guru mencatat keaktifan siswa
 - Memberikan test kepada siswa sebelum mengakhiri kegiatan pembelajaran.

- Asesmen sumatif (setelah menyelesaikan satu topik tertentu, hasil akhir)

Soal Asesmen Sumatif (lisan)

Berupa pengenalan kontekstual

Daftar Pustaka

- **Audio pendukung dengan link :**

<https://buku.kemendikdasmen.go.id/katalog/buku-audio-english-for-nusantara-untuk-smp-mts-kelas-viii#>

Appendix 4 Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id](http://fitk.uin-malang.ac.id). email : fitk@uin_malang.ac.id

Nomor : 1140/Un.03.1/TL.01.04/05/2026
Lampiran : -
Hal : Permohonan Izin Penelitian

20 Mei 2026

Kepada Yth.
Kepala MTS Almaarif 01 Singosari, Kabupaten Malang
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Evada Dewi Aisyah
NIM	: 220107110050
Jurusan	: Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	: Genap - 2025/2026
Judul Skripsi	: The Influence Of Listening Anxiety On Students Performance In Listening Comprehension Test at MTS. Almaarif 01 Singosari
Lama Penelitian	: Mei 2026 sampai dengan Juli 2026 (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik di sampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.


Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix 5 Validation Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Gajayana 50 Telepon (0341) 552398 Faksimili (0341) 552398 Malang
<http://fitk.uin-malang.ac.id> email: fitk@uin-malang.ac.id

Nomor : VAL-412/Un.03.1/FITK/TL.01.04/5/2026
Lampiran : -
Perihal : Permohonan Menjadi Validator

19 Mei 2026

Kepada Yth.
Prima Purbasari, M.Hum.
di-

Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama : Evada Dewi Aisyah
NIM : 220107110050
Program Studi : Tadris Bahasa Inggris
Judul Skripsi/Tesis : "The Influence Of Listening Anxiety On Students' Performance In Listening Comprehension Test At Mts Almaarif 01 Singosari"
Dosen Pembimbing : Harir Mubarak, M.Pd/

Maka dimohon Bapak/Ibu berkenan menjadi validator penelitian tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Prof. Dr. H. Muhammad Walid, MA
P. 197308232000031002

Appendix 6 Validation Sheet

VALIDATION SHEET

Instrument Validation Sheet for Research Entitled

"THE INFLUENCE OF LISTENING ANXIETY ON STUDENTS' PERFORMANCE IN LISTENING COMPREHENSION TEST AT MTS ALMAARIF 01 SINGOSARI"

Validator : Prima Purbasari, M.Hum.
NIP : 198611032023212033
Expertise : Listening
Validation Date : 19 Mei 2026

A. Introduction

This Validation sheet is used to obtain an assessment from the validator on the research instrument that will be used in this research. Every piece of feedback is essential to improve the quality of the research instrument. The researcher owes a lot for the willingness of the validator in filling out this validation sheet.

B. Guidance

Please give a score on each item of the statement using the sign (✓) in the scale as follows: 1 = Very Poor, 2= Poor, 3 = Average, 4 = Good, 5 = Very Good.

C. Assessment Rubric

No.	Indicators	Score					Feedback/ Suggestions
		1	2	3	4	5	
1.	The research instrument is well constructed.			✓			
2.	The research instruments are reliable with the research questions.				✓		
3.	The research instruments are clear and understandable for students.				✓		
4.	The research instruments are						

	relevant to the English Listening Comprehension					✓	
5.	The research instruments are easy to understand.					✓	
6.	The research instruments can help the researcher collect accurate and detailed classroom data.				✓		

D. Suggestion

the order of the
~~The researcher needs to rearrange the statements~~ provided in her research
instruments based on its relevance (relationship ~~between each statement~~ ^{to each other}) and
clarify the term (whether it is listening exercise ^{or not} or test – are they two different cases).

E. Conclusion

Based on the validation sheet above, it can be concluded that the instruments that have been made is:

Please give a strikethrough (example) on the answer that does not match your conclusion.

1. Appropriate to be used to collect data without revision.
- ②. Appropriate to be used to collect data within the revision.
3. Not appropriate to be used to collect data.

Malang, 19 Mei 2026

Validator,



Prima Purbasari, M.Hum.

NIP. 198611032023212033

Appendix 7 Result of the Student Questionnaire

RB

QUESTIONERE

Angket Kecemasan dalam Mendengarkan

(Listening Anxiety Questionnaire)

Name : Achsana mastwaa

Class : VIII C 18c

Direction:

Dibawah ini adalah daftar pernyataan yang berhubungan dengan perasaan kamu tentang kecemasan dalam mendengarkan serta pemahaman kamu dalam mendengarkan. Tolong berikan tanda seberapa kuat kamu setuju, ragu-ragu, atau tidak setuju dengan setiap pernyataan dibawah ini.

(Below is a list of statements related to your feelings about listening anxiety and your listening comprehension. Please indicate how strongly you agree, doubt, or disagree with each statement below.)

Skala :

1 = Sangat Tidak Setuju

4 = Setuju

2 = Tidak Setuju

5 = Sangat Setuju

3 = Ragu-Ragu

NO	STATEMENT	1	2	3	4	5
1.	Saya merasa percaya diri sebelum tes listening dimulai.			✓		
2.	Saya merasa tenang ketika listening test dimulai.			✗	✓	
3.	Saya merasa siap ketika audio listening mulai diputar..				✓	

4.	Saya merasa nyaman saat guru memberikan soal listening.		✓		✗	
5.	Saya merasa antusias setiap kali mengikuti listening test bahasa Inggris.		✓	✗		
6.	Saya merasa rileks selama kegiatan listening berlangsung.			✓	✗	
7.	Saya merasa tertarik ketika mendengarkan aksen bahasa Inggris yang berbeda.		✓		✗	
8.	Saya tetap tenang ketika tidak memahami bagian awal audio.			✓		
9.	Saya merasa mampu fokus mendengarkan audio dalam waktu lama.				✓	
10.	Saya merasa siap walaupun audio hanya diputar satu kali.			✓		
11.	Saya yakin dapat memahami isi audio bahasa Inggris.		✓	✗		
12.	Saya percaya diri memberikan jawaban yang salah saat tes listening.				✓	
13.	Saya yakin mendapatkan nilai yang baik dalam tes listening bahasa Inggris.			✓		
14.	Saya mampu menangkap informasi penting saat audio diputar.				✓	
15.	Saya percaya diri mampu memahami percakapan panjang dalam bahasa Inggris.		✓	✗		

16.	Saya takut jika teman lain lebih memahami audio daripada saya.		✓			
17.	Saya takut tidak dapat mengikuti kecepatan pembicara dalam audio.		✓		✓	
18.	Saya takut salah mendengar kata-kata dalam audio listening.				✓	
19.	Saya takut tidak dapat berkonsentrasi selama listening berlangsung.				✓	
20.	Saya takut listening test lebih sulit dari yang saya bayangkan.				✓	
21.	Saya khawatir melewatkan informasi penting dalam audio listening.			✓		✓
22.	Saya khawatir tidak dapat memahami isi audio dengan baik.				✓	✓
23.	Saya khawatir mendapatkan nilai buruk pada tes listening.				✓	
24.	Saya khawatir tidak mampu menjawab pertanyaan listening dengan benar.				✓	
25.	Saya khawatir audio diputar terlalu cepat untuk saya pahami.				✓	
26.	Saya khawatir kehilangan konsentrasi saat listening berlangsung.				✓	
27.	Saya khawatir tidak dapat mengingat informasi dari audio.			✓		
28.	Saya khawatir jawaban saya salah meskipun sudah				✓	

	mendengarkan dengan baik.					
29.	Saya khawatir tidak memahami detail penting dalam audio bahasa Inggris.				✓	
30.	Saya khawatir tidak dapat mengikuti pelajaran listening dengan baik.			✓		

Appendix 8 Students Listening Anxiety Level

No	Student	Score	Category
1.	Student 1	60	Low Anxiety
2.	Student 2	60	Low Anxiety
3.	Student 3	67	Moderate Anxiety
4.	Student 4	67	Moderate Anxiety
5.	Student 5	75	Moderate Anxiety
6.	Student 6	51	Low Anxiety
7.	Student 7	49	Low Anxiety
8.	Student 8	77	Moderate Anxiety
9.	Student 9	55	Low Anxiety
10.	Student 10	45	Low Anxiety
11.	Student 11	80	Moderate Anxiety
12.	Student 12	63	Moderate Anxiety
13.	Student 13	88	Moderate Anxiety
14.	Student 14	93	Moderate Anxiety
15.	Student 15	71	Moderate Anxiety
16.	Student 16	69	Moderate Anxiety
17.	Student 17	58	Low Anxiety
18.	Student 18	62	Moderate Anxiety
19.	Student 19	72	Moderate Anxiety
20.	Student 20	103	High Anxiety
21.	Student 21	110	High Anxiety
22.	Student 22	72	Moderate Anxiety
23.	Student 23	70	Moderate Anxiety
24.	Student 24	74	Moderate Anxiety
25.	Student 25	50	Low Anxiety
26.	Student 26	64	Moderate Anxiety
27.	Student 27	97	High Anxiety

28.	Student 28	62	Moderate Anxiety
29.	Student 29	57	Low Anxiety
30.	Student 30	59	Low Anxiety
31.	Student 32	45	Low Anxiety
32.	Student 32	50	Low Anxiety
33.	Student 33	70	Moderate Anxiety

Appendix 9 Distribution Students Anxiety Levels

Categori	Score Range	Frequency (f)	Presentation (%)
Excellent	86–100	6	18,18%
Good	71–85	10	30,30%
Fair	56–70	10	30,30%
Poor	< 55	7	21,21%
Total		33	100%

Appendix 10 Result of the Assignment Student Listening Test

151

LISTENING COMPREHENSION

Name : **AQILA NZ**

Class : **8C**

90

Listening section

In the listening section of the test, you will have the chance to show how well you understand spoken English. Answer these questions based on the audio.

1. Who are the speakers in the dialogue?
☐ A. Monita and Pipit
☒ B. Sinta and Pipit
☐ C. Monita and Rina
☐ D. Pipit and Dina
2. What are Monita and Pipit discussing?
☐ A. School rules
☒ B. Beauty advertisements
☐ C. Music lessons
☐ D. Fashion shows
3. Where can people commonly find beauty advertisements?
☐ A. In hospitals
☒ B. On TV and social media
☐ C. In the classroom only
☐ D. At the bus station
4. What do beauty advertisements usually show?
☐ A. Students studying
☒ B. People with perfect appearance
☐ C. Traditional food
☐ D. Animals and nature
5. How may beauty advertisements influence teenagers?
☒ A. They can make them feel insecure
☐ B. They improve their grades
☐ C. They make them healthier
☐ D. They reduce homework
6. What does Pipit think about beauty advertisements?
☐ A. They are always realistic
☒ B. They can affect people's confidence

- C. They are very boring
 - D. They are only for adults
7. What is the meaning of "be yourself"?
 - A. Follow every trend
 - B. Change yourself for others
 - ☒ C. Accept yourself confidently
 - D. Wear expensive makeup
 8. According to the dialogue, true beauty comes from _____.
 - A. expensive products
 - ☒ B. self-confidence and personality
 - C. famous brands
 - D. social media
 9. What should people do after watching beauty advertisements?
 - A. Compare themselves to models
 - B. Feel ashamed of themselves
 - ☒ C. Appreciate themselves more
 - D. Buy all beauty products
 10. What lesson can we learn from the dialogue?
 - A. Everyone must look perfect
 - B. Appearance is everything
 - ☒ C. We should love and accept ourselves
 - D. Makeup is necessary for everyone

Berikut multiple choice soal listening berdasarkan teks "Have You Heard of Makeup?"

11. Who came to the writer before the class began?
 - A. Her teacher
 - B. Her friend
 - ☒ C. A girl sitting next to her
 - D. Her sister
12. What did the girl say to the writer?
 - A. "You look tired today."
 - ☒ B. "You'd look prettier with makeup on."
 - C. "Your face looks beautiful."
 - D. "You should smile more."
13. What was the girl doing while looking at the writer?
 - A. Reading a book
 - ☒ B. Scanning every inch of her face

- C. Doing homework
D. Singing loudly
14. How did the writer feel after hearing the words?
A. Happy
B. Excited
☒ C. Hurt
D. Angry
15. Why didn't the writer respond immediately?
A. She was sleepy
B. She didn't hear clearly
☒ C. She didn't know what to say
D. She was busy
16. What did the writer finally say?
A. "Thank you."
B. "I don't care."
☒ C. "Yeah, I know."
D. "Please stop."
17. What did the girl do after speaking?
☒ A. Left the classroom
B. Started crying
C. Turned away to do her work
D. Apologized immediately
18. According to the text, the girl was apparently unaware that her words had ____ the writer.
A. inspired
B. helped
☒ C. hurt
D. confused
19. What does the writer want to learn for now?
A. How to use makeup
B. How to hide imperfections
☒ C. How to embrace every imperfection
D. How to impress others
20. What is the main message of the text?
A. Makeup is very important
B. People should always follow beauty trends
☒ C. Self-acceptance is important
D. Friends always tell the truth

Appendix 11 Students Listening Test Score

No	Student	Score	Category
1.	Student 1	63	Fair
2.	Student 2	69	Fair
3.	Student 3	75	Good
4.	Student 4	44	Poor
5.	Student 5	81	Good
6.	Student 6	81	Good
7.	Student 7	94	Excellent
8.	Student 8	63	Fair
9.	Student 9	56	Fair
10.	Student 10	94	Excellent
11.	Student 11	75	Good
12.	Student 12	38	Poor
13.	Student 13	81	Good
14.	Student 14	100	Excellent
15.	Student 15	94	Excellent
16.	Student 16	88	Excellent
17.	Student 17	44	Poor
18.	Student 18	50	Poor
19.	Student 19	38	Poor
20.	Student 20	69	Fair
21.	Student 21	81	Fair
22.	Student 22	63	Fair
23.	Student 23	75	Fair
24.	Student 24	19	Poor
25.	Student 25	56	Poor
26.	Student 26	81	Good
27.	Student 27	63	Fair
28.	Student 28	63	Fair
29.	Student 29	75	Good

30.	Student 30	69	Fair
31.	Student 32	88	Excellent
32.	Student 32	75	Good
33.	Student 33	50	Poor

Appendix 12 Distribution of Listening Comprehension Students' Scores

Category	Score Range	Frequency (f)	Presentation (%)
Excellent	86–100	6	18,18%
Good	71–85	10	30,30%
Fair	56–70	10	30,30%
Poor	< 55	7	21,21%
Total		33	100%

Appendix 13 Result of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
LISTENING ANXIETY	.130	33	.172	.934	33	.045
COMPREHENSION TEST	.123	33	.200*	.965	33	.364

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Appendix 14 Result of Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
COMPREHENSION TEST * LISTENING ANXIETY	Between Groups	(Combined)	9948.833	25	397.953	1.981	.178
		Linearity	3.896	1	3.896	.019	.893
		Deviation from Linearity	9944.937	24	414.372	2.062	.164
	Within Groups		1406.500	7	200.929		
	Total		11355.333	32			

Appendix 15 Result of Regression Equation Results (Coefficients)

Coefficients^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	66.858	14.685		<.001
	LISTENING ANXIETY	.022	.210	.019	.919

a. Dependent Variable: COMPREHENSION TEST

Appendix 16 Documentation



Appendix 17 Curriculum Vitae

CURRICULUM VITAE

Nama Lengkap	: Evada Dewi Aisyah
Tempat, Tanggal Lahir	: Jember, 26 Mei 2001
Jenis Kelamin	: Perempuan
Agama	: Islam
Fakultas	: Ilmu Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris
Perguruan Tinggi	: Universitas Islam Negeri Maulana Malik Ibrahim Malang
Alamat	: Dsn. Rowotengu, RT/RW 001/009, Ds.Sidomulyo, Kec. Semboro, Kab. Jember, Jawa Timur
No. Hp/Telepon	: 085804707638
Alamat E-mail	: dewievada@gmail.com
Nama Wali	: Suwaifi



Riwayat Pendidikan

- | | |
|-------------------------------------|-----------|
| 1. TK Nurul Hidayah | 2007-2008 |
| 2. MI Nurul Hidayah | 2008-2014 |
| 3. SMPN 4 Tanggul | 2014-2017 |
| 4. PMDG PUTRI 2 | 2017-2022 |
| 5. UIN Maulana Malik Ibrahim Malang | 2022-2026 |

Malang, 24 Juni 2026

Researcher,

Evada Dewi Aisyah

NIM. 220107110050