

**EXPLORING EFL STUDENTS' ANXIETY FACTORS AND  
STRATEGIES IN LEARNING LISTENING**

**FINAL PROJECT**

**Submitted in Partial Fulfillment of Requirements  
for Gaining the Degree of Education Bachelor  
in English Language Education**



By:

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*Assalamu'alaikum wr. wb.*

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*Wassalamu'alaikum wr. wb.*

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## MOTTO

اجْهَدْ وَلَا تَكْسَلْ وَلَا تَكُ غَافِلًا فَنَدَامَةَ الْعُقْبَى لِمَنْ يَتَّكِسَلُ

“Bersungguh-sungguhlah dan jangan bermala-malas dan jangan pula lengah, karena penyesalan itu bagi orang yang bermalas-malas.”<sup>1</sup>

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<sup>1</sup>Kementrian Agama RI Al-Qur'an Terjemah dan Tajwid. 2005. Sygma. p. 282

## **DEDICATION**

I dedicate this thesis to:

- Allah who always gives his full of rohmah and blessing
- Myself who have been and still trying and surviving
- My beloved parents, who give me true love, affection, motivation, sincere prayers and everything for my life
- All of members in my family who give me spirit and as my inspiration
- All of my dearest friends of class PBI-B'16 who always teach me the sense of friendship and togetherness
- All of my relatives, friends, and everybody whom I cannot mentioned that always color my life become very bright.

## ABSTRACT

**Gigih Bramantya (1603046051)**, *Exploring EFL Students' Anxiety Factors and Strategies in Learning Listening*. Final Project. English Department, Faculty of Education and Teacher Training, Walisongo Islamic State University. Advisor: **Agus Mutohar, MA., PhD**

Anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system. This study was carried out to explain listening anxiety and learning strategies of EFL students at Walisongo State Islamic University. Specifically, it sought to know how was EFL students' learning listening anxiety, then identify what factors that may contribute to anxiety in learning listening based on the students perspectives also what strategies they used to overcome their listening anxiety. The method was used in this study was descriptive qualitative method. Twenty students were randomly selected as the participants. The data were gathered through interview. The findings of this research showed that the EFL students at Walisongo State Islamic University had neurotic and reality anxiety, which has been manifested as had feeling anxiety which has been manifested such as nervous, fidgeting, panic, lazy, can't hear clearly, losing concentration, and sweating when they study. Almost all of them feeling these anxieties before the listening class begin. While the factors that may contribute to anxiety, they are two factors such as internal and external factors. Internal factors from self-belief, lack preparation, linguistic aspect such as vocabulary. External factors can be from teacher, environment, facility in classroom. Moreover, this research also found the learning strategies used by students such as memory, cognitive, compensation, metacognitive, affective, and social. Cognitive and affective strategies were used most frequently by the students. Then, metacognitive and social strategies were less used by students. In addition, memorizing and compensation strategies were found only once in this study.

**Keywords:** English language anxiety, listening anxiety, learning strategies.

## ACKNOWLEDGEMENT

*Bismillahirrohmanirrohim,*

Praise is always given to Allah SWT as the most beneficial, and the most merciful who blessed the researcher so that this thesis is finished. *Shalawat* and *Salam* also raised to Prophet Muhammad SAW, who brings ummah from the dark era into the brightness era.

In arranging this thesis, the researcher realizes that many people were willing to help, whether directly or indirectly. Hence, in this chance, the researcher would like to express great appreciation to:

1. Dr. Hj. Lift Anis Ma'shumah, M.Ag. As the Dean of the Faculty of Education and Teacher Training of Walisongo State Islamic University.
2. Sayyidatul Fadlilah, M.Pd. As the Head of English Language Education and thesis advisor for his patience and willingness to provide guidance, helpful corrections, advice, as well as a suggestion and encouragement during the consultation.
3. Agus Mutohar, MA., PhD, M.Pd. As the academic advisor for her patience and willingness to provide guidance, advice, as well as a suggestion and encouragement during college period.
4. All lecturers of English Language Education Department who give input and advice to the researcher while conducting this study.
5. My great parents and family for their love, pray, support, and guidance during my study.
6. My beloved best friends for their support, help, pray and togetherness.



Alkhamdulillah. Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, the writer will be happy to accept constructive criticism in order to make it better. The writer hopes this thesis will be beneficial for everyone, especially in developing English Teaching and learning process. Amin.

Semarang, November 15<sup>th</sup> 2021

The Writer,

**Gigih Bramantya**

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# CHAPTER I

## INTRODUCTION

This chapter explains about the background of the research, reason for choosing the topic, research questions, objective of the research, limitation of the research, and significance of the research.

### A. Background of the Research

Listening is a critical part of effective communication in daily life. Among the skills that are associated with learning English as a foreign language (EFL), which include listening, speaking, reading, and writing, listening is the most important for people to receive and interact with language input. However listening is also the least studied and probably the most difficult to learn.<sup>2</sup> Therefore the learners have anxiety in learning listening. Listening anxiety in learning listening skill become stressful for learners because it happens the difficulty in encoding, storing and retrieving aural input low and cause low confidence of comprehending spoken English. Language anxiety is defined as a fear or apprehension occurring when a learner is expected to perform in the second or foreign language. Anxiety is one of the vital individual differences that is defined as the subjective feeling of tension, apprehension,

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<sup>2</sup> Chia-Chen Tan, Chih-Ming Chen & Hahn-Ming Lee, *Effectiveness of a digital pen-based learning system with a reward mechanism to improve learners' metacognitive strategies in listening* (Taipei, Taiwan, Republic of China 2019) <https://doi.org/10.1080/09588221.2019.1591459>

nervousness, and worry associated with an arousal of the autonomic nervous system.<sup>3</sup>

According to Sigmund Freud in Feist's *Theories of Personality*, states that anxiety is an uncomfortable condition, emotional in nature and provides a strong psychic sensation that reminds a person of a dangerous situation, there are three types of anxiety proposed by the Feist theory, the first is neurotic anxiety, in basically triggered by people's bad experiences with bad news. The second is realistic anxiety, this anxiety is triggered by real thing one can fight to deal with realistic anxiety because the causes of fear are real. As a result, the human ego will react as opposed to the fear that humans face where there is fear, there must be a cause. The third is Moral Feist and Feist anxiety believe that moral anxiety is the result of failure to behave consistently with what they think is morally right, for example, failure to care for aging parents. Moral anxiety is basically a conflict between the ego and the superego. A person's ego creates desires that need to be fulfilled, while the superego serves to remind one's mind about the moral values that are believed to be, as well as about believing what is wrong and what is right to do.<sup>4</sup>

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<sup>3</sup> Pan, Y. Analysis of listening anxiety in EFL class. *International Journal on Studies in English Language and Literature*, 4 (6). (2016) <https://www.arcjournals.org/pdfs/ijSELL/v4-i6/2.pdf>

<sup>4</sup> Feist, J. *Theories of Personality: 7th Edition*. (USA: The McGraw-Hill Companies 2009)

There are many challenges faced by teacher and students in learning foreign and second language. However, due to the obstacles and challenges in learning English language many EFL students experience anxiety.<sup>5</sup> One way to ease the difficulties learners experience while listening in a second language is to help them develop listening strategies. Therefore, the use of listening strategies is helpful to develop the listening comprehension skill required to learn and retain information. The study of Oxford state that the strategy divided into two classes. The first is direct strategies and the second is indirect strategies: direct strategies include memory, cognitive, compensation, while indirect strategies include metacognitive, effective, and social strategies.<sup>6</sup> Based on the explanation above, the anxiety factors and the strategy as stated in the surah Al-Insyirah verse 5-6.

Al Qur'an Surah Al-Insyirah verse 5-6:

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا إِنَّ مَعَ الْعُسْرِ يُسْرًا

*"Actually after difficulty this is ease. Indeed after difficulty there is ease."*

From the verse above we can know that in everyone's life will have the difficulties including in learning. In order to find

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<sup>5</sup> Ehsan Namaziandost, Leila Neisi, Fatemeh Mahdavidrad and Mehdi Nasri, The relationship between listening comprehension problems and strategy usage among advance EFL learners Namaziandost, Shahrekord, Iran, Cogent Psychology (2019), 6: 1691338 <https://doi.org/10.1080/23311908.2019.1691338>

<sup>6</sup> Oxford, R. *Language Learning Strategies: what every teacher should knows*. University of AlaBama. (Boston. Heinle&Heinle publications, 1990)

easier ways, difficulties and anxieties in learning must be overcome with various strategies, especially related to strategies for overcoming anxiety. The same thing happens in learning listening, as learners of foreign language the learners faced with various things that make them feel anxious in learning English, thus the learning strategies are important to help the learners in learning foreign language especially in English listening.

The importance to overcome the learning anxiety is by using the appropriate strategies. That have been documented in several previous studies. The first research conducted by Rauf Avci, his research was design to explore the impact of anxiety in listening of foreign language and how to overcome its negative effects by applying the Pygmalion effect, which means a teacher must believe and express the confidence to students that students can learn foreign languages successfully. This triggers an increase in student self-confidence and reduces anxiety in learning. The results showed that the experimental group had better learning outcomes than the control group in listening comprehension and lower anxiety levels than the control group. Thus, the application of the Pygmalion effect can be recommended to teachers.<sup>7</sup>

Shengli Wang discusses about correlation between listening anxiety and listening strategies of Chinese postgraduate students of

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<sup>7</sup> Rauf Avci, *The Impact of Anxiety on Listening in a Foreign Language and the Ways to Overcome Its Negative Effects*, Ishik University, Erbil, Iraq, Journal of Education in Black Sea Region Vol. 2, Issue 2, 2017

science and engineering. The results metacognitive strategies were used more frequently than social and affective strategies, the correlation between listening skills and listening anxiety was significantly negative, the correlation between listening skills and indirect listening strategies was significantly positive, and between indirect listening strategies and listening anxiety was significantly negative. Indirect listening strategies are useful for relieving listening anxiety and training in indirect listening strategies should be included in the English Language Teaching Requirements. Because the metacognitive strategy of indirect listening strategies is very effective in directing and selecting attention, and in overcoming attention distraction caused by listening anxiety, it will also help the listener to be more attentive and more engaged in listening.<sup>8</sup>

The two studies have investigated the anxiety in learning listening but they have different participants and setting. Additionally the researcher focus on the English foreign language learners While the second previous research is focus on the chines postgraduate students of science and engineering. To fill the gap, this study will attempt the listening anxiety factors and the strategies to overcome it in learning listening then, this will become the gap between the previous researches toward the researcher's study.

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<sup>8</sup> Shengli Wang, *Correlation between Listening Anxiety and Listening Strategies of Chinese Postgraduate Students of Science and Engineering: A Case Study at SUES*, Shanghai University of Engineering Science Shanghai China, 2016, Vol. 6, No. 4



Regarding the explanation above, the researcher will conduct research on the anxiety factors and strategies in the learning listening, in which many learners have difficulty in learning listening. Therefore, the researcher will conduct study on anxiety factors and strategies to overcome the anxiety factors in learning listening.

## **B. Reasons for Choosing the Topic**

This research discussed about the Students' EFL anxiety factors and strategies in learning listening. The reasons of choosing this topic are as follow:

1. The researcher wants to know the EFL students anxiety factors in learning listening
2. The researcher wants to know the EFL students strategies overcome the anxiety in learning listening

## **C. Questions of the Research**

To solve the problems mentioned above, the researcher formulates research questions as follow

1. What factors contribute to EFL students' anxiety in learning listening?
2. What strategies employed to minimize students' anxiety in learning listening?

#### **D. Objectives of the Research**

Based on the research questions, the objective of the research can be appointed as follow:

1. To find out the EFL students anxiety factors in learning listening.
2. To find out the EFL students strategies to overcome the anxiety factors.

#### **E. Pedagogical Significance**

The researcher formulates the significances of the research in order to give benefit for the EFL students, the researcher, next researchers and the institution. The significances of the research are as follow:

1. Theoretical Benefit

The researcher wishes that this result of the study will give additional information to the readers especially in learning listening about anxiety factors and the use of the strategies that apply by students to overcome the difficulty in the learning listening to make the learning more interesting in learning all English skill especially in listening skill.

2. Practical Benefit

- a. The EFL Students

The researcher hope that this research of the study can be useful for EFL students to overcome the difficulty in anxiety factors and knowing the right strategies in learning listening so it makes the learning more interesting.

b. The Writer

The researcher hopes that this research can provide benefits to readers so this research becomes information for learners and a useful reference for future studies.

c. The Other Researcher

By doing this research the researcher expects that this result can be reference to other researcher in the future.

d. The Institution

The researcher hopes this result of the study will be the useful and good journal for the institutions.

## **F. Limitation of the Research**

This study is focused on EFL student neurotic and moral anxiety factors and the cognitive and affective strategies in learning listening. The limitation of this research is only focus on the EFL students in the university who join listening class at Walisongo English department that comes from 3rd semester. The reason why the researcher focus on this limitation is because this is the most crucial problem in the EFL students in learning English activity especially in listening skill.

## **CHAPTER II**

### **REVIEW AND RELATED LITERATURE**

This chapter consist of literature review regarding of the research and divided into two parts. The first part is the previous research. The second is the theoretical framework. It consists of the literature review about the listening anxiety and the strategies in learning listening.

#### **A. Previous Research**

The researcher chooses some works of literature about previous research which are relevant to this study, below are the researches.

The first study is a study by Hussein Elkhaifafi, which discuss about Listening Comprehension and Anxiety in the Arabic Language Classroom, his study is quantitative research that using questionnaire as an instrument and took 220 student as a participant. This study presents the results of the first empirical examination of the effect of general FL learning anxiety on students' achievement in an Arabic course and of listening anxiety on students' listening comprehension. The different with the researcher's study based on the method and the data collection technique, his method is quantitative while the researcher method is qualitative descriptive. His participant is Arabic students while the research's participant is English students and his research used

questionnaire as a data collection technique while the researcher research use interview to get the data.<sup>9</sup>

The second study is conduct by Neni Nurkhamidah her research conduct to find out the factors that causing listening anxiety on generation Z students that raised with technology and have more opportunity to listen English from many sources than the previous generation. Her research used a qualitative study that is conducted in English Department of STKIP MNC by involving 20 participants from Basic Listening class. The finding shows that there are some factors causing students listening anxiety. The factor is categorized in two sources; students and technological factors. The internal factors trigger students listening anxiety are rate of speech, vocabulary and accent, and concentration. The different research based on the topic, her focus research is only listening anxiety on generation Z, while the researcher research is the listening anxiety with the strategies to overcome the problem. The similarity research on the method and instrument that using qualitative and semi-structure interview as data collection technique.<sup>10</sup>

The third is conduct by Santi Prastiyowati her study aims to knowing the level of anxiety and factors related to listening anxiety

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<sup>9</sup> Hussein Elkhafaifi, *Listening Comprehension and Anxiety in the Arabic Language Classroom*, University of Washington, The Modern Language Journal, Vol. 89, No. 2 (Summer, 2005), pp. 206-220

<sup>10</sup> Neni Nurkhamidah, *Exploring Factors Causing Listening Anxiety On Generation Z Students Stkip Media Nusantara Citra*, Samarinda, Journal of Teaching & Education, Vol. 2 No. 2 2020

encountered by the students of EFL learners in Malang. This study employs mixed research method, involving 48 participants. Her research used questionnaires and interview as the instrument to gather the data. The results of the study revealed that the students were mostly in moderate-level of anxiety. The anxiety frequently came from students' background knowledge, such as getting worry to miss important ideas, getting nervous if not understanding every word, getting anxious because of unfamiliar words and topic, and guessing the missing information. The different of the research based on the method, her research is a mix method and use interview and questionnaire to get the data, while the researcher research is only use qualitative descriptive method. The similarity with the researcher study is the semi-structure that it might be modified when the process of interview.<sup>11</sup>

The fourth is study by Aryuliva Adnan, Leni Marlina, and Suci Rahma Annisa, this research aims to find the relationship between listening anxiety and listening comprehension of English department students who had taken Basic Listening class at Universitas Negeri Padang. The results showed that Foreign Language Listening Anxiety (FLLA) and Listening Comprehension (LC) have a negative correlation ( $r = -.006$ ) which indicates that high anxiety blocks the processing of listening anxiety, and when the

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<sup>11</sup>Santi Prastiyowati, *Anxiety on Students' Listening Comprehension in University Students in Malang*, A Journal of Culture, English Language Teaching, Literature & Linguistics ISSN: 2356-0401, E-ISSN: 2621-9158, VOL. 6, NO. 1, June 2019.

higher anxiety the students have, the lower listening comprehension they make. The researcher's method is different from their research, their research is quantitative method and there are two instruments used in this research; questionnaire and an English test, while the researcher's study using qualitative and semi-structure interview as an instrument in this study.<sup>12</sup>

The fifth is study by Jian Xu and Ya-Ting Huang. This study aims to test the mediating effect of listening metacognitive awareness between listening anxiety and listening test score, as well as between test anxiety and listening test score, among a sample of 402 Chinese English as a foreign language test takers. This results showed that listening metacognitive awareness mediates the relationship between listening anxiety and listening test score, as well as the relationship between test anxiety and listening test score. In addition, listening metacognitive awareness mediates the relationship between listening anxiety and listening test score in a low listening proficiency group but not in a high listening proficiency group. The different from their study with the researcher's study based on the method, their research is quantitative method using test and questionnaire to get the data,

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<sup>12</sup>Aryuliva Adnan, Leni Marlina, and Suci Rahma Annisa, *Listening Comprehension and Listening Anxiety: A Case of Basic Listening Class Students at English Department UNP Padang*, Advances in Social Science, Education and Humanities Research, volume 411 7th International Conference on English Language and Teaching (ICOELT 2019)

while the researcher's study is qualitative method and using interview as an instrument to collect the data.<sup>13</sup>

The sixth study by Marta Nogueroles López this study explores the impact of listening strategies instruction on typical strategic behavior. Participants were 38 Hong Kong students of Spanish divided into two groups: the experimental group, who were trained in listening strategies, and the control group, who presented similar level of Spanish, needs, educational and cultural background. This study is only focus on listening strategy while the researcher's study oriented in listening anxiety and strategy, the different method from her research is using questionnaire while researcher's study is using interview. Her research is quantitative method that different with the researcher's study that using qualitative descriptive.<sup>14</sup>

## **B. Theoretical Review**

### **1. Anxiety**

In psychoanalytic theory, anxiety is a painful emotional feeling that represents a threat to the person. Anxiety is triggered by the threat of a dangerous situation or stress in a

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<sup>13</sup>Jian Xu Ya-Ting Huang, *The Mediating Effect of Listening Metacognitive Awareness Between Listening Test Anxiety and Listening Test Performance*, Beijing Foreign Studies University, No. 2 North Xisanhuan Road, Beijing 100089, People's Republic of China 2018

<sup>14</sup>Nogueroles López, *Listening strategies instruction: effects on Hong Kong Students' General strategic Behavior*, *Asian-Pacific Journal of Second and Foreign Language Education* (2017) 2:6



person's life. A Primer of Freudian Personality state, when a person is faced with a dangerous situation, his heart rate faster and he breathes faster, his mouth becomes dry and his palms sweat. In this case, anxiety affects a person not only emotionally, but also physically. There are many causes that can trigger anxiety, one of which is family pressure. Freud identified that human psychic life consists of three parts, namely conscious, pre-conscious and unconscious. The largest part of the psychic life is the subconscious mind. This section covers everything that is very difficult to be aware of, including anything that comes from the unconscious such as instincts, desires and emoticons from traumatic events. Hall states that Freud conceptualized three type of anxiety are the neurotic anxiety, moral anxiety, and reality anxiety.<sup>15</sup>

**a. Neurotic Anxiety**

Neurotic anxiety is the fear or the instincts called the id will get out of control and cause him to do something that can lead him to be punished. Neurotic anxiety does not fear of the instincts, but fear of the punishment if an instinct was released. Neurotic anxiety develops based on experiences acquired in childhood related to punishment or threats from parents or other people who have authority if they do an impulsive acts.

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<sup>15</sup>Freud, Sigmund. *New introductory lectures on psychoanalysis.* (Published: New York, Norton 1964)

### **b. Moral Anxiety**

Moral anxiety is fear of conscience (super ego). People who have super good egos tend to feel guilt or shame if they do or think something that is against morals. It's the same with neurotic anxiety, moral anxiety also develops in childhood related to punishment or threats of parents or another person who has authority if he or she commits an act that violates the norm.

### **c. Realistic Anxiety**

Realistic anxiety is the fear of real threats or dangers that exist in the environment or in the outside world. This danger comes from any environmental situation that threatens to harm the person, for example fear of poisonous snakes, armed people or dog bites.<sup>16</sup>

## **2. Learning Strategies**

Learning strategies are specific behaviors or thought processes that students use to enhance their own second language learning. The word strategy comes from the ancient Greek strategies, which means a step or action taken for the purpose of winning the war. The meaning of war from the word strategies has been lost but the meaning of the word strategy remains appropriate and more modern. Language learning strategies have been classified by many researchers. Such as describe by oxford. Oxford classifies language

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<sup>16</sup> Feist, J. *Theories of Personality: 7th Edition*. (USA: The McGraw-Hill Companies 2009)

learning strategies into two types, the first is direct and indirect strategies and which are further categorized into six groups. Direct strategies are strategies used by students by involving new languages directly, for example: guessing the meaning of the target language, producing sentences using the target language, such as memory strategies, cognitive strategies and compensation strategies. Meanwhile, the indirect strategy is a strategy that supports and manages language learning without involving the target language directly, such as metacognitive strategies, affective strategies and social strategies.<sup>17</sup>

**a. Direct Strategies**

- 1) Memory strategy is a technique used to remember more effectively, to retrieve and transfer information necessary for future language use. Memory strategies help students to start by remembering important information gathered from their learning. When information is needed for future use, this strategy helps students to retrieve information. For example, a semantic map of a group of nouns or verbs that shows the relationships between words.
- 2) Cognitive strategies use to help the students to manipulate the target language or task correctly by

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<sup>17</sup> O'Malley, J & Chamot, A. *Learning Strategies in Second Language Acquisition*. (Cambridge University 1990)

using all their processes. They include reasoning, analysis and drawing conclusion. Example, the use of drills to practice the language and the use of dictionary to find difficult words.

- 3) Compensation strategies are used by students to compensate for lost knowledge in the target language due to lack of vocabulary. This strategy helps students use the language for speaking and writing in the target language even when their vocabulary is limited. For example, the use of linguistic clues to explain meaning or by creating words for the use of linguistic clues to guess compensates for their lack of vocabulary.

#### **b. Indirect Strategies**

- 1) Metacognitive strategies are employed for managing the learning process overall. Among native English speakers learning foreign languages, Purpura found that metacognitive strategies had ‘a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion’.
- 2) Affective strategies are techniques to help students control their emotions, attitudes, motivations and values. These strategies help powerful influence on language learning because they allow the students to

manage their feelings, for example: students may use laughter to relax and praise to reward themselves for their achievements.

- 3) Social strategies, such as asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms help the learner work with others and understand the target culture as well as the language. Example: questioning for understanding or facts and work together with peers or speakers of the target language including native and native like speaker in order to upgrade their language skills.<sup>18</sup>

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<sup>18</sup>Oxford, R. *Language Learning Strategies: what every teacher should know*. University of AlaBama. (Boston. Heinle&Heinle publications, 1990)

## CHAPTER III

### RESEARCH METHOD

This chapter consists of research design, participant, research focus, data collection technique, data collection procedures, data analysis technique and thesis organization.

#### **A. Research Design**

The researcher used a descriptive qualitative research design for conducting this research. Descriptive qualitative research was a research method to explore and understand a central phenomenon. The researcher interviewed the participants by asking general questions then collected the information submitted by the participants, this information was usually in the form of words or text. Data in the form of words or text had analyzed. The results of the analysis was in the form of descriptions or in the form of themes. From the data, the researcher had made interpretations to capture the deepest meaning. After that the researcher made a personal reflection and explained it with the research of other scientists that had been made previously. The final result of the qualitative research was written in the form of a written report.<sup>19</sup> The data in this study were the results of interviews of the students who join listening class at Walisongo English department in the form of their responses, perspectives and suggestions in learning English especially listening skills.

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<sup>19</sup>Creswell, J. *Educational Research. Planning, conducting, and evaluating quantitative and qualitative research.* (Pearson- Prentice Hall, 2008).

## **B. Participants of the Research**

The participants of this research were 12 students who willing to take part in interview. The sampling technique of this research was purposeful sampling. In qualitative research, the object / participant was determined by the researcher (purposeful sampling), namely selecting the best person or place that can help us understand a phenomenon.<sup>20</sup> The reason for using the purposive sampling technique was because the participants take the listening course and study listening in English learning. This study took a listening class in the English department as the object of research because the class was considered capable of representing the desired population characteristics.

## **C. Research Focus**

The focus of this research was anxiety factor and strategy in learning listening. The object of this study came from 3<sup>rd</sup> semester of English Education Islamic State University Walisongo Semarang. While the participants came from various background, education and regions.

## **D. Data Collection Technique**

Data collection techniques were one of the main steps in research because the main purpose of research was actually to get the data. Without knowing the data collection techniques, the

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<sup>20</sup>Creswell, J. *Educational Research. Planning, conducting, and evaluating quantitative and qualitative research.* (Pearson- Prentice Hall, 2008).

researcher cannot get the data. In this research, the data will be collected through interview with the students in learning listening.

Interview was the main and the only technique in this research. In this case the interview had been the technique in collecting the data to get the result related an anxiety factors and the strategies in learning listening. The interview had conducted via WhatsApp online and the questions of interview was the Indonesia language with the semi structure interview so the researcher could get more deep data, the participant answered the questions by chat or voice note so it more flexible and easy for the participant to answer the interview questions clearly. The list of interview's questions was attached in the appendix.

#### **E. Data Collection Procedure**

The researcher collected the data from 12 members as a sample in this research. Here are the steps in conducting the research:

1. Asked the permission from the chief of class who lead the class to observe and conduct research.
2. After got the permission the researcher contacted the students to conduct the interview.
3. Next the researcher designed a research setting to make it easier to get the data needed related to the research indicators.
4. The researcher conducted the research by doing an interview with the 3<sup>rd</sup> semester students to obtain in-depth data about



anxiety factor and strategies to overcome the difficulty in learning listening.

5. Then, the researcher analyzed the participant answer.
6. Finally, the researcher found the result of this research.

## **F. Data Analysis Technique**

An analysis used in this research was an analysis based on John w. Creswell that there were six steps in data analysis and interpreting qualitative data: organize and preparing the data for analysis, reading or look at all the data. Start coding all of the data. Using codes to develop the description and theme, representative the findings in qualitative narrative, making an interpretation in qualitative research. The steps in analyzing data were explained as follow:

1. Organize and preparing the data for analysis, this step involved transcribing interview, optically scanned the material, typed up field notes, catalogued all of the visual material, and arranged the data into different types depending on the sources of information.
2. Reading or look at all the data, this first step provided a general sense of the information and an opportunity to reflect on its overall meaning.
3. Start coding all of the data, coding was the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the

margins. It involved taking text data or pictures gather during data collection.

4. Using codes to develop the description and theme, this analysis was useful in designing detailed descriptions for case studies, ethnography and narrative research project. Use the coding as well for generating a small number of themes or categories.
5. Representative the findings in qualitative narrative, the most popular approach was to use narrative passage to convey the findings of the analysis.
6. Making an interpretation in qualitative research of the findings or result, research might describe how the narrative outcome will be compared with theories and general literature on the topic.<sup>21</sup>

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<sup>21</sup>Creswell, J. *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). (Los Angeles: Sage. 2009)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter describes the types of listening anxiety factors and strategies in learning listening on English foreign student in listening class. Based on the questions of research, the researcher attempted to find out the listening anxiety factors and how students apply their learning strategies in learning listening to overcome the anxiety.

#### **A. Findings**

##### **1. EFL Students' Anxiety**

In this sub-chapter the researcher identified what types of EFL Students' of Walisongo State Islamic University anxiety as seen in the interview section. Based on the explanation above there were three types of anxiety. They were neurotic anxiety, reality anxiety, and moral anxiety. But in this research, the researcher couldn't find the example case of moral anxiety. Thus, there were only neurotic and reality types of anxiety present to find out EFL students' anxiety as depicted in interview that had been transcribe. Below was the explanation.

##### **a) Neurotic Anxiety**

Neurotic anxiety couldn't be controlled by the id. It's the feeling when people felt of has lost control of anger, sanity or even beyond common sense. Anxiety Neurotic was feeling scared if her misconduct and result in a punishment that would be received from others if they satisfied the instinct in their own way.

The first neurotic anxiety of Walisongo State Islamic University's EFL Students in the following quote.

Had a bad experience when **the time was up and there were still many questions that had not been done**

*(S01/001)*

The Student No. 1 had a bad experience in the learning listening where she couldn't follow the process of listening during the class. It was state that she was too focus with the certain question. She didn't realize that there were still other questions. So that she couldn't answer all the question given. Another example of neurotic anxiety was below;

**Losing concentration**, because you focus on number one

*(S04/004)*

The second example was not much different from the first example. Based on Feist's explanation in chapter II, one of the causes of neurotic anxiety was the lack of good self-control. It actually happened in this example. Student No. 4 was lose, or the researcher could assumed they tend to lose their concentration when they were too focused on certain question. This could be happened because she was too curious about the answer in that number or might for other reasons.

The neurotic anxiety of EFL Students also shown when they were feeling panic and fear for something that has not necessarily happened. Examples of panic and fear were quite often found in the interview in this study. There were internal and external factors that cause fear to arise. Some very clear examples of fear and panic have been described by the researchers below, and others can be seen in the appendix.

**Unfavorable atmosphere and a sense of being chased by time**

*(S05/004)*

Fear of not being able to hear the conversation/audio clearly because our **mother-tongue is different** and it is not easy to hear and understand well.

*(S06/001)*

Yes, **when a teacher/lecturer who is considered a killer** teaches listening it will be more worrying than a teacher/lecturer who is known to be calm

*(S10/003)*

Sometimes, especially **if the lecturer walks around while I'm working on an assignment**, especially if **the lecturer is standing next to me** and looking at my answer sheet, **I feel like I'm being judged.**

*(S12/003)*

**Fear of being wrong makes it difficult for me to answer questions**, because when I am afraid of being wrong, I will think about what grammar or words I should use so that it makes me feel nervous

*(S12/005)*

Based on the five best examples that the researcher has mentioned above, all of them have a main key point which was unreasonable fears and panics. They were afraid of something that may not happen. This usually happened because of the suggestion that occurs in a stimulus. As in the excerpt of the example '**when a teacher/lecturer who is considered a killer**' the student did not see or experience it directly, but knowing it from his/her surroundings. Another example was '**if the lecturer walks around while I'm working on an assignment. I feel like I'm being judged**' lecturers didn't always judge them, the lectures might just supervising the exam.

Moreover '**Fear of being wrong makes it difficult for me to answer questions**' and '**a sense of being chased by time**' were vivid examples of fear of losing self-control. Everyone, in this case the student, got the same amount of time. In addition, the fear of the wrong answer was unnatural because every student must have experienced the wrong answer during an exam, regardless of the type of exam. So it was clear that those were all examples of unwarranted fear.

Yes. When, I was being asked to do a listening exercise in one of the listening courses, at that time the audio was played only once, **and hearing the audio played only once, made my mind**

**unfocused.** As a result, when I was working I felt confused, between hearing and focus could not be united. Finally I did the exercise as best as I could and as best I could. And the value you get is not what you want.

*(S08/002)*

The student in the example above was unable to answer the question due to the audio only played once. Thus, she felt confused between hearing and understanding the question. As the result she felt disappointed with herself, even if she got it over well. She tries as hard as she can not to miss the audio so that way she was just too focus on hearing the audio which that was only played once and ignoring the fact that she also needs to understand what it was being asked in the question, even if she realize about it. Neurotic anxiety was defined as an apprehension about an unknown danger. This feeling itself existed in the ego, but it origins from id impulses.

#### **b) Reality Anxiety**

In everyday life, this type of anxiety can be called as fear. Realistic anxiety was reality anxiety or fear, or fear of external dangers. Reality anxiety or anxiety due to reality that had been experienced. It was felt when the experience threatens the existence of someone's life, because someone was not able to handle it at that time then what was called stress then happens. Realistic or objective anxiety dictated how we behave in the face of danger. Not infrequently the fear that stems from this

reality becomes extreme for the sufferer. An example of this reality anxiety can be seen below

What makes listening anxious is when **we don't know the meaning of the vocab and we miss to listen when the audio is running**

*(S01/001)*

It is difficult to understand the material because the material presented is sometimes not very clear and **lacks mastery of the language**

*(S05/002)*

**Lack of understanding of the material**

*(S06/003)*

The things that make it difficult for me to answer include **not understanding the contents of the dialogue** and also not hearing the dialogue clearly

*(S07/003)*

**The sound of the speaker is not clear**

*(S02/001)*

**The sound system is not very good quality**, so it bothers me to comprehend all the things the speakers say about

*(S03/001)*

Realistic anxiety was anxiety experienced by characters that are real. In everyday life, this anxiety could be called as fear. Feelings of fear of external dangers that can threaten the existence of one's life. The feeling of fear that arised when you find yourself in a state of danger that comes from outside was called realistic anxiety. There were examples of excerpts from the speaker's speech who feel anxious/worried because they did not know the meaning of the vocabulary spoken. In the data above, it can be analyzed that EFL students at Walisongo State



Islamic University Semarang experience realistic anxiety. Lack of vocabulary which resulted in failing to understand the context of the dialogue that was heard made students feel afraid. In addition, there were certain language accents that make EFL students more anxious in participating in listening learning.

**The accent used by the speaker**, especially the British Accent

*(S03/005)*

Difficulty in the material if it is in a **long conversation and the accent is different (British)**  
*(S04/003)*

I have a hard time listening to **native speakers that are too fast**

*(S09/001)*

So in the listening class, **we were treated to some records from several native speakers and questions about them. Due to the unclear pronunciation, it sometimes makes me lose focus on answering some of the questions**

*(S11/004)*

Realistic anxiety analysis was increasingly clear when EFL students were faced with certain accents, most of them think that accents, especially British accents, complicate their understanding of what was being discussed in the dialogue. The presence of this accent in several conversational dialogues that were heard to students made them even more afraid or anxious because the pronunciation of vocabulary with accents in its

considered much faster than pronunciation without an accent. **‘Long conversation and the accent is different (British)’** and **‘Native speakers that are too fast’** were and conversation with accents, especially British accents, which can be quite intimidating for students. The complete data could be seen on appendix.

### **Distraction from friends sitting around me**

*(S02/004)*

There are **annoying friends, the sound system is not working, and the place is not comfortable.** These three things are the main problems that make me lose concentration during listening class

*(S03/005)*

### **Noisy friends or too crowded atmosphere**

*(S06/004)*

**Sound interference from outside,** for example, in listening to a conversation, suddenly there is music or the sound of a vehicle

*(S10/005)*

I try to focus but sometimes **the unfavorable surroundings** can break my concentration

*(S12/006)*

Besides the lack of vocabulary and accents, technical disorders also affected the level of anxiety of EFL students when learning listening such as audio that was not clear, sitting position that was too far from the center of the sound, noise from outside the room, and also several other things that the researcher mentioned above. For more details, see the appendix. Obviously distractions from the surrounding environment also affect their level of

understanding during the class because it can reduce the level of student focus during the lesson.

**Yes. Lecturers who only continue to give listening practice without giving an explanation afterward make me worried** about improving my listening skills

*(S08/003)*

During the interview process, there were several students who mentioned that the ‘Teacher’ was also a factor in their anxiety in learning listening. Some of them said that the teacher did not explain the material in detail so that students did not get a sufficient understanding of listening skills. In addition, students sometimes felt worried if, during class, the teacher called his/her name to provide answers to questions asked. This was because students do not fully understand the material being taught. Often the teacher only played the audio once or twice and at the end of the class only gave the correct answer without explaining the reason why the answer given was the correct answer.

## **2. EFL Students’ Learning Strategy**

### **a) Direct Strategy**

#### **1) Memorizing Strategy**

**Multiply learning or know vocab**, and often practice questions from books or from the web

*(S01/005)*

Based on the results of interviews conducted by researchers, there was only one case of learning strategy which was a memorizing strategy. From the answers given by this student, he was more likely to increase his vocabulary by studying new vocabulary every day. It was clear that this was the same as the memorization strategy which was identical to increasing the vocabulary.

## 2) Cognitive Strategy

This cognitive strategy was most commonly found during the interview process. There were as many as 17 cases found. For more details, it can be seen in the appendix, because below the researchers only take a few examples.

Overcome my anxiety, **practice listening to a lot of speech, conversation** in any accent

*(S04/006)*

By **practicing, listening** to music and **learning** the lyrics well for example

*(S06/006)*

Learn more about listening. **Do a lot of exercise, often listen to native speaker conversations, and expand vocabulary**

*(S08/008)*

**Skip some difficult words** without thinking about them

*(S09/006)*

**Watching movies** to get used to the pronunciation or accent, repeating the material that needs to be heard

(S10/007)

**Reading the text** of the material to be discussed or **often repeating the audio learned**

(S10/008)

Yes, of course I have to **learn more listening tips itself**, so outside of class I listen to English music or watch movies

(S11/006)

The reason why this cognitive learning strategy mostly used by EFL students was because this strategy enables students to understand and produce new language in many different meanings. Improving pronunciation by doing repetition, understanding the context of using vocabulary by watching videos, movies, listening to songs were the examples of cognitive strategy activities. From some of the data that the researcher showed above, it can be generalized that students usually do repeating listening to conversations, practicing whether it's listening or conversation and also watching videos or English movies to find out the correct pronunciation. In essence, all the activities carried out are to get used to listening to English.

### 3) **Compensation Strategy**

The compensation strategy was found only once in this study during the interview, the same as the previous strategy which was the memorizing strategy. It was stated:

Once, because the directions given could not be heard properly, so I used my own logic to answer it

*(S10/006)*

This strategy helped students overcome gaps in knowledge so that students can communicate authentically. Switching to mother tongue, using mime or gesture, and using synonyms were the examples of compensation strategy. In this case, students used adjusting the message using his past experience to understand the message in what he heard in the conversation.

## **b) Indirect Strategy**

### **1) Metacognitive Strategy**

Below showed some examples of metacognitive strategy. The researcher only took some examples due to not all the data found could exactly represent metacognitive strategy. But below was the closest example to how metacognitive strategy really was. For the complete data, it can be seen in appendix.

Have **used personal experience** because when the question is correlated and relevant, it can be an answer when there is time for a question and answer session

*(S01/004)*

The easiest way is **to practice, keep listening** until you **memorize** the tips in listening

*(S04/007)*

Yes. Because **personal experiences are easy to remember, and usually auto-apply** so that we can immediately find out the listening answer, if it is a personal experience

*(S08/006)*

Yes. Because I think **the listening material is still related to what I knew** about it before

*(S09/004)*

There were four statements of metacognitive strategy. Most of them was basically talking about past their past experience. Based on Fiest's explanation on the chapter II, the specific strategy of metacognitive strategy were finding out language learning, self-evaluating, and self-monitoring. From all the example above, all students used their own personal experience. They used their personal experience and self-understanding of which certain activities that matched best with his/her, in this case was a learning experience, to be applied in self-learning listening skills. They certainly carried out an adaptation process to apply their previous way of learning in the current materials, which may be a different material. This was a clear example of self-learning and self-monitoring which were the specific strategies of metacognitive strategy.

## 2) **Affective Strategy**

This affective strategy was the second most commonly strategy after cognitive strategy found during the interview process. There were 10 cases

found. For more details, it can be seen in the appendix, because below the researchers only take a few examples which most related with affective strategy.

**Motivate myself, surround myself with those who like to study too**

*(S02/005)*

When **the mood is good**

*(S03/007)*

Try to focus and **forget the time**

*(S05/006)*

By thinking and **having the mindset** that listening is not difficult

*(S06/005)*

**Convince yourself** to relax and enjoy the class

*(S07/005)*

**Learning can be interspersed with casual talk, such as joking and others.** Or occasionally listening to music can relax learning activities

*(S08/007)*

Start learning with a **relaxed brain state** so that you can receive learning easily and **comfortably without rushing**

*(S09/005)*

Affective strategy enabled students to control their emotions and attitudes toward learning. Taking a deep breathe, staying positive, self-motivating, and taking some relaxation were the specific strategy of affective strategy. The examples above showed that there were some students motivated and convinced by saying a positive statement themselves that learning



listening English was easy which encouraged them to be more confidence in listening English conversation. While the others were slowing down their speed in learning listening so they can start it again with a fresh brain. Therefore, they were concluded as the affective strategy.

### 3) **Social Strategy**

In this research, the researcher only found two cases of students using social strategy as they learning strategy. Thus, below was the presentation of all of the social strategy in this research.

Motivate myself, **surround myself with those who like to study too**

*(S02/005)*

First of all we need to increase our vocabulary savings, get used to hearing conversions in English such as video conversions or watching English films. Listen to English songs then rewrite the lyrics. **We can also practice directly by talking to other people in English to practice listening and speaking skills.**

*(S07/006)*

This was a strategy that could help students to be able to communicate or interact with many people by giving them opportunity to practice their listening in the real context. This strategy might work well if the skill which want to be master was speaking, but in this case was listening. Which was why this strategy was rarely being used. Surrounding themselves with

the people who want to gain a better listening skill, practicing listening outside of the class with people who had the same motivation in pair or even small group were the example of social strategy. Student number 2 said that **‘surround myself with those who like to study too’**. It means that practicing listening with people who had the same motivation and purpose was done by her. While another one said that **‘We can also practice directly by talking to other people in English to practice listening and speaking skills’**. It also means that student number 7 often had a conversation in English to improve her listening skill, to enable her heard any kind of pronunciation with any kinds of accents.

## **B. Discussions**

In this part the researcher discussed deeper about the EFL Students’ anxiety and their learning strategy to reduce their anxiety. The first discussion was students’ anxiety. The second was the students’ learning strategy. Below was the discussion.

### **1. EFL Students’ Anxiety**

In this parts the researcher explained the discussion of students’ listening anxiety. The data took by the researcher through interview. And the researcher itself acted as the instrument. The aim of this research was to know the dominant

anxiety occurred, to know the types of anxiety mostly faced by the EFL students' during listening class.

Based on the data gained during interview, every student has similar anxiety in the listening class, which were neurotic and reality anxiety. The researcher used Fiest's theory in 2021 to identify the types of anxiety faced by the student namely neurotic anxiety, reality anxiety, and moral anxiety. But the researcher only found two types of anxiety which were neurotic and moral anxiety. This might happened as the meaning of moral anxiety itself was for having super good egos tend to feel guilt or shame if they do or think something that is against morals. Which was why moral anxiety didn't happen in a classroom context, but in the social life context.

The most common anxiety faced by students during listening class was reality anxiety. All of student who take part in this research faced this type of anxiety. The factors that caused this anxiety was diverse. The first factors was lack of vocabulary. Students, especially EFL students even in the higher level of learners, were still have limited vocabulary. This was because in Indonesia English was a Foreign Language. Thus, English was not being used in the daily communication, but only in the classroom especially English class. Therefore, EFL students were rarely practice their English skills. This also impacted to their understanding of vocabulary meaning and using. In short, students didn't get used to it.

The other factor was the sound system that was bad quality which impact it didn't sound well and clear. Listening lessons relied heavily on the audio system. No matter how smart the student was, if the audio system was not good and clear, it will be difficult to listen to, so the possibility of not being able to catch the idea or topic being discussed tends to be high. In addition to the audio system, which adds to their fear was also the environment around them. Annoying friends, uncomfortable classrooms because of full of students, sitting positions that was far from the sound source, and also noises from the outside. These things certainly had an impact on each other so that students sometimes feel anxious and afraid when attending listening class.

The last but not least, the factor that causes EFL students to feel anxious and afraid of listening class was the native speaker accent. It is normal for certain accents to have a unique pronunciation from other accents, for example the British accent. Several EFL students in this study complained that the audio was played using a British accent. According to them, British accents have fast pronunciation and often use unfamiliar vocabulary, so they had difficulty to get the key words and understanding the conversations that are heard.

In addition to reality anxiety, neurotic anxiety is also quite common in some students in this study. This anxiety happened mostly because of students' bad experience especially when they were being told that learning listening

was hard to do, need a fully concentration, thoughts of always stuck in certain question due to didn't hear clearly the audio, boring activity, and also a sense of chased by the time during listening class. Those thoughts were not certainly happen when learning listening.

Stereotypes about lecturers also affected students' anxiety and fear. Some stereotypes or assumptions that certain lecturers were a killers or strict persons impacted on increasing the anxiety of students, especially if the listening class was taught by the lecturer who was considered a killer. Sometimes students also feel that they were being judged if when a listening test or class, there was a lecturer who was walking around the class, looking at students' answers, and sometimes standing next to students. This tends to make students lose their concentration because of the stereotype. Which was for sure the thought was not certain to be true and not certain to happen. Students tend not to have self-control if they experience this neurotic anxiety.

## **2. EFL Students' Learning Strategy**

This part was answering research question number two which investigating what the students do or what their learning strategy to overcome their anxiety. All of the strategies was being used by the students. The most common strategy used by students was cognitive strategy, then followed by affective strategy, metacognitive, social, memorize, and compensation.

To overcome their anxiety during learning listening, EFL students mostly used cognitive strategy. There were seventeen data found during interview section. The specific strategy of cognitive strategy were practicing listening in many different accents through song, videos, movies, and conversations. Some students practice differently with others. Based on the data found, there were students who practice listening through direct conversation. There were also those who practice listening through reading books aloud. Moreover, there were students who improve their listening skills by watching English movies, songs, and videos. Knowing the listening tips and identify words such as similarities and differences which are also done by a student.

The main reason, why this cognitive strategy was the most common strategy used by students, was because listening was a skill not a comprehension. Thus, practicing was the easiest and fastest way to get the skill. And the type of practicing used by all the student, who took part in this research was, repeating and practicing naturalistically.

Self-motivating, self-reward, and understanding their abilities was also essential, according to the interviewees, to make them stay to keep them learning listening regularly. That was why affective strategy was the second most frequently used by students. Having a lot of practicing (cognitive strategy) was certainly not an easy thing for students to do regularly. So sometimes students do self-motivation by making friends with

high-motivated people, having a mindset that listening was easy, etc. Self-reward was done by taking a break if you feel bored even though it's not finished yet. Listening to L2 could give much anxiety to the students. Therefore, it was very important for students to be able to control their emotions and attitude because those could make language learning more efficient and fun.

Metacognitive and social strategies, even if only a few cases, were also being used by the students to overcome their anxiety toward learning listening. Metacognitive and social strategies were very important to learners that it could enable them to find many new things in their L2 especially the vocabulary that are unfamiliar, new rules of using certain word contextually, getting real examples in real life definitely could make leaning L2 especially listening skill be easier, more enjoyable, and more effective.

Learning listening skill required students to have a lot of vocabulary. However, the memorization technique was not an effective activity to do, especially for university level of students, to have lot of vocabulary. So that the memorization strategy was not done by many students. It could be seen that there was only one data found. Similar with the compensation strategy, only one data was found. Because basically the compensation strategy was a switching-code. Obviously this was not effective for mastering a skill, especially listening skill.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter provides the conclusion of this research. This conclusion to the answers of the research questions that have been presented by the researcher in the previous chapter. In the other side, this chapter also provides the suggestion that the researcher gives for the next researcher.

#### **A. Conclusion**

In this part, the researcher presents some conclusion of the research of students' anxiety and learning strategy. After the researcher analyzed the data, the researcher got the following points:

1. There were two kinds of anxiety out of three types of anxiety stated by Fiest which faced by students, they were neurotic anxiety and reality anxiety. The most common anxiety was the reality anxiety which students usually feel anxious due to lack of vocabulary, didn't know the meaning, native speaker who usually speak fast, the accent that sounds unfamiliar to them, and the last was a bad audio system. While neurotic anxiety happened because of students bad experience toward listening class, and some stereotypes about the lecturers.
2. There were six learning strategy, they are memorizing, cognitive, compensation, affective, metacognitive, and social strategy. All of them was being used by the students to overcome their anxiety in learning listening. The most common strategy used by students was cognitive strategy, then followed



by affective strategy. The next was metacognitive and social strategy. Finally the strategy that rarely being used by students was memorize and compensation strategy.

## **B. Suggestion**

Based on the conclusion above, anxiety was important to know, and having an understanding about how to overcome it was also essential. So the researcher come out with the following suggestions:

1. To the Readers

The readers can use this study as a reference for a similar study. They can make the use of the methodology for further research.

2. To the Lecturers

Since the results of this study show that the student faced some anxiety during learning and they also have some strategy to be applied for themselves, the lecturers also can be aware of this issues and can facilitate them to be more comfortable in learning many things.

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# **APPENDIX**

## Appendix 1: Interview Question

### List of Interview Question

NO.	QUESTIONS
1.	Apa yang membuatmu cemas ketika sedang belajar/mengikuti kelas listening ?
2.	Apakah kamu memiliki pengalaman buruk dalam kelas listening, jelaskan?
3.	Apakah guru atau dosen mempengaruhi kecemasanmu saat belajar, jelaskan?
4.	Apa saja kesulitan dalam mendengarkan materi?
5..	Apa yang membuat Anda kesulitan menjawab pertanyaan dari pembicara selama mendengarkan?
6.	Apa yang membuat Anda kehilangan konsentrasi selama pemahaman mendengarkan?
7.	Apakah Anda pernah menggunakan pengalaman pribadi atau latar belakang pengetahuan untuk menjawab pertanyaan dalam menyimak? Mengapa?
8.	Bagaimana caramu agar pembelajaran lebih rileks?
9.	Bagaimana caramu untuk mengatasi kecemasan dalam mempelajari listening?
10.	Menurutmu bagaimana cara termudah dalam mempelajari listening?

## Appendix 2: Interview Data

Students 1: Alma Ikhtiara (1703046014)

Code	Data	Types of Anxiety	Learning Strategies
S01/001	What makes listening anxious is when <b>we don't know the meaning of the vocab and we miss to listen when the audio is running</b>	Realistic Anxiety	-
S01/002	Had a bad experience when <b>the time was up and there were still many questions that had not been done</b>	Neurotic Anxiety	-
S01/003	Difficulty when answering questions. <b>Do not know the meaning and purpose of the question due to limited vocabulary</b>	Realistic Anxiety	-
S01/004	Have <b>used personal experience</b> because when the question is correlated and relevant, it can be an answer when there is time for a question and answer	-	Metacognitive Strategy

	session		
<b>S01/005</b>	<b>Multiply learning or know vocab</b> , and often practice questions from books or from the web	-	Memorize Strategy
<b>S01/006</b>	<b>Practicing more listening questions</b> , so that we can <b>hone</b> our hearing tools and increase vocab	-	Cognitive Strategy

**Students 2:** Ofillya Hersafanti (1703046125)

<b>Code</b>	<b>Data</b>	<b>Types of Anxiety</b>	<b>Learning Strategies</b>
<b>S02/001</b>	<b>The sound of the speaker is not clear</b>	Reality Anxiety	-
<b>S02/002</b>	<b>Pronunciation speed</b>	Neurotic Strategy	-
<b>S02/003</b>	<b>Distraction from friends sitting around me</b>	Reality Anxiety	-
<b>S02/004</b>	Yes. I use it when <b>the topics discussed in the recording are the same as my knowledge</b>	-	Cognitive Strategy
<b>S02/005</b>	<b>Motivate myself, surround myself with</b>	-	Affective and Social



	<b>those who like to study too</b>		Strategies
<b>S02/006</b>	<b>Take a deep breath.</b> Because by doing this, I can be more relax in both listening and thinking	-	Affective Strategy
<b>S02/007</b>	<b>Always practice</b> (by listening music, news etc), watch western movie with the english subtitle, singing while listening and watching the lyrics	-	Cognitive Strategy

**Students 3:** Ofillyta Hersafanti (1703046124)

<b>Code</b>	<b>Data</b>	<b>Types of Anxiety</b>	<b>Learning Strategies</b>
<b>S03/001</b>	<b>The sound system is not very good quality,</b> so it bothers me to comprehend all the things the speakers say about	Reality Anxiety	-
<b>S03/002</b>	Yes, during the exam. <b>The only bad experience is the quality of the sound system</b>	Neurotic Anxiety	-

<b>S03/003</b>	<b>My uncooperative ears</b> (maybe)	Neurotic Anxiety	
<b>S03/004</b>	<b>The accent used by the speaker,</b> especially the British accent	Realistic Anxiety	
<b>S03/005</b>	There are <b>annoying friends, the sound system is not working, and the place is not comfortable.</b> These three things are the main problems that make me lose concentration during listening class	Reality Anxiety	
<b>S03/006</b>	<b>Listening practice outside of listening</b>	-	Cognitive Strategy
<b>S03/007</b>	When <b>the mood is good</b>	-	Affective Strategy

**Students 4:** Sabrina Azka A. (1703046109)

<b>Code</b>	<b>Data</b>	<b>Types of Anxiety</b>	<b>Learning Strategies</b>
<b>S04/001</b>	What makes you anxious when you <b>miss listening</b> and is not clear when listening in conversation	Neurotic Anxiety	-

<b>S04/002</b>	Difficulty in the material if it is in a <b>long conversation and the accent is different (Brittish)</b>	Realistic Anxiety	-
<b>S04/003</b>	The difficulty is if you are <b>too fast</b> and you miss like focusing on number 1, it turns out that you have continued to the next number	Realistic Anxiety	-
<b>S04/004</b>	<b>Losing concentration</b> , because you focus on number one	Neurotic Anxiety	-
<b>S04/005</b>	<b>To be more relaxed, listen to English songs often</b>	-	Affective and Cognitive Strategies
<b>S04/006</b>	Overcome my anxiety, <b>practice listening to a lot of speech, conversation</b> in any accent	-	Cognitive Strategy
<b>S04/007</b>	The easiest way is <b>to practice, keep listening</b> until you <b>memorize</b> the tips in listening	-	Metacognitive Strategy

**Students 5:** Meli Ana Syam (1703046016)

Code	Data	Types of Anxiety	Learning Strategies
S05/001	Yes, got a bad score because <b>the audio can't be heard clearly</b> when sitting in the very back	Realistic Anxiety	-
S05/002	It is difficult to understand the material because the material presented is sometimes not very clear and <b>lacks mastery of the language.</b>	Realistic Anxiety	-
S05/003	<b>Can't listen clearly</b> , audio repeats <b>only twice</b> , time is <b>limited, accent is not clear</b>	Neurotic and Reality Anxiety	-
S05/004	Unfavorable atmosphere and <b>a sense of being chased by time</b>	Neurotic Anxiety	-
S05/005	<b>Regulate the breath to be more relaxed</b> and try to focus on the material	-	Affective Strategy
S05/006	Try to focus and <b>forget the time</b>	-	Affective Strategy
S05/007	<b>Always practice</b> listening	-	Cognitive Strategy

**Students 6:** Nur Cholifah Zahrotul Muna (1803046082)

<b>Code</b>	<b>Data</b>	<b>Types of Anxiety</b>	<b>Learning Strategies</b>
<b>S06/001</b>	Fear of not being able to hear the conversation/audio clearly because our <b>mother-tongue is different</b> and it is not easy to hear and understand well.	Neurotic Anxiety	-
<b>S06/002</b>	<b>Clarity of speech</b> and when <b>we do not have adequate vocabulary</b> , there will also be difficulties in capturing what words/sentences are spoken in the audio	Reality Anxiety	-
<b>S06/003</b>	<b>Lack of understanding of the material</b>	Reality Anxiety	-
<b>S06/004</b>	<b>Noisy friends or too crowded atmosphere</b>	Reality Anxiety	-
<b>S06/005</b>	By thinking and <b>having the mindset</b> that listening is not difficult.	-	Affective Strategy
<b>S06/006</b>	By <b>practicing, listening</b> to music and <b>learning</b> the	-	Cognitive Strategy

	lyrics well for example		
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**Students 7:** Salwa Dewi Nurrohmah (1703046085)

<b>Code</b>	<b>Data</b>	<b>Types of Anxiety</b>	<b>Learning Strategies</b>
<b>S07/001</b>	Once, when my <b>sitting position was far</b> from the speaker so that I could not clearly hear the convention that was being heard by the lecturer. This made me feel left out and did not understand the conversation and could not answer the questions properly.	Realistic Anxiety	-
<b>S07/002</b>	Yes, sometimes. Mostly I am not too worried about the lecturers/teachers but <b>there are times when I feel uncomfortable with certain teachers/lecturers</b> so that the listening class becomes not very interesting	Neurotic Anxiety	-
<b>S07/003</b>	The things that make it	Realistic	-

	difficult for me to answer include <b>not understanding the contents of the dialogue</b> and also not hearing the dialogue clearly.	Anxiety	
<b>S07/004</b>	What makes me lose concentration when listening is the <b>noisy surrounding conditions or the inadequate sound quality of the speakers</b>	Realistic Anxiety	-
<b>S07/005</b>	<b>Convince yourself</b> to relax and enjoy the class	-	Affective Strategy
<b>S07/006</b>	First of all we need to <b>increase our vocabulary savings, get used to hearing conversions in English</b> such as video conversions or watching English films. <b>Listen to English songs then rewrite the lyrics.</b> We can also practice directly by <b>talking to other people in</b>	-	Cognitive and Social Strategy

	<b>English</b> to practice listening and speaking skills.		
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**Students 8:** Maisyaroh Rahmatun Nisa (-)

<b>Code</b>	<b>Data</b>	<b>Types of Anxiety</b>	<b>Learning Strategies</b>
<b>S08/001</b>	<b>Audio that is too fast</b> makes me worried in learning listening	Realistic Anxiety	-
<b>S08/002</b>	Yes. When, I was being asked to do a listening exercise in one of the listening courses, at that time the audio was played only once, <b>and hearing the audio played only once, made my mind unfocused.</b> As a result, when I was working I felt confused, between hearing and focus could not be united. Finally I did the exercise as best as I could and as best I could. And the value you get is	Neurotic Anxiety	-



	not what you want.		
<b>S08/003</b>	Yes. <b>Lecturers who only continue to give listening practice without giving an explanation afterward make me worried</b> about improving my listening skills	Realistic Anxiety	-
<b>S08/004</b>	<b>Explanation of material that is too fast,</b> or convoluted is very difficult to understand	Realistic Anxiety	-
<b>S08/005</b>	<b>Loss of concentration</b>	Neurotic Anxiety	-
<b>S08/006</b>	Yes. Because <b>personal experiences are easy to remember, and usually auto-apply</b> so that we can immediately find out the listening answer, if it is a personal experience	-	Metacognitive Strategy
<b>S08/007</b>	<b>Learning can be interspersed with casual talk, such as joking and others.</b> Or occasionally	-	Affective Strategy

	listening to music can relax learning activities		
<b>S08/008</b>	Learn more about listening. <b>Do a lot of exercise, often listen to native speaker conversations, and expand vocabulary</b>	-	Cognitive Strategy
<b>S08/009</b>	By <b>practicing focus and often listening to English conversations</b> both from films and hearing them directly	-	Cognitive Strategy

**Students 9:** Khaerotun Nisa (1803046071)

<b>Code</b>	<b>Data</b>	<b>Types of Anxiety</b>	<b>Learning Strategies</b>
<b>S09/001</b>	I have a hard time listening to <b>native speakers that are too fast</b>	Realistic Anxiety	-
<b>S09/002</b>	<b>Pronunciation speed,</b> vocabulary that is difficult or <b>even never heard</b>	Realistic Anxiety	-

<b>S09/003</b>	<b>Still focused on questions or texts that were missed before</b>	Neurotic Anxiety	-
<b>S09/004</b>	Yes. Because I think <b>the listening material is still related to what I knew</b> about it before	-	Metacognitive Strategy
<b>S09/005</b>	Start learning with a <b>relaxed brain state</b> so that you can receive learning easily and <b>comfortably without rushing</b>	-	Affective Strategy
<b>S09/006</b>	<b>Skip some difficult words</b> without thinking about them	-	Cognitive Strategy
<b>S09/007</b>	<b>Concentrate and practice listening often</b> so that our ears are familiar with native speakers	-	Cognitive Strategy

**Students 10:** Sugiyanto (1803046055)

<b>Code</b>	<b>Data</b>	<b>Types of Anxiety</b>	<b>Learning Strategies</b>
<b>S10/001</b>	<b>Pronunciation that is difficult</b> to follow	Realistic Anxiety	-

<b>S10/002</b>	Yes, <b>I was told to spell the word 'thought' but instead I spelled 'through'</b> and because <b>the pronunciation of the example is not clear</b> so I still spell 'through'	Neurotic Anxiety	-
<b>S10/003</b>	Yes, <b>when a teacher/lecturer who is considered a killer</b> teaches listening it will be more worrying than a teacher/lecturer who is known to be calm	Neurotic Anxiety	-
<b>S10/004</b>	Her <b>pronunciation feels foreign or unfamiliar</b> with her accent	Realistic Anxiety	-
<b>S10/005</b>	<b>Sound interference from outside</b> , for example, in listening to a conversation, suddenly there is music or the sound of a vehicle	Realistic Anxiety	-
<b>S10/006</b>	Once, <b>because the directions given could not be heard properly</b> , so I	-	Compensation Strategy

	<b>used my own logic to answer it</b>		
<b>S10/007</b>	<b>Watching movies</b> to get used to the pronunciation or accent, repeating the material that needs to be heard	-	Cognitive Strategy
<b>S10/008</b>	<b>Reading the text</b> of the material to be discussed or <b>often repeating the audio learned</b>	-	Cognitive Strategy

**Students 11:** Adib Kafabih (1703046030)

<b>Code</b>	<b>Data</b>	<b>Types of Anxiety</b>	<b>Learning Strategies</b>
<b>S11/001</b>	<b>Actually it comes from boredom.</b> In the listening class, each meeting only discusses the same thing, only listening and answering questions. From there, my anxiety arises because I am afraid that I will not be able to develop English listening skills	Neurotic Anxiety	-

<b>S11/002</b>	Lecturers are very influential, <b>how they can create a learning atmosphere that is not monotonous</b> is very important	Realistic Anxiety	-
<b>S11/003</b>	Sometimes <b>the pronunciation that native speakers say</b> doesn't sound clear	Realistic Anxiety	-
<b>S11/004</b>	So in the listening class, <b>we were treated to some records from several native speakers and questions about them. Due to the unclear pronunciation, it sometimes makes me lose focus</b> on answering some of the questions	Realistic Anxiety	-
<b>S11/005</b>	I just relax, sometimes while following my learning while <b>sitting in a comfortable position</b>	-	Affective Strategy
<b>S11/006</b>	Yes, of course I have to	-	Cognitive

	<b>learn more listening tips itself</b> , so outside of class I listen to English music or watch movies		Strategy
<b>S11/007</b>	By <b>listening to English words that you can do everyday</b> . For example, listening to music. We can do it anywhere & anytime	-	Cognitive Strategy

**Students 12:** Nida Aya Sofia (1703046001)

<b>Code</b>	<b>Data</b>	<b>Types of Anxiety</b>	<b>Learning Strategies</b>
<b>S12/001</b>	<b>Can't catch clearly</b> the pronunciation of the audio. <b>Audio that does not support</b> (the resulting sound is not clear). <b>Disturbances</b> from outside, such as a less conducive room atmosphere, causing the focus to be divided	Realistic Anxiety	-
<b>S12/002</b>	Yes, when I took a test, <b>the audio was not clear</b> , like it was stuck, <b>so I had a hard</b>	Realistic Anxiety	-

	<b>time understanding</b> what I wanted to convey		
<b>S12/003</b>	Sometimes, especially <b>if the lecturer walks around while I'm working on an assignment</b> , especially if <b>the lecturer is standing next to me</b> and looking at my answer sheet, <b>I feel like I'm being judged.</b>	Neurotic Anxiety	-
<b>S12/004</b>	Sometimes <b>I have trouble capturing the speaker's pronunciation</b> so it can cause misunderstandings.	Realistic Anxiety	-
<b>S12/005</b>	<b>Fear of being wrong makes it difficult for me to answer questions</b> , because when I am afraid of being wrong, I will think about what grammar or words I should use so that it makes me feel nervous	Neurotic Anxiety	-
<b>S12/006</b>	I try to focus but sometimes <b>the unfavorable surroundings</b> can break	Realistic Anxiety	-



	my concentration		
<b>S12/007</b>	Just relax	-	Affective Strategy
<b>S12/008</b>	<b>Doing exercises, by often listening to audio or watching English videos</b> so that little by little they are able to understand and catch pronunciation from native speakers	-	Cognitive Strategy
<b>S12/009</b>	<b>Often watch English-language shows</b>	-	Cognitive Strategy

## Appendix 3: Curriculum Vitae

### CURRICULUM VITAE

#### A. Identity

1. Name : Gigih Bramantya
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#### B. Educational Background

1. Elementary School : SD Karang Asem Utara Batang
2. Junior High School : SMP Mahad Islam Pekalongan
3. Senior High School : SMA Diponegoro Petarukan
4. University : UIN Walisongo Semarang

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**Gigih Bramantya**

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