

**Foreign Language Anxiety in Listening:**

**A Survey on EFL students**

*A Skripsi*

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Yogyakarta, May 24, 2018



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**Motto**

**教育者，非为已往，非为现在，而专为将来。**

**所以、如果你努力学习你能成功**

**“Education is not for the past, not for the present, but particularly for the  
future. So, if you are study hard, you can be successful”**

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### Abstract

Listening is important in language learning, including in English classroom. However, activity in listening might lead to some problems for English Foreign Language (EFL) students. One of them is listening anxiety. This research aimed to investigate foreign language anxiety in listening among English Department students in a private university in Yogyakarta. There are two research questions proposed by the researcher. The first is ‘what are the characteristics of listening anxiety among EFL students?’ and the second is ‘what are the factors of listening anxiety among EFL students?’. To answer the research questions, the researcher employed a quantitative research methodology. A questionnaire was used as an instrument to gather the data. The questionnaire to gather information about characteristics of listening anxiety was adopted from Stawiarska (2013) while questionnaire to investigate factors of listening anxiety was adopted from Kim(2000). The researcher involved a total sampling of 217 students of batch 2017 as respondents and the questionnaire was distributed to the respondents through online media of Whatsapp and Line. This research revealed that characteristics of listening anxiety showed by the students are that students rarely felt confused, panic, blank, tense, stress, pounding heart and shaking. The research also found that the frequently factor causing students anxiety is environment atmosphere. While the moderate factors influence students listening anxiety are the speaker, time pressure, listener, and the content.

*Keywords:* listening anxiety, characteristics, listening anxiety factors.