

**STUDENTS' ATTITUDE AND ANXIETY ON LISTENING  
CLASS**

*(A Descriptive Quantitative Study of Second Semester English  
Education Students 'of UIN Fatmawati Sukarno Bengkulu)*

**THESIS**



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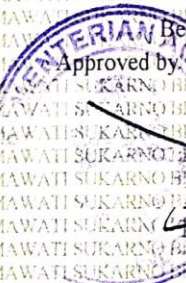
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**DEDICATION**

**This thesis is proudly dedicated to:**

➤ **My Greatest God, Allah SWT, I really thank to You for all the greatest moment in my life, without Your blessing, I am nothing in this world.**

➤ **My beloved and lovely parents, Mr. Dahnil and Mrs. Eliwarnita, and my handsome and gemoy brother M. Novri**

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## ABSTRACT

**Febri Aini Adalta, 2022. Students' Attitude and Anxiety on Listening Class (A Descriptive Quantitative Study of Second Semester English Education Students' of UIN Fatmawati Sukarno Bengkulu).**

This study aims to determine the form of attitudes and anxiety, and anxiety that experienced by students in the listening class on students' of English Study Program at UIN Fatmawati Sukarno Bengkulu. This study uses a descriptive method with a quantitative approach of survey type. The sample in this study was the second semester students of English education with a total of 47 students. The research data was taken using a questionnaire with a total of 28 items related to attitudes and anxiety. The attitude questionnaire was divided into 2 categories, positive and negative categories. From the research results obtained an average score of 3.61 and a percentage of 72.27% with the predicate "Positive" for the category of positive attitude and an average score of 3.48 and a percentage of 69.67% with the predicate "Positive" for the category of negative attitudes. Then to get the results 29 students (62%) were categorized as "relaxed", 13 students (28%) were categorized as "very relaxed", and 5 students (11%) were categorized as moderate with the predicate "Medium Anxiety". So it can be concluded that the attitude of students' in the listening class is positive and students anxiety level are low and the type of students' anxiety is facilitative or positive.

**Keywords :** *Attitude, Anxiety, Listening Class*

## ABSTRAK

**Febri Aini Adalta, 2022. Students' Attitude and Anxiety on Listening Class (A Descriptive Quantitative Study of Second Semester English Education Students' of UIN Fatmawati Sukarno Bengkulu).**

Penelitian ini bertujuan untuk mengetahui bentuk sikap dan kecemasan siswa serta tingkat kecemasan yang dialami siswa dalam kelas listening di Program Studi bahasa inggris kampus UIN Fatmawati Sukarno Bengkulu. Penelitian ini menggunakan metode Deskriptive dengan pendekatan Kuantitatif tipe Survey. Sample pada penelitian ini adalah mahasiswa semester 2 pendidikan bahasa inggris dengan total siswa sebanyak 47 siswa. Data penelitian diambil dengan menggunakan kuesionair dengan jumlah item 28 yang berkaitan dengan sikap dan kecemasan. Kuesionair sikap dibagi dalam 2 kategori, kategori positive dan negative. Dari hasil penelitian diperoleh skor rata-rata 3,61 dan persentase 72,27% dengan predikat "Positif" untuk kategori sikap positive dan skor rata-rata 3,48 dan persentase 69,67% dengan predikat "Positif" untuk kategori sikap negative. Kemudian untuk kecemasan diperoleh hasil 29 siswa (62%) dikategorikan "santai", 13 siswa (28%) dikategorikan "sangat santai", dan 5 siswa (11%) termasuk dalam tingkat kecemasan sedang dengan predikat "Sedang Cemas". Sehingga dapat disimpulkan bahwa sikap siswa dalam kelas listening adalah positive dan kecemasan siswa cenderung rendah dan tipe kecemasan yang dialami siswa adalah kecemasan fasilitatif atau positif.

**Kata kunci : *Sikap, Kecemasan, Kelas Listening.***

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The researcher hopes that this thesis can be useful and become a bridge for further researchers. The researcher also realizes that the preparation of this thesis is still far from perfect. Therefore, the researcher expects constructive criticism and suggestions from the readers in order to correct any shortcomings in the preparation of this thesis.

Bengkulu, 25 July 2022

The Researcher



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## TABLE OF CONTENT

|                                         |              |
|-----------------------------------------|--------------|
| <b>COVER .....</b>                      | <b>i</b>     |
| <b>PRONOUNCEMENT.....</b>               | <b>ii</b>    |
| <b>RATIFICATION .....</b>               | <b>iii</b>   |
| <b>ADVISOR SHEET .....</b>              | <b>iv</b>    |
| <b>MOTTO .....</b>                      | <b>v</b>     |
| <b>DEDICATION .....</b>                 | <b>vi</b>    |
| <b>ABSTRACT.....</b>                    | <b>ix</b>    |
| <b>ABSTRAK .....</b>                    | <b>x</b>     |
| <b>ACKNOWLEDGEMENT.....</b>             | <b>xi</b>    |
| <b>TABLE OF CONTENT .....</b>           | <b>xiii</b>  |
| <b>LIST OF TABLES .....</b>             | <b>xvii</b>  |
| <b>LIST OF CHARTS .....</b>             | <b>xviii</b> |
| <b>CHAPTER I INTRODUCTION</b>           |              |
| A. Research Background .....            | 1            |
| B. Identification of The Problems ..... | 4            |
| C. Research Questions .....             | 5            |

|                                           |   |
|-------------------------------------------|---|
| D. Limitation of The Research .....       | 5 |
| E. The Objectives of The Research .....   | 5 |
| F. The Significance of The Research ..... | 5 |
| G. Definition of Key Terms .....          | 6 |

## **CHAPTER II LITERATURE REVIEW**

|                                                                                            |           |
|--------------------------------------------------------------------------------------------|-----------|
| <b>A. Students' Attitude In Learning English Listening for<br/>College Students' .....</b> | <b>8</b>  |
| 1. The Definition of Attitude .....                                                        | 8         |
| 2. Components of Attitude .....                                                            | 12        |
| 3. Attitude Change Factors.....                                                            | 13        |
| 4. How To Measure Attitude.....                                                            | 14        |
| <b>B. Students' Anxiety In Learning English Listening for<br/>College Students' .....</b>  | <b>16</b> |
| 1. The Definition of Anxiety .....                                                         | 16        |
| 2. Anxiety In Learning English Listening Class .....                                       | 19        |
| 3. Types of Anxiety .....                                                                  | 22        |
| <b>C. English Listening Skill of College Students' .....</b>                               | <b>25</b> |
| 1. The Definition of Listening .....                                                       | 25        |

|                                                 |           |
|-------------------------------------------------|-----------|
| 2. The Purposes of Listening .....              | 27        |
| 3. Listening Processes .....                    | 28        |
| 4. Problems In Learning English Listening ..... | 30        |
| <b>D. Previous Related Studies .....</b>        | <b>33</b> |

### **CHAPTER III RESEARCH METHODOLOGY**

|                                     |    |
|-------------------------------------|----|
| A. Research Method .....            | 36 |
| B. Data Sources .....               | 37 |
| C. Research Participants .....      | 37 |
| D. Research Instrument .....        | 38 |
| E. Data Collection Procedures ..... | 42 |
| F. Data Analysis Techniques .....   | 43 |

### **CHAPTER IV RESULTS AND DISCUSSIONS**

|                                                                                                  |    |
|--------------------------------------------------------------------------------------------------|----|
| A. Description Of English Education Study Program .....                                          | 46 |
| 1. Vision .....                                                                                  | 47 |
| 2. Mission .....                                                                                 | 47 |
| B. Results.....                                                                                  | 48 |
| 1. Type of Students' Attitude Towards Listening Class at<br>UIN Fatmawati Sukarmo Bengkulu ..... | 48 |



|                                                                                                                 |    |
|-----------------------------------------------------------------------------------------------------------------|----|
| 2. Data Summary of Students' Attitude on Listening Class .....                                                  | 52 |
| 3. Students' Anxiety Type and Students Anxiety Level on Listening Class at UIN Fatmawati Sukarno Bengkulu ..... | 54 |
| C. Discussions.....                                                                                             | 56 |

**CHAPTER V CONSLUSION AND SUGGESTIONS**

|                      |    |
|----------------------|----|
| A. Conslusion.....   | 64 |
| B. Suggestions ..... | 65 |

**REFERENCES**

## LIST OF TABLES

|                                                                                      |    |
|--------------------------------------------------------------------------------------|----|
| A. Table 3.1. The Distribution of Positive and Negative Attitude Questionnaire. .... | 40 |
| B. Table 3.2 The Distribution of Anxiety Questionnaire ..                            | 40 |
| C. Table 3.3 Reliability Statistic .....                                             | 42 |
| D. Table 3.4 Item Score of Likert Scale .....                                        | 43 |
| E. Table. 3.5 The Range of Mean Score.....                                           | 44 |
| F. Table. 3.6 The Categories of Students' Attitude.....                              | 45 |
| G. Table 3.7 Anxiety Scale Levels .....                                              | 45 |
| H. Table 4.1 The Results of Students' Anxiety Level on English Listening Class.....  | 55 |

## LIST OF CHARTS

|                                                                                          |    |
|------------------------------------------------------------------------------------------|----|
| A. Chart 4.1 Positive Attitude .....                                                     | 49 |
| B. Chart 4.2 Negative Attitude .....                                                     | 50 |
| C. Chart 4.3 The Comparative Between Students Positive<br>and Negative Attitude .....    | 52 |
| D. Chart 4.4 The Type of Students' Attitude with Positive<br>and Negative Attitude ..... | 53 |

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, researcher describes the background of this research. This chapter consists of seven parts, namely research background, problem identification, research formulation, research limitations, research objectives, research significancies and research keywords.

### **A. Research Background**

Listening is regarded as a considerable challenge and requires more attention than any other English skill (Alzamil, 2021). This is because the process in listening skills is complicated enough because in the process, listener need to "understand text as heard, store information in memory, integrate with what is heard and adjust their understanding of what they hear in previous knowledge and the information that comes in. Complexity in the listening process can create anxiety on EFL learners, this in line with the opinions of

Graham in Pan (2016:12), that the complexity of listening can often cause irritation and anxiety among students' from the second or foreign language learner and it is one of many contributing factors that can block student's listening. This phenomenon is particularly true of EFL students' who are basically new in English and are not the majority of native English speakers and those who still have some of the obstacles to the English components.

Anxiety experienced by EFL learners can influence their learning activities and can reduce their productivity in the English learning process (Annisa et al., 2020). Indications that students experience anxiety during listening learning they were fear of getting an unsatisfactory result. As a result, they fail to follow the learning process well because they focus on many possibilities. These concerns if not overcome, will also affect their listening attitudes. Students' attitudes are one of the variables that affect the success of education on several elements such as subjects, schools, teachers and so

on (Açıköz in Tayşi, 2019). Attitude is a tendency to respond positively (favorable) or negatively (unfavorable) to an object. If students' attitudes tend to be positive, they will follow the learning process well, and if their attitudes tend to be negative, their participation in learning process will be low (Tayşi, 2019). Since attitudes and anxiety are the two factors that affecting the accomplishments of EFL students, it is important for them to manage their anxiety and attitudes so that they do not interfere with their learning, especially in learning English listening.

The second-semester of English education students' at UIN Fatmawati Sukarno Bengkulu, currently feels difficulties in learning listening based on a brief interview that researcher conducted with some students' of English education. However, each of them expressed two different opinions. First, they assumed that listening skills are quite difficult because of some factors: a lack of vocabulary, a lack of knowledge of proper English pronunciation and a lack of

grammatical knowledge leading to their anxiety in learning a language that makes them less active in the learning process such as when they given a question relating to teaching materials by the lecturer and when they given exercises. They hesitate to answer the question because they are afraid that their friends will laugh at them if they do the wrong answer, and when they are given exercises, they lose focus and fail to practice well. As a result, this affects their attitudes and tend it to be negative such as being less active in class, decided to listen to the lecturer explanations without understanding the materials well and tend to be bored in the learning process and because of these difficulties it makes them can did not understanding the content of audio being heard properly. Second, the other students' argued that listening is a fairly difficult skill and could produce anxiety in them in learning English. But they think if they have many vocabularies, practicing English speaking and listening oftenly, and learning more about grammar will make their

anxiety in learning English can be overcome, and it leads them to a positive attitude because they can follow the study properly as when given exercises. They can through the exercises and can get more focused on working and listening to the audio content of the practice and also when they get asked to answer a question by the lecturer, they felt confident to try it because although they are not proficient yet in English, they were ready with the knowledge they already had and they had a confidence to try.

Anxiety and attitudes can have different effects on students' depending on how they overcome and manage both in the learning process. When they are poor in managing both of them, anxiety can become a barrier for them. It is because anxiety will be higher than their motivation and interest in learning and will influence their attitude to be negative. However, if the students' can manage both properly, their anxiety will be lower than their motivation and interest in



learning and their attitude in learning listening become better.

Based on the research background above, researchers are interested in finding out what type and level of anxiety and what attitude that they experienced on listening class of the second semester students' of English Education study program at UIN Fatmawati Sukarno Bengkulu.

## **B. Identification of The Problems**

Based on the research background, the researcher has identified several problems related to this research topic:

1. Students assume that listening is a fairly difficult skill.
2. Students had poor knowledge of vocabulary, grammar, and proper English pronunciation
3. When the lecturer asked the class to respond to a question about the listening material, they became worried.

4. Students are concerned about making errors during the learning process.
5. In listening classes, students are frequently less engaged.
6. Students' attitudes regarding the listening class can be either positive or negative.

### **C. Research Questions**

1. How are the student's attitude in the listening class?
2. What is the type and level of anxiety that experienced by students' on listening class and what is the solution?

### **D. Limitation of The Research**

To avoid this study becoming too broad, the study only discusses about the type and level of anxiety and type of attitude that experienced by the students' on their listening class of second semester English Education students' at UIN Fatmawati Sukarno Bengkulu.

### **E. The Objectives of The Research**

This study aims to find out what type and level of anxiety and type of attitude that experience by the students' on their listening class of second semester students' of English study program at UIN Fatmawati Sukarno Bengkulu.

### **F. The Significances of The Research**

Researcher hope that the results of this study can be useful not only for researcher, but also for students', the lecturer, and the next researchers

#### **1. For Lecturers**

Researchers hope that this research can have more benefits for English Education lecturers by providing information about students' attitudes and anxiety in listening classes, so that lecturers can assist students in processing the anxiety they experience appropriately and build good attitudes in listening learning.

## 2. For Students'

This research is expected to help students evaluate their ability in listening skills and students will be aware of their anxiety problems and try to find solutions so that they can manage their anxiety to help them in learning and the students can aware about their attitudes and can build the right attitude in listening learning so that they can follow the listening learning process properly.

## 3. For Further Researchers

The researcher hopes that this research can help further researchers who are researching similar topics and can be a guide in the preparation of their research.

## **G. Definition of Key Terms**

### **1. Attitude**

Attitude is a reactive propensity, not a type of reaction. Attitude isn't something are born, but it is learned through personal experience during the socialization process, and it will stick with someone for a

long time (Khaled M S Masood & Hussam A Qadomi, 2020). It will have the potential to cause either positive or bad conduct. There are three types of attitudes. These are emotional components, such as how the posture object is perceived; behavioral components, such as observed conduct; and cognitive components, such as ideas and beliefs. As a result, the individual's perceptions of numerous objects, events, and so on, as well as his or her insights, knowledge, and actions toward them, demonstrate consistency and persistence (Vaughan, 2011).

## **2. Anxiety**

Anxiety is a condition in which a person's emotional response to anything causes them to feel confused and panicked. It is defined by Spielberger (2001, p. 112-126) as "an emotional reaction characterized by tension, fear, and impatience, as well as unpleasant thoughts (concerns) and physiological changes". Anxiety

experienced by a person can affect his activities such as a person can become less productive due to a lot of pressure that comes from bad possibilities that appear in his mind and haunt him (Liu & Xu, 2021).

### **3. Listening**

According to Pollard (2008), listening is a receptive skill that students use to capture and absorb English input. Reading is a receptive skill that requires children to comprehend and interpret the written word. Listening abilities are multidimensional language skills that begin with awareness of sounds and images, then focus on sounds and image, then recognize and remember audio-visual stimuli, and finally interpret meaning (Hutapea et al., 2020).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Students' Attitude in Learning English Listening for College Students**

##### **1. The Definition of Attitude**

Individuals regulate attitudes based on their experiences, knowledge, emotions, and motives in relation to objects, social problems, or other motives (Arkonaç in Tayşi, 2019). Attitude is a mental, emotional, and behavioral tendency that is regulated by individuals based on their experiences, knowledge, emotions, and motives in relation to objects, social problems, or other motives. Attitude is a psychological element which means that the notion of attitude relates to the psychological aspects of a person in terms of mental, emotional and how they deal with things, how they behave and how they respond to new things or the environment they face

(Fahmy et al., 2012). Attitude is a tendency to react in a certain way to a stimulus or situation at hand (Ngalim Purwanto, 2006). Attitudes are not innate but are shaped by the environment and experience gained by a person which will determine how he will behave towards something. Attitudes are learned through personal experience and the environment in the socialization process, and will last for a while and can change if the conditions or the environment experienced are different (Madarbakus-Ring, 2020).

Basically, attitude is a concept of evaluating a certain object and forming a motive or pattern for behaving. This means that attitudes contain elements of judgment and affective reactions, which are not the same as motives, but produce certain motives. This motive then determines a person's real or overt behavior, while affective reactions are closed reactions in which they tend to close themselves off from social situations, attitudes are



also described in various different qualities and intensities and move continuously from positive through neutral to negative areas. Students' attitudes in learning determine how they follow the learning process in class, how they respond to subjects and how they respond to situations, conditions, teachers, and the school environment, this is in line with the opinion of Açıkgöz in Tayşi (2019), which states that student attitudes are one of the variables that affect the success of education on several elements such as subjects, schools, teachers and so on. Thus, if students have a positive attitude towards education, their success will increase, and conversely, if students' attitudes tend to be negative, their level of success in learning can decrease.

Attitudes are divided into two types, namely positive attitudes and negative attitudes (Komol & Suwanphathama, 2020). In a positive attitude, a person will tend to approach and like certain objects and will be

responsible for it. Whereas in a negative attitude, a person tends to dislike an object and can stay away from, avoid, and hate the object (Agustinus et al., 2019). When students' attitudes tend to be positive, students will like and be enthusiastic in learning because they are full of curiosity and motivate them to study more actively and seriously, while when students' attitudes are negative, students tend to be lazy in learning and they don't like the subject. and will reduce their learning motivation. People will determine their attitude will tend to accept or reject based on their assessment of certain objects, useful or valuable to them or not. If the object is rated "good for me" then he will tend to have a positive attitude, but if the object is rated "bad for me" then he will tend to have a negative attitude (Winkel, 2004). However, sometimes people can have a non-dominant attitude in other words, a person's attitude may not be inclined towards positive or negative. This attitude is known as neutral attitude.

Sarwono in Sisca, (2015), states that attitude is a term that reflects a person's feeling of pleasure, displeasure or mediocrity (neutral) towards something. "Something" can be objects, events, situations, people or groups. If something that arises is a feeling of pleasure, then it is called a positive attitude, while if it is not a happy feeling, it is a negative attitude. If there are no feelings, it means that his attitude is neutral (Azwar in Sisca, 2015). Likewise for students when facing a course. Where they can have this neutral attitude which means they respond to these subjects, they may not be too happy and don't like these subjects (Sisca Putri Utami, Desti Irja, 2015).

The importance of the teaching-education process in developing attitudes cannot be ignored, because an inappropriate learning attitude will be able to affect the quality of student learning, especially for students who study English as a foreign language. However, positive and negative attitudes will affect the success of students in

many fields, especially their English listening skills. If the attitude experienced tends to be negative, then students will face difficulties in the learning process, such as difficulty in absorbing the material they hear and understanding it. Students are easily bored and unable to focus on learning to listen since they are passive in the listening process (Akbar et al., 2020). Because hearing is a multipurpose skill involving a variety of aspects, cultivating students' attitudes during the listening learning process is critical. This is because people attitudes will have a significant impact on their ability to learn to listen (Madarbakus-Ring, 2020). As a result, in the teaching-learning process, the development of students' attitudes is critical, and students' good attitudes toward listening are critical in terms of developing listening skills. Several research have found that when the listening process is structured with students' traits and personal interests in mind, students' listening comprehension improves and

their attitudes toward listening improve (Alshaikhi & Madini, 2016)

## **2. Components of Attitude**

According to Damyati, et al (2017), attitudes consist of three sets of main components, namely:

1. Cognitive: Cognitive component is how a person perceives an object, event or situation, as well as their beliefs or ideas about something around them.
2. Affective: The affective component is an attitude component consisting of a person's feelings or emotions evoked by an object, event, or their symbolic representation, such as an attitude of affection, sympathy, love, feeling and suffering.
3. Conative: It is an attitude component related to the possibility or tendency of a person to take certain actions related to an object, event or situation.

In this aspect, while attitude may appear to be a complex construct, its constituents form a system with

internal consistency, implying that these components will occur continually in a person's attitude toward an object he encounters. In this way, an individual's sentiments toward numerous items, events, and individuals, as well as his opinions, knowledge, and behavior toward them, are consistent and persistent (Tayşi, 2019).

While Hornby in Habe (1999:11) divided attitude into three components:

1. Need: A need is something that has to be done or processed because it is missing from an existing set of circumstances. When someone is in need of something, they will put up the effort to do all possible to help them find it.
2. Demand: A demand is an act of demanding or anything that is demanded (something that is necessary to perform) because someone who feels compelled to do something will always try to meet the demand in order to be free of it.

3. Interest: Interest is a feeling or desire to learn more about something or someone, or to enjoy doing something.

### **3. Attitude Change Factors**

The formation of attitudes does not just happen, but is formed because of social interactions between individuals and social contacts between one another. Attitudes can change depending on the things that affect them, for example, environmental factors and circumstances. Sarlito (2010), explains that there are two factors that always influence changes in human attitudes, including:

- a. Internal factors are factors that come from within the person concerned, such as choice factors. We cannot perceive all external stimuli through our perception, therefore we have to choose which ones to approach and which ones to stay away from. This choice is determined by the motives and tendencies within him.

Because one has to choose, one must develop a positive attitude towards one thing and form and construct a negative attitude towards other things that are felt to be unnecessary.

- b. External factors of attitude formation are also determined by factors originating from outside, namely:
  - a) The attitude of the object, the attitude itself, is good, or bad and so on.
  - b) Authority, the person who expresses an attitude.
  - c) The nature of the people or groups that support the attitude.
  - d) Communication media used in conveying attitudes.
  - e) The situation in which the attitude was formed.

#### **4. How to Measure Attitude**

Attitudes can change depending on the environment and experiences faced by each individual.



According to Morgan in Maya (2015) to describe attitudes and learning, researchers need a way to measure them. To measure attitudes in learning, researchers can use two methods, namely; self-report methods and behavioral measures.

#### 1) Self Report Method

##### a. Attitude scale

An attitude scale is a tool for assessing a person's attitude. Because conduct cannot be linked to attitudes, Aswar argues in Erlinah (1998:8) that the most significant and fundamental way to analyze attitudes is to utilize written statements and written statements based on an attitude scale that will indicate whether he will respond favorably or negatively.

b. A poll of the public's opinion

This is to acquire a rough idea of public opinion in a broad sample of the population, which will be either positive or negative.

2) Behavior Measure

When there is cause to suspect that a person is unwilling or unable to disclose their own attitudes, behavioral measurements are used.

Based on the description above, it can be concluded that attitude in learning english listening for college students in this research context is a mental tendency and behavior of students towards a certain object (listening material), event or situation of the classroom which can be positive or negative attitude depending on what they are facing and its nature is not permanent but dynamic, it means that it can be change according to the circumstances it faces. The indicators of attitudes are: (a) behavioral: the way students behave and react toward the

objects, and it could be positive or negative, (b) cognitive: the believe and ideas or opinions about the object of the attitude, (c) affective or emotional: the feelings and emotions that one has towards an object, 'like' or 'dislike', 'with' or 'against' (Al Tamimi 2009: 33). The indicators of attitude based on the type:

#### 1. Positive Attitude

- a. Responsible, It means, students are responsible for all the attitudes they do in the classroom with all the risks.
- b. Responding, It means, when students are asked to explain or ask questions about the material, they are willing to give their opinions and learning outcomes with polite answers.
- c. Receiving, It means, students can accept all assignments given by the lecturer by doing

good assignments in order to get good results.

## 2. Negative Attitude

- a. Irresponsible, It means, in the classroom, students are less responsible for all the attitudes they do and the risks involved
- b. Avoiding, It means, students try to avoid questions given by the lecturer so that they do not have to answer them.
- c. Refusing, It means, when students are given an assignment they will show an attitude of rejection because they feel heavy with the task.

## **B. Students' Anxiety in Learning English Listening for College Students**

### **1. The Definition of Anxiety**

Anxiety is a persistent and distressing psychological condition that stems from personal internal

conflicts (Köseler in Tayşi, 2019), which is a condition in which a person experiences an argument with himself or herself about a thing or possibility that does not necessarily occur, for example, when students are faced with a sudden exam. Students who experience anxiety will usually think about several possibilities that may occur during the exam or have been completed, such as during the exam they are afraid that the questions given are difficult and make them unable to answer them so that they may fail the exam and get poor grades. This makes students' inner turmoil with the possibilities they think of which even though it is not necessarily the same as they imagined. Anxiety is described as a condition when a person feels emotional about something and it makes them feel confused and panicked (Mohammadi Golchi, 2012). Spielberger (2001) defines it as "an emotional reaction that includes sensations of tension,

fear and irritability, unpleasant thoughts (worries) and physiological changes".

Anxiety can trigger a person's mood swings. For example, a person who initially felt calm and fine suddenly turned anxious and worried, who initially felt safe to feel insecure as if someone was bothering him and, who initially felt pleasure then turned into sadness. According to TDK (Turkish Language Association, 2011) anxiety is a feeling of sadness and thoughts that lead a person to feelings of worry. Anxiety experienced by a person can affect his activities such as a person can become less productive due to a lot of pressure that comes from bad possibilities that appear in his mind and haunt him (Nurul et al., 2020). In addition, anxiety can also make the person easily feel helpless and often in a depressed state and it is difficult to concentrate, sometimes feeling so much tension that they cannot think properly (Zhou, 2021).

EFL students may experience anxiety, which is frequently referred to as language anxiety, when studying a foreign language. Language anxiety is one of the elements that has been identified to be a substantial barrier for EFL learners in language learning (Nasim Tahsildar & Shah Yusoff, 2014). Language anxiety is defined by MacIntyre and Gardner (1994: p.24) as a 'feeling of tension' and worry that is peculiar to a second language situation, including speaking, listening, and learning. EFL students frequently experience anxiety when studying a foreign language. This is due to the fact that the majority of EFL students are not native English speakers. Due to their lack of understanding about the language, these factors cause EFL learners to struggle when learning a foreign language at first. Students' opinions of learning a foreign language become negative when they are not prepared to deal with challenges that arise in the classroom. Individual abilities connected to

specific aspects of language also play a role in this, and when people lack sufficient knowledge of the components of the language they are learning, their capacity to learn is hampered.

However, anxiety does not always have a negative impact, but anxiety can also have a positive impact on those who experience it depending on the situation experienced and knowledge of the language possessed and students are able to manage it. If anxiety is managed properly, it will be directed to positive things, for example when students will face semester exams. Anxiety that is managed properly can lead students to prepare themselves to study more so that they can face exams smoothly. Conversely, if anxiety is managed poorly, it will lead students to negative things, such as being lazy to study and avoiding assignments.



## **2. Anxiety in Learning English Listening Class**

Listening anxiety is one of the most common forms of anxiety in the context of a foreign or second language. According to Vogely (1999), anxiety related to listening comprehension is one of the most underappreciated yet potentially devastating types of anxiety, particularly among EFL students. Listening anxiety is unique from other types of language anxiety, yet it is closely related to general language anxiety (Elkhafaifi in Avci, 2017: 98). Lack of knowledge of the target language and unfamiliarity with vocabulary, lack of concentration due to negative feelings that obstruct the process of understanding difficult words, linking words, phrases, and clauses into clear meanings, and based on context and context are all factors that cause anxiety in listening, a lack of prior knowledge of the things to be discussed (Das et al., 2014). Listening anxiety occurs because listening skills are quite complex activities,

therefore, students have a fear of understanding the message and interpreting it correctly (Chastain, 1979).

In the context of developing foreign language listening skills, it is stated that there is a linear relationship between the quality of materials or sources (textbooks, teachers, etc.), listening anxiety and listening performance. Other factors that can cause listening anxiety are speaking speed, differences in spoken language, accent, complexity and difficulty of the material, number of unknown words in the content, difficulty of syntax and grammatical structure making individuals unfamiliar with it (Shawfani et al., 2020). On the other hand, other qualities such as the speed and length of listening to the text, the listener's familiarity with the subject of listening to the text, and others can also affect listening anxiety (Lili, 2015).

Generally, anxiety can prevent students from learning optimally if the anxiety felt is anxiety that is

detrimental. This can reduce students' self-confidence which affects their performance and achievement. Many research have looked into the impact of listening anxiety on comprehension. Anxiety can alter a person's performance, achievement, and degree of self-confidence (Otaif & Abd Aziz, 2017). If left uncontrolled, anxiety can become a roadblock, reducing pupils' desire to maximize their learning progress. This 'affective filter' block could be caused by 'the acquirer is unmotivated, lacking in self-confidence, or nervous' (Liu & Xu, 2021).

However, anxiety can also have a positive impact on students depending on their mental ability to process anxiety. Foreign language proficiency was negatively connected with language listening anxiety, according to research conducted by Kim in Otaif and Aziz (2017), which suggests that as language abilities improve, listening comprehension anxiety diminishes. Elkhafai in Avcı, (2017), in a study similar to Kim's, shows that both

are negatively associated to students' accomplishment, with the ability to listen to a foreign language increasing student achievement. Listening anxiety has an impact on students' growth and accomplishment in the process of learning to listen, both theoretically and practically (Pan, 2016). If students' anxiety is reduced by positive thinking, they can better manage their anxiety by putting more effort into improving their skills and knowledge of foreign languages, which is aided by excellent teacher support and good facilities. As a result, listening anxiety will have a smaller impact on students. In this situation, anxiety will not have a significant influence because it may be handled using a variety of techniques known as facilitative anxiety. Debilitative anxiety, on the other hand, is anxiety that has a completely negative impact on students.

### **3. Types of Anxiety**

Scovel in Fauziati (2008) distinguishes anxiety into two categories according to the effects it causes, namely: debilitating and facilitative anxiety.

#### **1) Debilitative Anxiety.**

A condition that can be debilitating, if anxiety is very high, it will be very disturbing. Debilitating anxiety tends to have a negative impact on students, for example excessive anxiety during exams, will actually block and make a student unable to answer a question because they are afraid that their answer will be wrong and anxious because they cannot find the point of the conversation. Generally, students who experience debilitating anxiety are based on a lack of knowledge of the language being studied and a lack of motivation to learn from both inside and outside.. It's more difficult to deal with crippling anxiety than it is to deal with facilitative anxiety. According to Fauziati (2008),

"weakening" fear can encourage pupils to "escape" from a new assignment. It emotionally drives people to engage in avoidant conduct.

## 2) Facilitative anxiety

Facilitative anxiety is thought to have a positive impact on students since it motivates them to face the challenges that they face. There is a distinction between facilitating and diminishing the impacts of anxiety, according to Waspada and Haber in Piniel and Csizer (2013), facilitating anxiety increases performance, while debilitating anxiety limits it. Despite their fears and concerns, the students tended to try to manage their anxiousness by focusing more on language acquisition. Facilitating anxiety motivates learning tasks; it directs the emotional learner to a behavioral approach (Scovel, 1991). According to Fauziati (2008), facilitating anxiety is linked to apprehension or fear of expert-level work. This is a

very good thing. Some early study suggests that a certain level of anxiety can actually improve pupils' classroom performance (Scovel, in Ebrahimi (2013). According to Kleinmann (1977) and Ebrahimi (2013:182), there is a link between facilitating anxiety and the use of more difficult language structures, indicating that facilitating anxiety can provide more motivation for students to strive for difficulties and language problems in the foreign language they are learning.

Then Spielberger (1972) also divides anxiety into 2 types based on the categories, namely:

1) State Anxiety (Temporary Anxiety)

Anxiety that is fluctuating, which can change from time to time is influenced by the conditions and situations that are happening to the individual. Which means, anxiety levels will increase in situations that are considered threatening and will decrease in

conditions that are not pressing or considered harmless. Perceptions about whether or not a situation is dangerous are influenced by a person's personality tendencies and past experiences.

## 2) Trait Anxiety (Congenital Anxiety)

Congenital anxiety is anxiety that is relatively persistent and the appreciation of anxiety tends to be a trait of personality. Innate anxiety refers to differences in individual stability and how individuals display responses to situations that cause anxiety. Even though they are in a condition that is prone to anxiety, individuals can respond to situations that cause anxiety as a characteristic of their personality.

Both facilitative and debilitating anxiety, still have to be overcome to prevent a worse impact on student achievement. Students must be aware of the anxiety they experience, whether the anxiety only comes at a certain time or it is a direct trait in them so that they are able to



manage the anxiety well so that the anxiety has a good impact on student performance and productivity in listening learning in particular. The solution so that anxiety can be minimized is that students need to improve their English language skills, making it easier for them in the learning process.

Based on the description above, it can be concluded that anxiety in learning English listening for college students in this research context is an emotional feeling that arises in students such as feelings of tension, worry and fear in the listening learning process because they are unable to deal with new situations such as subject matter and classroom situations that must be controlled in English listening learning activities so that they can affect the concentration and performance of students in learning English listening. The indicators of students' anxiety are:

- a. Worry, It means, in the learning process students feel a concern related to the subject,
- b. Tension, It means, when learning students feel tension about the subjects they will face at that time, and
- c. Fear, It means, in class, students will feel afraid of things related to teaching materials and the teaching and learning process, such as fear of being asked by the lecturer regarding the material being studied.

### **C. English Listening Skill of College Students'**

#### **1. The Definition of Listening**

In everyday life, listening is a daily activity that is always carried out and has an important role in receiving information (Nushi & Orouji, 2020). Listening is one of the four basic skills in learning English, and is a very important skill to learn, because listening is used as the first skill for students to understand and distinguish sounds in a foreign language. Listening is a receptive skill that requires a person capturing and comprehending input in English (Alzamil, 2021). Multidimensional language

abilities that begin with awareness of sounds and images and focus on sounds and images are also classified as listening skills (Buck, 2001). Listening is the most commonly used in everyday life and also in the learning process (Mendelsohn, 1994). Therefore, listening skills are very important to improve because they can help students in their first introduction to English and can also support students' learning process in English.

The development of listening skills in foreign languages also aims to assist students in distinguishing sounds in their original context and in real-life situations in the language in question; recognizing semantic changes caused by emphasis, stress, and intonation in a context; and becoming skilled at fully comprehending and correctly understanding the contents of speech (Kim in Oteir & Aziz, 2017). Listening is an activity that is quite complex because it involves various listening processes at the same time. When a person listens to hear the sound of

language, at that time his mind is also actively working to try to understand and interpret what the speaker is saying, and they must receive a response from what they hear (Gao et al., 2020). Listening is a complex process that requires recipients to "understand the text as it was heard, store the information in memory, integrate it with what comes next, and continually adapt their understanding of what they heard in previous knowledge and incoming information," as well as what students do in class when learning to listen.

At the time of learning to listen in class, students unconsciously have started to practice their listening skills, such as when students listen to the lecturer's explanation in class. According to Göğüş (1978), students can spend 2.5-4 hours a day listening to their teachers and friends. And at the same time their brain will work actively to hear, listen and understand what they hear then find the point. Gilakjani (2011), state that comprehension

does not occur as a result of what the speaker says; rather, listeners play a vital role in the process by activating various types of knowledge and applying what they know to what they hear. This is why, because most knowledge is acquired by listening (Iftçi, 2001, p. 169), listening should be studied by all levels of targeted students, especially English students who are not native English speakers, such as those in Indonesia who study English as a foreign language (FL).

## **2. The Purposes of Listening Skill**

Lilian M. Logan in Hijriyah, (2016) states that listening skill has several purposes as follows:

- 1) To be able to gain knowledge through the speaker's presented spoken material, or to listen and learn.
- 2) To enjoy spoken content, particularly in the arts, in other words, to listen in order to appreciate audial beauty.

- 3) To assess the stuff heard (good vs. bad, correct vs. incorrect, etc.).
- 4) To be able to enjoy and accept the listening material (story telling, poetry, songs, discussion, and so on), as opposed to hearing for assessment.
- 5) To be able to convey thoughts and sentiments to others in a clear and concise manner. To put it another way, listening as a tool for communicating ideas.
- 6) To be able to discern between sounds that have specific, distinct sounds (distinguish meaning) and those that do not. This information is usually received from native speakers.
- 7) To be able to solve problems in a creative and analytical manner using information from the material heard.

- 8) To be able to persuade ourselves of a problem or an uncertain opinion, in other words, to listen persuasively.

Based on the above description, it can be concluded that a listening objective can be viewed from several perspectives, including: 1) listening to learn, 2) listening to enjoy something, 3) listening to evaluate information from the results obtained, 4) listening to appreciate, 5) listening to communicate or exchange ideas, 6) listening to distinguish sounds, 7) listening to solve problems, and (listening to appreciate).

### **3. Listening Processes**

In learning to listen, there are two processes used, namely the "bottom-up" and "top-down" processes in developing listening skills (Akbar et al., 2020).

#### **a. "Bottom-up" Process**

The "bottom-up" method involves referring to lexical awareness and knowledge of grammatical and

syntactic features of language to draw or lure out students' previously learned knowledge. According to Morley (2007), the practice of listening from the bottom up is when attention is paid to every detail of knowledge, independent of personal experience and knowledge. Listening to a friend give a speech is an example of a bottom-up listening process (Morley, 2007).

b. Top-down” Process

The "top-down" method involves putting pupils' abilities to work with previously obtained and stored background knowledge. "It takes experience to figure out what's going on" (Walker, 2014, p. 169). Top-down listening is a method of listening in which the focus is on the major issue and how it fits into the listener's personal experience and knowledge rather than on minor details. Morley (2007) uses the example of listening to a friend talk about their recent



miserable trip to demonstrate how some feelings, like as pity or astonishment, can be generated without completely knowing all of the specifics. Even advanced learners who are learning a foreign language as a second language employ this listening approach when they come across unfamiliar words or complex word structures (Morley, 2007).

A fluent EFL listener must use both a top-down and bottom-up listening learning method (Morley, 2007; Walker, 2014). Based on the previous description, it can be concluded that there are two types of listening processes: "bottom-up" and "top-down." If these two processes are successfully applied simultaneously in learning, it will be able to assist students in practicing their listening skills and can support the learning process. Listening comprehension is not a top-down or bottom-up filtering, but an in-depth method of interpretation in which

the respondent uses past knowledge and linguistic sensitivity as a means (Vandergrift, 2007).

#### **4. Problems of Learning English Listening**

Several barriers and challenges may arise during the teaching and learning process. Problems with listening texts, listening problems related to assignments and activities, listener problems related to listeners, and lecture methodology are all examples of things that might cause difficulties in learning to listen (Hamouda, 2013). There are numerous issues that can arise during listening:

##### **1. Audio Material Quality**

The quality of the sound system also affects listening comprehension. Poor quality recording material can be caused by noise or slurred pronunciation. Hamouda (2013) explained that most students thought that the difficulties they encountered in listening comprehension were caused by poor quality recordings/cassettes or poor quality discs. For

example, a cassette may be recorded when there is ambient noise, or a cassette may be used for a long time and the quality may deteriorate. The indistinct sound produced by lower equipment can also interfere with listener comprehension.

## 2. Unfamiliar Vocabulary

Vocabulary is an important content that students must improve. Because there are many words in English. In addition it will cause some problems for students, such as, confused about what the speaker said in the audio material, and feel bad about what the conversation they are listening to means. This is one of the important problems that will happen to students. The main problem that hinders listening comprehension is that students have limited vocabulary knowledge, so their ability to understand the things they hear is limited (Butt, 2010).

### 3. Physical Conditions

Difficulties arise not only as a result of information, listeners, or speakers, but also as a result of the environment in which pupils are placed. Noise or distortion in the audio channel might make it difficult for the listener to understand what is being spoken. Students' listening comprehension can be affected by classroom discomfort (Bloomfield et al, 2010). For example, hot classroom temperatures can disrupt students' concentration in listening learning because they are uncomfortable and preoccupied with complaining about being hot; as a result, students' focus is broken.

### 4. Problems Maintaining to Noise

Another environmental barrier to understanding is noise. The background noise on the recording, as well as external sounds, may distract the listener from the subject of the listening sequence. Due to a lack of

practicum preparation, students are unable to concentrate on listening to the recorded content.

#### 5. Lack of Concentration

Comprehending what you're hearing is a difficult psychological process (Yagang, 1993). When a person is frightened or worried, he may be unable to concentrate, according to psychology. A person's ability to listen is substantially reduced when he is uncomfortable. Another barrier to listening comprehension is boredom and dissatisfaction. Boredom and frustration are common afflictions.

Based on the explanation above, it can be concluded that listening in learning English for college students in this research context is a basic skill in learning English which is a complex and quite complicated activity because listening skills also train other abilities, such as; to understand and interpret meaning in a foreign language and requires full concentration in the process to acquire

meaning and retain information. obtained from what is heard. The indicators of English listening According to Suhartin (1992, pp. 109-110), there are four indicators that are the main things in listening, there are: Motivation, Attention, Physical activity, and Repetition.

#### **D. Previous Related Studies**

The first study was conducted by Anna Ching Shyang Chang (2008). At Hsing Wu College with the title “*Source Of Listening Anxiety In Learning English As A Foreign Language*”. Chang studied the causes of listening anxiety disorder while learning English as a foreign language. Respondents consisted of 160 students. In this study, Chang used a quantitative descriptive method using a questionnaire instrument. Several questions were taken from Horwitz et al. (1986) and The Speaking Anxiety Questionnaire by Young (1990). The results showed that low self-confidence in understanding spoken English was the main reason for (88%).

This was followed by concerns about exam difficulty (73%) and the requirement to take English listening courses (41%).

The second research was conducted by Nindia Apriyanti (2020) at a private university in Yogyakarta with the title “*Listening Anxiety of EFL Undergraduate Students: A Survey Study*”. She studied the causes of English listening anxiety disorder in EFL students. Respondents consisted of 193 students. This study uses a survey type quantitative method. This study uses a questionnaire adapted from the Foreign Language Listening Anxiety questionnaire by Chang (2008). The results showed that Worry about Test Difficulty was the factor that most influenced EFL students' listening anxiety with mean ( $M=3.98$ ) and standard deviation ( $SD=0.90$ ). Then from the most influencing factors of EFL listening anxiety is Taking English Listening Course as a Requirement with mean ( $M=3.95$ ) and standard deviation ( $SD=0.86$ ). The last one is Low Confidence in Understanding Spoken English with mean ( $M=3.13$ ) and standard deviation ( $SD=1.10$ ).

The third study was conducted by Andre Sulistio (2021) at UIN Fatmawati Soekarno Bengkulu with the title *“Efl Students’ Attitudes Toward Online Listening Class During The Pandemic Covid-19”*. This research aims to find out how the attitudes of EFL students towards online listening learning during the COVID-19 pandemic. Respondents consisted of 67 fourth semester students and two English language education programs. The method used is descriptive quantitative method, used a questionnaire as an instrument. The results of the study show that using online media in learning listening to EFL students in the second and fourth semesters of English majors at UIN Fatmawati Soekarno Bengkulu have a positive attitude (59.7%).

The last study was conducted by Meenaz Shams (2008) which took place in a private secondary school in Karachi, Pakistan with the title *“Students’ Attitudes, Motivation And Anxiety Towards English Language Learning”*. The purpose of this study was to determine the attitudes, motivations and



classroom anxiety among male and female students towards learning English in the multilingual context of Karachi, Pakistan focusing on skills-based teaching and assessment practices. There were 77 respondents consisting of 40 male students and 37 female students. The method used is a survey type quantitative method with a questionnaire as a research instrument. The survey used was a survey questionnaire adapted from Gardner's (1985) Attitude Motivation Test Battery (AMTB). The results showed that students had positive attitudes, high levels of motivation and moderate responses to their anxiety levels, with high standard deviations and variations (Shams, 2008).

Previously related to this research, it has similarities with this research where all of them use quantitative research methods. However, this research is different from the research above, where the current study aims to look at two things, namely how the attitude of EFL students in listening to class and what types of anxiety experienced by second and fourth

semester students majoring in English at UIN Fatmawati  
Sukarno Bengkulu.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter is discusses about the methodology of the research. This chapter covers the research method and research procedures that concluded of three section. The first is about the research method, research procedure, and how was this research conducted. The second is about the participant of the research and explain about how to collect and analys the data.

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

According to Sugiyono, (2015) the research method is basically a scientific method used in research to obtain data with certain goals and uses. In this study, researcher used quantitative descriptive methods type of survey. A quantitative descriptive analysis technique is data analysis by describing the data that has been collected as it is without intending to make conclusions that apply to the public (Sugiyono, 2015). It is used to describe the phenomenon of a case by taking the

data which will then be analyzed. Survey is a type of research that provides a quantitative description of the trend, opinion, or attitude description of the population by studying the sample (Creswell, 2014).

The purpose of this study was to describe the type and level of anxiety and what attitudes that experienced by second semester students' of English Education Study program on listening class at UIN Fatmawati Sukarno Bengkulu. This research is a quantitative descriptive research which means it provides an overview of students' anxiety and attitudes in listening learning based on the analysis of the subject's answer scores on the scale as it is.

## **B. Data Sources**

### **1. Primary Data**

In this study, the primary data are from the distribution of the questionnaires

## 2. Secondary Data

The secondary data obtained through books, internet articles, journal and other sources that are not directly given to the researcher.

### **C. Research Participants**

#### 1. Population

The population is a generalization area consisting of subjects or objects that have certain qualities and characteristics set by the researcher to be studied and then draw conclusions from them (Sugiyono, 2015). In this study, the population was the second of English Education students in UIN Fatmawati Sukarno Bengkulu wich consist of 89 students’.

#### 2. Sample

According to Sugiyono (2015) the sample is part of the number and characteristics of a population, therefore the sample is part of the population that is the subject of research. If the population is large and the researcher

cannot cover all members of the population for reasons of funds, manpower, and time, the researcher uses a sample taken from that population. The sample was taken by simple random sampling where the researcher gave equal opportunity to every member of the population (students) to be selected as a random sample. The number of samples was taken based on the Slovin formula:

$$n = \frac{N}{1 + Ne^2}$$

Explanations:

n = Number of Samples

N = Total Population

e = Error Rate

In this study, the researcher took a population of N=89 assuming an error rate of e=10%. With the above calculations, the results obtained are as follows:

$$n = \frac{89}{1 + (89)(0.1)^2}$$

$$n = \frac{89}{1.89}$$

$n = 47.0899471$  or 47 students'.

So, the total samples in this study was 47 students'.

#### **D. Research Instrument**

##### **1. Questionnaire Sheet**

Data collecting instruments are tools that researchers choose and employ in data gathering activities so that they become more methodical and data collection becomes easier (Arikunto, 2000). Researchers utilized a questionnaire to collect data for this investigation. This study uses an online questionnaire. The use of online questionnaire media aims to make it easier for respondents to fill out the list of questions. The questionnaire was made in the form of Google form. The questionnaire used was the result from the Foreign Language Class Anxiety Scale (FLCAS) questionnaire developed by Horwitz and adapted by Chang (2008) which was used to measure student anxiety in the

listening class, and the result from the Attitude Motivation Test Battery (AMTB) by Gardner (1985) which was used to measure students' attitudes in listening class. In adapting this questionnaire, researcher only took a few statement items on each theory that related to the research problem. The questionnaire item used in this research was 28 item that divided into 2 parts; 1) students' positive attitude, and 2) students' anxiety. Each part consist of some indicators that divided into nine. For students' attitude, its consist of 13 item and divided into two categories, are (1) positive attitude, classified into 6 item and include 3 indicators, and (2) negative attitude classified into 7 item and include 3 indicators. To make respondents easy to understanding the questionnaire, researcher adapted the questionnair into Bahasa to make them easy for choosing the appropriate responses. The questionnaire can be seen in Appendice C. The



distribution of questionnaire can be seen in the table below:

**Table 3.1**

*The Distribution of Positive and Negative Attitude  
Questionnaire*

| <b>Dimention</b>     | <b>Indicators</b> | <b>Number of<br/>Item</b> |
|----------------------|-------------------|---------------------------|
| Positive<br>Attitude | Responsible       | 1, 2                      |
|                      | Responding        | 3, 4                      |
|                      | Receiving         | 5, 6                      |
| Negative<br>Attitude | Irresponsible     | 7, 8                      |
|                      | Avoiding          | 9, 10                     |
|                      | Refusing          | 11, 12, 13                |

In students' anxiety questionnaire include 15 items and divided into 3 indicators based on the factors that can cause students' anxiety; 1) fear of negative feedback interaction and (indicators ; fear), tension in the learning process, (indicators; tension), and worrying about test

difficulty (indicators; worry). As describe on the table below:

**Table 3.2**

*The Distribution of Anxiety Questionnaire*

| <b>Variable</b>   | <b>Indicators</b>                         | <b>Number of Item</b> |
|-------------------|-------------------------------------------|-----------------------|
| Students' Anxiety | Fear of Negative Feedback and Interaction | 14, 15, 16, 17, 18    |
|                   | Tension in the Learning Process           | 19, 20, 21, 22, 23    |
|                   | Worrying About Test Difficulty            | 24, 25, 26, 27, 28    |

2. Validity

A validity test is performed on a research instrument to determine whether it can measure what it claims to be able to measure (validity). The research instrument is deemed to be valid if it can be utilized to measure what is being measured in the research, (Sugiyono, 2015). In quantitative research, there are two methods for determining validity: content and construct

validity. The extent to which the test represents a representative sample of any content targeted for measurement is determined by content validity. And construct validity is a method of determining an instrument's validity through lengthy talks with experts or lecturers (Brown, 1996).

In this study, the researcher conducted a content validity test to determine the extent to which the question items in the questionnaire were able to measure and present validly the content to be studied, namely the anxiety and attitudes of students in the listening class. Researchers used SPSS 20 to calculate the validity of each item used. The data were analyzed to identify the r-value, then the researcher compared r arithmetic and r table. The value of r table with a significance level of 25 5% was 0.396. If r arithmetic is counted  $>$  r table on each questions, then the instrument is valid on every statements. Based on the results of calculations of validity

questionnaire, there are 8 item was invalid. Then, the researcher only used the valid items, total valid items are 28 from 37 items.

### 3. Reliability

The determination or stability of a measuring instrument in measuring what it measures (Masrun, 1979) means that it will deliver the same measurement every time it is used. When an instrument produces the same results multiple times when used on various individuals, it is said to be reliable. To find out whether the questionnaire is reliable or not, the authors measure the pilot study data from the questionnaire administered using Cronbach's Alpha. Smith (1991) found that all parts of the questionnaire items were reliable, with a Cronbach's alpha of 0.60. After adapted researcher found 0.95:

**Table. 3.3****Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,951             | 28         |

From the table above, it shown that the entire questionnaire is reliable to use (Cronbach alpha value=0.951).

**E. Data Collection Procedures**

The researcher went through several stages in the data collection process:

1. The researcher distributed the questionnaire by using Google Form.
2. The students complete the questionnaire by responding to each statement with the appropriate response based on the scale option (Likert Scale 1-5)..
3. After the students answer the questionnaire, then researcher collected the results and then analysis it.

## F. Data Analysis Techniques

In analyzing the data, the researcher took several different steps for students' anxiety and attitude. The steps are as follows:

- 1) All of the questionnaire sheets collected and then the researcher gave a score (1-5) of each statement according to the options. Respondents not only choose positive statements, but also negative statements. In the positive statements, the alternative answer strongly agree gets the highest score of 5 and the alternative answer strongly disagree gets the lowest score of 1. While in the negative statement, the alternative answer strongly agree gets a score of 1 and the alternative answer strongly disagree gets a score of 5.

**Table 3.4**

*Item Score of Likert Scale*

| <b>Statement Category</b> | <b>SA</b> | <b>A</b> | <b>N</b> | <b>D</b> | <b>SD</b> |
|---------------------------|-----------|----------|----------|----------|-----------|
| Positif                   | 5         | 4        | 3        | 2        | 1         |
| Negatif                   | 1         | 2        | 3        | 4        | 5         |

- 2) After the researcher given the score to the questionnaire item, researcher analys the mean score. To find out the total mean score of all statement the weighted formula is used:

$$M = \frac{\sum F.W}{N}$$

Where

M : The weighted mean score of each statement

W : Weighted number of score each statement

$\Sigma F$  : Total frequency of respondents who choose alternative

Answer

N : Weight/score of each alternative answer

**Table. 3.5*****The Range of Mean Score***

| <b>Category of Attitude</b> | <b>Mean Score Range</b> |
|-----------------------------|-------------------------|
| Very Positive               | 4,21 – 5,00             |
| Positive                    | 3,41 – 4,20             |
| Neutral                     | 2,61 – 3,40             |
| Negative                    | 1,81 – 2,60             |
| Very Negative               | 1,00 – 1,80             |

- 3) To find out the percentage of each statement of attitude questionnaire, the researcher used the following formula by Gay (1981:287):

$$P = \frac{F}{N} \times 100\%$$

Where: P= Percentage

F= Frequency

N= The total number of students

The category of students' attitude as follows:



**Table. 3.6*****The Categories of Students' Attitude***

| <b>Category of Attitude</b> | <b>Percentage</b> |
|-----------------------------|-------------------|
| Very Positive               | 85-100            |
| Positive                    | 69-84             |
| Neutral                     | 53-68             |
| Negative                    | 37-52             |
| Very Negative               | 21-36             |

- 4) For students' anxiety, after the data were calculated by using SPSS 20 with range of score started from 21 up to 100. After the researcher found the result of each students' anxiety level, it will categorized into some levels started from "Very Relaxed", "Relaxed", "Mildly Anxious", "Anxious", and "Very Anxious". As shown on the table below:

**Table 3.7***Anxiety Scale Levels*

| <b>Range</b> | <b>Level</b>   |
|--------------|----------------|
| 85-100       | Very Anxious   |
| 69-84        | Anxious        |
| 53-68        | Mildly Anxious |
| 37-52        | Relaxed        |
| 21-36        | Very Relaxed   |

## **CHAPTER IV**

### **RESULTS AND DISCUSSIONS**

In this chapter the researcher will present the results of the findings and discussions of the research at UIN Fatmawati Sukarno Bengkulu to answer research questions. The results of this research conducted at UIN Fatmawati Sukarno Bengkulu will be discussed as follows:

#### **A. Description of English Education Study Program**

UIN Fatmawati Sukarno Bengkulu is one of the Islamic University at Bengkulu Province. This college is a further development of IAIN Raden Fatah, which was later converted into a State Institute for Islamic Studies Bengkulu. Currently, State University for Islamic Studies of Fatmawati Sukarno Bengkulu has four faculties with a total of 24 Study Programs for the Strata-1 and five Study Programs for the Strata-2 (Master) Program. The four faculties include: faculty of Islamic Economics and Business, Syaria faculty,

Ushuluddin, Adab and Da'wah faculty, and Tarbiyah and Tadris faculty. The faculties with the highest number of students are the Tarbiyah and Tadris faculties with nine study program, one of them is English Education Study Program.

The English Education Study Program stood up in 2010 and gained accreditation five years later with B accreditation. The number of lecturer currently teaching in English Education Study Program was 17 lectures with Strata-2 (Master) and Strata-3 (Doctor). Furthermore, the number of active students currently recorded is 590 students with 17 classes from one until seventh semester. Here is the vision and mission of English Education Study Program.

### **1. Vision**

Excellent in developing, creating educational resources that are islamic and have a national perspective in 2037.

## **2. Mission**

- 1) Organizing education in producing educators and education personnel who are professional in the field of English, and are competitive.
- 2) Carry out education, teaching staff, and education who have pedagogical, professional, personal and social competencies based on Islamic and national values.
- 3) Carry out research and innovation in the field of English language education that can be utilized by stakeholders and carry out education that has high dedication and commitment to the community in the dissemination and implementation of English language education.
- 4) Carry out national, regional, and international cooperation in the development of English language education, research on the basis of developing and

increasing the professionalism of educators in the field of English.

- 5) To organize English language education and teaching in an integrated, entertaining, effective and efficient manner.

## **B. Results**

The research data were taken from the AMTB questionnaire for the attitude variable and the FLCAS questionnaire for the anxiety variable. The research data was collected on June 22, 2022. Questionnaires were distributed online via Google Form. The data of this study were analyzed for the mean and anxiety of students and to find out the form of natural fear and to know the form of attitude they experienced in the listening class.

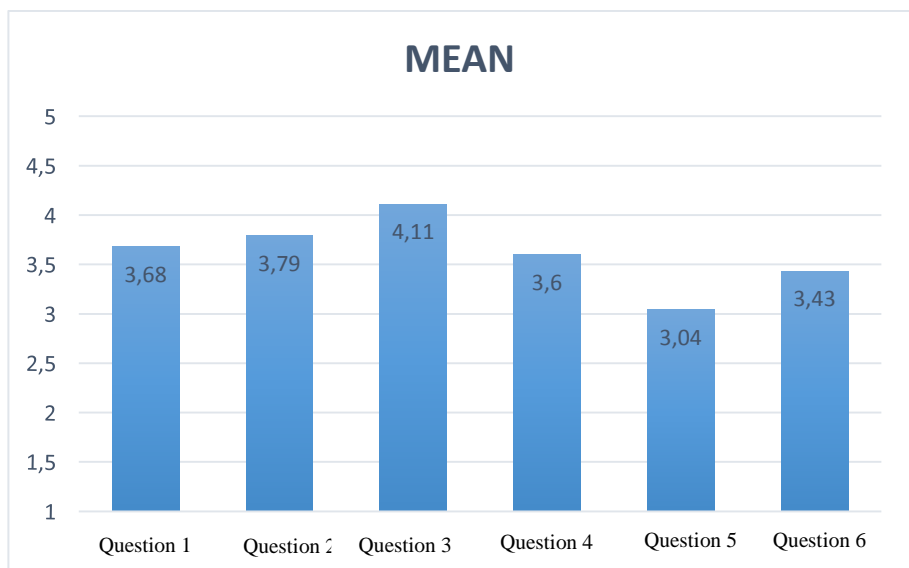
### **1. Type of Students' Attitude Towards Listening Class at UIN Fatmawati Sukarmo Bengkulu**

Based on the research results from the questionnaire distributed to the students', there are

two kinds of attitudes that students' can experienced in listening classes, positive and negative. The data can be seen as follows:

a. Positive Attitude

For positive attitude the research use 6 questions that can be seen in Appendice C. The result of positive attitude questionnaire can be seen in the diagrams below:



**Chart 4.1**

*Positive Attitude*

Based on the diagram above, for the positive questionnaire, the results showed that the respondents had the highest average score of 4.11 and the lowest average score of 3.04. For item number 1 obtained an average score of 3.68 which means it is included in the "Positive" category, for item number 2 an average score of 3.79 is obtained in the "Positive" category, for item number 3 an average score is obtained an average of 4.11 which is included in the "Positive" category, item number 4 obtained an average score of 3.6 which is included in the "Positive" category, item number 5 obtained an average score of 3.04 which means it is included in the "Neutral" category, and for item number 6 obtained an average score of 3.43 included in the "Positive" category. The highest average score is obtained on item number 3 and for the lowest average score is obtained on item number 5. Only one item has

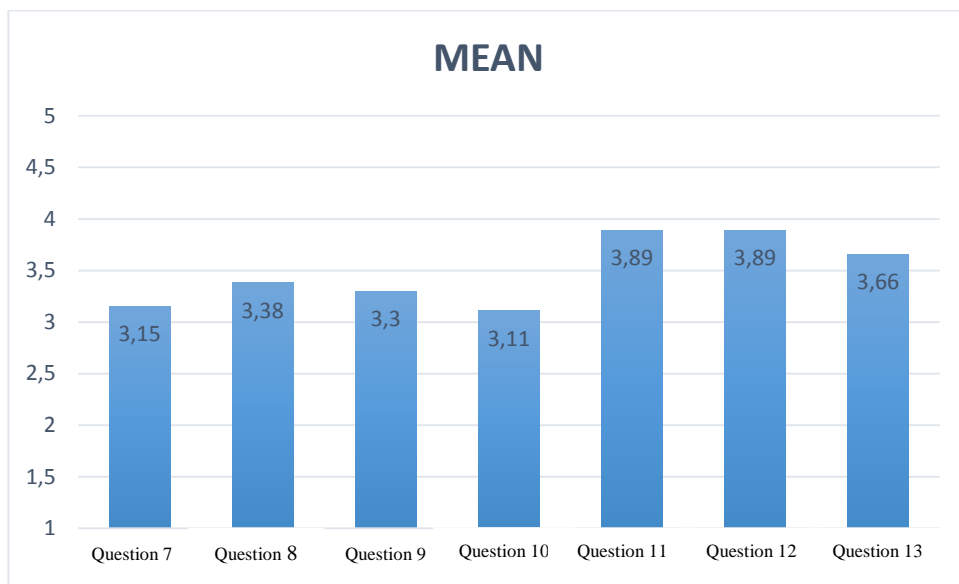


a neutral category. The data above shows that the positive type is more dominant than the neutral type.

Based on these data, the researcher concludes that the attitude of students in the listening class is positive, meaning that students are responsible for their obligations to learn, respond and accept the learning process of listening well.

b. Negative Attitude

For negative attitude the research use 7 questions that can be seen in Appendice C. The result of positive attitude questionnaire can be seen in the diagrams below:



**Chart 4.2**

*Negative Attitude*

Based on the diagram above, for the negative questionnaire, the results obtained that the highest average score of 3.89 was obtained on items 11 and 12, and a neutral category with the lowest average score of 3.11 on item number 10. For item number 7 the data obtained an average score of 3.15 which means it is included in the "Neutral" category, for item number 8

an average score of 3.38 is obtained in the "Neutral" category, for item number 9 an average score is obtained an average of 3,3 which is included in the "Neutral" category, item number 10 obtained an average score of 3.11 which is included in the "Neutral" category, item number 11 obtained an average score of 3.89 which means it is included in the category "Positive", item number 12 obtained an average score of 3.89 which means it is included in the category "Positive", and for item number 13 obtained an average score of 3.66 included in the "Positive" category. In negative questionnaire, there is no average score of answers that into the negative category, which means that students' do not have a bad opinion of listening learning which means they behave well in listening class. For this negative statement, there are more items with a neutral category than items with a positive category. However, the average score obtained

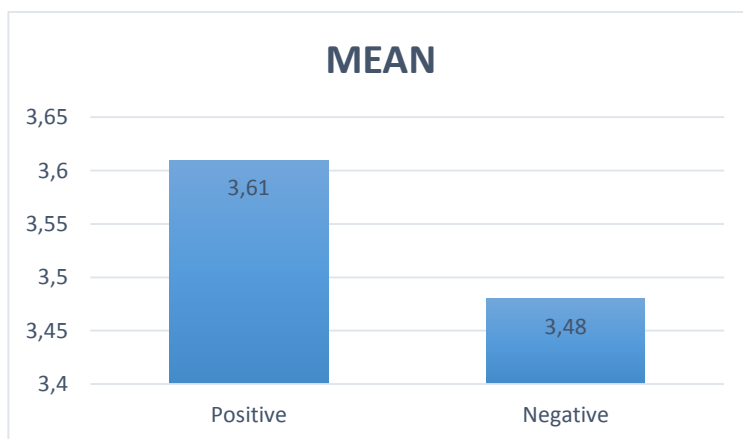
on each item of positive category is much higher than the average score of items in the neutral category. The average score for the positive category is 3.66-3.89.

Based on the data above, for the negative questionnaire, it can be concluded that the attitude of students' in the listening class is positive and it means that students 'are responsible for their obligations to learn, respond and accept the listening learning process well.

## **2. Data Summary of Students' Attitude on Listening Class**

The following graphic below are the results that the researchers obtained based on the results of the analysis of the questionnaire. The following charts describe the dominant scores of positive or negative attitudes in the listening class for the second semester students of TBI UIN Fatmawati Sukarno Bengkulu.

The comparison between scores of positive attitudes and negative attitudes can be seen in graphic 4.3 below:



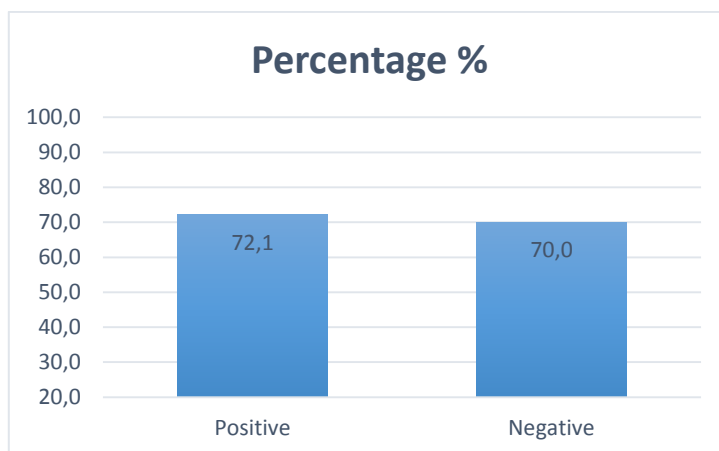
**Chart 4.3**

***The Comparative Between Students Positive and Negative Attitude***

Based on the data above, the results of the analysis of the findings show that students' attitudes are relatively good in learning English listening. In the diagram above, it can be seen that the type of positive attitude obtained an average value greater than the

negative category. Students are more dominant in the positive attitude type with the highest average score of 3.61 and the negative category with the lowest average score of 3.48.

After looking for the total average score, the researcher looked for the total percentage of answers from the types of positive and negative attitudes. The results of the percentage analysis can be seen in the following diagram:



**Chart 4.4**

*The Type of Students' Attitude with Positive and Negative Attitude*

The data above, shows the results of the analysis of the findings that students' attitudes are relatively good in learning English listening. In the diagram above, it can be seen that the type of positive category obtained the highest percentage than the negative category. Students are more dominant in the positive attitude type with the highest percentage of 72.1%, and the negative category with the lowest percentage of (70%).

Based on these results from mean score and results percentages, the researcher concluded that the students responded well to the listening class. they have the desire and motivation to improve their listening skills so that by increasing and increasing their listening skills, it will help them in many ways such as gaining new knowledge and can help them increase their knowledge of vocabulary, grammar and correct

pronunciation and help them to communicate well with fellow friends and with native English speakers.

### **3. Students' Anxiety Type and Students Anxiety Level on Listening Class at UIN Fatmawati Sukarno Bengkulu**

#### **a. Level of Students' Anxiety on Listening Class**

To determine the level of student anxiety, the researcher used a questionnaire sourced from the FLCAS Questionnaire by Howritz which consisted of 33 statement items, and in this study, the researcher only took 15 statement items. To determine the level of anxiety of students in the listening class, the authors assess and categorize each student based on their responses in the research questionnaire, the results of the assessment and categorization of students' anxiety levels can be seen in the table below:



**Table 4.1*****The Results of Students' Anxiety Level on English******Listening Class***

| <b>Range</b> | <b>Category of Anxiety</b> | <b>F</b> | <b>%</b> |
|--------------|----------------------------|----------|----------|
| 85-100       | Very Anxious               | 0        | 0        |
| 69-84        | Anxious                    | 0        | 0        |
| 53-68        | Midly Anxioius             | 5        | 11       |
| 37-52        | Relaxed                    | 29       | 62       |
| 21-36        | Very Relaxed               | 13       | 28       |
|              | TOTAL                      | 47       | 100      |

Based on the table of results of the foreign language class anxiety scale above, the authors found that 5 students with a percentage of 11% experienced a moderate level of anxiety with a score range of 55-68. Then 29 students with a percentage of 62% belong to the relaxed category with a score range of 108-123, and finally 13 students with a percentage of 28% belong to the very relaxed category with a score range of 21-36, which means, for students who are classified

as relaxed and very relaxed they do not experience any anxiety or worries while in listening class.

b. Type of Students' Anxiety on Listening Class

The type of anxiety of English students in listening class is determined from the total percentage of answers in the level of anxiety. Based on the results in table 1 above, it can be concluded that the type of anxiety experienced by students is facilitative anxiety because the dominant students answered in the "relaxed" category with a total of 29 students (62%)

**C. Discussions**

In the discussion, the results of research that researcher conducted will be compiled and presented as well as possible so that the problems that researchers get can be a reference in preparing and presenting. The research findings discussed in the previous section have important implications for the results of the data analysis. It aims to describe two things, the first is about how

students' attitudes towards listening class are and the second is what type of anxiety they experience and how high the level of anxiety they experience in listening class in second semester students of the English Education Study Program UINFAS Bengkulu.

The first thing that will be discussed is the attitude of students on listening class. Attitude is one of the factors that can affect the student learning process. This is in line with the opinion of Açıkgöz (2017) which states that student attitudes are one of the variables that affect the success of education on several elements such as subjects, schools and teachers. Attitudes are not innate but are shaped by the environment and the experience gained by a person who is learned through personal experience and the environment in the socialization process. Arkonaç, (2001). Stating that individuals regulate attitudes based on their experiences, knowledge, emotions, and motives in relation to objects, social problems, or other motives.

Referring to the results of the analysis of data collected using the AMTB questionnaire by Gradner, there are 13 items, including 6 positive statements and 7 negative statements. Students give different responses to positive statements and negative statements. On the positive statement number 2, 18 students answered Neutral (23.4%), and number 5, 16 students answered Neutral (34%). Next on the negative statement. On the negative statement number 7, 14 students answered Neutral (29.8%), item number 8, 18 students answered Neutral (38.3%), and on item 10, 20 students answered Neutral (42.6%) (See Appendince D). According to Azwar (2009), “a person's attitude towards an object is a feeling of support or partiality or a feeling of not supporting or not taking sides with the object. If the feeling that arises towards something is a feeling of pleasure, it is called a positive attitude, if it is not happy, it is called a negative feeling, and if there is no feeling towards an object, it is

called a neutral attitude". From this opinion, it can be concluded that in the 5 item questions, students did not feel anything about the statement on each item and did not give a dominant response (positive or negative) to the statement.

A person's attitude can be taken by several factors as stated by Sarlito (2010), there are 2 factors that influence a person, namely internal factors, namely those that come from within such as choice factors and external factors such as; the object, the attitude itself (or bad), the authority, the nature or group that supports the attitude, the communication medium used in conveying the attitude and the situation in which the attitude is formed. According to the second semester students of English language education related to attitudes in listening learning, students responded well to this course, because they think listening is important to improve and improve learning because it improves listening skills, it will make

it easier for students to communicate in English well. The students' statement are supported by the results of the data item analysis as can be seen from the results of the positive questionnaire item number 1; **I want to increase my time for studying listening**, 16 students answered Strongly Agree (34%), and item number 3; **Learning to listen to English is important because it will help me to be able to communicate well with native English speakers**. 23 students answered Strongly Agree (48.9%) (See Appendice D). According to the total results of all items on the positive and negative questionnaires. The results of data analysis showed that the majority of students answered strongly agree and agree with an average score of 3.61 (72.1%) on positive statements and on negative statements, the majority of students answered disagree with an average score of 3.48 (70%). This study proves that students are interested, appreciate, and enjoy the learning process in the listening class, which means

that students apply a positive attitude in the listening class.

The second thing that will be discussed is the level of anxiety and the type of anxiety experienced by the second semester students of English Education Study Program at UINFAS Bengkulu. Based on the results of the FLCAS questionnaire, it showed that 5 students (11%) are included in the moderate level of anxiety with the predicate "Midly Anxious". According to Wilson (2006), the factors that can cause listening anxiety are speaking speed, differences in spoken language, accent, complexity and difficulty of the material, number of unknown words in the content, difficulty of syntax and grammatical structure. Then Hamouda (2013) stated several obstacles and challenges that might arise during the teaching and learning process, namely; problems listening to the texts, listening problems related to assignments and activities, listening problems related to listeners (for example: lack

of knowledge of English grammar, vocabulary, correct English pronunciation and lack of concentration while studying), and teacher teaching methodologies are examples of things that can cause difficulty in learning to listen. Based on the results of a short interview that the researchers conducted before the study was conducted to find problems related to anxiety, they said several factors could cause their anxiety. First, they are afraid to make mistakes when learning listening because they feel that their knowledge of English such as grammar and vocabulary is still lacking. As a result, a feeling of anxiety arises in them.

This feeling of anxiety will suppress them so that they can forget things they actually know even all the materials they have prepared and in the end they become hesitant to answer. Another reason is that when facing an exam, the work has a time limit, while the audio presented in the exam questions is classified as a fast conversation. As a



result, they become less good at following the audio material to answer related questions, have difficulty concentrating and worry about not being able to finish the exam well, thereby creating anxiety in them. As stated by Halgin (2012), that anxiety can also make a person easily feel hopeless and often in a state of depression and difficulty to concentrate, sometimes feeling so much tension that they cannot think properly.

This feeling grows into the core of anxiety, when students are always afraid of making mistakes. This is because their minds cannot handle the feelings themselves, when students' minds cannot control their feelings, it will have an impact on themselves and there will be very high negative suggestions will come to their minds. The researcher believed that this negative suggestion would make it worse to the students' feelings of anxiety. When the feeling of anxiety gets worse, the fear will get bigger, when the fear gets bigger it will have

an impact on students' performance when following the listening learning process in class. This is a characteristic of the debilitating type of anxiety which is a condition that can be debilitating, if the anxiety is very high it will be very disturbing. Debilitating anxiety tends to have negative impact on students (Scovel in Fauziati, 2008). Students inability to control fear is an obstacle because students never realize if they are able to control it.

However, it is very important for students to be aware of their anxiety and be able to control these feelings and thoughts, because according to Oteir & Aziz (2017: 114), it is mentioned that language anxiety is one of the elements that has been identified to be a substantial barrier for EFL learners in language learning. So that when they are able to do so, they can turn this anxiety into motivation which will help them to improve their ability to control their thoughts and feelings for the better and students can also develop their abilities by improving their

skills and experiences and it is mean that they have succeeded in making the anxiety as a facilitating anxiety. Scovel (1991), stated that facilitating anxiety motivates a person to learn; it directs the emotional learner to a behavioral approach. They have to practice mind control to minimize feelings of anxiety so that these feelings of anxiety do not grow bigger. Based on the results of the research in the previous chapter, 29 students (62%) were in the “relaxed” and 13 students (28%) were in the “very relaxed”, which means that most of the students could not feel significant anxiety in the listening class. and if they experience anxiety, they can manage it well so that anxiety does not affect their learning process.

This is similar to the results of a short interview that the researchers conducted with them. They said that the anxiety experienced in listening class can be overcome by increasing their knowledge of English, such as vocabulary, grammar and pronunciation. In addition, with

lots of practice, anxiety can be reduced and turned into self-motivation so that they do not fail in studying, especially during exams. From these findings, the researcher can conclude that the type of anxiety experienced by students is facilitative or positive anxiety, because most of them can manage this anxiety well, it does not affect them in the learning process, and they tend to take lessons leisurely. Then, the level of anxiety they experienced can be said to be low, because a total of 42 students belonged to the relaxed and very relaxed categories, which means they did not experienced significant anxiety in the listening class.

The solution that can be conducted by students' is that they are expected to start improving their English skills from now on, especially in English listening skills. Because they will pass many new courses, it is possible that the lecturer will explain the lesson in full English. Thus, for students who experience anxiety, the anxiety

they experience can decrease over time and with increasing their English skills, especially in listening. For students who do not experience anxiety in learning listening, by increasing their English listening skills it can improve their performance and quality in learning.

Based on the discussion above, the researcher concludes that the attitude of the second semester students of English Education Study Program in the listening class is classified as positive, and for the anxiety of the students in the listening class, it is classified as a facilitative or positive type and the level of students' anxiety in listening class is low because only 5 students' that experience anxiety in the listening class with level of "Midly Anxious".

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter provides a conclusion and suggestions about the research that has been done. Conclude all the findings of the research and the findings of the discussion based on the research problem. So, this study summarizes how students' attitude and anxiety on listening class. While the suggestions in this chapter provide recommendations to researchers based on research results for the phenomenon of better results.

#### **A. Conclusion**

Based on the results and discussion in the previous chapter, the following conclusion are presented:

Students' attitude towards listening class on second semester English Education Department at UINFAS Bengkulu had positive attitude based on the result of data analysis in positive statements, the average score is 3.61 (72.1%). Likewise with negative statements, the average score is 3.48

(70%). For students' anxiety levels, based on the results of data analysis, 29 students (62%) categorized into "relaxed" and 13 students' (28%) are "very relaxed", and only 5 students (11%) belong to the moderate level of anxiety with the predicate "Midly Anxious". It means that most students did not feel significant anxiety and they can manage it well so that anxiety does not affect their listening learning process. Based on the results, it can be concluded that students' level of anxiety are low and the type of students' anxiety are fasilitative or positive. A positive attitude towards learning is very important because a positive attitude helps students focus and absorb information faster and more effectively and it can reduce in students anxiety that can interfere students' performance in learning. Many factors can cause anxiety in students, one of which is internal factors such as the lack of students' English skills. A solution for students who feel anxious to start improving their English skills from now on, especially in English listening skill.

## **B. Suggestion**

Based on the result of the research, the researcher would like to give some suggestions as consideration, they are:

1. For the lecturer

Lecturer must be able to recognize any anxiety experienced by their students in order to overcome their anxiety in listening learning process because this anxiety will affect their attitude at the same time. Some ways that can be done by the lecturers, first lecturer can make the class atmosphere more relaxed by inviting small talk or a little humor while studying, so that a positive mood will appear which will reduce students' anxiety. If the students feel happy and not anxious will make learning comfortable and they feel enjoy in learning process so their attitude will become positive. Furthermore, in learning process the lecturer can insert motivational words so as to make the class more enthusiastic while in learning English listening.



By reducing feelings of anxiety in students, it will help them to be able to have a positive thought about listening classes and can direct them to the positive attitude at the same time, and the lecturer can provide teaching materials to the classes well.

## 2. For the students

The results of the study showed that students' had a positive attitude in listening class. The researcher hope that students are able to maintain their attitudes and they can improve their attitude more better again. Then for anxiety, it shows that the type of anxiety they experience is a positive type of anxiety with a low level of anxiety. The researcher hope that students' can maintain this and for students who still experienced a little anxious, the researcher hope that students' can manage their anxiety to make it does not become higher so that it can interfere their learning process and their performance in learning.

### 3. For further researchers

I hope this research could be a reference and source for further researchers who conduct the research related to Students' Attitudes and Anxiety on Listening Class, and I hope this research could also help them in conducting the research for getting the better research results than I have done.

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**APPENDICE A**  
**VALIDITY TEST**

| <b>ITEM</b> | <b>N</b> | <b>r count</b> | <b>r table</b> | <b>STATUS</b> |
|-------------|----------|----------------|----------------|---------------|
| 1           | 25       | 0,674          | 0,396          | VALID         |
| 2           | 25       | 0,731          | 0,396          | VALID         |
| 3           | 25       | 0,752          | 0,396          | VALID         |
| 4           | 25       | 0,731          | 0,396          | VALID         |
| 5           | 25       | 0,255          | 0,396          | TIDAK VALID   |
| 6           | 25       | 0,662          | 0,396          | VALID         |
| 7           | 25       | 0,581          | 0,396          | VALID         |
| 8           | 25       | 0,429          | 0,396          | VALID         |
| 9           | 25       | 0,52           | 0,396          | VALID         |
| 10          | 25       | 0,512          | 0,396          | VALID         |
| 11          | 25       | 0,722          | 0,396          | VALID         |
| 12          | 25       | 0,645          | 0,396          | VALID         |
| 13          | 25       | 0,595          | 0,396          | VALID         |
| 14          | 25       | 0,606          | 0,396          | VALID         |
| 15          | 25       | 0,595          | 0,396          | VALID         |
| 16          | 25       | 0,551          | 0,396          | VALID         |
| 17          | 25       | 0,463          | 0,396          | VALID         |
| 18          | 25       | 0,773          | 0,396          | VALID         |
| 19          | 25       | 0,611          | 0,396          | VALID         |
| 20          | 25       | 0,251          | 0,396          | TIDAK VALID   |
| 21          | 25       | 0,843          | 0,396          | VALID         |
| 22          | 25       | 0,746          | 0,396          | VALID         |
| 23          | 25       | 0,825          | 0,396          | VALID         |
| 24          | 25       | 0,747          | 0,396          | VALID         |
| 25          | 25       | 0,081          | 0,396          | TIDAK VALID   |

|    |    |       |       |             |
|----|----|-------|-------|-------------|
| 26 | 25 | 0,532 | 0,396 | VALID       |
| 27 | 25 | 0,607 | 0,396 | VALID       |
| 28 | 25 | 0,242 | 0,396 | TIDAK VALID |
| 29 | 25 | 0,834 | 0,396 | VALID       |
| 30 | 25 | 0,24  | 0,396 | TIDAK VALID |
| 31 | 25 | 0,395 | 0,396 | TIDAK VALID |
| 32 | 25 | 0,651 | 0,396 | VALID       |
| 33 | 25 | 0,7   | 0,396 | VALID       |
| 34 | 25 | 0,588 | 0,396 | VALID       |
| 35 | 25 | 0,138 | 0,396 | TIDAK VALID |
| 36 | 25 | 0,393 | 0,396 | TIDAK VALID |
| 37 | 25 | 0,029 | 0,396 | TIDAK VALID |

**APPENDICE B**  
**RELIABILITY TEST**

**Case Processing Summary**

|       |                       | N  | %     |
|-------|-----------------------|----|-------|
| Cases | Valid                 | 25 | 100,0 |
|       | Excluded <sup>a</sup> | 0  | ,0    |
|       | Total                 | 25 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,951             | 28         |

**Item-Total Statistics**

|     | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|-----|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| I1  | 74,32                      | 319,727                        | ,680                             | ,949                             |
| I2  | 73,88                      | 324,610                        | ,711                             | ,949                             |
| I3  | 74,04                      | 321,873                        | ,758                             | ,948                             |
| I4  | 74,12                      | 321,943                        | ,701                             | ,949                             |
| I5  | 74,88                      | 322,277                        | ,616                             | ,950                             |
| I6  | 74,80                      | 323,667                        | ,551                             | ,951                             |
| I7  | 74,28                      | 334,627                        | ,397                             | ,952                             |
| I8  | 74,56                      | 328,673                        | ,559                             | ,950                             |
| I9  | 74,76                      | 334,107                        | ,547                             | ,950                             |
| I10 | 73,88                      | 329,110                        | ,643                             | ,949                             |

|     |       |         |      |      |
|-----|-------|---------|------|------|
| I11 | 74,52 | 326,593 | ,646 | ,949 |
| I12 | 75,12 | 327,527 | ,574 | ,950 |
| I13 | 74,88 | 326,277 | ,557 | ,950 |
| I14 | 74,88 | 326,443 | ,598 | ,950 |
| I15 | 74,04 | 328,123 | ,510 | ,951 |
| I16 | 74,12 | 330,527 | ,492 | ,951 |
| I17 | 74,08 | 322,993 | ,783 | ,948 |
| I18 | 73,80 | 325,667 | ,578 | ,950 |
| I19 | 73,88 | 321,360 | ,810 | ,948 |
| I20 | 74,24 | 323,190 | ,700 | ,949 |
| I21 | 73,88 | 316,277 | ,764 | ,948 |
| I22 | 73,84 | 323,557 | ,696 | ,949 |
| I23 | 73,92 | 330,327 | ,501 | ,951 |
| I24 | 74,08 | 329,577 | ,613 | ,950 |
| I25 | 73,96 | 321,290 | ,851 | ,948 |
| I26 | 73,84 | 324,473 | ,642 | ,949 |
| I27 | 73,76 | 329,857 | ,615 | ,950 |
| I28 | 73,56 | 333,173 | ,541 | ,950 |

## APPENDICE C

### RESEARCH INSTRUMENT

**NAMA** :

**NIM** :

**KELAS** :

| NO | PERNYATAAN                                                                                                                                           | SS | S | N | TS | STS |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----|-----|
| 1. | Saya ingin memperbanyak waktu saya untuk belajar listening                                                                                           |    |   |   |    |     |
| 2. | Ketika saya belajar di kelas listening, saya mengabaikan gangguan-gangguan seperti suara kendaraan, orang-orang, dan lainnya dan memperhatikan kelas |    |   |   |    |     |
| 3. | Belajar listening bahasa inggris itu penting karena akan membantu saya untuk dapat berkomunikasi dengan baik dengan penutur asli bahasa              |    |   |   |    |     |

|    |                                                                                                                                              |  |  |  |  |  |
|----|----------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|    | Inggris.                                                                                                                                     |  |  |  |  |  |
| 4. | Ketika saya memiliki masalah dalam memahami sesuatu di kelas listening, saya selalu bertanya kepada Dosen.                                   |  |  |  |  |  |
| 5. | Saya sangat menyukai matakuliah listening Bahasa Inggris                                                                                     |  |  |  |  |  |
| 6. | Saya ingin belajar listening lebih sering dari pada biasanya                                                                                 |  |  |  |  |  |
| 7. | Saya cenderung tidak memperhatikan pelajaran ketika saya tidak memahami apa yang dijelaskan oleh Dosen saya terkait dengan materi listening. |  |  |  |  |  |
| 8. | Saya tidak terlalu memperhatikan umpan balik yang saya terima di kelas listening.                                                            |  |  |  |  |  |

|     |                                                                                                              |  |  |  |  |  |
|-----|--------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 9.  | Saya lebih suka menghabiskan waktu belajar saya untuk matakuliah lain selain matakuliah listening            |  |  |  |  |  |
| 10. | Ketika saya meninggalkan kampus, saya akan berhenti belajar listening karena saya tidak tertarik dengannya   |  |  |  |  |  |
| 11. | Menurut saya, belajar listening Bahasa Inggris benar-benar membuang-buang waktu                              |  |  |  |  |  |
| 12. | Menurut saya, belajar listening Bahasa Inggris itu membosankan                                               |  |  |  |  |  |
| 13. | Sejujurnya, saya tidak terlalu menyukai matakuliah listening                                                 |  |  |  |  |  |
| 14. | Saya pikir saya tidak harus kecewa walaupun saya tidak dapat mendengar dengan jelas ketika belajar listening |  |  |  |  |  |



|     |                                                                                                                                   |  |  |  |  |  |
|-----|-----------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
|     | dalam bahasa inggris.                                                                                                             |  |  |  |  |  |
| 15. | Saya tidak pernah merasa yakin dengan apa yang saya dengar setiap kali saya belajar listening Bahasa Inggris.                     |  |  |  |  |  |
| 16. | Saya merasa bingung ketika siswa lain menertawakan sesuatu yang dikatakan Dosen dalam bahasa Inggris yang tidak dapat saya pahami |  |  |  |  |  |
| 17. | Saya terus berpikir bahwa siswa lain dapat memahami pelajaran listening lebih baik dari pada saya                                 |  |  |  |  |  |
| 18. | Saat kelas listening, saya takut bahwa siswa lain akan menertawakan saya jika saya mengajukan jawaban yang salah                  |  |  |  |  |  |

|     |                                                                                                          |  |  |  |  |  |
|-----|----------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 19. | Saya takut melakukan kontak mata dengan dosen bahasa Inggris di kelas listening.                         |  |  |  |  |  |
| 20. | Saya merasa lebih tegang dan gugup di kelas listening bahasa Inggris daripada di kelas saya yang lain    |  |  |  |  |  |
| 21. | Saat di kelas listening, saya merasa gugup ketika mendengar serangkaian kata-kata yang tidak saya kenal. |  |  |  |  |  |
| 22. | Mendengarkan seseorang yang berbicara cepat dalam bahasa Inggris membuat saya gugup.                     |  |  |  |  |  |
| 23. | Saya merasa gugup jika Dosen terus bertanya kepada siswa di kelas.                                       |  |  |  |  |  |
| 24. | Saya merasa gugup saat ujian di kelas listening dalam bahasa inggris.                                    |  |  |  |  |  |

|     |                                                                                                                                     |  |  |  |  |  |
|-----|-------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 25. | Saya tidak suka mengerjakan banyak tes di kelas listening bahasa inggris saya                                                       |  |  |  |  |  |
| 26. | Saat mengikuti tes, saya merasa lebih nyaman dengan gaya bicara lambat daripada yang cepat                                          |  |  |  |  |  |
| 27. | Saya tidak khawatir tentang jenis tes listening Bahasa Inggris (pilihan ganda, melengkapi teks, atau pertanyaan singkat)            |  |  |  |  |  |
| 28. | Semakin banyak latihan listening yang saya lakukan di rumah, maka semakin sedikit ketegangan saya ketika belajar listening di kelas |  |  |  |  |  |

## APPENDICE D

### ANALYSIS OF QUESTIONNAIRE ITEMS

#### QUESTION 1

|       | Frequency           | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|---------|---------------|--------------------|
|       |                     |         |               |                    |
|       | SANGAT TIDAK SETUJU | 4       | 8,5           | 8,5                |
|       | TIDAK SETUJU        | 4       | 8,5           | 17,0               |
| Valid | NETRAL              | 11      | 23,4          | 40,4               |
|       | SANGAT SETUJU       | 12      | 25,5          | 66,0               |
|       | SANGAT SETUJU       | 16      | 34,0          | 100,0              |
|       | Total               | 47      | 100,0         | 100,0              |

#### QUESTION 2

|       | Frequency           | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|---------|---------------|--------------------|
|       |                     |         |               |                    |
|       | SANGAT TIDAK SETUJU | 2       | 4,3           | 4,3                |
|       | TIDAK SETUJU        | 1       | 2,1           | 6,4                |
| Valid | NETRAL              | 18      | 38,3          | 44,7               |
|       | SANGAT SETUJU       | 10      | 21,3          | 66,0               |
|       | SANGAT SETUJU       | 16      | 34,0          | 100,0              |
|       | Total               | 47      | 100,0         | 100,0              |

**QUESTION 3**

|                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| TIDAK SETUJU        | 4         | 8,5     | 8,5           | 8,5                |
| NETRAL              | 10        | 21,3    | 21,3          | 29,8               |
| Valid SANGAT SETUJU | 10        | 21,3    | 21,3          | 51,1               |
| SANGAT SETUJU       | 23        | 48,9    | 48,9          | 100,0              |
| Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 4**

|                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| TIDAK SETUJU        | 7         | 14,9    | 14,9          | 14,9               |
| NETRAL              | 18        | 38,3    | 38,3          | 53,2               |
| Valid SANGAT SETUJU | 9         | 19,1    | 19,1          | 72,3               |
| SANGAT SETUJU       | 13        | 27,7    | 27,7          | 100,0              |
| Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 5**

|                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| SANGAT TIDAK SETUJU | 8         | 17,0    | 17,0          | 17,0               |
| TIDAK SETUJU        | 7         | 14,9    | 14,9          | 31,9               |
| Valid NETRAL        | 16        | 34,0    | 34,0          | 66,0               |
| SANGAT SETUJU       | 7         | 14,9    | 14,9          | 80,9               |
| SANGAT SETUJU       | 9         | 19,1    | 19,1          | 100,0              |
| Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 6**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT TIDAK SETUJU | 7         | 14,9    | 14,9          | 14,9               |
|       | TIDAK SETUJU        | 5         | 10,6    | 10,6          | 25,5               |
|       | NETRAL              | 8         | 17,0    | 17,0          | 42,6               |
|       | SANGAT SETUJU       | 15        | 31,9    | 31,9          | 74,5               |
|       | SANGAT SETUJU       | 12        | 25,5    | 25,5          | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 7**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 5         | 10,6    | 10,6          | 10,6               |
|       | SETUJU              | 9         | 19,1    | 19,1          | 29,8               |
|       | NETRAL              | 14        | 29,8    | 29,8          | 59,6               |
|       | TIDAK SETUJU        | 12        | 25,5    | 25,5          | 85,1               |
|       | SANGAT TIDAK SETUJU | 7         | 14,9    | 14,9          | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 8**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 1         | 2,1     | 2,1           | 2,1                |
|       | SETUJU              | 8         | 17,0    | 17,0          | 19,1               |
|       | NETRAL              | 18        | 38,3    | 38,3          | 57,4               |
|       | TIDAK SETUJU        | 12        | 25,5    | 25,5          | 83,0               |
|       | SANGAT TIDAK SETUJU | 8         | 17,0    | 17,0          | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 9**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 6         | 12,8    | 12,8          | 12,8               |
|       | SETUJU              | 3         | 6,4     | 6,4           | 19,1               |
|       | NETRAL              | 14        | 29,8    | 29,8          | 48,9               |
|       | TIDAK SETUJU        | 19        | 40,4    | 40,4          | 89,4               |
|       | SANGAT TIDAK SETUJU | 5         | 10,6    | 10,6          | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 10**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 7         | 14,9    | 14,9          | 14,9               |
|       | SETUJU              | 3         | 6,4     | 6,4           | 21,3               |
|       | NETRAL              | 20        | 42,6    | 42,6          | 63,8               |
|       | TIDAK SETUJU        | 12        | 25,5    | 25,5          | 89,4               |
|       | SANGAT TIDAK SETUJU | 5         | 10,6    | 10,6          | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 11**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 2         | 4,3     | 4,3           | 4,3                |
|       | SETUJU              | 3         | 6,4     | 6,4           | 10,6               |
|       | NETRAL              | 12        | 25,5    | 25,5          | 36,2               |
|       | TIDAK SETUJU        | 11        | 23,4    | 23,4          | 59,6               |
|       | SANGAT TIDAK SETUJU | 19        | 40,4    | 40,4          | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 12**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 3         | 6,4     | 6,4           | 6,4                |
|       | SETUJU              | 3         | 6,4     | 6,4           | 12,8               |
|       | NETRAL              | 11        | 23,4    | 23,4          | 36,2               |
|       | TIDAK SETUJU        | 9         | 19,1    | 19,1          | 55,3               |
|       | SANGAT TIDAK SETUJU | 21        | 44,7    | 44,7          | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 13**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 4         | 8,5     | 8,5           | 8,5                |
|       | SETUJU              | 4         | 8,5     | 8,5           | 17,0               |
|       | NETRAL              | 11        | 23,4    | 23,4          | 40,4               |
|       | TIDAK SETUJU        | 13        | 27,7    | 27,7          | 68,1               |
|       | SANGAT TIDAK SETUJU | 15        | 31,9    | 31,9          | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 14**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 10        | 21,3    | 21,3          | 21,3               |
|       | SETUJU              | 13        | 27,7    | 27,7          | 48,9               |
|       | NETRAL              | 13        | 27,7    | 27,7          | 76,6               |
|       | TIDAK SETUJU        | 6         | 12,8    | 12,8          | 89,4               |
|       | SANGAT TIDAK SETUJU | 5         | 10,6    | 10,6          | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |



**QUESTION 15**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 7         | 14,9    | 14,9          | 14,9               |
|       | SETUJU              | 8         | 17,0    | 17,0          | 31,9               |
|       | NETRAL              | 22        | 46,8    | 46,8          | 78,7               |
|       | TIDAK SETUJU        | 6         | 12,8    | 12,8          | 91,5               |
|       | SANGAT TIDAK SETUJU | 4         | 8,5     | 8,5           | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 16**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 7         | 14,9    | 14,9          | 14,9               |
|       | SETUJU              | 11        | 23,4    | 23,4          | 38,3               |
|       | NETRAL              | 14        | 29,8    | 29,8          | 68,1               |
|       | TIDAK SETUJU        | 10        | 21,3    | 21,3          | 89,4               |
|       | SANGAT TIDAK SETUJU | 5         | 10,6    | 10,6          | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 17**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 10        | 21,3    | 21,3          | 21,3               |
|       | SETUJU              | 9         | 19,1    | 19,1          | 40,4               |
|       | NETRAL              | 18        | 38,3    | 38,3          | 78,7               |
|       | TIDAK SETUJU        | 7         | 14,9    | 14,9          | 93,6               |
|       | SANGAT TIDAK SETUJU | 3         | 6,4     | 6,4           | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 18**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 13        | 27,7    | 27,7          | 27,7               |
|       | SETUJU              | 6         | 12,8    | 12,8          | 40,4               |
|       | NETRAL              | 16        | 34,0    | 34,0          | 74,5               |
|       | TIDAK SETUJU        | 9         | 19,1    | 19,1          | 93,6               |
|       | SANGAT TIDAK SETUJU | 3         | 6,4     | 6,4           | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 19**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 6         | 12,8    | 12,8          | 12,8               |
|       | SETUJU              | 9         | 19,1    | 19,1          | 31,9               |
|       | NETRAL              | 15        | 31,9    | 31,9          | 63,8               |
|       | TIDAK SETUJU        | 13        | 27,7    | 27,7          | 91,5               |
|       | SANGAT TIDAK SETUJU | 4         | 8,5     | 8,5           | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 20**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 10        | 21,3    | 21,3          | 21,3               |
|       | SETUJU              | 4         | 8,5     | 8,5           | 29,8               |
|       | NETRAL              | 13        | 27,7    | 27,7          | 57,4               |
|       | TIDAK SETUJU        | 13        | 27,7    | 27,7          | 85,1               |
|       | SANGAT TIDAK SETUJU | 7         | 14,9    | 14,9          | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 21**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 13        | 27,7    | 27,7          | 27,7               |
|       | SETUJU              | 8         | 17,0    | 17,0          | 44,7               |
|       | NETRAL              | 15        | 31,9    | 31,9          | 76,6               |
|       | TIDAK SETUJU        | 7         | 14,9    | 14,9          | 91,5               |
|       | SANGAT TIDAK SETUJU | 4         | 8,5     | 8,5           | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 22**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 11        | 23,4    | 23,4          | 23,4               |
|       | SETUJU              | 7         | 14,9    | 14,9          | 38,3               |
|       | NETRAL              | 19        | 40,4    | 40,4          | 78,7               |
|       | TIDAK SETUJU        | 7         | 14,9    | 14,9          | 93,6               |
|       | SANGAT TIDAK SETUJU | 3         | 6,4     | 6,4           | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 23**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 15        | 31,9    | 31,9          | 31,9               |
|       | SETUJU              | 5         | 10,6    | 10,6          | 42,6               |
|       | NETRAL              | 17        | 36,2    | 36,2          | 78,7               |
|       | TIDAK SETUJU        | 6         | 12,8    | 12,8          | 91,5               |
|       | SANGAT TIDAK SETUJU | 4         | 8,5     | 8,5           | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 24**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 11        | 23,4    | 23,4          | 23,4               |
|       | SETUJU              | 11        | 23,4    | 23,4          | 46,8               |
|       | NETRAL              | 16        | 34,0    | 34,0          | 80,9               |
|       | TIDAK SETUJU        | 6         | 12,8    | 12,8          | 93,6               |
|       | SANGAT TIDAK SETUJU | 3         | 6,4     | 6,4           | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 25**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 4         | 8,5     | 8,5           | 8,5                |
|       | SETUJU              | 10        | 21,3    | 21,3          | 29,8               |
|       | NETRAL              | 20        | 42,6    | 42,6          | 72,3               |
|       | TIDAK SETUJU        | 8         | 17,0    | 17,0          | 89,4               |
|       | SANGAT TIDAK SETUJU | 5         | 10,6    | 10,6          | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 26**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SANGAT SETUJU       | 13        | 27,7    | 27,7          | 27,7               |
|       | SETUJU              | 14        | 29,8    | 29,8          | 57,4               |
|       | NETRAL              | 14        | 29,8    | 29,8          | 87,2               |
|       | TIDAK SETUJU        | 4         | 8,5     | 8,5           | 95,7               |
|       | SANGAT TIDAK SETUJU | 2         | 4,3     | 4,3           | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 27**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SETUJU              | 9         | 19,1    | 19,1          | 19,1               |
|       | NETRAL              | 20        | 42,6    | 42,6          | 61,7               |
|       | TIDAK SETUJU        | 8         | 17,0    | 17,0          | 78,7               |
|       | SANGAT TIDAK SETUJU | 10        | 21,3    | 21,3          | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**QUESTION 28**

|       |                     | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | SETUJU              | 2         | 4,3     | 4,3           | 4,3                |
|       | NETRAL              | 14        | 29,8    | 29,8          | 34,0               |
|       | TIDAK SETUJU        | 9         | 19,1    | 19,1          | 53,2               |
|       | SANGAT TIDAK SETUJU | 22        | 46,8    | 46,8          | 100,0              |
|       | Total               | 47        | 100,0   | 100,0         |                    |

**APPENDICE E**  
**DOCUMENTATIONS**

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PBI ANGKATAN 2021

Nur, Yayuk, +62 812-7156-1907, +62 813-...



KUESIONER PENELITIAN : SIKAP DAN  
KECEMASAN MAHASISWA BAHASA  
INGGRIS DALAM PEMBELAJARAN  
LISTENING DI UIN FATMAWATI SUKARNO  
BENGKULU

Yth.  
Mahasiswa/i TBI semester 2 UIN Fatmawati Sukarno Bengkulu  
Di tempat

Assalamu'alaikum Warrahmatullahi Wabarakatuh.  
Selain seperti tertera di atas semua.  
Perkenalkan, saya Febri Aini Adaha (1811230162), mahasiswa program studi Tadris Bahasa  
Inggris semester 5 UINFS Bengkulu yang sedang melakukan penelitian untuk keperluan  
mengikuti mata kuliah skripsi saya, dimana penelitian ini ditujukan untuk  
mahasiswa/pembelajar bahasa Inggris semester 2 di UINFS Bengkulu terkait Sikap  
(Attitude) dan Kecemasan (Anxiety) mahasiswa dalam pembelajaran Listening. Maka dari  
itu, saya sebagai peneliti memohon kesediaan teman-teman mahasiswa untuk dapat  
sejenak meluangkan waktunya untuk mengisi kuesioner ini. Atas kerediaan dan  
partisipasinya, saya ucapkan terima kasih dan semoga segala kebajikan yang turun-murun

**KUESIONER PENELITIAN : SIKAP DAN  
KECEMASAN MAHASISWA BAHASA INGGRIS DA...**  
Yth. Mahasiswa/i TBI semester 2 UIN Fatmawati Sukarno Be...  
[docs.google.com](https://docs.google.com)

Assalamu'alaikum Warrahmatullahi  
Wabarakatuh.

Selamat siang teman-teman mahasiswa,  
semoga selalu dalam keadaan sehat dan  
bahagia aamiin..

Sebelumnya, perkenalkan, saya Febri Aini  
Adalta, mahasiswa Tadris bahasa Inggris  
angkatan 2018 yang dimana saat ini saya  
sedang melakukan penelitian mengenai  
"STUDENTS' ATTITUDE AND ANXIETY ON  
LISTENING CLASS" terhadap mahasiswa  
program studi tadris bahasa Inggris.

Sebagai bahan informasi

Sikap (Attitude) adalah kecenderungan  
mental dan perilaku seseorang terhadap  
suatu objek, peristiwa atau situasi tertentu  
yang dapat berupa sikap positif atau negatif  
tergantung pada apa yang mereka hadapi.  
Dan Kecemasan (Anxiety) adalah sebuah  
emosi yang timbul karena ketidak mampuan  
seseorang dalam menghadapi situasi baru  
yang harus dapat di kendalikan.

Untuk itu bersamaan dengan pesan ini,  
saya berharap dan meminta kerelaan hati  
teman-teman mahasiswa untuk mengisi  
angket penelitian ini 🙏 . Berikut link  
angketnya:

<https://forms.gle/GADjQBSEdw6pZsNc7>



Message



Bagian 1 dari 3

## KUESIONER PENELITIAN : SIKAP DAN KECEMASAN MAHASISWA BAHASA INGGRIS DALAM PEMBELAJARAN LISTENING DI UIN FATMAWATI SUKARNO BENGKULU

Yth.

Mahasiswa/i TBI semester 2 UIN Fatmawati Sukarno  
Bengkulu  
Di tempat

Assalamualaikum Warrahmatullahi Wabarakatuh.

Salam sejahtera bagi kita semua.

Perkenalkan, saya Febri Aini Adalta (1811230162), mahasiswi program studi Tadris Bahasa Inggris semester 8 UINFAS Bengkulu yang sedang melakukan penelitian untuk keperluan melengkapi data tugas akhir/skripsi saya, dimana penelitian ini ditujukan untuk mahasiswa/pembelajar bahasa inggris semester 2 di UINFAS Bengkulu terkait Sikap (Attitude) dan Kecemasan (Anxiety) mahasiswa dalam pembelajaran Listening. Maka dari itu, saya sebagai peneliti memohon kesediaan teman-teman mahasiswa untuk dapat sejenak meluangkan waktunya untuk mengisi kuesioner ini. Atas kesediaan dan partisipasinya, saya ucapkan terima kasih dan semoga segala kebaikan yang teman-teman lakukan dibalas oleh Allah dengan lebih baik

Wassalamualaikum Warrahmatullahi Wabarakatuh.

NAMA LENGKAP \*

Teks jawaban singkat





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## KUESIONER PENELITIAN SIKAP DAN KECEMASAN

Pertanyaan

Jawaban 47

Setelan

Bagian 1 dari 3

# KUESIONER PENELITIAN : SIKAP DAN KECEMASAN MAHASISWA BAHASA INGGRIS DALAM PEMBELAJARAN LISTENING DI UIN FATMAWATI SUKARNO BENGKULU

Yth.

Mahasiswa/i TBI semester 2 UIN Fatmawati Sukarno

Bengkulu

Di tempat

Assalamualaikum Warrahmatullahi Waharokatuh



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## KUESIONER PENELITIAN SIKAP DAN KECEMASAN

Pertanyaan Jawaban **47** Setelan

(Attitude) dan Kecemasan (Anxiety) mahasiswa dalam pembelajaran Listening. Maka dari itu, saya sebagai peneliti memohon kesediaan teman-teman mahasiswa untuk dapat sejenak meluangkan waktunya untuk mengisi kuesioner ini. Atas kesediaan dan partisipasinya, saya ucapkan terima kasih dan semoga segala kebaikan yang teman-teman lakukan dibalas oleh Allah dengan lebih baik Wassalamualaikum Warrahmatullahi Wabarakatuh.

**\* Wajib**

**NAMA LENGKAP \***

Yayuk Susana Trihartati

**NIM \***

2111230008

**KELAS \***

TBI 2A

TBI 2B

TBI 2C

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## KUESIONER PENELITIAN SIKAP DAN KECEMASAN

Pertanyaan Jawaban 47 Setelan

Sikap (Attitude) adalah kecenderungan mental dan perilaku seseorang terhadap suatu objek, peristiwa atau situasi tertentu yang dapat berupa sikap positif atau negatif tergantung pada apa yang mereka hadapi.

Isilah pernyataan-pernyataan dibawah ini sesuai dengan diri anda dengan opsi pilihan jawaban berupa angka dari skala 1-5 yang keterangannya adalah sebagai berikut :

- 1= Sangat Tidak Setuju
- 2= Tidak Setuju
- 3= Netral
- 4= Setuju
- 5= Sangat Setuju

Note : tidak ada jawaban benar ataupun salah, semuanya berdasarkan pendapat teman-teman sesuai dengan apa yang teman-teman rasakan dan alami

1. Saya ingin memperbanyak waktu saya untuk belajar \*  
listening

1 2 3 4 5

Sangat tidak setuju      Sangat setuju

2. Ketika saya belajar di kelas listening, saya \*  
mengabaikan gangguan-gangguan seperti suara kendaraan, orang-orang, dan lainnya dan



## KUESIONER PENELITIAN SIKAP DAN KECEMASAN

Pertanyaan Jawaban **47** Setelan

### STUDENTS' ANXIETY

Kecemasan (Anxiety) adalah sebuah emosi yang timbul karena ketidak mampuan seseorang menghadapi situasi baru yang harus dapat di kendalikan.

Isilah pernyataan-pernyataan dibawah ini sesuai dengan diri anda dengan opsi pilihan jawaban berupa angka dari skala 1-5 yang keterangannya adalah sebagai berikut :

- 1= Sangat Tidak Setuju
- 2= Tidak Setuju
- 3= Netral
- 4= Setuju
- 5= Sangat Setuju

Note : tidak ada jawaban benar ataupun salah, semuanya berdasarkan pendapat teman-teman sesuai dengan apa yang teman-teman rasakan dan alami

14. Saya pikir saya tidak harus kecewa walaupun saya \* tidak dapat mendengar dengan jelas ketika belajar listening dalam bahasa inggris.

1 2 3 4 5

Sangat tidak setuju      Sangat setuju

15. Saya tidak pernah merasa yakin dengan apa yang \*

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## KUESIONER PENELITIAN SIKAP DAN KECEMASAN

Pertanyaan Jawaban **47** Setelan

lakukan dibalas oleh Allah dengan lebih baik  
Wassalamualaikum Warrahmatullahi Wabarakatuh.

**\* Wajib**

**NAMA LENGKAP \***

Annisa Nabila

**NIM \***

2111230055

**KELAS \***

- TBI 2A
- TBI 2B
- TBI 2C
- TBI 2D

STUDENTS' ATTITUDE



### KUESIONER PENELITIAN SIKAP DAN KECEMASAN

Pertanyaan Jawaban 47 Setelan

Sikap (Attitude) adalah kecenderungan mental dan perilaku seseorang terhadap suatu objek, peristiwa atau situasi tertentu yang dapat berupa sikap positif atau negatif tergantung pada apa yang mereka hadapi. Isilah pernyataan-pernyataan dibawah ini sesuai dengan diri anda dengan opsi pilihan jawaban berupa angka dari skala 1-5 yang keterangannya adalah sebagai berikut :

- 1= Sangat Tidak Setuju
- 2= Tidak Setuju
- 3= Netral
- 4= Setuju
- 5= Sangat Setuju

Note : tidak ada jawaban benar ataupun salah, semuanya berdasarkan pendapat teman-teman sesuai dengan apa yang teman-teman rasakan dan alami

1. Saya ingin memperbanyak waktu saya untuk belajar \*  
listening

1 2 3 4 5

Sangat tidak setuju      Sangat setuju

2. Ketika saya belajar di kelas listening, saya \*  
mengabaikan gangguan-gangguan seperti suara kendaraan, orang-orang, dan lainnya dan memperhatikan kelas

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## KUESIONER PENELITIAN SIKAP DAN KECEMASAN

Pertanyaan Jawaban 47 Setelan

### STUDENTS' ANXIETY

Kecemasan (Anxiety) adalah sebuah emosi yang timbul karena ketidak mampuan seseorang menghadapi situasi baru yang harus dapat di kendalikan.

Isilah pernyataan-pernyataan dibawah ini sesuai dengan diri anda dengan opsi pilihan jawaban berupa angka dari skala 1-5 yang keterangannya adalah sebagai berikut :

1= Sangat Tidak Setuju

2= Tidak Setuju

3= Netral

4= Setuju

5= Sangat Setuju

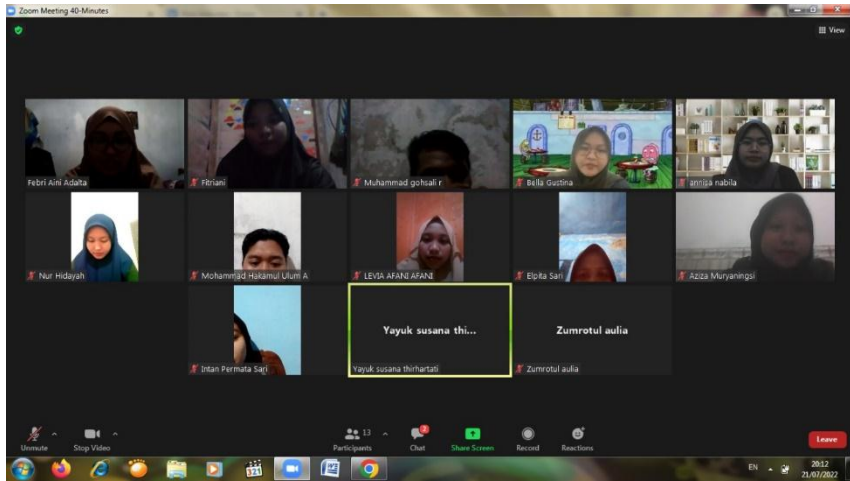
Note : tidak ada jawaban benar ataupun salah, semuanya berdasarkan pendapat teman-teman sesuai dengan apa yang teman-teman rasakan dan alami

14. Saya pikir saya tidak harus kecewa walaupun saya \*  
tidak dapat mendengar dengan jelas ketika belajar  
listening dalam bahasa inggris.

1 2 3 4 5

Sangat tidak setuju      Sangat setuju

15. Saya tidak pernah merasa yakin dengan apa yang \*







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Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

**SURAT PENUNJUKAN PEMBIMBING SKRIPSI**

Nomor : 5712 /In.11/F.II/PP.009/ 11/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

| No | Nama-NIP                                            | Jabatan | Mahasiswa/NIM                   | Prodi | Judul                                                                |
|----|-----------------------------------------------------|---------|---------------------------------|-------|----------------------------------------------------------------------|
| 1  | Dr. H. Ali Akbarjono,<br>M.Pd<br>197509252001121004 | P I     | Febri Aini Adalta<br>1811230162 | TBI   | Students Attitude and Anxiety in<br>Listening Comprehension Activity |
| 2  | Endang Haryanto,<br>M.Pd                            | P II    |                                 |       |                                                                      |

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 22 November 2021



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172  
Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

### PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Febri Aini Adalta, NIM : 1811230162 yang berjudul "STUDENTS' ATTITUDE AND ANXIETY ON LISTENING CLASS (A Descriptive Quantitative Study of Second Semester English Education Students' of UIN Fatmawati Sukarno Bengkulu)". Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Senin, 23 Mei 2022

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, 31 Mei 2022

Penyeminar I

Penyeminar II

Fera Zasrianita, M.Pd

NIP . 197902172009122003

Reko Serasi, M.A

NIP. 19871109201801002

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Nomor : 2542 / Un.23/F.II/TL.00/06/2022  
Lampiran : 1 (satu) Exp Proposal  
Perihal : **Mohon izin penelitian**

2 Juni 2022

Kepada Yth,  
Koordinator Prodi Tadris Bahasa Inggris  
Di -  
Bengkulu

*Assalamu'alaikum Warahmatullah Wabarakatuh.*

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*STUDENTS' ATTITUDE AND ANXIETY ON LISTENING CLASS (A Descriptive Quantitative Study Of Second Semester English Education Students' Of UIN Fatmawati Sukarno Bengkulu)*".

Nama : Febri Aini Adalta  
NIM : 1811230162  
Prodi : Tadris Bahasa Inggris (TBI)  
Tempat Penelitian : Prodi Tadris Bahasa Inggris (TBI)  
Waktu Penelitian : 3 Juni s/d 01 Juli 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullah Wabarakatuh.*

Dekan,



Mus Mulyadid



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SURAT KETERANGAN

Bengkulu, 01 Juli 2022

Nomor : -  
Lampiran : 1 (satu) Bukti Penelitian  
Perihal : **Surat Selesai Penelitian di Prodi TBI**

Dengan Hormat,

Yang bertanda tangan di bawah ini:


Nama : Feny Martina, M.Pd  
NIP : 198703242015032002  
Pangkat Golongan : Lektor (III/c)  
Jabatan : Koordinator Prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa;

Nama : Febri Aini Adalta  
NIM : 1811230162  
Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 03 Juni 2022 s/d 01 Juli 2022 dengan judul "*Students' Attitude And Anxiety On Listening Class (A Descriptive Quantitative Study of Second Semester English Education Students' Of UIN Fatmawati Sukarno Bengkulu)*" Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui  
Koordinator Prodi TBI

  
Feny Martina, M.Pd.  
NIP. 198703242015032002



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**SURAT TUGAS**  
DEKAN FAKULTAS TARBİYAH DAN TADRIS  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU

Nomor : 0961 /Un.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Febri Aini Adalta  
NIM : 1811230162  
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indikator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

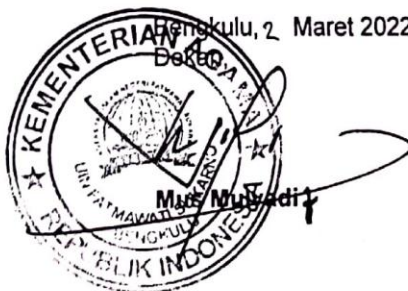
| NO | PENGUJI                    | ASPEK                    | INDIKATOR                                                                                                                                                                                                                                                 |
|----|----------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Hengki Satrisno, M.Pd.I    | Kompetensi UIN           | a. Kemampuan membaca alqur'an<br>b. Kemampuan menulis arab<br>c. Hafalan surat-surat pendek (Ad- Dhuha s/d An-Nas)                                                                                                                                        |
| 2  | Zelvia Liska Afriani, M.Pd | Kompetensi Jurusan/Prodi | a. Hafalan ayat dan hadist yang berhubungan dengan pendidikan<br>b. Language skill, vocabulary, grammar, speaking, writing, reading<br>c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic<br>d. Teaching skill, TEFL, LTR, ESP, CMD |
| 3  | Heny Friantary, M.Pd       | Kompetensi Keguruan      | a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional<br>b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran<br>c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.                    |

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
2. Pelaksanaan ujian dimulai paling lambat 1( satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 ( satu) minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)

Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Bengkulu, 2 Maret 2022



Tembusan :  
Yth, Wakil Rektor 1



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Nama Mahasiswa : Febri Aini Adalta  
NIM : 1811230162  
Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris

Pembimbing I : Dr. H. Ali Akbarjon, M.Pd  
Judul Skripsi : Students' Attitude and  
Anxiety on Listening Class

| No | Hari/Tanggal     | Materi Bimbingan | Saran Pembimbing I                                                                                                                                  | Paraf Pembimbing |
|----|------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1. | Kamis, 24-3-2022 | BAB I            | - Perbaiki latar belakang masalah dan juga data empirisnya.<br>- <del>Per</del> Permasalahan berdasarkan indikator dan juga fenomena yang di dapat. |                  |
| 2. | Senin, 4-4-2022  | BAB I            | Ada more<br>Pagar Dewa<br>kota Bengkulu<br>3-11-2022<br>Ceramah<br>Fatah Pagar Dewa<br>(Pagar Dewa)                                                 |                  |

Bengkulu, 13 April 2022

Pembimbing I

Dr. H. Ali Akbarjon, M.Pd  
NIP. 197509252001121004

Mengetahui,  
Dekan






Dr. Mas Mulyadi, M.Pd  
NIP. 197005142000031004



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Nama Mahasiswa : Febri Aini Adalta  
NIM : 1811230162  
Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris  
Pembimbing I : Dr. H. Ali Akbarjon, M.Pd  
Judul Skripsi : Students' Attitude and Anxiety on Listening Class

| No | Hari/Tanggal     | Materi Bimbingan | Saran Pembimbing I                                                                           | Paraf Pembimbing                                                                                                                                                                                                                                                    |
|----|------------------|------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Senin, 12-4-2022 | Proposal         | Service as a response<br>copy the whole<br>dan tvc. needs<br>Acc to<br>process<br>for design | <br><br> |

Bengkulu, 13 April 2022

Mengetahui,  
Dekan

AN AGAR

Dr. Mus Mulyadi, M.Pd  
NIP. 197005142000031004

Pembimbing I

Dr. H. Ali Akbarjon, M.Pd  
NIP. 197509252001121004



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Nama Mahasiswa : Febri Aini Adalta  
NIM : 1811230162  
Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Endang Haryanto, M.Pd  
Judul Skripsi : Students' Attitude and Anxiety on Listening Class

| No | Hari/Tanggal     | Materi Bimbingan    | Saran Pembimbing II                                                                                                               | Paraf Pembimbing |
|----|------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1. | Kamis, 2-12-2021 | BAB I               | - Perbaiki Background<br>- Tentukan tujuan penelitian<br>- Perbaiki Judul                                                         |                  |
| 2. | Rabu, 16-12-2021 | BAB I               | - Perbaiki lagi judulnya<br>- Perbaiki lagi Background dan diperjelas.<br>- Pertanyaan Penelitian dipastikan dan diperbaiki.      |                  |
| 3. | Kamis, 6-1-2022  | BAB I               | - Perbaiki lagi Judulnya<br>- Cari Indikator setiap variabel.<br>- Background dan pertanyaan penelitian diperbaiki lagi.          |                  |
| 4. | Jumat, 11-2-2022 | BAB I<br><br>BAB II | - Identifikasi masalahnya tambahkan lagi.<br>- Manfaat penelitian ditambahkan untuk lembaga.                                      |                  |
| 5. | Senin, 7-3-2022  | BAB III             | - Masukkan Teori pengukuran variabel (Attitude dan Anxiety).<br>- Masukkan kuesioner, kemudian uji validitas dan reliabilitasnya. |                  |
| 6. | Senin, 14-3-2022 | Go to Seminar       | Acc - chapter 1-3                                                                                                                 |                  |

Bengkulu,

Mengetahui,  
Dekan

Pembimbing II

Dr. Mus Mulyadi, M.Pd  
NIP. 197005142000031004

Endang Haryanto, M.Pd  
NIDN. 2004058601





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Nomor : 2315 /Un.23/F.II/PP.00.9/05/2022  
Lamp. : -  
Perihal : Penyeminar Proposal Skripsi

- Kepada Yth.
1. Fera Zasrianita, M.Pd Penyeminar I)
  - 2 Reko Serasi, M.A (Penyeminar II)

Assalamu'alaikum Wr Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris

Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Senin, 23 Mei 2022

Tempat : Ruang Munaqasah Jurusan Pendidikan Bahasa Lantai 3 Dekanat

| NO. | NAMA/NIM                           | WAKTU (WIB)     | JUDUL                                                                                                                                                                                                           |
|-----|------------------------------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Rulita Hasanah<br>(1811230103)     | 08.00-08.50 WIB | The Correlation Between Students' Reading Habits And Critical Thinking Skills (A Correlational Study Conducted At The Eleventh Grade Students of SMA Negeri 12 Rejang Lebong In The Academic Year of 2021/2022) |
| 2.  | Febri Aini Adalta<br>(1811230162)  | 08.50-09.40 WIB | Students' Attitude And Anxiety on Listening Class (A Descriptive Quantitative Study of English Education Students' of State Islamic University Fatmawati Sukarno of Bengkulu)                                   |
| 3.  | Anggun Kurniati<br>(1811230044)    | 09.40-10.30 WIB | Investigating The Speech Function of Novice Versus Experienced Teacher's Talks In EFL Classroom At SMA Pancasila Bengkulu                                                                                       |
| 4   | Zetry Agustin<br>(1811230026)      | 10.30-11.20 WIB | The Influence of English Subtitled Cartoon Videos In Teaching Listening Ability (A Quasi Experimental At Eight Grade of SMPN 05 Bengkulu In Academic Year 2021/2022)                                            |
| 5   | Melu Sudarmi Putri<br>(1811230058) | 11.20-12.00 WIB | Online Learning Readiness At Tenth Grade Students Of SMAN 7 Kota Bengkulu In Academic Year 2022/2023                                                                                                            |

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, Mei 2022

Dekan,

M. Mulyadi



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Nama Mahasiswa : Febri Aini Adalta  
NIM : 1811230162  
Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris  
Pembimbing I : Dr. H. Ali Akbarjono, M.Pd  
Judul Skripsi : Students' Attitude and Anxiety on Listening Class

| No | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing I                          | Paraf Pembimbing |
|----|--------------|------------------|---------------------------------------------|------------------|
| 1. | 13 Juli 2022 | Bab IV           | - Review the document makes a figure        |                  |
| 2. | 14 Juli 2022 | Bab IV           | Add more data & explain about the data      |                  |
| 3. | 15 Juli 2022 | BAB IV + BAB V   | - base. ngus<br>- heading<br>- ...<br>- ... |                  |
| 4. | 18 Juli 2022 | BAB IV + BAB V   | Acc.                                        |                  |

Mengetahui,

Dekan  
Dr. Mus Mulyadi, M.Pd  
NIP. 005142000031004

Bengkulu, 18 Juli 2022

Pembimbing I

Dr. H. Ali Akbarjono, M.Pd  
NIP. 197509252001121004



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Nama Mahasiswa : Febri Aini Adalta  
NIM : 1811230162  
Jurusan : Bahasa  
Program Studi : Tadris Bahasa Inggris

Pembimbing II : Endang Haryanto, M.Pd  
Judul Skripsi : Students' Attitude and  
Anxiety on Listening Class

| No | Hari/Tanggal | Materi Bimbingan  | Saran Pembimbing II                                                                                                                                                                                                                                                                                                     | Paraf Pembimbing |
|----|--------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1. | 15 Juli 2022 | BAB IV            | <ul style="list-style-type: none"><li>- Penyajian data di perbaiki. Ubah ke bentuk chart atau diagram.</li><li>- Bagian discussion harus mengandung teori dan agar dapat dilihat kesenjangan antara teori dan fakta</li><li>- Fakta penelitian tidak harus sama dengan teori. Sebaiknya memiliki temuan baru.</li></ul> |                  |
| 2. | 18 Juli 2022 | BAB IV            | <ul style="list-style-type: none"><li>- Perbaiki grammar dan penyajian data.</li><li>- Buat lebih rapi dan simpel.</li></ul>                                                                                                                                                                                            |                  |
| 3. | 19 Juli 2022 | BAB IV +<br>BAB V | ACC, go to the next steps                                                                                                                                                                                                                                                                                               |                  |

Mengetahui,  
Dekan

Bengkulu, 19 Juli 2022

Pembimbing II



Endang Haryanto, M.Pd  
NIDN. 2004058601



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Nomor : 3175 /Un.23/F.II/PP.00.9/07/2022

Bengkulu, 26 Juli 2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr. Kasmawati, M.Si. (Ketua)
2. Heny Friantary, M.Pd. (Sekretaris)
3. Feny Martina, M.Pd (Penguji Utama)
4. Endang Haryanto, M.Pd (Penguji II)

di -

Bengkulu

Assalamu'a'aikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Rabu, 27 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

| No | Nama/Nim                              | WAKTU (WIB)     | Judul                                                                                                                                                                                                          |
|----|---------------------------------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Devi Indah Permata Sari<br>1811230019 | 14.00-14.40 WIB | The Use of Technology In English Language Learning on Tertiary level: Students' perception at UIN Fatmawati Sukarno Bengkulu (A Survey Study on English Department Students of UIN Fatmawati Sukarno Bengkulu) |
| 2  | Febri Aini Adalta<br>1811230162       | 14.40-15.20 WIB | Students' Attitude And Anxiety on Listening Class (A Descriptive Quantitative Study of English Education Students' of State Islamic University Fatmawati Sukarno of Bengkulu)                                  |
| 3  | Yezzie Amelia<br>1811230038           | 15.20-16.00 WIB | The Effect of Word Walls Media on Students' Vocabulary Mastery (An Experimental Study At The Eight Grades of SMPN 03 South Bengkulu In Academic Year 2021/2022)                                                |

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

  
Mus Mulyadi



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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Febri Aini Abalita  
NOMOR INDIK MAHASISWA : 1811230162  
PRODI : TADRIS BAHASA INGGRIS

| NO | Hari / Tanggal    | Jam | Nama Mahasiswa Seminar | NIM        | Judul Proposal                                                                                                         | TTD Dosen Penguji |
|----|-------------------|-----|------------------------|------------|------------------------------------------------------------------------------------------------------------------------|-------------------|
| 1  | Kamis, 13-01-2022 |     | Wala Marhari Pratiwi   | 1611230149 | The Effect of Flipped Classroom Model on Student's Writing Ability in Argumentative Text                               | 1.                |
| 2  | Kamis, 13-01-2022 |     | Defitri Putri          | 1711230009 | The effect of Process Writing Through Guided Question Technique to Improve the Students in writing a Descriptive Text. |                   |
| 3  | Kamis, 13-01-2022 |     | Bela Elza Fitri        | 1811230140 | The Effect of EFL Student's Integrative US Instrumental Motivation on Reading Skills.                                  |                   |
| 4  | Kamis, 13-01-2022 |     | Iren Aprilia Nurangkha | 1811230106 | The Effect of Discovery Learning on Students' Writing Skills at STAHU 4 South Bengkulu                                 |                   |
| 5  | Kamis, 13-01-2022 |     | Ali Firmans            | 1711230064 | Students Perception of Asynchronous communication Method in online learning during Pandemic by                         |                   |
| 6  |                   |     |                        |            |                                                                                                                        |                   |

# Cek turnitiin Febri Aini\_TBI

19/07/2022  
Febri Aini

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