Exploring the Correlation Between Listening Anxiety and Listening Test Skill Among B-1 Level EFL Learners in an Indonesian Kampung Inggris Pare Program

Oleh:

Fizky Laurenza

Dosen Pembimbing (Niko Fediyanto, S.S., M.A.)

Prodi Pendidikan Bahasa Inggris

Universitas Muhammadiyah Sidoarjo

Bulan, Tahun

Pendahuluan

The study explores the relationship between foreign language listening anxiety (FLLA) and listening test skill among B1-level EFL learners in an intensive Indonesian Kampung Inggris program. Listening is a primary source of language input but is widely perceived as the most stressful skill due to fast speech, unfamiliar accents, and limited processing time. Grounded in affective–cognitive theory and the CEFR framework, the study positions listening anxiety as a situational, skill-specific affect that can interfere with real-time comprehension and academic performance

Pertanyaan Penelitian (Rumusan Masalah)

1. Is there a correlation between listening anxiety and listening test scores?

Metode

The research employed a cross-sectional correlational design with 40 B1-level EFL learners aged 18–23.

- Instruments:
  - A 20-item Likert-scale FLLA questionnaire (high reliability, a = 0.93)
  - A 30-item CEFR listening test adapted from TOEFL-style materials
- Data analysis: Descriptive statistics, reliability testing, Pearson correlation, and simple linear regression were used to examine the relationship between anxiety and listening performance

Hasil

- FLLA scores showed wide variation (M = 64.18, SD = 14.50).
- Listening scores ranged from 13–28 out of 30 (M = 19.93).
- A moderate negative correlation was found between FLLA and listening scores (r = −0.51, p = .001).
- Regression analysis showed FLLA significantly predicted listening performance (R^2 = 0.26), meaning anxiety explained 26% of the variance in listening achievement

Pembahasan

The findings confirm that higher listening anxiety is associated with lower listening performance. Anxiety appears to disrupt attention and working memory, especially in time-pressured, single-play listening tasks. Learners who worry about missing information are more likely to lose focus, creating a self-reinforcing cycle of anxiety and comprehension breakdown

From an instructional standpoint, the results highlight the importance of reducing unnecessary listening pressure. Improving audio quality, minimizing background noise, and explicitly teaching coping strategies (e.g., listening for gist, tolerating ambiguity, recovering after missed segments) may help learners manage anxiety. However, anxiety is not the sole factor; vocabulary knowledge, topic familiarity, and exposure to spoken English also play important roles

Temuan Penting Penelitian

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Manfaat Penelitian

- FLLA is a meaningful, skill-specific predictor of listening achievement.

- Listening anxiety is not merely test nervousness but an affective factor that interferes with real-time processing.

- Even at the same proficiency level (B1), learners differ substantially in anxiety and performance.

- CEFR-aligned listening tests are effective for examining anxiety–performance relationships in contextualized EFL settings

Referensi

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UMSIDA

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