

**THE RELATIONSHIP BETWEEN UNIVERSITY STUDENTS’
LISTENING ANXIETY AND THEIR PERCEPTION
OF AUDIO-ONLY MATERIALS**



Intelligentia - Dignitas

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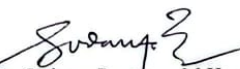
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ABSTRACT

Adinda Asmarani Rahmalia Anas. 2026. *The Relationship between EFL University Students' Listening Anxiety and Their Perceptions of Audio-Only Materials.* A Skripsi: Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Listening anxiety, defined as feelings of nervousness, worry, and lack of confidence experienced during English listening activities and tests, has been recognized as an important issue in listening instruction because it can affect students' comprehension of spoken materials. However, the relationship between listening anxiety and students' perceptions of audio-only listening materials remains underexplored. This study aimed to examine the relationship between EFL university students' listening anxiety and their perceptions of audio-only materials across the cognitive, affective, and behavioral dimensions. A quantitative correlational design was employed involving 53 students from the English Language Education Study Program at Universitas Negeri Jakarta enrolled in the Listening for Academic Purposes (LAP) course. Participants were selected using purposive sampling. Data were collected through two questionnaires: a 12-item Listening Anxiety Questionnaire adapted from Chang (2008) and a 15-item Audio-Only Materials Perception Questionnaire adapted from Sulaiman et al. (2017). Both instruments demonstrated good reliability (Cronbach's Alpha = 0.839 and 0.877). Data were analyzed using descriptive statistics, Pearson Product-Moment correlation, and simple linear regression. The results revealed a weak, negative, and statistically significant relationship between listening anxiety and students' perceptions of audio-only materials ($r = -0.275$, $p = 0.047$). A significant relationship was found only in the cognitive dimension. These findings suggest that reducing listening anxiety may enhance the effective use of audio-only materials in EFL listening instruction.

Keywords: *listening anxiety, students' perceptions, audio-only materials, EFL, correlational study.*

ABSTRAK

Adinda Asmarani Rahmalia Anas. 2026. *The Relationship between EFL University Students' Listening Anxiety and Their Perceptions of Audio-Only Materials*. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Kecemasan menyimak (*listening anxiety*) merupakan perasaan gugup, khawatir, dan tidak percaya diri yang dialami mahasiswa saat mengikuti aktivitas atau tes menyimak bahasa Inggris. Kondisi ini dapat memengaruhi pemahaman terhadap materi yang disimak, tetapi hubungannya dengan persepsi mahasiswa terhadap materi menyimak berbasis *audio-only* masih belum banyak diteliti. Penelitian ini bertujuan mengkaji hubungan antara kecemasan menyimak mahasiswa EFL dan persepsi mereka terhadap materi *audio-only* berdasarkan dimensi kognitif, afektif, dan behavioral. Penelitian menggunakan desain kuantitatif korelasional dengan melibatkan 53 mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Negeri Jakarta yang mengikuti mata kuliah *Listening for Academic Purposes* (LAP). Partisipan dipilih melalui teknik *purposive sampling*. Data dikumpulkan menggunakan dua kuesioner, yaitu Kuesioner Kecemasan Menyimak (12 butir; diadaptasi dari Chang, 2008) dan Kuesioner Persepsi terhadap Materi *Audio-Only* (15 butir; diadaptasi dari Sulaiman dkk., 2017). Kedua instrumen memiliki reliabilitas yang baik (Cronbach's Alpha = 0,839 dan 0,877). Analisis data dilakukan menggunakan statistik deskriptif, korelasi Pearson *Product-Moment*, dan regresi linear sederhana. Hasil penelitian menunjukkan adanya hubungan negatif, signifikan, dan lemah antara kecemasan menyimak dan persepsi mahasiswa terhadap materi *audio-only* ($r = -0,275$; $p = 0,047$). Hubungan signifikan hanya ditemukan pada dimensi kognitif, sedangkan dimensi afektif dan behavioral tidak menunjukkan hubungan yang signifikan. Temuan ini menunjukkan pentingnya penerapan strategi pembelajaran yang dapat mengurangi kecemasan menyimak untuk mengoptimalkan penggunaan materi *audio-only* dalam pembelajaran EFL.

Kata kunci: *kecemasan menyimak, persepsi mahasiswa, materi audio-only, EFL, penelitian korelasional.*

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