

**EFL STUDENTS WITH HIGH LISTENING ANXIETY: FACTORS AND
STRATEGIES**



A THESIS

Written by:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PURWOKERTO**

2025

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Submitted to the English Language Education Study Program as a Partial
Fulfilment of the Requirements for the S. Pd. Degree

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FACTORS AND STRATEGIES**

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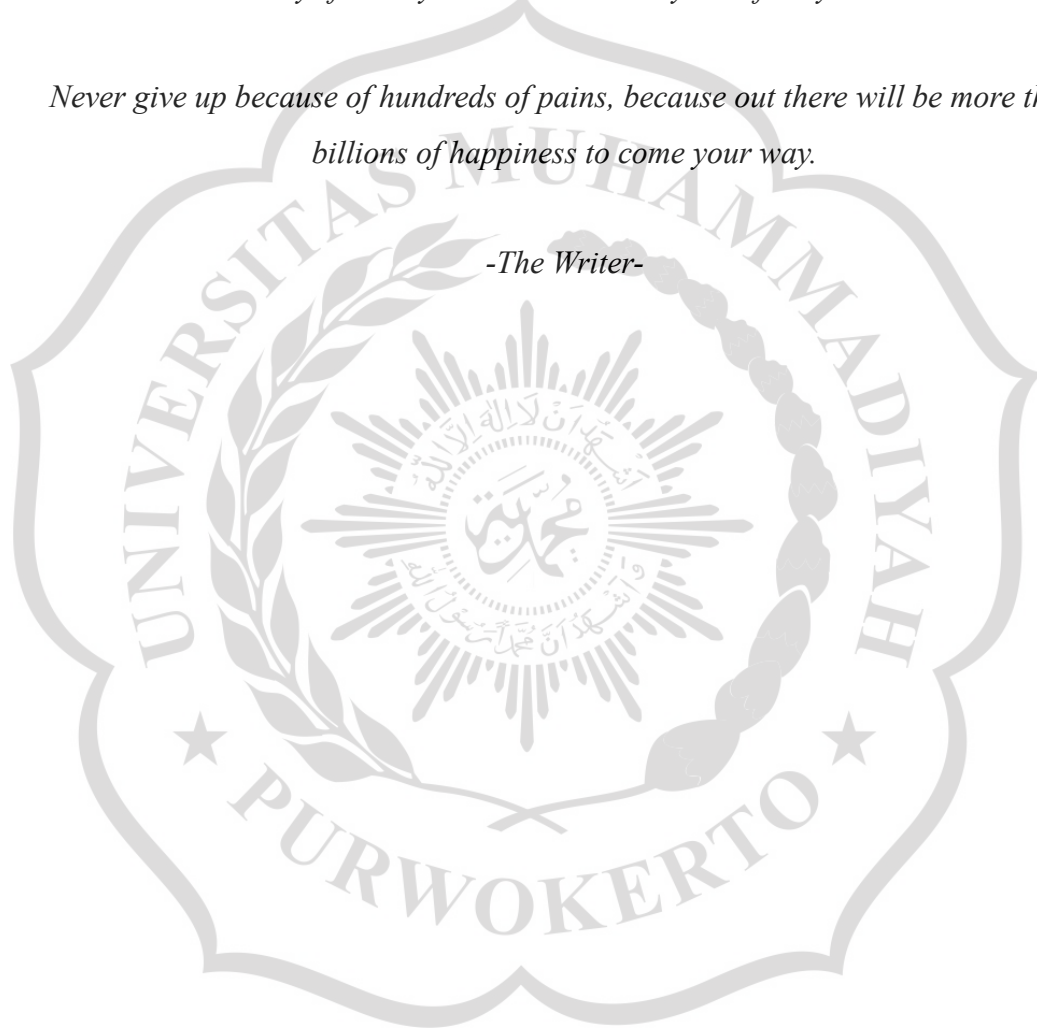
MOTTO

Never be afraid to take a step. Remember that the initial fear you feel doesn't necessarily end badly when you've gone through it.

Always follow your heart because your life is yours.

Never give up because of hundreds of pains, because out there will be more than billions of happiness to come your way.

-The Writer-



DEDICATION

With the blessings of Allah, the all-merciful and most compassionate, I dedicate this final project to:

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Although this thesis has many imperfections it should be helpful to readers along with the researcher. Therefore, in order to improve the quality of this thesis, the researcher is willing to accept reader critiques and suggestions.

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Purwokerto, 16 Januari 2025

Intan Fortuna Dewi



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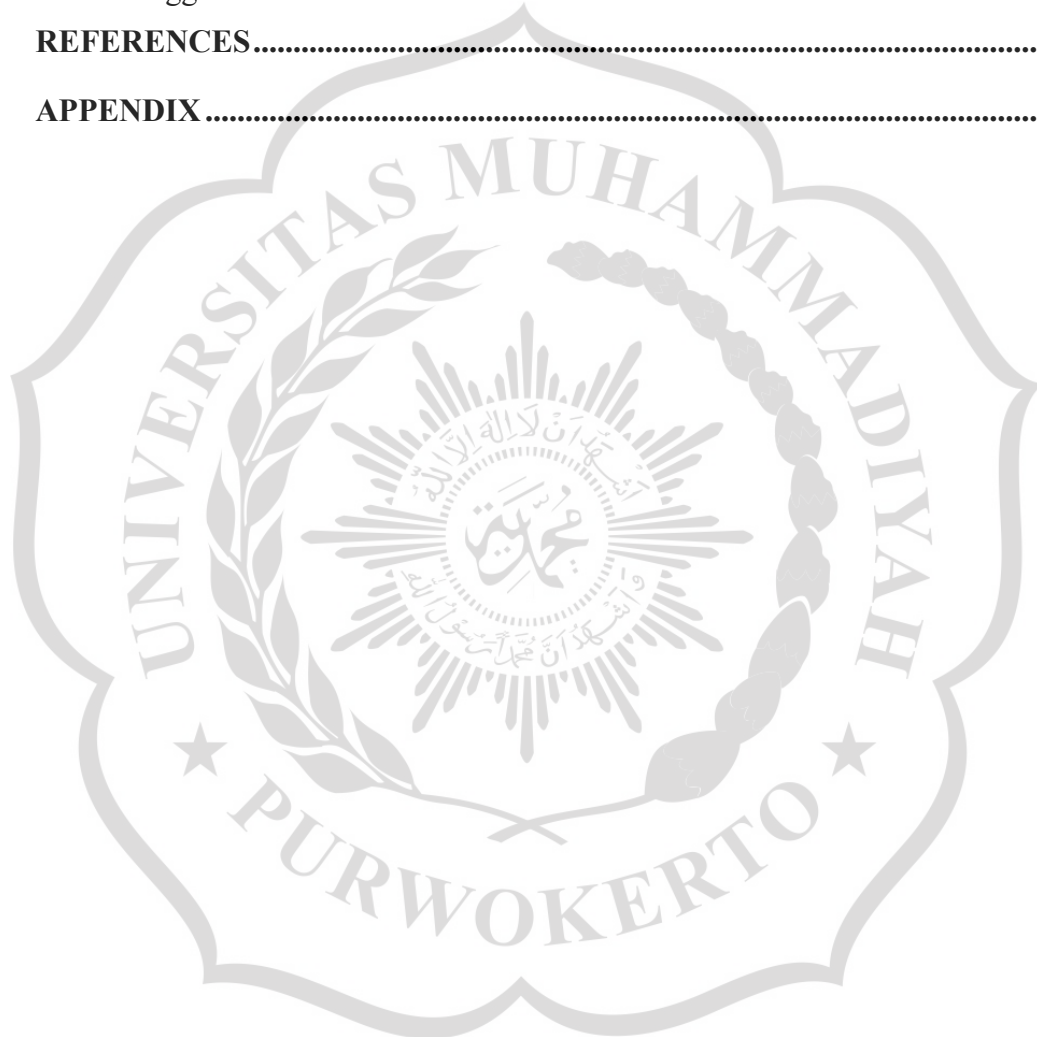


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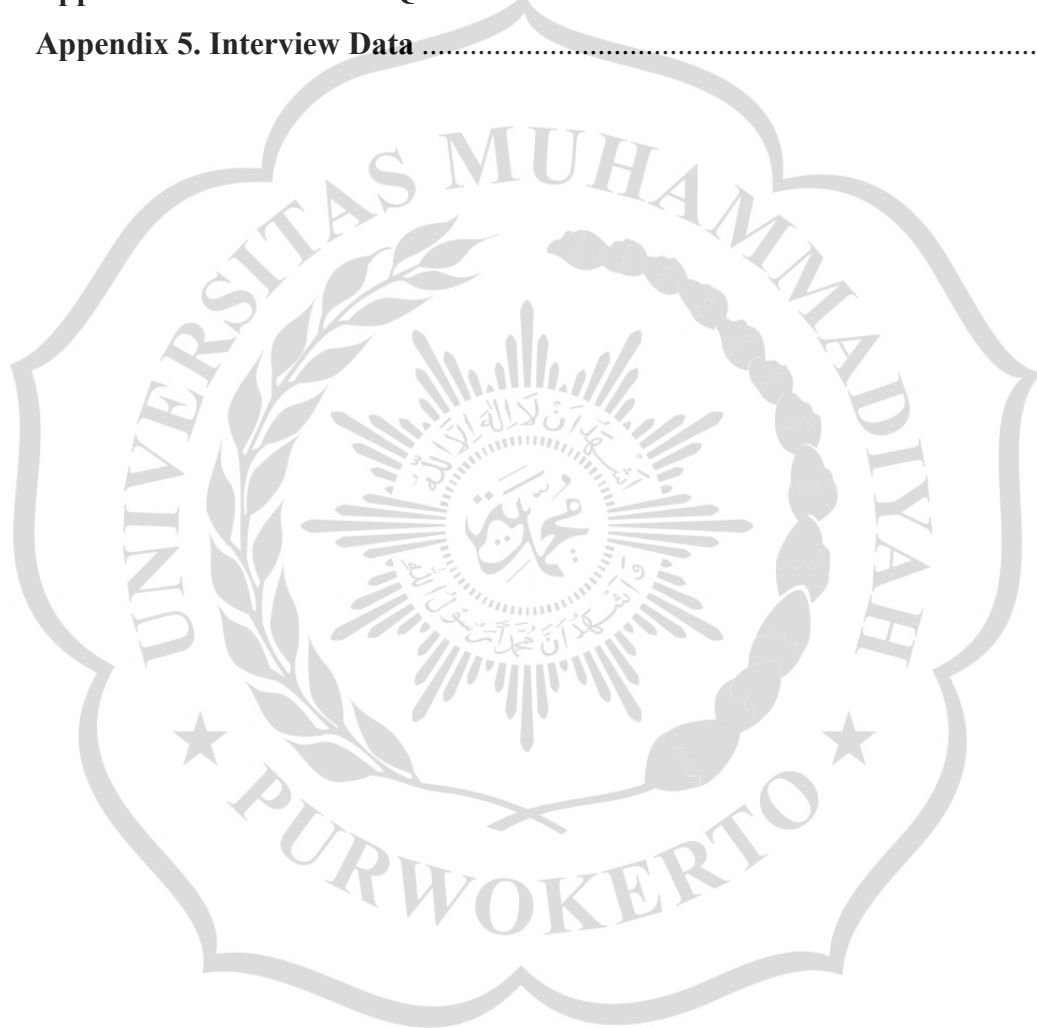
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ABSTRACT

Anxiety is described by psychologists as a subjective feeling of tension, fear, nervousness and apprehension associated with the autonomic nervous system. This study was conducted to explain the listening anxiety and learning strategies of EFL students at Universitas Muhammadiyah Purwokerto. Specifically, this study aims to find out how EFL students' listening anxiety is, then identify what factors can cause anxiety in learning to listen according to students' perspectives and what strategies they use to overcome listening anxiety. The method used in this research is descriptive qualitative method. Thirteen participants were selected based on the results of the pre-research to select EFL students who experienced high listening anxiety. Data were collected through interviews. The findings of this study showed that EFL students at Universitas Muhammadiyah Purwokerto experienced anxiety caused by factors of psychological problems, unfamiliar vocabulary and complex grammar, learning materials and process, lecturer style and peers. In addition, this study also found learning strategies used by students such as memory, cognitive, compensatory, metacognitive, affective and social. Cognitive and metacognitive strategies are most often used by students. Then, affective and social strategies are used less by students. In addition, memory and compensation strategies were the least used in this study.

Keyword: Anxiety, listening anxiety, listening anxiety factors, strategy