

**AN ANALYSIS ON ENGLISH STUDENTS' ANXIETY  
ON TOEFL PREDICTION  
LISTENING COMPREHENSION TEST**



**THESIS**

By:  
**INTEN ANGELINA**  
**NPM. 1988203032**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF BENGKULU**

**2025**

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ON TOEFL PREDICTION  
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**THESIS**

Presented as a Partial Requirement for "Sarjana Degree"  
In English Education Study Program Muhammadiyah  
University of Bengkulu

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**NPM. 1988203032**

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**APPROVAL SHEET**

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By:  
**INTEN ANGELINA**  
**NPM. 1988203032**

**APPROVE BY:**

**ADVISOR**

**Yupika Maryansyah, M.Pd**  
**NIDN 0225068003**

**Acknowledge by Dekan of FKIP  
Muhammadiyah University of Bengkulu**



**Drs, Santoso, M.Si.**  
**NIP 196709151993031004**

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By:  
**INTEN ANGELINA**  
**NPM. 1988203032**

**Has Been Examined by the Board of Examiner of the English Language  
Education Study Program of Teacher Training and Education Faculty  
Muhammadiyah University of Bengkulu**

**Examiner**

**Name**

**Signature**

- 1. Washlurachim Safitri, M.Pd  
Examiner I**
- 2. Ivan Achmad Nurcholis, M.P.d  
Examiner II**
- 3. Yupika Maryansyah, M.Pd.  
Supervisor**

(.....)

(.....)

(.....)

**Acknowledge by Dekan of FKIP  
Muhammadiyah University of Bengkulu**



**Drs. Santoso, M.Si.**  
**NIP 196709151993031004**

## SURAT PERNYATAAN

Yang bertanda tangan di bawah ini

Nama : Inten Anggelina

NPM : 1988203032

Program Studi : Pendidikan Bahasa Inggris

Dengan ini menyatakan bahwa skripsi saya yang berjudul:

**" AN ANALYSIS ON ENGLISH STUDENTS' ANXIETY ON TOEFL PREDICTION LISTENING COMPREHENSION TEST"** adalah karya saya sendiri. Apabila dikemudian hari ternyata tulisan ini berindikasi sebagai plagiat, saya siap menerima sanksi yang berlaku di Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Bengkulu.

Bengkulu, 13 Maret 2025

Mengetahui  
Ketua Program Studi



Waschlurathim Safitri, M.Pd  
NIDN. 023005872

Yang membuat pernyataan



Inten Anggelina  
NPM. 1988203032

## **CURRICULUM VITAE**



Name: Inten Anggelina

Date of Birth: 10 Maret 2001

Religion: Islam

Nationality: Indonesia

Address: Ds Puding Kec Pino, Kab Bengkulu Selatan.

Inten Anggelina began her formal education at SDN 102 Bengkulu Selatan, where she completed her elementary schooling. She then continued her studies at SMPN 25 Bengkulu Selatan, where she developed her academic foundation during junior high school. Afterward, she pursued her senior high school education at SMAN 06 Bengkulu Selatan, preparing herself for higher education.

With a strong interest in language and education, she furthered her studies in the English Education Study Program at Muhammadiyah University of Bengkulu. Through dedication and perseverance, she successfully earned her degree, equipping herself with the necessary knowledge and skills to contribute to the field of education.

## MOTTO AND DEDICATION

### MOTTO

- ❖ Enjoy your process, hide your plans.
- ❖ Betrayal repaid with achievement is a woman's promise.

### DEDICATION

With gratitude and love, I dedicated this thesis to :

- ❖ To my first love and role model, my father, Wahidin. He has always been the first person to support and motivate me, enabling me to complete my studies and earn my degree.
- ❖ To my gateway to paradise, my mother, Yahini. Thank you for your endless advice and prayers. You have always been my greatest source of strength and guidance. Thank you for being my home, Mom.
- ❖ To my beloved younger sister, Vionda Citra Lestari. Thank you for being part of my journey, for your unwavering support, and for the love you have given me. Grow into the best version of yourself, my dear sister.
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## **PREFACE**

### **Bismillahirrahmanirrahim**

First and foremost, Alhamdulillahirabbil'alamin, I express my deepest gratitude to Allah S.W.T. for granting me the opportunity, strength, and good health to complete my studies at Muhammadiyah University of Bengkulu.

My heartfelt appreciation goes to my beloved parents for their unwavering support, both emotionally and financially, which has been instrumental in helping me complete my studies. I am also deeply grateful to my family and friends, whose encouragement and motivation played a significant role in the completion of this thesis.

A special thanks to my supervisor, Yupika Maryansyah, M.Pd., for her invaluable guidance, insightful ideas, constructive recommendations, and continuous support throughout this research journey.

I acknowledge that this study is not without its limitations. Therefore, I sincerely welcome any suggestions and constructive criticism that could contribute to improving future research.

Finally, I hope this thesis can be beneficial for its readers, especially students of the English Study Program and English lecturers.

Bengkulu, March 2025

**Inten Angelina**  
**NPM. 1988203032**

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4. Yupika Maryansyah, M.Pd. as the supervisor.
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6. My Parents, and My Family who have given love and always prayed so that this thesis proposal can be completed properly.
7. Class of 2020 Students of English Education Study Program, Muhammadiyah University of Bengkulu.

Constructive criticism and suggestions are very much expected by the author for the perfection of this thesis proposal. The author hopes that this thesis proposal can be useful for readers.

Bengkulu, March 2025

Author

## ABSTRAK

**Inten Anggelina, 2025.** Analisis Kecemasan Mahasiswa Bahasa Inggris dalam Tes Pemahaman Mendengarkan TOEFL Prediction. Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Bengkulu. Pembimbing: Yupika Maryansyah, M.Pd

Penelitian ini menginvestigasi jenis-jenis kecemasan serta jenis kecemasan yang paling dominan dialami oleh mahasiswa Bahasa Inggris selama sesi Listening Comprehension dalam TOEFL Prediction Test. Penelitian ini dilakukan di Universitas Muhammadiyah Bengkulu dengan mensurvei 41 mahasiswa menggunakan kuesioner untuk mengukur berbagai jenis kecemasan, yaitu fisik, kognitif, perilaku, emosional, dan fasilitatif. Hasil penelitian menunjukkan bahwa kecemasan kognitif adalah yang paling dominan, ditandai dengan kekhawatiran berlebihan dan kesulitan berkonsentrasi. Namun, kecemasan fasilitatif juga muncul sebagai faktor yang signifikan, menunjukkan bahwa beberapa mahasiswa mampu mengubah stres mereka menjadi motivasi. Penelitian ini menyoroti pentingnya strategi untuk mengelola kecemasan secara efektif, termasuk peningkatan persiapan tes dan penerapan teknik pengurangan kecemasan.

Kata kunci: *TOEFL, pemahaman mendengarkan, kecemasan, kecemasan ujian, kecemasan fasilitatif*

## ABSTRACT

**Anggelina, Inten. 2025.** An Analysis of English Students' Anxiety on TOEFL Prediction Listening Comprehension Test. Thesis: English and Education Study Program. Faculty of Teacher Training and Education. Muhammadiyah University of Bengkulu.

**Supervisor: Yupika Maryansyah, M.Pd.**

This study investigates the types and the most type of anxiety experienced by English students during the Listening Comprehension section of the TOEFL Prediction Test. It was conducted at Muhammadiyah University of Bengkulu. This study surveyed 41 students by using a questionnaire to measure different types of anxiety: physical, cognitive, behavioral, emotional, and facilitative. The research results indicate that cognitive anxiety is the most prevalent, characterized by excessive worry and difficulty concentrating. However, facilitative anxiety also emerged as a dominant factor, suggesting that some students channel their stress into motivation. The study highlights the need for strategies to manage anxiety effectively, including enhanced test preparation and anxiety-reducing techniques.

**Keywords:** *TOEFL, Listening Comprehension, Test Anxiety, and Facilitative Anxiety.*

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# CHAPTER I

## INTRODUCTION

### 1.1 Background

The TOEFL test is a standardized English proficiency exam designed to evaluate individuals' language skills, regardless of their prior training in the language. Frequently utilized as an assessment tool, the TOEFL (Test of English as a Foreign Language) has become an essential requirement for university and college admissions, both internationally and domestically. Due to its widespread acceptance, many academic institutions include it as a graduation requirement. According to Samad et al., as cited in Herdianto (2022), TOEFL is an internationally recognized test commonly used to assess students' proficiency in English. Similarly, Hessel & Strand, referenced in La'biran and Dewi (2023), emphasize that English proficiency is a critical necessity in various sectors, including business, transportation, technology, and tourism. The TOEFL serves as a widely used benchmark for measuring one's ability to communicate effectively in English. Madison, as mentioned in Nurhayati and Nehe (2016), notes that the primary objective of the TOEFL is to indicate an individual's English proficiency for academic institutions, particularly in the United States and Canada, as well as for governmental and corporate recruitment processes.

The TOEFL is currently offered in multiple formats worldwide, as highlighted by Abboud and Hussein in Rahmah (2019). These formats include the Paper-Based TOEFL (PBT), the Computer-Based TOEFL (CBT), the Internet-Based TOEFL (IBT), and the Institutional Testing Program (ITP). At Muhammadiyah University of Bengkulu, English students must attain a minimum TOEFL score of 450 to qualify for their thesis examination. Those who fail to achieve this benchmark must retake the test until they

meet the required score. The specific format of the TOEFL administered at this university is the Paper-Based Test (PBT).

The listening comprehension section of the TOEFL PBT assesses examinees' ability to understand spoken English at different levels, including sentences, dialogues, extended conversations, and brief talks. This section is divided into three parts: Part A, consisting of 30 questions based on short dialogues; Part B, which includes eight questions related to longer conversations; and Part C, which presents 12 questions based on lectures or talks. The purpose of the listening section is to evaluate the ability to understand native English speech at a natural pace in real-life scenarios, as discussed by Pfister & Chastain in Maulana et al. (2022). Without proficiency in listening, learners may struggle to communicate effectively. Nunan, cited in Valizadeh and Alavinia (2013), describes listening as the "Cinderella skill" in language learning, often overshadowed by speaking. Many people associate language proficiency primarily with speaking and writing, treating listening and reading as secondary skills rather than fundamental competencies in their own right.

Students preparing for the TOEFL listening comprehension test often experience anxiety. Initial data collected from students taking TOEFL Prediction tests reveal that many find the listening section more challenging than the structure and reading comprehension sections. When asked about their difficulties, students mentioned that not being able to read a transcript or see the text made comprehension more difficult. Psychological research suggests that test anxiety typically has a negative impact on performance (Sapp & Zeidner in In'name, 2006). Vogely, as cited in Chen et al. (2023), conducted research involving 140 participants and identified key factors contributing to listening anxiety. These included issues related to the listening process, such as

ineffective strategies and insufficient processing time, as well as personal factors like fear of failure and nervousness.

Several factors contribute to difficulties in listening comprehension, as explained by Underwood in Sarair et al. (2022). First, listeners have no control over the speed of spoken language. Second, the inability to replay spoken content poses a significant challenge. Third, limited vocabulary knowledge can impede comprehension when unfamiliar words are used. Fourth, understanding the context of a conversation may be problematic for some listeners. Finally, maintaining concentration throughout a listening passage can be difficult. Young, referenced in Wang (2010), notes that when a spoken passage is difficult to understand, it can provoke high levels of anxiety. Additional challenges, such as inadequate vocabulary, poor grammar, and misinterpretations of listening content, can further complicate the process (Fitria in Romadhon, 2022).

Test anxiety can prevent students from focusing effectively on the listening section. As stated by Gonen in Wahdati (2019), learners may experience anxiety when listening to a foreign language due to various reasons, including the authenticity of the audio materials, the difficulty of the content, and environmental distractions such as background noise and poor audio quality.

Given these challenges, the researcher has chosen to conduct a study titled “An Analysis on English Students’ Anxiety in TOEFL Prediction Listening Comprehension Test.”

## **1.2 The Research Questions**

The questions of this research are

1. What type of anxiety that experienced by the English students on listening comprehension section of TOEFL Prediction?
2. What is the most dominant type of anxiety experienced by the students?

### **1.3 The Research Objectives**

Based on the research questions above, the objectives of this research are

1. To find out the type of anxiety that experienced by the English students on listening comprehension section of TOEFL Prediction.
2. To find out the most dominant type of anxiety experienced by the students.

### **1.4 Limitation of the Research**

This research is limited on the type of anxiety experienced by the sixth and the eight semester students of English study program of Muhammadiyah university of Bengkulu on the listening comprehension of TOEFL.

### **1.5 Significant of the Research**

The results of this research are hoped to be useful for

1. the students to observe their anxiety in listening comprehension of TOEFL and find the solution for the conditions.
2. The listening for TOEFL subject lecturer to give the appropriate treatment in teaching in order that the students do not face the anxiety when taking TOEFL test especially in listening comprehension section.

### **1.6 Definition of the Key Terms**

1. Anxiety is a condition in which a person's emotional response to anything causes them to feel confused and panicked.
2. Listening Comprehension of TOEFL is a the first section of Paper-Based Test of TOEFL.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 The TOEFL Test**

The TOEFL, or Test of English as a Foreign Language, evaluates the English proficiency of individuals who do not speak English as their first language. It is commonly required by universities and other English-language institutions. Additionally, various organizations, including government agencies, businesses, and scholarship programs, may also mandate this test. At present, TOEFL is available in both paper-based and computer-based formats (Deborah in Asnawati et al., 2022).

Developed by the Educational Testing Service (ETS) in New Jersey, TOEFL is a standardized assessment designed to measure English language skills. Initially, its use was limited to the local community, primarily serving as a tool for assessing English proficiency among those seeking to pursue higher education (Tumijo & Riyanto, Yoestara and Putri, 2019).

The primary purpose of TOEFL is to assess the English proficiency of non-native speakers. More than 6,000 academic institutions, licensing agencies, and universities across 110 countries recognize TOEFL scores. Moreover, this test is widely utilized by governments, scholarship providers, and international exchange programs ([www.ets.org/toefl](http://www.ets.org/toefl), 2007).

As one of the two most widely recognized English proficiency tests globally, TOEFL plays a crucial role in both academic and professional settings. While it is primarily used for university admissions, many employers in English-speaking countries also consider TOEFL scores during the hiring process. Prospective students must check the required TOEFL score for their chosen institution and submit their results along with their university applications (Ellet, 2022).

## 2.2 Types of TOEFL

There are three different formats of the TOEFL exam, each utilizing a distinct method of administration: the Paper-Based Test (PBT), the Computer-Based Test (CBT), and the Internet-Based Test (IBT) (<https://baraka.uma.ac.id/>, 2024).

### A. Paper-Based Test (PBT)

As the name implies, the Paper-Based Test (PBT) is conducted using physical test booklets and answer sheets. It is structured into three sections: Listening Comprehension, Structure and Written Expression, and Reading Comprehension. This version of the TOEFL follows a scoring scale ranging from 310 to 677, with the highest possible score being 677. The test duration typically falls between two and two and a half hours. While the PBT format has been largely phased out on an international scale, it remains available in certain regions, particularly in Indonesia, where many institutions still accept PBT scores (<https://baraka.uma.ac.id/>, 2024).

Despite being largely replaced by newer versions, the PBT-TOEFL is still administered in select locations where access to the Internet-Based Test is limited. The test consists of three separately timed sections, each featuring multiple-choice questions with four answer options. Responses are recorded on an answer sheet, which is later graded electronically.

The three main components of the PBT include Section 1: Listening Comprehension, Section 2: Structure and Written Expression, and Section 3: Reading Comprehension. Designed to assess the English proficiency of non-native speakers, the TOEFL is recognized by more than 6,000 institutions across 110 countries. The PBT version continues to serve as an option for individuals in areas with restricted internet access.

## B. Computer-Based Test (CBT)

The Computer-Based Test (CBT) is administered digitally using official software developed by ETS. Test-takers complete the exam on a computer rather than using paper-based materials. The CBT consists of four sections: Listening, Structure, Reading, and Writing. The test takes approximately two to two and a half hours to complete, and scores range from 0 to 330, with 330 being the highest possible score (<https://baraka.uma.ac.id/>, 2024).

## C. Internet-Based Test (IBT)

The most widely recognized version of the TOEFL is the Internet-Based Test (IBT), which has been in use globally since its introduction in 2005. Unlike the CBT, which relies on specific software, the IBT is conducted entirely online and is administered directly by ETS. Participants take the exam via the internet, completing tasks in four sections: Listening, Writing, Reading, and Speaking. The IBT follows a scoring system with a maximum of 120 points, and the test duration extends to approximately four hours.

Additionally, the IBT is divided into two key components: the Individual Test and the Integrated Test. This version is the preferred choice for those planning to study abroad, as most universities worldwide require IBT scores for admission (<https://baraka.uma.ac.id/>, 2024).

## 2.3 The Sections in TOEFL Test

### A. Listening Comprehension Section of TOEFL

Understanding spoken language plays a crucial role in grasping key ideas and information. However, comprehending a foreign language, particularly English, can be quite challenging due to its irregular pronunciation. Buck, as cited in Sa'diyah (2016), describes listening as a multifaceted process where the listener processes incoming

sounds and deciphers them using a combination of linguistic and non-linguistic knowledge.

As a receptive skill, listening requires individuals to identify and interpret dialogues, expressions, sentence structures, and vocabulary from an audio source. The cognitive process involved in listening is fundamental to language acquisition. In order to comprehend spoken language, listeners must decode auditory signals, break them down into linguistic elements, and retrieve their meanings from long-term memory. Furthermore, Rost (as referenced in Rahma et al., 2002) explains that listening comprehension involves transforming auditory input into meaningful information and comparing it with prior knowledge.

Lawson (in Aprino, 2022) emphasizes that listening is a foundational language skill through which individuals acquire most of their knowledge, understanding, and perception of the world, human interactions, cultural values, and personal ideals. Similarly, Vandergrift (cited in Rahmi and Soleymani, 2015) asserts that listening significantly contributes to internalizing language rules and fosters the development of other language skills. Though often perceived as passive, listening is actually a dynamic and active process that requires interpretation and integration of new and existing knowledge. It involves recognizing, perceiving, and comprehending spoken input.

According to O'Malley, Chamot, and Kupper (as cited in Cupurdija, 2012), listening comprehension is an active endeavor where listeners extract relevant information from auditory and visual cues, linking it with their prior knowledge stored in long-term memory to enhance understanding. The TOEFL Listening Comprehension section evaluates a candidate's ability to understand spoken English as used in North America. This test emphasizes oral language features, including vocabulary, idiomatic expressions, and unique grammatical structures commonly found in spoken English. The



test materials are recorded in standard North American English, and while the questions are spoken, the response choices appear in the test booklet ([www.ets.org/toef](http://www.ets.org/toef), 2007).

Furthermore, as outlined on [www.ets.org/legal](http://www.ets.org/legal) (2020), the Listening section features recordings containing vocabulary, idiomatic expressions, and grammatical patterns typical of spoken English. The section assesses comprehension of both brief and extended conversations, as well as academic discussions. Engaging with media, such as movies, TV programs, and podcasts, can be an effective way to develop listening skills. Likewise, recorded lectures and presentations serve as valuable resources for improving comprehension ([www.ets.org/legal](http://www.ets.org/legal), 2020). Stirling, cited in Fitria (2021), highlights that this section evaluates the ability to understand authentic speech patterns used in both formal academic settings and informal everyday conversations. The Listening Comprehension section consists of 50 questions, with a time limit of 30-40 minutes. According to Fitria & Prastiwi (2020), this section examines the ability to comprehend English through short dialogues, extended conversations, and monologues. Additionally, the Structure and Written Expression section comprises 40 questions, to be completed within 25 minutes.

In summary, the TOEFL Listening Comprehension section evaluates one's ability to understand spoken North American English. It primarily focuses on oral language components such as vocabulary, idiomatic expressions, and commonly spoken grammatical structures. The test includes recorded conversations and lectures, with response choices provided in the test book. To enhance listening skills, learners are encouraged to watch films, listen to podcasts, and engage with recorded lectures and presentations.

## **B. Structure and Written Expressions**

The Structure and Written Expression section consists of 40 multiple-choice questions, which must be completed within 25 minutes. This section is divided into two distinct parts. The first 15 questions belong to the "structure" category, requiring test-takers to select the most appropriate word or phrase to complete a given sentence. Meanwhile, questions 16 to 40 fall under the "written expression" category, in which test-takers identify the least suitable word or phrase within a sentence. Answers must be recorded on a designated answer sheet provided at the test center (Manhattan Review, 2024).

Each question in this section presents four possible answer choices, but only one is correct. The "structure" questions involve incomplete sentences, and test-takers must determine the correct addition from the given options. While some incorrect choices may closely resemble the correct one in meaning, only one answer fits grammatically and contextually. On the other hand, "written expression" questions feature sentences with four underlined elements, and test-takers must identify the one that requires modification. Recognizing errors such as subject-verb disagreement, incorrect pronoun usage, or improper noun forms is essential for answering these questions accurately (Manhattan Review, 2024).

Designed for students preparing for university admission, this section covers various academic fields, including arts and sciences. However, no specialized knowledge of these subjects is required. Unlike the listening comprehension section in the Paper-Based Test (PBT), which includes conversational language, the Structure and Written Expression section is entirely formal (Manhattan Review, 2024).

### **C. Reading Comprehension Section**

The Reading Comprehension section is the third part of the TOEFL PBT exam. This section consists of 50 multiple-choice questions, and test-takers have 55 minutes to complete it. The reading comprehension section includes 5 to 6 passages, with each passage containing between 6 and 12 questions. These questions assess a test-taker's ability to understand both explicit and implied information, as well as the meanings of specific words or phrases. The passages cover a range of topics, from academic subjects to general interest themes, but all necessary information is provided within the text, meaning no prior subject-specific knowledge is required. The length of each passage varies from 200 to 450 words, with an average passage containing 25 to 35 lines of text (Manhattan Review, 2024).

Questions in this section follow two main formats: some focus on the content of the passage, while others test the meanings of particular words or phrases based on their context. The wording of the questions is typically straightforward, often appearing in formats such as "The passage primarily discusses . . ." or "The word X is closest in meaning to . . .". In some cases, test-takers may also need to identify where specific information is located by selecting the correct line number from the passage. Each reading comprehension question provides four answer choices, but only one of them is correct (Manhattan Review, 2024).

### **2.4 Definition of Anxiety**

Anxiety can be understood in several ways. One definition describes it as a tendency or emotional state that arises when individuals are under pressure or feeling fearful. It is also considered a universal emotion that can occur in any context or stage of life. Koseler (cited in Duaraseh et al., 2021) characterizes anxiety as a distressing psychological condition resulting from internal conflicts within a person. Additionally, Wen (as cited in

Lili, 2015) defines anxiety as an intense and prolonged negative emotional state triggered by vague or threatening external stimuli, often accompanied by unpleasant emotions such as anticipation, irritation, and fear.

In practical situations, Muliawati et al. (2020) illustrate how experiencing stress and anxiety before an exam is a common phenomenon. It typically manifests as excessive nervousness, which then leads to negative thoughts, such as concerns about failing the test or being unable to answer all the questions. These persistent negative thoughts can have harmful effects on test-takers, influencing both their behavior and mindset during the exam.

Carlson and Buskist (as cited in Mandela, 2021) describe anxiety as a sensation of worry or impending doom, often accompanied by physical symptoms like an increased heart rate, sweaty palms, and a tense stomach. Furthermore, anxiety is recognized as a psychological factor that significantly hinders the learning process. It is closely associated with feelings of discomfort, frustration, self-doubt, apprehension, and tension (Fang, cited in Prastiyowati, 2019). Hidayati (cited in Sunarti et al., 2019) adds that anxiety stems from various causes, including exams, health concerns, social relationships, career uncertainties, global affairs, and environmental conditions.

Another perspective on anxiety views it as a psychological pressure combined with fear in stressful scenarios, spanning multiple life domains. Koseler defines it as an ongoing psychological distress emerging from personal inner struggles. Similarly, Carlson and Buskist emphasize the physiological symptoms linked to anxiety, such as an accelerated heartbeat and physical discomfort. Anxiety also interferes with learning by fostering negative emotions like frustration and uncertainty. Köseleler (cited in Karakus, 2019) explains that anxiety is a pervasive feeling that can surface in any situation.

Meanwhile, Budak (cited in Karakus, 2019) interprets anxiety as a reaction stemming from subconscious influences responding to unidentified stressors.

Psychologically, anxiety is often considered a personality trait that impacts learning abilities, particularly in language acquisition. Research suggests that debilitating anxiety negatively affects language learning (MacIntyre & Gardner, cited in Atasheneh, 2012). Alzamil (cited in Hilipito, 2024) highlights that anxiety can lead to abrupt mood changes, causing a calm and composed individual to become uneasy or fearful. It can also make a person who once felt secure start experiencing doubt and insecurity or shift their emotional state from happiness to sadness.

In the context of listening comprehension, Vogely (cited in Golchi, 2012) investigated the sources of listening anxiety among students learning Spanish at an American university. According to the students' self-reports, half of their concerns stemmed from aspects of the auditory input, such as speech characteristics, difficulty level, lack of clarity, absence of visual cues, and insufficient repetition. Listening anxiety is a term that describes the challenges students face in fully understanding spoken material. When experiencing this form of anxiety, learners may react unexpectedly to listening tasks, including struggling to hear or complete an audio exercise.

Tahsildar and Yusoff (cited in Adnan et al., 2019) define listening anxiety as a psychological reaction influenced by emotions, beliefs, and behaviors during listening tasks. Similarly, Wheels (cited in Adnan et al., 2019) describes it as the fear of misinterpreting, processing information inadequately, or failing to psychologically adjust to the conveyed message. These emotional and cognitive factors can instill fear in students, making listening tasks more difficult. Krashen (cited in Kilic, 2013) introduced the idea that listening anxiety can function as an affective filter, making comprehension

more challenging. As comprehension difficulty increases, anxiety intensifies, creating a cycle that must be disrupted to ensure effective listening skills.

## **2.5 Type of Anxiety**

Experts have categorized anxiety into various types. According to Thomas, as cited in Mandela (2022), anxiety can be classified into two main types: state anxiety and trait anxiety.

- a. State anxiety is a temporary emotional response triggered by a perceived threat. Thomas defines it as a form of anxiety that arises in specific situations and has a clear cause. This type of anxiety is short-lived and only occurs when an individual encounters a particular event or condition.
- b. Trait anxiety, on the other hand, is a long-term tendency to experience anxiety, even in situations that are not inherently threatening. Individuals with this type of anxiety frequently experience excessive worry and perceive threats in various circumstances. Marwan elaborates that trait anxiety is an intrinsic part of a person's personality and persists as an enduring condition. It influences an individual's responses to different situations, making them prone to worry regardless of the circumstances they face.
- c. Specific-situation anxiety arises in response to particular events or circumstances, such as public speaking, exams, or classroom activities. This form of anxiety is situational and is considered a subcategory of trait anxiety, as it manifests in specific contexts. An example of this type is language anxiety, which occurs when individuals feel anxious about using a foreign language.

Scovel, as cited in Adalta (2022), classifies anxiety based on its effects, distinguishing between debilitating and facilitative anxiety:

1. Debilitative anxiety is an overwhelming form of anxiety that negatively impacts an individual's performance. Excessive levels of this anxiety can hinder a student's ability to function, particularly during academic activities such as exams. A high

degree of debilitating anxiety can lead to mental blocks, making it difficult for students to recall information or engage in conversations effectively. This type of anxiety is often associated with a lack of knowledge and motivation, both intrinsic and extrinsic. Managing debilitating anxiety is typically more challenging than handling facilitative anxiety.

Characteristics of debilitating anxiety include:

- a. Physical symptoms: Sweating, trembling, a rapid heartbeat, and nausea before or during stressful tasks like exams.
  - b. Cognitive symptoms: Difficulty focusing, excessive worry about potential mistakes, and memory lapses that hinder problem-solving.
  - c. Behavioral symptoms: Avoidance of tasks, procrastination, and a tendency to give up due to fear of failure.
  - d. Emotional symptoms: Feelings of panic, extreme fear, or hopelessness regarding one's abilities and outcomes.
2. Facilitative anxiety, in contrast, can be beneficial as it encourages individuals to confront challenges. This type of anxiety serves as a motivating force, helping students stay focused and approach tasks with a sense of urgency and determination. Facilitative anxiety plays a crucial role in guiding emotions toward productive behaviors.

Some positive effects of facilitative anxiety include:

- a. Enhanced alertness, allowing students to be more attentive and responsive.
- b. Increased motivation, which drives individuals to complete tasks and tackle challenges.
- c. Improved concentration, enabling students to focus on details and remain engaged.
- d. Goal-oriented behavior, where individuals set and strive toward clear objectives.

- e. Positive stress (eustress), where anxiety is manageable and serves as an energizing force.
- f. Productive nervousness, leading to better preparation and time management.
- g. Increased effort and perseverance, encouraging students to study harder and push past obstacles.

Similarly, Spielberger, as cited in Adalta (2022), differentiates anxiety into two types based on its nature: state anxiety and trait anxiety.

1. State anxiety is a temporary condition that fluctuates depending on situational factors. Anxiety levels rise when individuals perceive a situation as threatening and decrease when the perceived threat subsides. The way an individual perceives danger is shaped by their personality and past experiences.

Common signs of state anxiety include:

- a. Physical indicators: Elevated heart rate, sweating, trembling, and shortness of breath when facing stressors.
  - b. Behavioral indicators: Restlessness, avoidance of anxiety-inducing situations, and difficulties in decision-making or concentration.
  - c. Emotional indicators: Sudden feelings of nervousness, fear, or panic that vary depending on the situation.
2. Trait anxiety, also known as congenital anxiety, is a stable and persistent tendency to experience anxiety. It is an inherent part of an individual's personality and affects their perception of anxiety-inducing situations. People with trait anxiety consistently worry, even in non-threatening conditions.

Key characteristics of trait anxiety include:

- a. Physical signs: Chronic tension, fatigue, and persistent muscle tightness, regardless of stress levels.



- b. Behavioral signs: A habitual tendency to overthink, expect negative outcomes, and struggle to relax even in safe environments.
- c. Emotional signs: A pervasive sense of apprehension, fear, or unease that remains constant, irrespective of circumstances.

## 2.6 Previous Studies

There are several previous studies that the researcher takes to support this research. They are as follows.

No	Researchers	Title	Results
1	Adalta, (2022)	Students' Attitude and Anxiety on Listening Class (A Descriptive Quantitative Study of Second Semester English Education Students' of UIN Fatmawati Sukarno Bengkulu).	<p>The category of positive attitude received an average score of 3.61, translating to 72.27%, and was classified under the predicate "Positive." Meanwhile, for the category of negative attitudes, the average score was 3.48, with a percentage of 69.67%, also earning the predicate "Positive."</p> <p>Regarding the overall results, 62% of the students, totaling 29 individuals, fell under the "relaxed" category. Additionally, 13 students, making up 28% of the group, were classified as "very relaxed." Lastly, 5 students, or 11%, were categorized at a</p>

			moderate level with the predicate “Medium Anxiety.”
2	Agustiana, (2018).	Listening anxiety among Indonesian EFL students	<p>The data indicates that students generally have a favorable outlook on learning to comprehend spoken English, with an average score of 3.56.</p> <p>However, their anxiety levels when engaging in listening activities are notably high, as reflected by a score of 3.52.</p> <p>Despite this, students demonstrate a strong commitment to enhancing their listening skills, achieving a score of 3.74.</p>
3	Prastiyowati (2019)	Anxiety on Students’ Listening Comprehension in University Students in Malang	<p>Students often experience anxiety due to their background knowledge. They may worry about missing key ideas, feel nervous if they don’t understand every word, or become anxious when encountering unfamiliar words and topics. Additionally, they might struggle with guessing missing information, which further</p>

			<p>increases their anxiety.</p> <p>Apart from background knowledge, certain listener-related characteristics also contribute to their anxiety during listening tasks. Low confidence, difficulty maintaining concentration, fast-paced speech, and confusion when processing important details are some of the key factors that impact their performance. These challenges make the listening process more stressful for students. Moreover, several factors have been identified as causes of students' listening anxiety. These factors can be grouped into four main categories: teachers, students, listening materials and processes, and other external influences. The role of teachers includes their characteristics and teaching conditions, while student-related factors pertain to their individual performance during listening</p>
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			activities.
4	Sarair et al. (2022)	Anxiety Over TOEFL Listening Comprehension Among Eight-Semester Students	<p>Many students feel nervous before attempting the listening comprehension section of the TOEFL exam. Their anxiety often stems from struggling to catch every word spoken by native speakers, whose pronunciation may differ from what they are accustomed to.</p> <p>Another source of their nervousness is the difficulty in connecting unfamiliar topics or terms to what they already know. When they fail to make these connections, confusion increases, making it even harder to understand the listening material.</p>
5	Kimura (2016)	Foreign Language Listening Anxiety: A Self-Presentational View	<p>Research findings indicate that second language listening anxiety is a complex construct consisting of two interrelated yet distinct components: Self-Focused Apprehension and Task-Focused Apprehension.</p>

			<p>Self-Focused Apprehension pertains to the fear of being socially evaluated, while Task-Focused Apprehension involves concerns about successfully processing auditory information.</p> <p>Moreover, both aspects of listening anxiety are influenced by an individual's level of social anxiety.</p>
6	Li (2022)	<p>Examining foreign language listening anxiety and its correlates:</p> <p>A meta-analysis</p>	<p>A moderate negative correlation was observed between listening performance and listening strategy, while a small negative correlation was found between the two.</p> <p>Additionally, two correlates with low evidence were identified. Motivation showed a small negative correlation, whereas reading anxiety demonstrated a moderate-to-large positive correlation, indicating a stronger association.</p> <p>Furthermore, learners' age and their foreign language performance played a significant role as</p>

			moderating factors in these relationships.
7	Limandra (2013)	Students' Anxiety Towards Toefl Test : The Caused Factors And The Effects	<p>Students exhibited various symptoms of test anxiety, including nervousness, digestive issues, and rapid heartbeat, among others. These symptoms arose due to a combination of internal and external factors.</p> <p>Despite experiencing anxiety, the students were positively influenced by it. Their test-related stress ultimately encouraged them to strive for better performance on the TOEFL exam.</p>
8	Dueraseh et al. (2021)	Analyzing Foreign Language Listening Anxiety And Online English Proficiency Test Of Undergraduate Students	<p>The study found that foreign language listening anxiety and English proficiency test scores had only a weak correlation, ranking fourth in terms of their relationship. Anxiety mainly stemmed from encountering unfamiliar words they struggled to pronounce while listening. When such moments occurred, students</p>

			<p>often experienced panic and stress, which negatively impacted their comprehension.</p> <p>Several factors contributed to undergraduate students' anxiety during listening proficiency tests. The primary causes included feelings of panic and worry, which frequently escalated into stress and heightened nervousness while taking the test.</p>
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The present study distinguishes itself by focusing on TOEFL listening comprehension, whereas previous research, such as that conducted by Sarair et al. (2022) and Limandra (2013), primarily examines listening anxiety in the context of the TOEFL exam. These studies emphasize the heightened stress students experience due to factors like unfamiliar native accents and the pressure of time constraints. In contrast, Agustiana (2018) and Prastiyowati (2019) investigate listening anxiety in broader EFL learning environments, where students encounter stress during everyday classroom listening activities rather than exam-specific scenarios.

A key difference also emerges in how researchers approach students' attitudes toward listening. While Adalta (2022) and Agustiana (2018) highlight that students generally have a positive outlook on learning to listen in English, despite their struggles with anxiety, they also emphasize the efforts students make to enhance their listening abilities. This perspective

contrasts with studies that primarily focus on the negative effects of anxiety without acknowledging students' resilience and proactive learning strategies.

When examining the root causes of anxiety, Kimura (2016) takes a distinct approach by linking listening anxiety to social anxiety and self-presentation concerns. Unlike Prastiyowati (2019) and Sarair et al. (2022), which emphasize external factors such as teacher influence, the complexity of listening materials, and comprehension difficulties, Kimura shifts the focus to internal psychological elements, including self-esteem and social apprehension. This provides a deeper understanding of how personal insecurities contribute to listening anxiety.

Another notable distinction arises from Li (2022), whose meta-analysis offers precise statistical correlations between listening anxiety, motivation, and reading anxiety. In contrast to studies like Adalta (2022) and Agustiana (2018), which primarily categorize attitudes and levels of anxiety through qualitative or descriptive methods, Li adopts a quantitative approach, providing numerical insights into the relationships among these factors.

Furthermore, Limandra (2013) expands the discussion by addressing the physical symptoms of anxiety, such as digestive issues and an increased heart rate, which are directly linked to the stress of taking the TOEFL exam. This health-related perspective differentiates the study from others that predominantly focus on cognitive and emotional aspects of anxiety. Meanwhile, Dueraseh et al. (2021) brings a contemporary angle by investigating listening anxiety in the context of online English proficiency tests. By exploring the unique challenges posed by remote learning and testing environments, this study sheds light on an area that remains relatively unexplored in prior research.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

The design of this research is descriptive research. This research will describe the type and the level of anxiety experienced by the English students on Listening Comprehension of TOEFL test.

#### **3.2 Subjects of The Research**

The subjects in this research are all English students of the seventh semester and the ninth semester of English Study Program of Muhammadiyah University of Bengkulu. The total number is 41 students divided into 24 students of the seventh semester and 17 students of the ninth semester.

#### **3.3 Instrument of the Research**

The instrument in this research is questionnaire that contain the items of students' anxiety from Scovel in Adalta (2022) in line with the characteristics in Debilitative Anxiety that contain: 1) the physical symptoms, 2) cognitive symptoms, 3) behavioural symptoms, and 4) emotional symptoms; and Facilitative anxiety that contain: 1) Increased Alertness, 2) Heightened Motivation, 3) Improved Concentration, 4) Goal-Oriented Behavior, 5) Positive Stress (Eustress), and 6) Productive Nervousness.

Increased Effort and Perseverance. The total number of items will be 20. The answers of the questionnaire are in the form of 'yes' and 'no'. If the students answer 'yes' they will be given score 1, and if they answer 'no' they will be given score 0.

#### **3.4 Data Collection Technique**

The data will be collected by doing the following steps.

1. Calling the chairperson of each semester

The researcher will call or meet the chairperson of semester seven and semester nine students in order that the researcher will be easier to get the information.

2. Sharing the online questionnaire using Google Form application

The researcher will share the link of google form that contains the questionnaire items to the chairpersons and ask them to share the link to the classmates.

3. Copying the students answers in the google form application

The researcher will copy the students answers in google form into the excel document to check all of their answers.

### **3.5 Data Analysis Technique**

The data that have been collected will be analyzed through the following steps.

1. Checking the students' answers

The researcher will check the answers in the questionnaire in all types of anxiety that experienced by the students.

2. Grouping the students' answers based on the type of anxiety

The researcher will group the students' answers based on the type of anxiety, and put them in the table of distribution of the anxiety.

3. Describing and discussing the data

The researcher will describe the result that presented in the table, and then discuss the data in detail.

4. Making the conclusion.

In this part, the researcher will make the conclusion of the data that have been found.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### 4.1 Results

##### 4.1.1 Type of anxiety experienced by the students.

The results of this research showed that from 41 students who were taken as the subjects of this research, there were only 20 students who answered the questionnaire given by the researcher via google form. The results of students' anxiety are presented in the table below.

Students No.	Deliberative Anxiety																				Facilitative Anxiety						
	Physical Symptoms					Cognitive Symptom					Behavioral Symptom					Emotional Symptoms											
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	6	7
1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
2	0	0	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1
3	0	0	0	0	0	0	1	0	1	1	0	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	1
4	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
5	0	0	0	0	0	1	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
6	1	1	0	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1
7	0	0	0	0	1	0	1	0	1	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	1	0
8	0	0	1	0	1	1	1	1	1	1	0	0	0	0	0	0	1	0	1	0	1	1	1	1	1	1	1
9	0	0	0	0	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1
10	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	0	1	0	1	0	1	1	0	1	1	1	1
11	1	0	1	0	1	0	1	1	0	0	1	0	0	1	0	0	1	0	1	0	1	1	0	0	0	1	1
12	1	1	1	0	0	0	1	1	1	1	0	0	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1
13	0	0	0	0	0	1	0	1	0	1	0	0	0	1	0	0	0	1	1	1	1	0	0	0	0	0	1
14	0	1	1	0	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1
15	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0
16	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1	0
18	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	0	0	0	1	0	1	1	0	0	0	1	0
19	0	0	0	1	0	1	0	1	1	0	0	1	0	1	0	0	1	1	1	0	0	1	1	1	1	0	1
20	0	0	1	0	0	1	0	0	0	1	0	1	1	0	0	0	0	0	1	1	1	0	1	0	0	0	1

The table above showed that Student 1 experiences behavioral anxiety at point 1 and facilitative anxiety at point 3. Student 2 has physical anxiety at point 3, cognitive anxiety at

points 1, 2, 3, 4, and 5, behavioral anxiety at points 2, 3, and 4, and facilitative anxiety at points 2, 3, 4, 5, 6, and 7. Student 3 experiences cognitive anxiety at points 2, 4, and 5, behavioral anxiety at point 4, emotional anxiety at points 2 and 5, and facilitative anxiety at points 1, 2, 3, 4, 5, 6, and 7.

Student 4 experiences cognitive anxiety at point 2 and facilitative anxiety at point 7. Student 5 has cognitive anxiety at points 1, 2, 3, 4, and 5, as well as behavioral anxiety at point 4. Student 6 experiences physical anxiety at points 1, 2, 4, and 5, cognitive anxiety at points 1, 2, 3, 4, and 5, behavioral anxiety at point 4, emotional anxiety at points 1, 2, 3, 4, and 5, and facilitative anxiety at points 1, 2, 4, 5, 6, and 7.

Student 7 has physical anxiety at point 5, cognitive anxiety at points 2, 4, and 5, behavioral anxiety at point 4, emotional anxiety at points 2 and 5, and facilitative anxiety at point 6. Student 8 experiences physical anxiety at points 3 and 5, cognitive anxiety at points 1, 2, 3, 4, and 5, emotional anxiety at points 2 and 4, and facilitative anxiety at points 1, 2, 3, 4, 5, 6, and 7. Student 9 has cognitive anxiety at points 2, 3, 4, and 5, behavioral anxiety at points 1, 2, 4, and 5, emotional anxiety at points 1, 2, 4, and 5, and facilitative anxiety at points 2, 3, 4, 5, 6, and 7.

Student 10 experiences cognitive anxiety at points 1, 2, and 4, behavioral anxiety at point 4, emotional anxiety at points 2 and 4, and facilitative anxiety at points 1, 2, 4, 5, 6, and 7. Student 11 has physical anxiety at points 1, 3, and 5, cognitive anxiety at points 2 and 3, emotional anxiety at points 2 and 4, and facilitative anxiety at points 1, 2, 6, and 7. Student 12 experiences physical anxiety at points 1, 2, and 3, cognitive anxiety at points 2, 3, 4, and 5, behavioral anxiety at point 4, and facilitative anxiety at points 2, 3, 4, 5, 6, and 7.

Student 13 has cognitive anxiety at points 1, 3, and 5, behavioral anxiety at point 4, emotional anxiety at points 3, 4, and 5, and facilitative anxiety at points 1 and 7. Student 14 experiences physical anxiety at points 2, 3, and 5, cognitive anxiety at points 1, 2, 3, 4, and 5,

emotional anxiety at points 2, 3, 4, and 5, and facilitative anxiety at points 1, 2, 3, 4, 5, 6, and 7. Student 15 has cognitive anxiety at point 2, behavioral anxiety at point 4, and facilitative anxiety at point 1.

Student 16 does not experience any anxiety symptoms. Student 17 has physical anxiety at points 3 and 5, cognitive anxiety at point 1, emotional anxiety at point 4, and facilitative anxiety at points 1, 2, and 6. Student 18 experiences physical anxiety at points 1, 3, and 5, cognitive anxiety at points 1, 2, 3, 4, and 5, behavioral anxiety at points 1, 4, and 5, emotional anxiety at point 4, and facilitative anxiety at points 1, 2, and 6.

Student 19 has physical anxiety at point 4, cognitive anxiety at points 1, 3, and 4, behavioral anxiety at points 2 and 4, emotional anxiety at points 2, 3, and 4, and facilitative anxiety at points 2, 3, 4, 5, and 7. Student 20 experiences physical anxiety at point 3, cognitive anxiety at points 1 and 5, behavioral anxiety at points 2 and 3, emotional anxiety at points 4 and 5, and facilitative anxiety at points 1, 3, and 7.

The findings reveal various levels and types of anxiety symptoms among the 20 students, categorized into **physical, cognitive, behavioral, emotional, and facilitative anxiety**. Each student experiences a unique combination of these symptoms, indicating different responses to anxiety-provoking situations.

Several students exhibit **physical anxiety symptoms**, with students 6, 7, 8, 11, 12, 14, 17, 18, 19, and 20 showing varying degrees of physical manifestations such as tension or discomfort. Notably, students 6, 11, and 18 report physical symptoms across multiple points, suggesting a heightened physiological response to anxiety.

**Cognitive anxiety** appears to be a predominant factor among most students. A significant number, including students 2, 3, 5, 6, 8, 9, 10, 12, 14, and 18, experience cognitive distress at multiple points, indicating issues such as excessive worry, difficulty concentrating,

or intrusive thoughts. Student 14, for instance, demonstrates cognitive anxiety at all five points, implying a strong tendency toward overthinking and mental strain.

Regarding **behavioral anxiety**, students 2, 3, 5, 6, 7, 9, 10, 12, 13, 15, 18, and 19 exhibit symptoms related to actions or reactions to stress, such as avoidance, restlessness, or nervous behaviors. Student 6, in particular, experiences behavioral symptoms alongside cognitive and emotional anxiety, indicating a possible link between thought processes and outward expressions of anxiety.

**Emotional anxiety** is also evident in students 3, 7, 8, 9, 10, 11, 13, 14, 17, 18, 19, and 20, suggesting a strong connection between their emotional well-being and anxiety experiences. Students 9, 14, and 19 report emotional distress at multiple points, demonstrating potential struggles with feelings of fear, frustration, or distress.

Finally, **facilitative anxiety**, which refers to a form of anxiety that can enhance performance, is present in students 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, and 20. Many of these students, such as 3, 8, 9, 10, and 14, experience facilitative anxiety at nearly all points, suggesting that while they may struggle with anxiety, they can also use it to their advantage in certain situations.

Interestingly, **student 16 does not exhibit any symptoms of anxiety**, setting them apart from the rest. This could suggest a higher level of resilience or a lower susceptibility to stressors affecting the other students.

#### 4.1.2 The most Dominant type of anxiety experienced by the students.

Based on the data, the most dominant types of anxiety experienced by the students are **Cognitive Anxiety and Facilitative Anxiety**, as both are reported by 17 out of 20 students. Cognitive anxiety involves excessive worry, overthinking, and negative thoughts related to performance or outcomes, which can hinder learning and problem-solving abilities.

Facilitative anxiety, on the other hand, is a type of anxiety that can be beneficial, as it motivates students to perform better under pressure.

Physical anxiety is the next most common, affecting 11 out of 20 students, followed by behavioral anxiety, which is also present in 11 students. Emotional anxiety is slightly less prevalent, experienced by 10 students. While physical, behavioral, and emotional anxiety can create barriers to learning and well-being, the presence of facilitative anxiety suggests that some students channel their stress in a way that enhances their performance rather than hindering it.

The explanation describes that cognitive anxiety and facilitative anxiety are the most dominant types, indicating that while many students struggle with excessive worry, a significant number also experience anxiety in a way that helps them stay motivated and focused.

## **4.2 Discussion**

The findings indicate that cognitive anxiety and facilitative anxiety are the most prevalent types, suggesting that while a large number of students struggle with excessive worry, many also experience anxiety in a way that enhances their motivation and concentration.

This study shares multiple commonalities with earlier research on listening comprehension anxiety in TOEFL tests. One major similarity is the confirmation of listening anxiety among students, which aligns with the findings of Sarair et al. (2022) and Limandra (2013). These previous studies, like the current one, reveal that students often feel anxious when tackling the listening section of the TOEFL test. Additionally, Prastiyowati (2019) reported that concerns about missing key details and struggling with unfamiliar vocabulary significantly contribute to student anxiety, a pattern that this study also identifies.

Another point of agreement is the classification of anxiety types. Research by Kimura (2016) and Li (2022) has categorized listening anxiety into cognitive, emotional, and behavioral dimensions, a framework that this study also supports. Cognitive anxiety, which includes excessive worry, overanalysis, and concentration difficulties, emerged as the most dominant form in the current research. Furthermore, Agustiana (2018) found that anxiety can coexist with motivation to improve listening skills. This observation is reinforced by the present study, which suggests that anxiety does not always hinder learning but can sometimes serve as a catalyst for improvement.

The sources of anxiety identified in this study also correspond with previous research findings. Consistent with Sarair et al. (2022) and Adalta (2022), this research highlights that students often struggle with understanding native speakers' pronunciation, rapid speech, and unfamiliar words, all of which significantly heighten anxiety. Similarly, Vogely's research cited in Chen et al. (2023) indicates that external factors such as lack of repetition, difficulty maintaining focus, and fear of failure also impact students' listening comprehension, reinforcing the conclusions drawn in the present study.

Moreover, this study builds on Scovel's research, as cited in Adalta (2022), regarding debilitating and facilitative anxiety. While some students experience anxiety that negatively affects their performance, others encounter a type of anxiety that helps them stay engaged and focused. This confirms that anxiety is not solely a hindrance but can also enhance performance under pressure in certain cases.

Despite these shared findings, the present study introduces several distinctions. A notable difference is its focus on anxiety related specifically to the TOEFL Prediction Test among students at Muhammadiyah University of Bengkulu. Unlike broader studies such as Prastiyowati (2019) and Agustiana (2018), which examined listening anxiety in general EFL



learning settings, this research centers on anxiety associated with a high-stakes test required for graduation.

Another key distinction is the identification of cognitive and facilitative anxiety as the most dominant types among students. While previous studies like Sarair et al. (2022) generally acknowledge the presence of anxiety, the current research takes an additional step by categorizing and measuring the specific types that students experience most frequently.

Additionally, while much of the existing literature emphasizes the detrimental effects of anxiety, this study underscores its positive aspects. A considerable portion of students reported that their anxiety actually contributed to better focus, motivation, and determination in the listening section, an aspect that is often overlooked in past research, which primarily highlights the negative consequences of anxiety.

Lastly, this study presents a structured analysis by categorizing anxiety symptoms into physical, cognitive, behavioral, emotional, and facilitative components. Unlike previous research that employs broader classifications, this approach offers a more precise understanding of how anxiety manifests among students during the TOEFL listening test.

To summarize, while this study supports many findings from earlier research, it also introduces a more nuanced classification of anxiety types and sheds light on the beneficial impact of facilitative anxiety. This contributes to a more comprehensive understanding of student anxiety and provides valuable insights into effective management strategies to enhance learning outcomes.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

Based on the results of this study, it can be concluded that TOEFL Prediction Test listening comprehension causes significant anxiety among students. The most dominant type of anxiety experienced is **cognitive anxiety**, characterized by excessive worry, overthinking, and difficulty concentrating. Additionally, **facilitative anxiety** is also prevalent, where some students use their anxiety as motivation to improve their performance. Other types of anxiety, including **physical, behavioral, and emotional anxiety**, are also present but to a lesser extent.

The findings also reveal that students struggle with understanding native speaker pronunciation, rapid speech, and unfamiliar vocabulary, which contribute to their anxiety. However, despite these challenges, many students demonstrate resilience by channeling their anxiety into motivation, allowing them to perform better. This suggests that while anxiety can be a barrier, it can also serve as a positive force when managed effectively.

#### 5.2 Suggestions

##### 1. For Students:

- a) Recognizing anxiety as a common experience can help students develop strategies to manage it. Practicing listening skills regularly through English podcasts, movies, and TOEFL practice tests can enhance familiarity with different accents and speech patterns.
- b) Developing relaxation techniques, such as deep breathing or mindfulness, before taking the test can help reduce nervousness and improve concentration.

- c) Engaging in group discussions or peer learning sessions can provide exposure to different listening styles and improve confidence in comprehension skills.

## **2. For Lecturers and Educators:**

- a) Incorporating listening exercises with a variety of English accents in the classroom can help students become more comfortable with different speech patterns.
- b) Teaching students strategies to cope with listening anxiety, such as note-taking techniques, predicting content, and focusing on key words, can improve their test performance.
- c) Providing mock TOEFL tests in a controlled environment can help students get used to the test format and reduce anxiety during the actual exam.

## **3. For Institutions:**

- a. Universities should offer more TOEFL preparation programs that focus on listening comprehension, including interactive and engaging learning methods.
- b. Providing access to online TOEFL resources, such as practice tests and listening materials, can help students strengthen their listening skills outside the classroom.
- c. Offering counseling or workshops on test anxiety management can support students in overcoming their fears and improving their overall test performance.

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### Angket

Angket ini diberikan kepada mahasiswa program studi pendidikan Bahasa Inggris UMB semester 7 dan 9 untuk mengetahui tipe kecemasan apa saja yang mereka alami dalam mengerjakan soal-soal tes Listening Comprehension TOEFL.

Petunjuk:

Isilah angket ini dengan memilih jawaban pada kolom “ya” dan ‘tidak’ berdasarkan pengalaman yang dialami saat mengerjakan soal-soal tes Listening Comprehension TOEFL.

No	Pertanyaan	Jawaban	
		Ya	Tidak
<b>A. Deliberative Anxiety</b>			
<b>I</b>	<b>Physical Symptoms (Gejala Fisik)</b>		
	1. Apakah Anda sering merasa berkeringat saat mendengarkan rekaman soal listening comprehension TOEFL?		
	2. Apakah tangan atau tubuh Anda gemetar ketika mendengarkan bagian listening dalam tes TOEFL?		
	3. Apakah Anda merasa detak jantung Anda meningkat selama atau sebelum mengerjakan bagian listening TOEFL?		
	4. Apakah Anda pernah merasa mual atau tidak nyaman saat mengerjakan soal listening TOEFL?		
	5. Apakah gejala fisik tersebut mengganggu fokus Anda ketika mendengarkan rekaman soal TOEFL?		
<b>II</b>	<b>Cognitive Symptom (Gejala Kognitif)</b>		
	1. Apakah Anda merasa kesulitan berkonsentrasi saat mendengarkan soal listening dalam tes TOEFL?		
	2. Apakah Anda sering khawatir atau terlalu memikirkan kesalahan yang mungkin Anda buat saat menjawab soal listening TOEFL?		
	3. Apakah Anda merasa seperti "blank" atau tidak bisa mengingat informasi yang Anda dengar selama sesi listening TOEFL?		
	4. Apakah Anda merasa terlalu banyak berpikir tentang kemungkinan jawaban yang salah selama tes listening?		

	5. Apakah pikiran Anda sering terganggu oleh kekhawatiran yang mengganggu pemahaman Anda terhadap rekaman soal TOEFL?		
<b>III</b>	<b>Behavioral Symptom (Gejala Perilaku)</b>		
	1. Apakah Anda cenderung menunda persiapan untuk bagian listening TOEFL karena merasa takut tidak bisa mengerjakannya dengan baik?		
	2. Apakah Anda pernah mencoba menghindari tes TOEFL atau bagian listening karena merasa cemas?		
	3. Apakah Anda merasa ingin menyerah atau tidak melanjutkan tes listening karena rasa takut akan gagal?		
	4. Apakah Anda sering memeriksa ulang jawaban secara berlebihan karena takut salah saat mengerjakan soal listening TOEFL?		
	5. Apakah Anda pernah memutuskan untuk tidak mengikuti tes TOEFL karena merasa tidak mampu menangani kecemasan saat mendengarkan soal?		
<b>IV</b>	<b>Emotional Symptoms (Gejala Emosional)</b>		
	1. Apakah Anda merasa ketakutan yang intens sebelum atau selama mengerjakan soal listening TOEFL?		
	2. Apakah Anda merasa panik saat tidak segera memahami bagian dari rekaman soal listening TOEFL?		
	3. Apakah Anda sering merasa putus asa tentang kemampuan Anda untuk memahami dan menjawab soal listening TOEFL dengan benar?		
	4. Apakah Anda merasa cemas tentang hasil yang akan Anda dapatkan pada bagian listening TOEFL bahkan sebelum memulai tes?		
	5. Apakah perasaan takut gagal menghalangi Anda untuk tetap tenang saat mengerjakan soal listening TOEFL?		
<b>B. Facilitative Anxiety</b>			
	1. Apakah Anda merasa lebih fokus dan waspada saat mengerjakan bagian Listening pada tes TOEFL meskipun merasa cemas?		
	2. Apakah rasa cemas saat mengerjakan bagian Listening mendorong Anda untuk lebih termotivasi menyelesaikan soal dengan lebih		

	baik?		
	3. Apakah kecemasan yang Anda rasakan membantu Anda lebih berkonsentrasi saat mendengarkan percakapan atau ceramah pada bagian Listening TOEFL?		
	4. Apakah kecemasan Anda membuat Anda memiliki tujuan yang lebih jelas untuk menyelesaikan setiap soal dalam bagian Listening TOEFL		
	5. Apakah perasaan cemas yang Anda alami saat mengerjakan bagian Listening membantu Anda tetap bersemangat dan produktif?		
	6. Apakah perasaan gugup Anda sebelum dan selama bagian Listening mendorong Anda untuk lebih banyak berlatih dan mempersiapkan diri sebelumnya?		
	7. Apakah kecemasan yang Anda rasakan mendorong Anda untuk lebih berusaha memahami materi Listening dengan lebih baik?		

Terima Kasih