

**THE COMPARATIVE STUDY OF WRITING AND LISTENING ANXIETY
OF EFL UNIVERSITY STUDENTS**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By ;

EKA PALUPI UTAMI

NPM. 1802050022



UMSU

Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2022



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata - 1
Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Skripsi Strata – 1 Fakultas Keguruan Dan Ilmu Pendidikan Dalam Sidangnya Yang Diselenggarakan Pada Hari **Jum'at**, Tanggal **07 Oktober 2022** Pada Pukul **08.30** WIB Sampai Dengan Selesai. Setelah Mendengar, Memperhatikan, Dan Memutuskan :

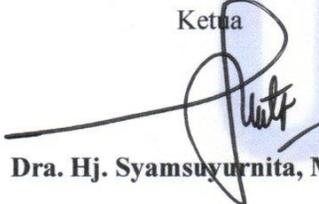
Nama Mahasiswa : Eka Palupi Utami
NPM : 1802050022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Comparative Study of Writing and Listening Anxiety of EFL University Students

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd)

Ditetapkan : (**A.**) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

PANITIA PELAKSANA

Ketua


Dra. Hj. Syamsuyurnita, M.Pd

Sekretaris


Dr. Hj. Dewi Kesuma Nasution, M.Hum

ANGGOTA PENGUJI

1. Dr. Hj. Dewi Kesuma Nasution, M.Hum
2. Erlindawati, S.Pd., M.Pd
3. Hj. Darmawati S.Pd., M.Pd

1. 
2. 
3. 



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi yang diajukan oleh mahasiswa dibawah ini :

Nama : Eka Palupi Utami
NPM : 1802050022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Comparative Study of Writing and Listening Anxiety
of EFL University Students

sudah layak disidangkan.

Medan, 26 September 2022

Disetujui oleh :

Dosen Pembimbing

Hj. Darmawati, S.Pd., M.Pd

Diketahui oleh :

Dekan
Dra. Syamsuyurnita, M.Pd.

Ketua Program Studi

Pirman Ginting, S.Pd., M.Hum.



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertanda tangan di bawah ini :

Nama : Eka Palupi Utami
NPM : 1802050022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Comparative Study of Writing and Listening Anxiety
of EFL University Students

Dengan ini menyatakan bahwa skripsi saya yang berjudul **“The Comparative Study of Writing and Listening Anxiety of EFL University Students”** adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini diperbuat dengan sesungguhnya dan sebenar-benarnya.

Medan, 26 September 2022

Yang membuat pernyataan,



Eka Palupi Utami

ABSTRACT

Eka Palupi Utami. NPM.1802050022, “The Comparative Study of Writing and Listening Anxiety of EFL University Students”. Skripsi : English Education Program. Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara. Medan. 2022.

This research is related to the study of writing and listening anxiety to EFL students' on seventh semester in Muhammadiyah University of North Sumatra using the theory of Cheng for writing anxiety and Kim for listening anxiety. The aim of this research is to identify the factors that impact writing and listening anxiety and then compare anxiety levels among EFL students. This research used quantitative research. From a total of 112 students, researcher used random sampling to take 30 samples using Sugiono's theory. A questionnaire has been the data collection instrument used by researcher. The writing and listening anxiety questionnaire has twenty items. This research used SPSS 22 to analyze the data with descriptive statistic and paired sample test. The Writing Anxiety and Listening Anxiety subscales had a balanced score, based on the data. That is, the research participants experienced all of the factors stated in each questionnaire. The majority of students were therefore anxious when writing rather than listening to English. Based on the data, the average student who had writing anxiety was 3.2333, and the average student who experienced listening anxiety was 2.4767. Writing anxiety affects up to 16 out of each 30 students, whereas listening anxiety affects up to 3 out of each 30 students. This is due to students' lack of confidence in expressing their ideas and their lack of understanding about good and correct language structures.

Keywords : Learning Anxiety, Quantitative Research, Sugiono's Theory, SPSS 22.

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum Warahmatullahi Wabarakatuh

Firstly, all praises to Allah SWT. Thanks to His Grace and Blessing, the researcher was able to finish her study. Secondly, shalawat and greetings are bestowed on the Great Prophet Muhammad SAW, who has guided humanity from a dark age to a brilliant one like this one. Furthermore, researcher would like to show gratitude to her beloved family, Susilo and Susilowati as parents, who are always there and supporting in any situation or condition.

This research, as stated by the researcher, named "The Comparative Study of Writing and Listening Anxiety of EFL University Students" cannot be performed without the support, encouragement, and advice of many people. As a result, the researcher would like to express her heartfelt appreciation to everyone who assisted, supported, and guided her during the study process, and therefore the researcher desires to thank;

1. Prof. Dr. Agussani., M.AP., the Rector of Universitas Muhammadiyah Sumatera Utara.
2. Dra. Hj. Syamsuyurnita.,M.Pd., the Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.
3. Pirman Ginting, S.Pd., M.Hum., the Department Head of English Education.

4. Rita Harisma, M.Hum, the Secretary of the Department of English Education.
5. Hj. Darmawati, S.Pd., M.Pd as her supervisor.
6. Muhammad Arifin, S.Pd. M.Pd., The UMSU head library had also allowed her to collect data in the library.
7. All lectures of English Education Department of Universitas Muhammadiyah Sumatera Utara.
8. Her best friends who have helped and supported the researcher; Nursyah Yuni Kartika, S.Pd., Ajeng Rahayu, Muhammad Ikhsan Utomo, S.Pd., Glory Eksanti Algea, S.Pd., Friska Triana, Aulia Hermi Putri, Mayang Masdhalifa, S.Pd., and Rifki Nawawi.
9. Friends in VIII-A1 Morning of English Education Department Program for the uncertainty of university years.

Finally, the researcher hopes that this research will benefit both academics and the general public. Since this researcher is completely aware that it is still far from optimal, any constructive feedback would be very welcomed in order to enhance this research in the future.

Wassalamualikum Warahmatullahi Wabarakatuh

Medan, September 2022

Researcher
Eka Palupi Utami

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iv
LIST OF TABLE	vi
LIST OF MAPPING	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	
A. The Background of the Study	1
B. The Identification of the Problem	4
C. The Scope and Limitation	4
D. The Formulation of the Problem.....	4
E. The Objective of the Study	4
F. The Significance of the Study	5
CHAPTER II THEORETICAL REVIEW	
A. Theoretical Framework	6
1. Comparative Study	6
2. Anxiety	7
3. English as a Foreign Language Anxiety	8
4. Writing.....	8
5. Writing Anxiety.....	9
6. Listening	11
7. Listening Anxiety	13
B. Conceptual Framework	16

C. Previous of the Studies 17

CHAPTER III RESEARCH METHOD

A. Research Design..... 19
B. Population and Sample 19
C. Technique of Collecting Data 20
D. Technique of Analyzing Data 20

CHAPTER IV DATA & DATA ANALYSIS

A. Data 23
B. Data Analysis 23
C. Research Finding 28

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 30
B. Suggestion..... 30

REFERENCES 32

LIST OF TABLES

A. Table 4.1. Descriptive Statistics of Writing Anxiety and Its Scale.....	23
B. Table 4.2. Descriptive Statistics of Listening Anxiety and Its Scale	24
C. Table 4.3. Descriptive Statistics for Writing and Listening Anxiety	24
D. Table 4.4. Distribution of Writing Anxiety Levels	25
E. Table 4.5. Distribution of Listening Anxiety Levels	25
F. Table 4.6. Paired Samples Test.....	27

LIST OF FIGURE

A. Figure 2.1. Conceptual Framework.....	16
--	----

LIST OF APPENDICES

Appendix 1.	Questionnaire
Appendix 2.	Participant's Answer
Appendix 3.	Permohonan Persetujuan Judul Skripsi
Appendix 4.	Form K1
Appendix 5.	Form K2
Appendix 6.	Form K3
Appendix 7.	Berita Acara Bimbingan Proposal
Appendix 8.	Berita Acara Seminar Proposal
Appendix 9.	Pengesahan Proposal
Appendix 10.	Surat Pernyataan
Appendix 11.	Surat Keterangan
Appendix 12.	Izin Riset
Appendix 13.	Surat Balasan Riset
Appendix 14.	Berita Acara Bimbingan Skripsi
Appendix 15.	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language learning was a widespread yet difficult process that involves the development and use of several language abilities, such as listening, speaking, reading, and writing. However, language acquisition can create worry and panic, which was a normal phenomena while learning a second or foreign language. Furthermore, foreign language anxiety was a complicated psychological phenomena with major implications for foreign language students (Karaca, 2013).

From the four basic skills, the researcher selected two English skills, writing and listening, to investigate the variances in anxiety felt by students at Muhammadiyah University of North Sumatra. Writing anxiety, which has been one of the concerns investigated in the field of teaching English, was another of the obstacles that students may face when learning English (Aytaç Demirçivi, 2020). Writing is one of the activities carried out to express ideas, opinions in a piece of writing. Balta (2018) deduce that writing is the act of finding, gathering, selecting, organizing, and reinterpreting material, which culminates in writing that is grammar and spelling correct.

Writing was a personal cognitive activity that represents the phenomenology of the individual as both a product and a process. Writing in a second or first language was considered a challenging task. It has a detrimental

impact on students and causes them to develop negative views toward it. Second language writers' behavior and attitudes must also be studied when investigating their learning environment in terms of writing anxiety (Abrar Ajmal & Humaira Irfan, 2020). Writing anxiety has become one of the issues studied in the field of English language teaching (Aytaç Demirçivi, 2020). The research was mostly concerned with the levels, kinds, reasons, and techniques for overcoming writing anxiety among EFL students. Most studies suggest that EFL students have moderate to high levels of anxiety, with cognitive anxiety being the most common kind of worry.

Writing anxiety has a negative impact on students' performance when writing in a foreign language. Writing anxiety was capable of damaging learners' ability and confidence in their writing abilities (Dela Masita Fitrinada et al., 2018). Yastibas & Erdost Yastibas (2015) stated that English language writing skills play a significant role in academic. In short, writing anxiety was one of the affective factors that interfere with or hinder the writing process (Blasco, 2016)

The consequence of writing anxiety on educational success was a point of contention (Yavuz et al., 2020). Additionally, listening was a crucial component of communicating with others since one cannot communicate except they understand what the opposite person was saying (Karaca, 2013). Considering listening was among the two productive abilities in language learning, it posed a significant threat to foreign language learners (Mehmet, 2013). Language acquisition happens when a person fully understands the information acquired,

and listening skills were an important aspect of this process (Agustiana, 2019). The activity of listening to a different language that was not proficient might cause issues during learning since students were anxious and cannot assimilate what the lecturer was explaining.

In teaching listening, anxiety was believed to be a negative factor contributing to the student's poor listening comprehension and quite possibly the affective factor that the most persistently hinders the learning process. The main key in language acquisition is understanding the information received as input. Language acquisition occurs when a person understand the input received, and listening skills were a key component that affects the process of understanding input (Agustiana, 2019).

Anxiety might affect acquiring English language listening, reading, speaking, and writing ability. Anxiety might also have an impact on the abilities of foreign language learners at different levels (Fajri & Hikmah, n.d.). Amiryousefi & Tavakoli (2011) resume some researchers argue that test anxiety affects the language learning process and test scores. It was thought to produce cognitive interruptions during learning, taking tests, or both. Test anxiety while test preparation can lead to poor understanding and arrangement of material, rendering taking a test problematic. Students' learning may be obstructed as a result of their anxiety, and they may be unaware of the consequences of their worry. Based on the previous description, a research was conducted to compare

anxiety levels among students. This research was necessary to investigate the difference in anxiety levels among students. This research was enabled by the dissemination of questionnaires that participants must answer. The theory from Cheng and J.H. Kim was used to distribute the questionnaires.

B. The Identification of the Problem

Related on the background above, the following problems that found :

1. Factors that influence students' anxiety in writing and listening.
2. Comparison of students' anxiety when writing and listening.

C. The Scope and Limitation

The scope of this study was to investigate the levels of learning anxiety within English Education students at Muhammadiyah University of North Sumatra. The limitation of this research was focused on Listening and Writing skills concentrate on differences in anxiety experienced by students.

D. The Formulation of the Problems

The problems were formulated as follows :

1. What was the factors that influence students' anxiety in writing and listening?
2. How was the comparison of students' anxiety when writing and listening?

E. The Objectives of the Study

Objectives of this study were :

1. To find the factors that influence students' anxiety in writing and listening.

2. To find out the comparison of students' anxiety when writing and listening.

F. The Significances of the Study

The finding of the study were expected to be useful theoretically and practically.

1. Theoretically

This study will be beneficial to students who wish to know which level of anxiety they are experiencing is the most severe. This study also compares the two types of language anxiety, specifically writing and listening anxiety, in order to provide a more accurate comparison of anxiety levels, so that students may see how their anxiety levels compare.

2. Practically

- a. For Students of English Education will help students to find out the comparison of the anxiety they feel is greater.
- b. For researcher will help researcher find differences in the anxiety experienced by students.
- c. For lecturers will help lecturers in determining the learning methods that will be taught to students to reduce anxiety.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In order to explain some topics used in research, a theory was required. These concepts should be defined so that the reader was not confused. To clearly identify ideas, the researcher explained some theories related to the research.

1. Comparative Study

Comparative is involving the systematic observation of the similarities or dissimilarities between two or more branches of science or subjects of study (Lexico). According to Bukhari (2011), comparative study analyzes and compares two or more objects or ideas. Comparative studies are the studies to demonstrate ability to examine, compare and contrast subject or ideas. Comparative study shows how two subjects are similar or shows how two subjects are different.

Meanwhile according to Piovani & Krawczyk (2017), comparative studies occupy a prominent place in the social sciences, not just because of the value of the descriptions, explanations or interpretations of reality that can be made from them, but also, and especially in the last decades, for being constructed as an input for the diagnosis of social problems and for the design of public policies and, at the same time, as a reference parameter and a source of legitimation.

2. Anxiety

Anxiety is defined as an emotional state marked by physiological arousal, unpleasant emotions of tension, and fears of negative outcomes in the future (Arribathi et al., 2021). Anxiety is a subjective feeling of tension, apprehension, nervousness, and worry associated with autonomic nervous system arousal (Elaine K. Horwitz, 1986). Just as anxiety prevents some people from excelling in science or mathematics, many people find foreign language learning, particularly in classroom settings, to be extremely stressful. Anxiety may make people feel anxious, irritated, doubtful, and tense. According to linguistic research, anxiety has a substantial impact on foreign language acquisition competence and presents a considerable problem to language teachers (Negari & Rezaabadi, 2012).

Anxiety symptoms are classified into three categories: somatic/physiological (e.g., upset stomach, pounding heart, excessive sweating, and numbness), cognitive (e.g., worry, preoccupation, and negative expectations), and behavioral (e.g., procrastination, withdrawal, and avoidance) (Cheng, 2004). Students' tension, fear, and lack of confidence in the target language were connected with the negative association between anxiety and foreign language competency (Kim J. H., 2002).

Anxiety is a common emotion, because it is a part of everyone's life, especially in educational settings. This will affect the student learning process (Zulfikri B. Rasuan, 2021). Although language learning is essentially a practical and practical process, it has established the necessity to raise questions that go

beyond the cognitive and behavioral characteristics of foreign language learners (Karaca, 2013).

3. English as a Foreign Language

English as a Foreign Language (EFL) is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language (Budiarti, 2022). It is tough to learn a foreign language. Anxiety is one of the challenges that immigrants face when learning a language (Ioanna K. Tsiriotakis, 2017). However, the majority of EFL classrooms lack the basic qualities of an interactive learning environment in which learners may participate in active involvement and dynamic interaction to use and practice English for a variety of realistic objectives (Norizan Abdul Razak, 2013).

Numerous studies have indicated that students face learning challenges such as a lack of opportunities to utilize English in real life (Sritrakarn, 2021). Learning foreign language is not the same as learning mathematics. Possibility of include not just verbal and cognitive abilities, but also social, historical, emotional, cultural, and moral emotions about oneself as a subject (Kaspul Anwar, 2020).

4. English Foreign Language Anxiety

Language anxiety is approved as either of the important individual factors in Second Language Acquisition (SLA) study (Fujii, 2021) . Feelings of tension and fear that are specifically associated with second language contexts, including speaking, listening, and learning are feelings of a language anxiety (Peter D.

MacIntyre, 1994). According to Cakıcı (2016) activity-specific anxiety is an individual's tendency to feel anxious at certain times and situations and foreign language learners often experience this fear because they are evaluated both by their teachers and by their peers. Serraj & Noordin (2013) reveal that many students express their dissatisfaction directly or indirectly about their suffering known as anxiety and identify themselves as anxious language learners.

Nearly half of foreign language learners experience some level of anxiety (Wörde, 1998). In this case, learning English anxiety has a negative effect on students' academic achievement. This implies that students are more likely to have higher grades if they have lower levels of anxiety (Rondonuwu, 2019) . There is a downward spiral effect, anxiety makes us nervous and afraid and thereby contributing to poor performance; this in turn creates more anxiety and poorer performance if anxiety is present in class (Xu, 2011).

5. Writing

Writing is an affirmation of the most recent language skills that should be mastered after listening, speaking, and reading (Haerazi et al., 2020). Writing is one of the language skills that requires both active and productive abilities. Writing for the purpose of exploring our passive English is not simply intended to describe any topic (Ariyanti, 2016). Balta (2018) deduce that writing is the act of finding, gathering, selecting, organizing, and reinterpreting material, which culminates in writing that is grammar and spelling correct. Writing is a personal cognitive activity that represents the phenomenology of the individual as both a

product and a process. Writing in a second or first language is considered a challenging task. It has a detrimental impact on students and causes them to develop negative views toward it. Writing is necessary for students' survival as second language learners. Academics communicate ideas through writing rather than speech. Written ideas become more visible and last longer. Writing is defined as "a multiple draft process that includes developing ideas, writing a first draft with an emphasis on content, revising ideas in second and third versions, and communicating those ideas."

According to (Boals, 2012) writing is a process of meaning creation as well as a series of related text-creation activities such as generating, arranging, and developing ideas in sentences, drafting, shaping, rereading the text, editing, and revising. All skills in a language are equally important, but writing becomes more important in academic subject areas because it is one of the most important means of evaluating students' performance in their respective fields of study (Mohammad & Hazarika, 2016).

There are two reasons why EFL students struggle with writing: internal and external factors. Internal factors refer to their poor English writing skills, while external factors refer to their poor learning writing skills (Toba et al., 2019). Writing is not only important for enhancing academic performance, but it also assist with social and emotional development (Moses & Mohamad, 2019).

At various stages of their education, student writers face a variety of writing obstacles (Fareed et al., 2016). The importance of writing skill in

demonstrating students' learning ability cannot be overstated when writing in the first or second language (Marzban & Jalali, 2016). Furthermore, there is a lack of support for them to improve their writing skills (Sinaga & Feranie, 2017). Writing is extremely important for EFL students. It is a survival skill because students must use it to learn other courses, prepare home assignments and projects, and, eventually, communicate with their instructors (Kassem, 2017).

6. Writing Anxiety

Rasuan & Wati (2021) concluded that Complex writing as a skill, in addition to the complexity of language in general, is one of the causes contributing to writing anxiety. As a matter of fact, writing has been reckoned as the most challenging skill for EFL students at university level. Writing academic papers is difficult for native speakers, and it may be significantly more difficult for EFL students. The difficulty comes not only in the ideation process, but also in organizing these dispersed thoughts into legible and competent academic papers.

According to Hartono (2012) Writing is one of the language skills that demonstrates a second language learner's ability to express himself verbally. Writing anxiety is a nervous emotion created by a fear of negative feedback and a lack of desire in writing because pupils regard writing as a task rather than a vital ability. Anxiety, which can be good or negative, has a big impact on EFL students' writing skills, and while it should be one of the basic barriers in the

language process, a little anxiety is sometimes necessary for learners' focus and accuracy throughout the writing process (Ari Prasetyaningrum, 2021).

Emphasis on students' ability to produce accurate written texts, can be associated with high levels of anxiety on the part of EFL students (Salam Hamid Abbas, 2018) . Haryanti et al (2022) mention that the lower the students' writing anxiety, the higher their writing achievement because students' tension in writing anxiety will affect their attitude towards writing.. Individual differences in language learning such as learning strategies, styles, and anxiety seem to influence language learning. Writing anxiety has a detrimental relationship with student writing achievement. Anxiety makes pupils unable to enjoy the writing process; as a result, they will write under pressure, making them less able to achieve at their best in writing. As a result, the written results of worried authors are occasionally poor.

However, empirically exploring the relationship between learning styles, writing strategies, and writing anxiety is rare even though each of these variables has been seen to individually influence overall language learning (Zahra Alizadeh Tari, 2021) . Because of the difficulties that must be overcome in writing, the majority of students may feel strained or discouraged. As a result of their nervousness, they will finally give up on even attempting to write (Naelul Rohmah, 2021).

Many students regard writing as a challenge and impediment to producing a decent text (Zulfikri B. Rasuan, 2021). They perceive writing as an impediment

to academic achievement. They frequently experience what is known as writing apprehension or writing anxiety. Hartono & Maharani (2020) stated that when a student is suddenly asked to write a piece of writing that will be evaluated on a certain level or in a certain way without any preparation, he may become nervous and worried. A high expectation from a teacher will often increase the students' tension and worries, which may be detrimental to the writing activity itself. Meanwhile, according to Soleimani et al (2020) to match readers' expectations, EFL students must be directly involved in writing performance, both cognitively and emotionally, in order to explain ideas clearly.

7. Listening

Humans listen further than they read, speak, or write, which places listening at the center of the language learning process (Gonulal, 2020). Listening was traditionally thought to be a passive listening skill that developed naturally through speaking and reading rather than being taught in school (Chou, 2013). The students are exposed to a flowing text while listening. If they fail to recognize a word or phrase they do not understand, they frequently miss the next section of the tape (Syafii et al., 2020). Listening is the foundation of communication while learning a foreign language (Goctu, 2017). Learning listening comprehension, in particular, has assumed a more important role in the foreign language teaching and learning process, and is likely one of the most difficult tasks for language learners. Listening is crucial because it is the first skill learned at birth, and it is a skill that can be developed with the right methods and approaches (Korkmaz &

Güneyli, 2017). However, because listening is assumed to be a "natural" language skill, educational institutions frequently fail to devote sufficient time to training students in the skill (Ferrari-Bridgers, Vogel, et al., 2017).

According to (Salem, 2017) listening skills are essential for communicating with others for social purposes; good listeners gather information and knowledge of their surroundings. As a result, rich surrounding environments provide learners with vivid stimuli that aid in the acquisition of listening skills; practice is also an important component in the acquisition process; listening skills must be continually practiced or they will gradually deteriorate.

Listening is a general education goal in many college programs across the country (Ferrari-Bridgers, Stroumbakis, et al., 2017). Although listening is recognized as an important academic skill, it is rarely taught as a stand-alone course. Most listening is done to comprehend a speaker's proposition. In other words, the listener is looking for the big picture, the overall message and intention of the speaker (Wilson, 2018).

8. Listening Anxiety

Listening is a difficult activity because it occurs at a certain time and does not repeat itself. Listeners must concentrate on the process of listening and recall what they have heard (Zhou, 2021). Therefore, sociocultural and affective aspects that influence listening should be thoroughly investigated in order to provide a more complete and rounded picture of listeners and their work (Kim J.-h. , 2000). Plenty of students believe that listening causes them worry because they should

be subtle in order to understand the messages from the audio (Amalya Shawfani, 2020).

According to Shu-Yan Wang et al (2019), there are several factors that affect listening anxiety :

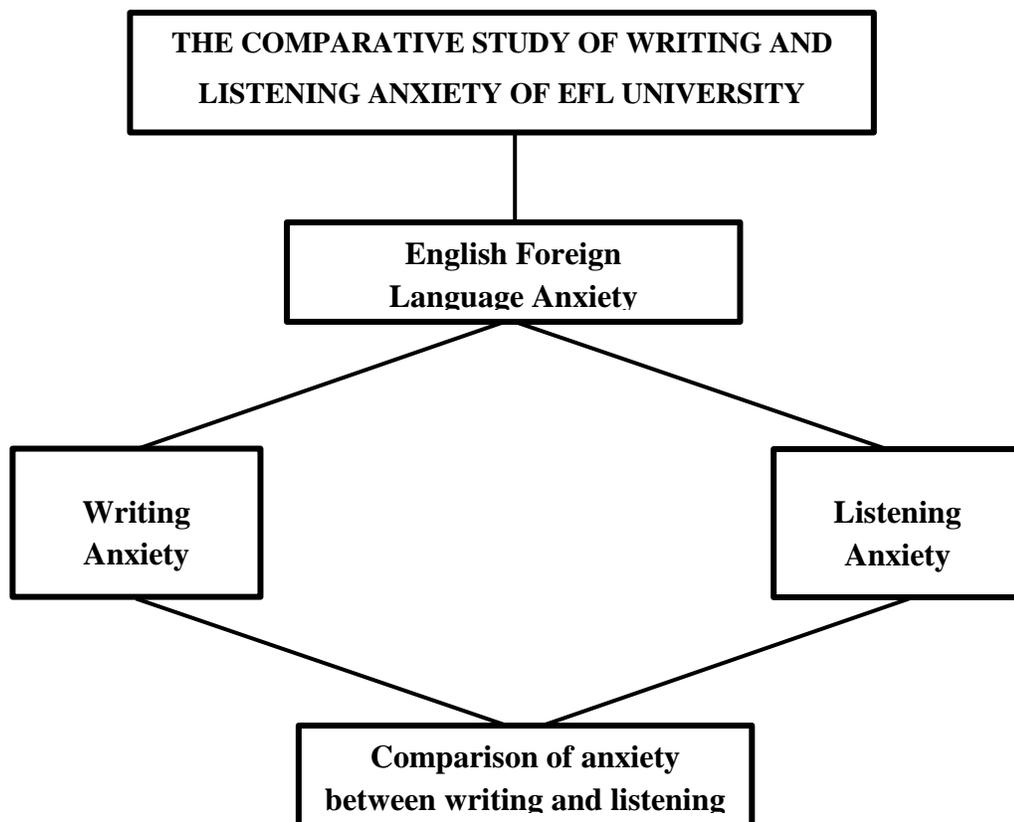
- a. The first element (listening-anxiety) was classified to indicate regularly stressful sentiments, such as uneasiness, upset/distress, and intimidation, when students were listening to English materials and facing listening tasks.
- b. The second element, self-belief, reflects learners' confidence and contentment with their listening skills.
- c. The third aspect (decoding abilities) was linked to cognitive abilities to deal with auditory data as well as language knowledge, and these abilities include attention, comprehension, and memory.

Kimura (2017) stated that listening to a second language, on the other hand, can cause anxiety, and second language listeners can be influenced by social concerns because they are actively participating in a public performance as a listener, given that speakers and listeners share responsibility for turn allocation in interaction and co-construct social events.

B. Conceptual Framework

The operational design for the problem under consideration was the conceptual framework. The concept or design of any research must be transparent because it has a significant impact on the problem to be studied. This concept can make it easier to compare anxiety levels between writing and listening anxiety.

Mapping 1. Conceptual Framework



C. Previous of the Study

There have been some previous studies related to this research including:

(1) A Comparative Study of Listening Anxiety and Reading Anxiety (2013) by Seyit Ahmed Capan and Mehmet Karaca published in *Procedia - Social and Behavioral Sciences*. The researchers wanted to see if there was a link between gender, education level, and language anxiety, specifically when it came to two important language skills: listening and reading. A total of 159 EFL students majoring in English Language Teaching at a Turkish university took part in this study. (2) Writing Anxiety : A Case Study on Students' Reasons for Anxiety in Writing Classes (2013) by Selma Kara published in *Anadolu Journal of Educational Sciences International*. The study's findings are divided into four categories. These are the reasons why students dislike writing activities, writing as a skill, teachers, and course books. (3) A Comparative Study on the Effects of While Listening Note Taking and Post Listening Summary Writing on Iranian EFL Learners' Listening Comprehension (2015) by Touran Ahour and Sara Bargool published in *Theory and Practice in Language Studies*. The aim of this exercise was to find out if there was a significant difference in listening comprehension skills between Iranian EFL learners who took notes while listening and those who wrote summaries after listening. This quasi-experimental study used a pretest-posttest design. The research was carried out in an Iranian language institute in the province of East Azarbaijan. (4) Writing Anxiety among

EFL Students of John Senior High School (2021) by Alvian Adhi Nugroho and Ouda Teda Ena published in *Journal of Language Teaching and Learning, Linguistics and Literature*. The objective of this study is to look into the level of profound writing anxiety experienced by high school students studying English as a second language, as well as the causes and repercussions of that worry. Many studies published in scientific journals in the last decade have found that writing anxiety in foreign languages has a detrimental impact on attitudes, success, and student progress, as well as obstructing the writing process and decreasing enthusiasm for writing.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The research method that used for this research was quantitative research. The survey method was assumed to be the best-suited method because it involves gathering data to test hypotheses or answer questions regarding people's attitudes toward a specific topic or issue (Creswell, 2009). The survey was analyzed to see if there are any significant outcomes based on participant replies and to evaluate the data gathering procedure (Hussein et al., 2020). In this study, the researcher chose participants by asynchronous communication, like as Google Form, that allows anyone to contribute regardless of the time or locations (Opdenakker, 2006). The quantitative research method in this study used comparative research. According to Silalahi Ulbert (2005) a study that compares and contrasts two or more symptoms was knew as comparative research. This study approach was utilized to analyze the differences in anxiety levels within writing and listening activities among students.

B. Population and Sample

The population in this study were students of the 7th semester Faculty of Teacher Training and Education, Muhammadiyah University of North Sumatra, totaling 112 students.

The sample of this study was the comparison of anxiety between writing and listening anxiety to 7th semester students. According to (Sugiyono, 2011) , the sample was part of the number and characteristics owned by the population. The sampling technique used in this study was probability sampling with simple random sampling technique. The definition of simple random sampling put forward by Sugiyono (2017) was the taking of sample members from the population that was carried out randomly without regard to the strata that exist in the population. Researcher select 30 students.

C. Technique of Collecting Data

In this study, researcher applied a questionnaire. The first step was to conduct a survey before to the class being investigated. The questionnaires were then provided to participants and collected once everyone had completed them.

D. Technique of Analyzing Data

Data analysis was the next important phase in this research project. The purpose of data analysis was to evaluate and interpret data so that it can be converted into useful knowledge. There were several steps in the process, which are as follows:

1. Classify the data from the questionnaire to find out the factors that affect student anxiety
2. Comparing the different levels of anxiety experienced by students
3. Draw conclusions from the results of data analysis.

Descriptive comparative and comparative correlation were two types of comparative study. Hasan (2002) defined analytical comparison as a quantitative methodology used to compare two or more data sets (variables). The kind of data (nominal, ordinal, interval/ratio, and sample group) should be considered. Nazir (2005) additionally stated that comparative research was a type of descriptive research that attempts basic answers about cause and effect by evaluating the factors that lead to the occurrence or emergence of a certain phenomena.

The Foreign Language Writing Anxiety Scale (FLWAS) designed by Cheng (2004) was used to assess the amount of anxiety caused by writing. To assess the amount of anxiety caused by the listening context, Kim (2000) designed the Foreign Language Listening Anxiety Scale (FLLAS). FLLAS focuses on anxiety due to listening activities in a foreign language. FLWAS and FLLAS both contains 10 questions, and each question was graded on a four-point Likert scale. FLLAS and FLLAS were classified on a scale of "strongly disagree" to "strongly agree."

As previously stated, both questions employed a four-point Likert-type scale ranging from "1 = strongly disagree" to "4 = strongly agree." Lower anxiety levels are indicated by lower scores. The questionnaire responses were analyzed using SPSS Statistic 22 to gather descriptive data regarding students' writing and listening anxiety. The SPSS program was used to generate multiple descriptive statistics, as well as paired samples test of quantitative data obtained through

questionnaire (Ismail, 2011). It used SPSS version 22 to determine descriptive statistics such as mean, standard deviation, percentage, and so on. Descriptive statistics were utilized to classify anxiety levels from the FLWAS and FLLAS, which were categorized into three levels: low, medium, and high anxiety (Subaşı, 2014).

CHAPTER IV

DATA & DATA ANALYSIS

A. Data

Data were collected through questionnaires delivered to 7th-semester English Education students at the Muhammadiyah University of North Sumatra. The sample group for the questionnaire was 30 responses. This answer was examined to determine factors that affect anxiety and differences in the level of anxiety felt by students when writing and listening.

B. Data Analysis

The purpose of this research was to identify the factors that impact student anxiety and the differences in anxiety levels experienced by English students at the Muhammadiyah University of North Sumatra's Faculty of Teacher Training and Education. Participants were given FLWAS and FLLAS questionnaires. The research findings from FLWAS and FLLAS.

1. Factors that Influence Students' Writing Anxiety

Table 4.1. Descriptive Statistics of Writing Anxiety and Its Scale

No	Statements	N	Min	Max	Mean	Std. Deviation
1.	My thoughts become jumbled when I write English compositions under time constraint	30	2.00	4.00	3.3333	.60648
2.	I freeze up when unexpectedly asked to write English compositions	30	2.00	4.00	3.0333	.66868

3.	While writing in English, I often worry that the ways I express and organize my ideas do not conform to the norm of English writing	30	3.00	4.00	3.5000	.50855
4.	While writing in English, I often worry that I would use expressions and sentence patterns improperly	30	3.00	4.00	3.5000	.50855
5.	I'm afraid that the other students would deride my English composition if they read it	30	1.00	4.00	3.1000	.95953
6.	I usually feel my whole body rigid and tense when I write English compositions	30	2.00	4.00	3.1000	.80301
7.	While writing English compositions, I feel worried and uneasy if I know they will be evaluated	30	2.00	4.00	3.3000	.59596
8.	If my English composition is to be evaluated, I would worry about getting a very poor grade	30	2.00	4.00	3.3000	.65126
9.	I'm afraid of my English composition being chosen as a sample for discussion in class	30	1.00	4.00	3.0333	.92786
10.	I do my best to avoid situations in which I have to write in English	30	1.00	4.00	3.1333	.86037

The WA subscale, which has 10 items with balanced scores, was tested using descriptive statistics. With a maximum of four and a minimum of one.

Based on the table above, the average students encounters these factors.

2. Factors that Influence Students' Listening Anxiety

Table 4.2. Descriptive Statistics of Listening Anxiety and Its Scale

No.	Statements	N	Min	Max	Mean	Std. Deviation
1.	When listening to English, it is difficult to differentiate the words from one another	30	1.00	4.00	2.6333	.85029
2.	When listening to English, I tend to get stuck on one or two unknown words	30	1.00	4.00	2.7000	.87691
3.	My mind becomes jumbled and confused when listening to important information in English	30	1.00	4.00	2.4333	.67891
4.	Listening to new information in English makes me nervous	30	1.00	4.00	2.3333	.84418

5. I'm nervous when I listen to English because I don't know a lot of vocabulary	30	1.00	4.00	2.5333	.89955
6. While listening to English recording, I often understand the words, but still can't quite understand what the speaker means	30	1.00	4.00	2.4333	.89763
7. When I am listening to English recording, I often get so confused I can't remember what I have heard	30	1.00	4.00	2.7333	.94443
8. I am afraid when can't catch a key word of an English listening passage	30	1.00	4.00	2.7667	.81720
9. I would rather not have to listen to people speak English at all	30	1.00	4.00	1.5667	.67891
10. I get worried when I can't listen to English at my own pace	30	1.00	4.00	2.6333	.76489

The LA subscale, like the WA subscale, has a balanced score with a minimum of one and a maximum of four. This reveals that on average, students experience all aspects.

3. Descriptive Statistics for Writing and Listening Anxiety

Table 4.3. Descriptive Statistics for Writing and Listening Anxiety

Type of Scale	N	Mean	Std. Deviation
FLWAS	30	3.2333	0.54793
FLLAS	30	2.4767	0.63771

The results showed that writing anxiety and general listening anxiety could be distinguished. The mean and standard deviation of Writing Anxiety ($M = 3.2333$; $SD = 0.54793$) was different from Listening Anxiety ($M = 2.4767$; $SD = 0.63771$).

4. Distribution of Writing Anxiety Levels

As mentioned earlier, the mean and standard deviation were calculated as $M = 3.2333$ and $SD = 0.54793$ for Writing Anxiety (WA). According to the given

formula, participants who had a mean score higher than 3,29 were labeled as high anxiety because they agreed with many statements that rated WA, and lower than 2,51 were categorized as low anxiety students because they disagreed with questions measuring WA.

Table 4.4. Distribution of Writing Anxiety Levels

Group	N	%	Mean	Std. Deviation
High (M > 3,29)	16	53%	3.6688	.25487
Middle (2,51 < M < 3,29)	11	37%	2.8545	.21149
Low (M < 2.51>)	3	10%	2.3000	.17321
Total	30	100%	8.8233	0.6396

16 students were categorized as high, 11 students were categorized as moderate and the remaining 3 students were categorized as low WA. These means that the percentage of students who have high anxiety with an average of 3.6688 is 53%. For students who have moderate WA with an average of 2.8545 the percentage was 37%. And for students who have low WA with an average value of 2,300 with a percentage of 10%.

5. Distribution of Listening Anxiety Levels

Table 4.5. Distribution of Listening Anxiety Levels

Group	N	%	Mean	Std. Deviation
High (M > 3,29)	3	10%	3.4667	0.15275
Middle (2,51 < M < 3,29)	14	47%	2.7857	0.10271
Low (M < 2.51>)	13	43%	1.9154	0.51937
Total	30	100%	8.1678	0.77483

3 students were categorized as having high Listening Anxiety (LA), 14 as having moderate LA, and the other 13 as having low LA. These was indicated that the percentage of students who experience high anxiety was 10%, with an average of 3.4667. The percentage of students who had moderate anxiety, with an average of 2.7857, was 47%. Students with low anxiety had an average score of 1.9154 and a proportion of 43%.

Based on the two tables above (table 4.4 and table 4.5), some students were more anxious when writing than when listening. Table 4.4 reveals that a total of as 16 students agreed with the questionnaire's WA element. However, only three students in table 4.5 agree with the LA element.

6. Comparison of Writing and Listening Anxiety

Table 4.6. Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Writing - Listening	.75667	.94748	.17298	.40287	1.11046	4.374	29	.000

Based on the output results above, the probability value (sig 2-tailed) of $0.00 < 0.05$ then H_0 is accepted, means that when the levels of writing and listening anxiety were compared, the anxiety of writing participants and the anxiety of listening participants differ significantly. As a result, writing and listening anxiety have different comparability. As shown in table 4.3, the mean

and standard deviation of Writing Anxiety ($M = 3.2333$; $SD = 0.54793$) was different from Listening Anxiety ($M = 2.4767$; $SD = 0.63771$).

C. Research Finding

The data indicate that a variety of factors impact writing anxiety, such as fear that other students will mock their English composition if they read it, uncomfortable if they know their writing will be evaluated, fear of receiving very low grades, fear of their writing being chosen as a sample for class discussion, thoughts becoming jumbled when asked to write within a time limit, wondering that their way of expressing and arranging thoughts is not in line with English writing rules, and worrying about using inappropriate terms and sentence patterns.

Then, factors on listening anxiety such as a lack of vocabulary, which causes students to be nervous when listening to English, being stuck in one or two unknown words, finding it difficult to distinguish words from each other, being concerned if they can't catch keywords when listening to English, and not understand how and where to communicate, cannot remember what they have heard. Even when they comprehend the words, they may not grasp what the speaker says. Students are affected by each of the factors that have been stated. Based on the WA and LA subscales, which each include ten questions with a balanced score evaluated using descriptive statistics.

Comparison of anxiety in writing and listening, students were more anxious when writing than when listening to English. This conclusion was made

based on data gathered and evaluated by WA, which revealed that a total of as 16 out of 30 students encountered the variables described in FLWAS. Students with high anxiety account for 53%, students with moderate anxiety account for 37%, and students with low anxiety account for 10%. Then, in LA, just 3 students encountered the FLLAS factors. Students with high anxiety make up 10% of the students population, while students with moderate anxiety make up 47% and students with low anxiety make up 43%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this study, students experience all the factors contained in FLWAS and FLLAS such as anxiety of their work being reviewed, worry that their writing would be criticized by others, and worry when requested to write within a time restriction, are generated by the surrounding environment. Then on listening anxiety that comes from a lack of self-confidence, several factors such as, some students do not have a lot of words, which causes them to separate words from one another, get stuck on one or two new words, and get worried if they do not catch keywords when listening to English.

Moreover, the mean and standard deviation of writing anxiety ($M=3.2333$; $SD=0.54793$) differed from that of listening anxiety ($M=2.4767$; $SD=0.63771$). Based on this statistic, EFL students were more worried when writing than when listening. Writing anxiety affects up to 16 out of each 30 students, whereas listening anxiety affects up to 3 out of each 30 students.

B. Suggestion

The researcher makes various suggestions based on the results of the data analysis and conclusions. The researcher expects that this study will be utilized as a reference by other researchers who would be researching on similar projects. Students must brave to write English in the classroom and not be anxious about writing material. Students should first learn about the systematics of good and

correct writing so they do not worry about being mocked by friends or when their writing was evaluated. To decrease listening anxiety, students must increase their vocabulary so they don't get stuck on one or two words while listening to English, and they must be able to discover keywords when listening to English in order to grasp the speaker's purpose.

For lecturers, it's really necessary to create a pleasant atmosphere and fascinating situations in the learning process so that students may easily learn and express themselves while writing and listening without feeling anxious. Lecturers can inspire students to enhance their writing skills and expand their English vocabulary.

REFERENCES

- Ariyanti, A. (2016). Shaping Students' Writing Skills: The Study of Fundamental Aspects in Mastering Academic Writing. *Indonesian Journal of EFL and Linguistics*, 1(1), 63–77. <https://doi.org/10.21462/ijefll.v1i1.5>
- Arribathi, A. H., Suwanto, Miftakhu Rosyad, A., Budiarto, M., Supriyanti, D., & Mulyati. (2021). An Analysis of Student Learning Anxiety During the COVID-19 Pandemic: A Study in Higher Education. *Journal of Continuing Higher Education*, 69(3), 192–205. <https://doi.org/10.1080/07377363.2020.1847971>
- Aytaç Demirçivi, K. (2020). Personal factors predicting EFL Learners' writing anxiety. *Global Journal of Foreign Language Teaching*, 10(4), 257–267. <https://doi.org/10.18844/gjflt.v10i4.5104>
- Boals, A. (2012). The use of meaning making in expressive writing: When meaning is beneficial. *Journal of Social and Clinical Psychology*, 31(4), 393–409. <https://doi.org/10.1521/jscp.2012.31.4.393>
- Cheng, Y. S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, 13(4), 313–335. <https://doi.org/10.1016/j.jslw.2004.07.001>
- Chou, M. hsuan. (2013). A Content-Based Approach to Teaching and Testing Listening Skills to Grade 5 EFL Learners. *International Journal of Listening*, 27(3), 172–185. <https://doi.org/10.1080/10904018.2013.822270>
- Creswell, J. w. (2009). Table of Contents PART I - Preliminary Considerations PART II - Designing Research. *Research Design Third Edition*.
- Fajri, D. R., & Hikmah, S. (n.d.). *Foreign Language Anxiety in Student's Speaking and Writing Skills (A Case Study of Undergraduate Students At Banten Jaya University)*. 67–80.
- Fareed, M., Ashraf, A., & Bilal, M. (2016). ESL Learners' Writing Skills: Problems, Factors and Suggestions. *Journal of Education & Social Sciences*, 4(2), 83–94. <https://doi.org/10.20547/jess0421604201>
- Ferrari-Bridgers, F., Stroumbakis, K., Drini, M., Lynch, B., & Vogel, R. (2017). Assessing Critical-Analytical Listening Skills in Math and Engineering Students: An Exploratory Inquiry of How Analytical Listening Skills Can Positively Impact Learning. *International Journal of Listening*, 31(3), 121–141.

<https://doi.org/10.1080/10904018.2016.1222910>

- Ferrari-Bridgers, F., Vogel, R., & Lynch, B. (2017). Fostering and Assessing Critical Listening Skills in the Speech Course. *International Journal of Listening*, 31(1), 19–32. <https://doi.org/10.1080/10904018.2015.1020231>
- Goctu, R. (2017). The Effects of Motivation on Listening Skills of ELT Students in Georgia (IBSU Case). *Smart Moves Journal Ijellh*, 4(5), 15. <https://doi.org/10.24113/ijellh.v4i5.1342>
- Gonulal, T. (2020). Improving Listening Skills with Extensive Listening Using Podcasts and Vodcasts To cite this article : Gonulal , T . (2020). Improving listening skills with extensive listening using podcasts and Improving Listening Skills with Extensive Listening Using. *International Journal of Contemporary Educational Research*, 7, 311–320.
- Haerazi, H., Irawan, L. A., Suadiyatno, T., & Hidayatullah, H. (2020). Triggering preservice teachers' writing skills through genre-based instructional model viewed from creativity. *International Journal of Evaluation and Research in Education*, 9(1), 234–244. <https://doi.org/10.11591/ijere.v9i1.203945>
- Hussein, E., Daoud, S., Alrabaiah, H., & Badawi, R. (2020). Exploring undergraduate students' attitudes towards emergency online learning during COVID-19: A case from the UAE. *Children and Youth Services Review*, 119(November), 105699. <https://doi.org/10.1016/j.chilyouth.2020.105699>
- Kassem, M. A. M. (2017). Developing Business Writing Skills and Reducing Writing Anxiety of EFL Learners through Wikis. *English Language Teaching*, 10(3), 151. <https://doi.org/10.5539/elt.v10n3p151>
- Kim, J. (2002). Anxiety and Foreign Language Listening. In *English Teaching* (Vol. 57, Issue 2, pp. 3–34).
- Korkmaz, S., & Güneyli, A. (2017). Impact of technology-assisted context-based teaching on the listening skills of teacher candidates. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(8), 4669–4677. <https://doi.org/10.12973/eurasia.2017.00957a>
- Marzban, A., & Jalali, F. E. (2016). The Interrelationship among L1 Writing Skills, L2 Writing Skills, and L2 Proficiency of Iranian EFL Learners at Different Proficiency Levels. *Theory and Practice in Language Studies*, 6(7), 1364. <https://doi.org/10.17507/tpls.0607.05>
- Mohammad, T., & Hazarika, Z. (2016). Difficulties of Learning EFL in KSA: Writing Skills in Context. *International Journal of English Linguistics*, 6(3),

105. <https://doi.org/10.5539/ijel.v6n3p105>

- Moses, R. N., & Mohamad, M. (2019). Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review. *Creative Education*, 10(13), 3385–3391. <https://doi.org/10.4236/ce.2019.1013260>
- Opdenakker, R. (2006). Advantages and Disadvantages of Four Interview Techniques in Qualitative Research [44 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 7(4), Art. 11,. *Qualitative Social Research*, 7(4), 13. <http://www.qualitative-research.net/index.php/fqs/article/view/175>
- Salem, A. A. M. S. (2017). Engaging ESP Students with Brain-Based Learning for Improved Listening Skills, Vocabulary Retention and Motivation. *English Language Teaching*, 10(12), 182. <https://doi.org/10.5539/elt.v10n12p182>
- Sinaga, P., & Feranie, S. (2017). Enhancing critical thinking skills and writing skills through the variation in non-traditional writing task. *International Journal of Instruction*, 10(2), 69–84. <https://doi.org/10.12973/iji.2017.1025a>
- Sugiyono. (2011). prof. dr. sugiyono, metode penelitian kuantitatif kualitatif dan r&d. intro (PDFDrive).pdf. In *Bandung Alf* (p. 143).
- Syafii, M. L., Kusnawan, W., & Syukroni, A. (2020). Enhancing Listening Skills Using Games. *International Journal on Studies in Education*, 2(2), 78–107. <https://doi.org/10.46328/ijonse.21>
- Toba, R., Noor, W. N., & Sanu, L. O. (2019). The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay. *Dinamika Ilmu*, 19(1), 57–73. <https://doi.org/10.21093/di.v19i1.1506>
- Wilson, J. (2018). Micro Listening Skills. *The TESOL Encyclopedia of English Language Teaching*, 1–6. <https://doi.org/10.1002/9781118784235.eelt0573>
- Yavuz, F., Ozdemir, E., & Celik, O. (2020). The effect of online gamification on EFL learners' writing anxiety levels: a process-based approach. *World Journal on Educational Technology: Current Issues*, 12(2), 62–70. <https://doi.org/10.18844/wjet.v12i2.4600>

- Agustiana, V. (2019). Listening Anxiety Among Indonesian EFL Students . *Indonesian EFL Journal*.
- Alvian Adhi Nugroho, O. T. (2021). Writing Anxiety among EFL Students of John Senior High School. *Journal of Language Teaching and Learning*.
- Amalya Shawfani, A. A. (2020). The Analysis of Listening Anxiety of Advanced Listening Class Students of English Department in Universitas Negeri Padang. *Journal of English Language Teaching*.
- Ari Prasetyaningrum, A. N. (2021). A Study of Learners' Writing Anxiety in EFL Context. *Jo-ELT (Journal of English Language Teaching)*.
- Balta, E. E. (2018). The Relationships Among Writing Skills, Writing Anxiety and Metacognitive Awareness . *Journal of Education and Learning*.
- Blasco, J. A. (2016). The Relationship Between Writing Anxiety, Writing Self-efficacy, and Spanish EFL Students' Use of Metacognitive Writing. *Journal of English Studies* .
- Budiarti, Y. (2022). Language Learning Strategies, Gender, and Motivation in Foreign Language . *Journal of English as A Foreign Language Teaching and Research (JEFLTR)*.
- Bukhari, S. A. (2011). *What is Comparative Study*. Retrieved from <https://papers.ssrn.com/>
- Cakıcı, D. (2016). The Correlation among EFL Learners' Test Anxiety, Foreign Language Anxiety and Language Achievement. *English Language Teaching*.
- Dhena Usthiana Haryanti, F. R. (2022). A Path Analysis on Writing Anxiety, Writing Attitude, Language Awareness, and Writing Achievement of University Students. *Englie : English Learning Innovation*.
- Donald Ary, L. C. (2010). *Introduction to Research in Education*. Wadsworth, Cengage Learning.
- Elaine K. Horwitz, M. B. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*.

- Fujii, S. (2021). Relationships Between Foreign Language Anxiety and Willingness to Communicate Among Japanese EFL Learners. *Journal of Management and Training for Industries*.
- Gulsah Cinar Yastibas, A. E. (2015). The effect of peer feedback on writing anxiety in Turkish EFL (English as a foreign language) students. *Procedia*.
- Habib Soleimani, H. H. (2020). L2 Writing Anxiety, Writing Self-efficacy and Writing Motivation as Correlates of Global L2 Writing Performance. *Koya University Journal of Humanities and Social Sciences*.
- Hartono Hartono, M. M. (2020). English Writing Anxiety and the Writing Problems of Indonesia EFL Learners. *Advances in Social Science, Education and Humanities Research*.
- Hartono, H. (2012). The Correlation Between Students' Level of Anxiety And Students' Achievement in Writing Class. *Lite*.
- Hasan, M. I. (2002). *Pokok-Pokok Materi Metodologi Penelitian dan Aplikasinya*. Jakarta: Penerbit Ghalia Indonesia.
- India Podsen, C. A. (1997). *Written Expression: The Principal's Survival Guide*. Larchmont, NY: Eye on Education.
- Ioanna K. Tsiriotakis, E. V. (2017). The Examination of the Effects of Writing Strategy-Based Procedural Facilitative Environments on Students' English Foreign Language Writing Anxiety Levels. *Frontiers in Psychology*.
- Ismail, D. S. (2011). Exploring Students' Perceptions of ESL Writing. *English Language Teaching*.
- Juan Ignacio, P. K. (2017). *Scielo Brazil*. Retrieved from Scielo: <https://www.scielo.br>
- Kara, S. (2013). Writing Anxiety : A Case Study on Students' Reasons for Anxiety in Writing Classes. *Anadolu Journal of Educational Sciences International*.
- Karaca, S. A. (2013). A comparative study of listening anxiety and reading anxiety. *Procedia*.

- Kaspul Anwar, M. F. (2020). Orientations in learning English as a foreign language: How do Indonesian students view them? *EduLite Journal of English Education, Literature, and Culture*.
- Kim, J. H. (2002). Anxiety and Foreign Language Listening. *English Teaching*.
- Kim, J.-h. (2000). Foreign Language Listening Anxiety: A Study of Korean Students Learning English.
- Kimura, H. (2017). Foreign Language Listening Anxiety: A Self-Presentational View. *International Journal of Listening*.
- Lexico. (n.d.). Retrieved from <https://www.lexico.com>
- Mehmet, S. a. (2013). A comparative study of listening anxiety and reading anxiety. *Procedia*.
- Mohammad Amiryousefi, M. T. (2011). The Relationship between Test Anxiety, Motivation and MI and the TOEFL iBT Reading, Listening and Writing Scores. *Procedia*.
- Naelul Rohmah, A. B. (2021). Writing Anxiety in Academic Writing Practice: Insights from EFL Learners' Perspectives. *Advances in Social Science, Education and Humanities Research*.
- Nazir. (2005). *Metode Penelitian*. Jakarta: Ghalia Indonesia.
- Norizan Abdul Razak, M. S. (2013). Adopting Social Networking Sites (SNSs) as Interactive Communities among English Foreign Language (EFL) Learners in Writing: Opportunities and Challenges. *English Language Teaching*.
- Peter D. MacIntyre, R. C. (1994). The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language. *Language Learning*.
- Podsen, I. (1997). *Written expression : the principal's survival guide*. Larchmont, NY: Eye on Education.
- Rondonuwu, J. (2019). University Student Strategies to Cope with Anxiety in Learning English. *The 5th UAD TEFL International Conference*.

- Salam Hamid Abbas, S. A.-b. (2018). The Effect of Pair Writing Technique on Iraqi EFL University Students' Writing Performance and Anxiety. *Arab World English Journal*.
- Samaneh Serraj, N. b. (2013). Relationship among Iranian EFL Students' Foreign Language Anxiety, Foreign Language Listening Anxiety and Their Listening Comprehension. *English Language Teaching*.
- Shu-Yan Wang, K.-W. C. (2019). Foreign Language Listening Anxiety Factors Affecting Listening Performance of Chinese EFL Learners. *The Journal of Asia TEFL*.
- Silalahi, U. (2005). *Studi Tentang Ilmu Administrasi Konsep, Teori dan Dimensi*. Bandung: Sinar Baru Algensindo.
- Sritrakarn, N.-o. (2021). The Effects of Anonymity and Non-Anonymity on Students' Writing Reviews and Corrections. *English as a Foreign Language International Journal*.
- Subaşı, G. (2014). Foreign language reading anxiety: Does it really exist? *Academic Journals*.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Touran Ahour, S. B. (2015). A Comparative Study on the Effects of While Listening Note Taking and Post Listening Summary Writing on Iranian EFL Learners' Listening Comprehension. *Theory and Practice in Language Studies*.
- Wörde, R. v. (1998). An Investigation of Students' Perspectives on Foreign Language Anxiety.
- Xu, F. (2011). Anxiety in EFL Listening Comprehension. *Theory and Practice in Language Studies*.
- Zahra Alizadeh Tari, V. P. (2021). Language Learning Styles and Writing Strategies as Predictors of Writing Anxiety among Iranian EFL Learners.
- Zhou, Z. (2021). On College Students' Listening Anxiety and Listening Strategy. *Theory and Practice in Language Studies*.

Zulfikri B. Rasuan, L. W. (2021). Students' Writing Anxiety and Its Correlation with Their Writing Performance. *English Education Journal*.

APPENDIX

Appendix 1 Questionnaire

The Comparative Study of Writing and Listening Anxiety of EFL University Students

I hope you are willing to fill out this questionnaire. You can rest assured that your feedback will be considered confidential and will only be used for research.

A. Personal Identity

Name :
Gender :
Origin of institution :
Semester :
Department :

B. Instruction

1. Choose the answer that best suits you.
2. Understand the statement first before you answer.
3. Please answer objectively and honestly, because your answer very helpful for the smooth running of this research.

The Likert scale given to each answer is:

1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree).

Appendix 1. Foreign Language Writing Anxiety Scale by (Cheng, 2004)

No	Statements	SD 1	D 2	A 3	SA 4
1	My thoughts become jumbled when I write English compositions under time constraint. (Pikiran saya menjadi campur aduk ketika saya menulis Komposisi bahasa Inggris di bawah batasan waktu)				
2	I freeze up when unexpectedly asked to write English compositions. (Saya membeku ketika tiba-tiba diminta untuk menulis komposisi bahasa Inggris)				
3	While writing in English, I often worry that the ways I express and organize my ideas do not conform to the norm of English writing. (Saat menulis dalam bahasa Inggris, saya sering khawatir bahwa cara saya mengekspresikan dan mengatur ide-ide saya tidak sesuai dengan norma penulisan bahasa Inggris)				
4	While writing in English, I often worry that I would use expressions and sentence patterns improperly. (Saat menulis dalam bahasa Inggris, saya sering khawatir bahwa saya akan melakukannya menggunakan ekspresi dan pola kalimat secara tidak benar)				
5	I'm afraid that the other students would deride my English composition if they read it. (Saya takut siswa lain akan mencemooh komposisi bahasa Inggris saya jika mereka membacanya)				
6	I usually feel my whole body rigid and tense when I write English compositions. (Saya biasanya merasa seluruh tubuh saya kaku dan tegang ketika saya menulis komposisi bahasa Inggris)				
7	While writing English compositions, I feel worried and uneasy if I know they will be evaluated (Saat menulis komposisi bahasa Inggris, Saya merasa khawatir dan tidak nyaman jika saya tahu mereka akan dievaluasi)				
8	If my English composition is to be evaluated, I would worry about getting a very poor grade. (Jika				

	komposisi bahasa Inggris saya akan dievaluasi, Saya akan khawatir mendapatkan nilai yang sangat buruk)				
9	I'm afraid of my English composition being chosen as a sample for discussion in class. (Saya takut dengan komposisi bahasa Inggris saya dipilih sebagai sampel untuk diskusi di kelas)				
10	I do my best to avoid situations in which I have to write in English (Saya melakukan yang terbaik untuk menghindari situasi di mana Saya harus menulis dalam bahasa Inggris)				

Appendix 2. Foreign Language Listening Anxiety Scale by (Kim, 2002)

No	Statements	SD 1	D 2	A 3	SA 4
1	When listening to English, it is difficult to differentiate the words from one another. (Ketika mendengarkan bahasa Inggris, sulit untuk membedakan kata-kata satu sama lain)				
2	When listening to English, I tend to get stuck on one or two unknown words. (Saat mendengarkan bahasa Inggris, saya cenderung terjebak pada satu atau dua kata yang tidak diketahui)				
3	My mind becomes jumbled and confused when listening to important information in English. (Pikiran saya menjadi campur aduk dan bingung ketika mendengarkan informasi penting dalam bahasa Inggris)				
4	Listening to new information in English makes me nervous. (Mendengarkan informasi baru dalam bahasa Inggris membuat saya gugup)				
5	I'm nervous when I listen to English because I don't know a lot of vocabulary. (Saya gugup ketika mendengarkan bahasa Inggris karena tidak hapal banyak kosakata)				
6	While listening to English recording, I often understand the words, but still can't quite understand what the speaker means. (Saat				

	mendengarkan remakan bahasa inggris, saya sering memahami kata-katanya, tetapi masih belum bisa memahami apa maksud pembicara)				
7	When I am listening to English recording, I often get so confused I can't remember what I have heard. (Ketika saya mendengarkan rekaman bahasa inggris, saya sering menjadi sangat bingung sehingga saya tidak dapat mengingat apa yang telah saya dengar)				
8	I am afraid when can't catch a key word of an English listening passage. (Saya takut ketika tidak dapat menangkap kata kunci dari bagian mendengarkan bahasa inggris)				
9	I would rather not have to listen to people speak English at all. (Saya lebih baik tidak harus mendengarkan orang berbicara bahasa inggris sama sekali)				
10	I get worried when I can't listen to English at my own pace. (Saya khawatir ketika saya tidak bias mendengarkan bahasa Inggris dengan kecepatan saya sendiri)				

Appendix 2 Participant's Answer

9/18/22, 5:35 AM

The Comparative Study of Writing and Listening Anxiety of EFL University Students

The Comparative Study of Writing and Listening Anxiety of EFL University Students

Assalamu'alaikum Warahmatullahi Wabarakatuh

Perkenalkan nama saya Eka Palupi Utami (1802050022), mahasiswa semester akhir Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara. Saat ini, saya sedang melakukan penelitian skripsi dengan judul **The Comparative Study of Writing and Listening Anxiety of EFL University Students**, guna menyelesaikan tugas akhir untuk memenuhi syarat kelulusan saya.

Penelitian ini ditujukan untuk mengetahui faktor-faktor yang mempengaruhi kecemasan siswa dalam menulis dan mendengarkan, kemudian perbandingan kecemasan siswa saat menulis dan mendengarkan. Adapun kriteria partisipan untuk penelitian ini adalah :

1. Mahasiswa semester 7 Pendidikan Bahasa Inggris
2. Mahasiswa yang telah mengikuti mata kuliah writing dan listening

Respon dan data diri yang teman-teman berikan akan dijaga kerahasiaannya. Atas partisipasi dan bantuannya, saya ucapkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Class/Semester *

7B pagi / sem 7

NPM *

1902050063

Have you taken Paragraph Writing and Fundamental Listening classes? *

(Apakah anda telah mengikuti kelas Paragraph Writing dan Fundamental Listening?)

Yes, i have

What are your obstacles when taking the Paragraph Writing class? *

(Apa kendala anda ketika mengikuti mata kuliah Paragraph Writing?)

I didn't understand about paragraph

What are your obstacles when taking the Fundamental Listening class? *

(Apa kendala anda ketika mengikuti mata kuliah Fundamental Listening?)

I didn't know what they are said

Do you have any anxiety when you are studying in a Paragraph Writing and Fundamental Listening course? *

(Apakah ada kecemasan yang anda rasakan ketika sedang belajar di mata kuliah Paragraph Writing dan Fundamental Listening?)

Yes, i do

Writing Anxiety

My thoughts become jumbled when I write English compositions under time constraint *

(Pikiran saya menjadi campur aduk ketika saya menulis Komposisi bahasa Inggris di bawah batasan waktu)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

I freeze up when unexpectedly asked to write English compositions *

(Saya membeku ketika tiba-tiba diminta untuk menulis komposisi bahasa Inggris)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

While writing in English, I often worry that the ways I express and organize my ideas do not conform to the norm of English writing *

(Saat menulis dalam bahasa Inggris, saya sering khawatir bahwa cara saya mengekspresikan dan mengatur ide-ide saya tidak sesuai dengan norma penulisan bahasa Inggris)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

While writing in English, I often worry that I would use expressions and sentence patterns improperly *

(Saat menulis dalam bahasa Inggris, saya sering khawatir bahwa saya akan melakukannya menggunakan ekspresi dan pola kalimat secara tidak benar)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

I'm afraid that the other students would deride my English compositions if they read it *

(Saya takut siswa lain akan mencemooh komposisi bahasa Inggris saya jika mereka membacanya)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

I usually feel my body rigid and tense when I write English compositions *

(Saya biasanya merasa seluruh tubuh saya kaku dan tegang ketika saya menulis komposisi bahasa Inggris)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

While writing English compositions, I feel worried and uneasy if I know they will be evaluated *

(Saat menulis komposisi bahasa Inggris, Saya merasa khawatir dan tidak nyaman jika saya tahu mereka akan dievaluasi)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

If my English composition is to be evaluated, I would worry about getting a very poor grade *

(Jika komposisi bahasa Inggris saya akan dievaluasi, Saya akan khawatir mendapatkan nilai yang sangat buruk)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

I'm afraid of my English composition being chosen as a sample for discussion in class *

(Saya takut dengan komposisi bahasa Inggris saya dipilih sebagai sampel untuk diskusi di kelas)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

I do my best to avoid situations in which I have to write in English *

(Saya melakukan yang terbaik untuk menghindari situasi di mana Saya harus menulis dalam bahasa Inggris)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Listening Anxiety

When listening to English, it is difficult to differentiate the words from one another *

(Ketika mendengarkan bahasa Inggris, sulit untuk membedakan kata-kata satu sama lain)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

When listening to English, I tend to get stuck on one or two unknown words *

(Saat mendengarkan bahasa Inggris, saya cenderung terjebak pada satu atau dua kata yang tidak diketahui)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

My mind becomes jumbled and confused when listening to important information in English *

(Pikiran saya menjadi campur aduk dan bingung ketika mendengarkan informasi penting dalam bahasa Inggris)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Listening to new information in English makes me nervous *

(Mendengarkan informasi baru dalam bahasa Inggris membuat saya gugup)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

I'm nervous when I listen to English because I don't know a lot of vocabulary *

(Saya gugup ketika mendengarkan bahasa Inggris karena tidak hafal banyak kosakata)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

While listening to English recording, I often understand the words, but still can't quite understand what the speaker means *

(Saat mendengarkan rekaman bahasa Inggris, saya sering memahami kata-katanya, tetapi masih belum bisa memahami apa maksud pembicara)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

When I am listening to English recording, I often get so confused I can't remember what I have heard *

(Ketika saya mendengarkan rekaman bahasa Inggris, saya sering menjadi sangat bingung sehingga saya tidak dapat mengingat apa yang telah saya dengar)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

I am afraid when can't catch a key word of an English listening passage *

(Saya takut ketika tidak dapat menangkap kata kunci dari bagian mendengarkan bahasa Inggris)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

I would rather not have to listen to people speak English at all *

(Saya lebih baik tidak harus mendengarkan orang berbicara bahasa Inggris sama sekali)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

I get worried when I can't listen to English at my own pace *

(Saya khawatir ketika saya tidak bisa mendengarkan bahasa Inggris dengan kecepatan saya sendiri)

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

Appendix 3 Permohonan Persetujuan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Eka Palupi Utami
NPM : 1802050022
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Comparative Study of Writing and Listening Anxiety of EFL University Students	<i>[Signature]</i> 14/2 - 2022

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Hj. Darmawati, S.Pd., M.Pd

Medan, 14 Februari 2022
Hormat Pemohon,

Eka Palupi Utami

Appendix 4 Form K-1



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Eka Palupi Utami
 NPM : 1802050022
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 130 SKS

IPK= 3.60

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Comparative Study of Writing and Listening Anxiety EFL University Students	
	An Analysis of the Personification and Methapor in the Astro Selected Song	
	An Analysis Slang in the Subtitle of "The Avengers" Movie	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, Februari 2022
 Hormat Pemohon,



Eka Palupi Utami

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

Appendix 5 Form K-2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Eka Palupi Utami
NPM : 1802050022
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

“The Comparative Study of Writing and Listening Anxiety of EFL University Students”

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

1. **Hj. Darmawati, S.Pd., M.Pd**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, Februari 2022
Hormat Pemohon,

Eka Palupi Utami

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 6 Form K-3

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jl. Mukthar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 417 /II.3-AU/UMSU-02/F/2022
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Eka Palupi Utami
NPM : 1802050022
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Comparative Study of Writing and Listening Anxiety of EFL
Universitas Students

Dosen Pembimbing : Hj. Darmawati, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 15 Februari 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 14 Rajab 1443 H
15 Februari 2022 M



Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan
- WAJIB MENGKUTI SEMINAR

Appendix 7 Berita Acara Bimbingan Proposal



UMSU
Unggul | Cerdas | Terpercaya

**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Eka Palupi Utami
N.P.M : 1802050022
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Comparative Study of Writing and Listening and Anxiety of EFL University Students

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
10/Februari 2022	- The title	
	- The Background of the Study	
12/Februari 2022	Theoretical Framework	
14/Februari 2022	Method of Research	
16/ Juni 2022	Reference and Apendics	
18/ July 2022	Submit to Seminar Proposal (Aec).	

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 18 Juli 2022

Dosen Pembimbing

(Hj. Darmawati, S.Pd, M.Pd)

Appendix 8 Berita Acara Seminar Proposal



MAJELIS PENDIDIKAN TINGGI UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

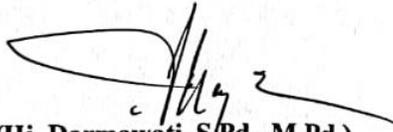
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Kamis Tanggal 28 Bulan Juli Tahun 2022 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Eka Palupi Utami
N.P.M : 1802050022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Comparative Study of Writing and Listening Anxiety of EFL University Students

No	Masukan dan Saran
Bab I	
Bab II	
Bab III	Technique of Analysis Data Technique of Collecting Data
Lainnya	
Kesimpulan	<input checked="" type="checkbox"/> Disetujui <input type="checkbox"/> Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembimbing


(Hj. Darmawati, S/Pd., M.Pd.)

Dosen Pembahas

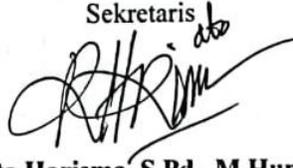

(Erlindawati, S.Pd., M.Pd.)

Panitia Pelaksana

Ketua


(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris


(Rita Harisma, S.Pd., M.Hum.)

Appendix 9 Pengesahan Proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Muchtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Univeritas Muhammadiyah Sumatera Utara Stara-1 bagi:

Nama Lengkap : Eka Palupi Utami
NPM : 1802050022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Comparative Study of Writing and Listening Anxiety of EFL University Students

Dengan ini diterimanya Proposal ini, maka Mahasiswa tersebut dapat diizinkan untuk melakukan riset dilapangan.

Diketahui Oleh;

Diketahui/Disetujui Oleh
Ketua Program Studi

Pirman Ginting S.Pd., M.Hum

Dosen Pembimbing

Hj. Darmawati S.Pd., M.Pd

Appendix 10 Surat Pernyataan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakatuh. Saya yang bertanda tangan di bawah ini;

Nama Mahasiswa : Eka Palupi Utami
NPM : 1802050022
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Comparative Study of Writing and Listening Anxiety of EFL
University Students

Dengan ini Saya menyatakan bahwa;

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 diatas saya langar makan saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang Kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar Kembali.

Demikian pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Agustus 2022

Diketahui Oleh,
Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M. Hum

Hormat Saya
Yang Membuat Pernyataan



Eka Palupi Utami

Appendix 11 Surat Keterangan



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mochtar Basri No .3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa:

Nama Mahasiswa : Eka Palupi Utami
NPM : 1802050022
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada:

Hari : Kamis
Tanggal : 28 Juli 2022
Dengan Judul Proposal : The Comparative Study of Writing and Listening Anxiety of EFL University Students

Demikian surat keterangan ini kami keluarkan/diberikan kepada Mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset Mahasiswa tersebut. Atas kesediaan dan Kerjasama yang baik kami ucapkan banyak terima kasih. Akhirnya selamat sejahtera kita semuanya. Aamiin.

Dikeluarkan Di : Medan
Pada Tanggal : Agustus 2022

Wassalamualaikum Warahmaullahi Wabarakatuh

Ketua Program Studi
Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum

Appendix 12 Izin Riset



UMSU

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini, agar disebutkan nomor dan Tanggal

**MAJELIS PENDIDIKAN TINGGI, PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061 6622400

Website : <http://www.umsu.ac.id> E-mail : rektor@umsu.ac.id

Bankir : Bank Syariah Mandiri, Bank Bukopin, Bank Mandiri, Bank BNI 1946, Bank Sumut

SURAT IZIN RISET

Nomor: 1658/SI/IL.3-AU/UMSU-02/D/2022

Bismillahirrahmanirrahim

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan Izin pelaksanaan Riset Penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 12 Agustus s.d 12 September 2022 kepada :

Nama : Eka Palupi Utami
NIDN : 1802050022
Program Studi : Pendidikan Bahasa Inggris
Judul : **The Comperative Study of Writing and Listening Anxiety of EFL University Students.**

Demikian surat izin riset ini diperbuat untuk dapat dilaksanakan dengan sebaik-baiknya. Atas perhatiannya diucapkan terima kasih.

Medan, 12 Agustus 2022




Dra. Ransyurnita, M.Pd

Cc. Peringgal.

Appendix 13 Surat Balasan Riset



UMSU
Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi A Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 89/SK/BAN-PT/Akred/PT/III/2019
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
http://fkip.umsu.ac.id fkip@umsu.ac.id umsumedan um:umedan umsumedan umsumedan

SURAT KETERANGAN

Nomor : 1874/KET/II.3/UMSU-02/D/2022

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara,
menerangkan bahwa :

Nama : Eka Palupi Utami
NPM : 1802050022
Program Studi : Pendidikan Bahasa Inggris
Judul : **The Comparative Study of Writing and Listening Anxiety of EFL University Students.**

Adalah benar telah melaksanakan penelitian di Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara,

Demikianlah surat keterangan ini dikeluarkan untuk dipergunakan seperlunya, dan agar yang berkepentingan mengetahui.

Ditetapkan di : Medan
Pada Tanggal : .5 September 2022

Dekan,


Dra. Hj. Syamsuyurnita, M.Pd

Cc. Peringgal.



Appendix 14 Berita Acara Bimbingan Skripsi



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail : fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog.Studi : Pendidikan Bahasa Inggris
Nama Mahasiswa : Eka Palupi Utami
NPM : 1802050022
Judul Proposal : The Comparative Study of Writing and Listening Anxiety of EFL University Student

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
14/Sept 2022	Abstract	
16/Sept 2022	Chapter IV : Data , Data Analysis , Research finding	
20/Sept 2022	Chapter IV : Data Analysis	
22/Sept 2022	Chapter IV : Research finding	
24/Sept 2022	Chapter V : Conclusion & Suggestion	
26/Sept 2022	ACC to submit green table	

Diketahui/Disetujui
Ketua Prodi Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.

Medan, 26 September 2022
Dosen Pembimbing

Hj. Darmawati, S.Pd., M.Pd

Appendix 15 Curriculum Vitae



CURRICULUM VITAE

1. Personal Information

Name : Eka Palupi Utami
SIN : 1802050022
Place/Date of Birth : Medan, January 21st 2001
Sex : Female
Religion : Islam
Nationality : Indonesian
Address : Jln. Makmur Pasar VII Tembung
Department of : English Education
Email : ekapalupi173@gmail.com
Instagram : ekaapalupi

2. Parents Information

Father : Susilo
Mother : Susilowati
Address : Jln. Makmur Pasar VII Tembung

3. Education Histories

2006 – 2012 : SD BUDISATRYA
2012 – 2015 : SMP IT Hikmatul Fadhillah
2015 – 2018 : SMKN 10 Medan
2018 – 2022 : S1 Universitas Muhammadiyah Sumatera Utara