

**EXPLORING LISTENING ANXIETY TRIGGERED BY
VARIABLE VIDEO SPEEDS IN TED TALK BASED
ENGLISH CLASSES: A PHENOMENOLOGICAL
STUDY**

SKRIPSI



**Presented to
IKIP PGRI Bojonegoro
in partial fulfilment of the requirements
for the degree of Sarjana in English Education**

**By:
Ismi Sofia Ningrum
NIM 22120029**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS EDUCATION
IKIP PGRI BOJONEGORO**

2026

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APPROVAL SHEETS

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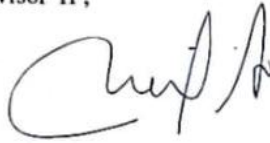
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MOTTO

Finish what you started, even when the journey becomes difficult.

(Selesaikan apa yang kamu mulai, bahkan saat perjalanan menjadi lebih sulit)

"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya."

(QS. Al-Baqarah: 286)

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Finally, the author hopes this thesis will be beneficial to readers, future researchers, and the development of English language education. May Allah SWT reward all acts of kindness with abundant blessings.

STATEMENT OF AUTHENTICITY

I, the undersigned below:

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In order to uphold academic integrity, sincerely and without coercion from any parties, I hereby declare that the thesis entitled:

EXPLORING LISTENING ANXIETY TRIGGERED BY VARIABLE VIDEO SPEEDS IN TED TALK BASED ENGLISH CLASSES : A PHENOMENOLOGICAL STUDY

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

Bojonegoro, 10.... July... 2026



Ismi Sofia Ningrum

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ABSTRACT

Ningrum, I. S. (2026). "Exploring Listening Anxiety Triggered by Variable Video Speeds in TED Talk-Based English Classes: A Phenomenological Study". Skripsi. English Education Study Program. Faculty of Languages and Arts Education. IKIP PGRI Bojonegoro. Advisor I Dr. Refi Ranto Rozak, S.Pd., M.Pd., Advisor II Meiga Ratih Tirtanawati, S.Pd., M.Pd.

Keywords: listening anxiety, video playback speed, TED Talks, phenomenological study

This study examines the listening anxiety experienced by students while watching TED Talks videos played at different speeds in listening classes. This issue matters because not all students can keep up with the natural speech rate found in authentic videos, while research that specifically addresses the effect of video speed on listening anxiety is still limited, particularly in the Indonesian EFL context. This study seeks to answer how variations in TED Talks' playback speed trigger listening anxiety among students, what factors contribute to that anxiety when videos are played faster, and what strategies students use to cope with it. This study applied a qualitative phenomenological approach using the Interpretative Phenomenological Analysis (IPA) model. Data were collected through interviews, observation, and reflection journals from seven second-semester students who had taken an Academic Listening class using TED Talks at 1x, 1.25x, and 1.5x speed, then analyzed following the IPA procedure and validated through member checking and triangulation. The findings show that six of the seven students felt comfortable at normal speed but became anxious and confused once the speed increased to 1.25x and 1.5x. This anxiety was driven by four factors: limited vocabulary, fast speech delivery, the authentic nature of TED Talks, and fear of misunderstanding the speaker. To cope with it, students relied on three strategies: replaying and pausing the video, taking keyword notes, and managing their emotions to stay calm. This study concludes that video speed directly affects students' emotional state while listening, making it an important factor to consider when designing listening instruction based on authentic materials. These findings are expected to help lecturers adjust playback speed, help students develop more effective listening strategies.

ABSTRAK

Ningrum, I. S. (2026). "Exploring Listening Anxiety Triggered by Variable Video Speeds in TED Talk-Based English Classes: A Phenomenological Study". Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Pendidikan Bahasa dan Seni. IKIP PGRI Bojonegoro. Pembimbing I Dr. Refi Ranto Rozak, S.Pd., M.Pd., Pembimbing II Meiga Ratih Tirtanawati, S.Pd., M.Pd.

Kata Kunci: kecemasan mendengarkan, kecepatan video, TED Talks, studi fenomenologi

Penelitian ini mengkaji kecemasan mendengarkan yang dialami mahasiswa saat menonton video TED Talks dengan kecepatan yang berbeda-beda dalam kelas listening. Masalah ini penting diteliti karena tidak semua mahasiswa mampu menyesuaikan diri dengan kecepatan bicara alami dalam video otentik, sementara penelitian yang secara khusus membahas pengaruh kecepatan video terhadap kecemasan mendengarkan masih jarang ditemukan, terutama dalam konteks EFL di Indonesia. Penelitian ini berupaya menjawab bagaimana variasi kecepatan video TED Talks memicu kecemasan mendengarkan pada mahasiswa, faktor apa saja yang menyebabkan kecemasan tersebut ketika video diputar lebih cepat, dan strategi apa yang digunakan mahasiswa untuk menghadapinya. Penelitian ini menggunakan pendekatan kualitatif fenomenologi dengan model Interpretative Phenomenological Analysis (IPA). Data dikumpulkan melalui wawancara, observasi, dan catatan refleksi dari tujuh mahasiswa semester dua yang telah mengikuti kelas Academic Listening dengan video TED Talks berkecepatan 1x, 1,25x, dan 1,5x, kemudian dianalisis mengikuti tahapan IPA dan diperiksa keabsahannya melalui member checking dan triangulasi. Hasil penelitian menunjukkan enam dari tujuh mahasiswa merasa nyaman pada kecepatan normal, tetapi mengalami kegelisahan dan kebingungan ketika kecepatan dinaikkan menjadi 1,25x dan 1,5x. Kecemasan tersebut dipicu oleh empat faktor, yaitu kosakata yang terbatas, kecepatan bicara yang tinggi, karakter otentik TED Talks, dan rasa takut salah memahami pembicara. Untuk menghadapinya, mahasiswa menggunakan tiga strategi, yaitu mengulang dan menghentikan sementara video, mencatat kata kunci, serta mengelola emosi agar tetap tenang. Penelitian ini menyimpulkan bahwa kecepatan video berpengaruh langsung terhadap kondisi emosional mahasiswa saat mendengarkan, sehingga perlu diperhatikan dalam merancang pembelajaran listening berbasis materi otentik. Hasil ini diharapkan menjadi masukan bagi dosen dalam menyesuaikan kecepatan pemutaran video.

PREFACE

This undergraduate thesis, entitled "*Exploring Listening Anxiety Triggered by Variable Video Speeds in TED Talk-Based English Classes: A Phenomenological Study*," is submitted as a partial requirement for the completion of the Bachelor's degree in English Education at the Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro. This study aims to explore students' lived experiences of listening anxiety arising from the use of TED Talk videos with varying playback speeds in English listening classes, with the intention of contributing to academic discussion in the field of English language education, particularly in relation to affective factors in listening comprehension.

The process of conducting this research has provided valuable academic and personal learning experiences, enabling the author to critically engage with phenomenological perspectives, strengthen qualitative research skills, and gain a deeper understanding of how instructional practices influence students' emotional responses in language learning contexts. The completion of this thesis would not have been possible without the guidance and support of supervisors, lecturers, peers, and the continuous encouragement of the author's family. While every effort has been made to ensure the rigor and relevance of this study, the author acknowledges its limitations and welcomes constructive suggestions for further improvement. It is hoped that this thesis will offer meaningful insights for students, educators, and future researchers in developing more supportive and effective listening instruction in English language classrooms.

Bojonegoro, 7 July 2026

The Researcher



Ismi Sofia Ningrum
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CHAPTER I

INTRODUCTION

A. Background of the Study

In recent years, English listening skills have garnered significant attention in higher education, particularly with the integration of authentic digital media like TED Talks into English as a Foreign Language (EFL) curricula. This platform offers real exposure to diverse accents, intonations, and speech speeds, closely mirroring authentic communication scenarios (Tilwani et al. 2022). While such materials enhance engagement and contextual learning, they also demand robust language processing skills from learners, which can be a source of significant challenge.

A primary challenge observed in classrooms is that not all students adapt quickly to the unmodified pace of authentic speech. During listening exercises, students often exhibit signs of stress and anxiety when confronted with videos played at natural or accelerated speeds. Listening necessitates rapid and precise cognitive processing, and when the input speed exceeds a learner's processing capacity, it can trigger anxiety (Rahimi & Soleymani, 2015). This phenomenon is characterized by an inability to follow the material, loss of focus, and a feeling of losing control, often manifesting as restlessness and distraction among students. This indicates that speech speed is not merely a technical variable but a critical affective factor influencing the learning atmosphere and cognitive load.

This concern aligns with the broader construct of Foreign Language Listening Anxiety (FLLA), which arises from the inherent characteristics of

listening: its transient, fast-paced, and non-repetitive nature (Ji et al., 2022). The use of digital video can amplify this pressure, as the speed of information delivery directly impacts cognitive load. Research by Liu and Xu (2021) confirms that factors like speech rate have a direct impact on increasing listening anxiety and decreasing comprehension, as a rapid information flow outpaces learners' ability to construct meaning.

Although listening anxiety is a well-documented area in language education, studies specifically investigating the influence of variable audio speeds in video-based learning remain limited, especially within the Indonesian EFL context. Previous research has predominantly focused on general factors like speaker accent or material complexity Chen et al. (2024) creating a significant gap. This gap is particularly relevant for students in developing countries like Indonesia, who often have limited daily exposure to English, thereby exacerbating challenges in oral comprehension.

To address this gap, this study uses a phenomenological approach. Neubauer et al. (2019) explain that phenomenology helps researchers understand the essence of human experience through stories and direct explanations from individuals who have experienced it. This approach is considered appropriate because it captures emotional and cognitive nuances that are often invisible through quantitative instruments, such as feelings of frustration, stress, or overwhelm when faced with listening tasks.

By focusing on the experiences of English Education students in Bojonegoro, this study seeks to explore how variations in audio speed in TED Talks not only serve as a means of delivering material but also influence their

emotional state and learning effectiveness. Through a deep understanding of these experiences, this study can describe how students respond to the challenges that arise from changes in video speed.

Ultimately, the findings of this study are expected to form the basis for the development of more adaptive learning strategies, while also helping to design anxiety management approaches that are more suited to students' needs. Thus, the use of authentic materials such as TED Talks can provide a more optimal learning experience, both emotionally and academically.

B. Formulation of the Problems

Based on the background described, this study is guided by the following research questions:

1. How does the variation in audio speed in TED Talks videos trigger listening anxiety in students?
2. What factors do contribute to listening anxiety in students when videos are played at a speed faster?
3. What strategies can be formulated based on student experiences to manage listening anxiety triggered by variations in audio speed in TED Talks videos?

C. Objectives of the Study

Corresponding to the research problems, the objectives of this study are:

1. To explore how variations in audio speed in TED Talks videos trigger listening anxiety in students.

2. To identify the factors that trigger listening anxiety when students encounter videos with a speech rate.
3. To formulate strategies for managing listening anxiety based on students' experiences with TED Talks videos featuring variable audio speeds.

D. Significances of the Study

1. Theoretical Significance

This study contributes to the theoretical understanding of Foreign Language Listening Anxiety (FLLA) by specifically examining the under-researched variable of audio speed in authentic video materials. It addresses a gap identified in recent literature Ji et al. (2022) and Liu & Xu, (2021) which has focused more on accents and material complexity. The research enriches FLLA theory by positing audio speed as an integral, affective-cognitive trigger for anxiety, particularly within the context of Indonesian learners who have constrained exposure to English. Furthermore, employing a phenomenological lens adds depth to the affective domain of language learning research, prioritizing learners' subjective experiences.

2. Practical Significance

a. For Lecturers

This study provides evidence-based insights into how video speed affects student comfort and performance. Lecturers can use these findings to:

- 1) Strategically adjust the playback speed of TED Talks during initial learning stages.

- 2) Implement a graduated approach to speed, slowly increasing pace as student proficiency improves.
- 3) Incorporate supportive strategies into lesson plans, including pre-listening activities, targeted listening exercises, and explicit application of anxiety management techniques, such as mindfulness, into their lesson plans.

b. For Students

These findings will help students identify specific sources of their listening anxiety, such as speed, and become aware of practical coping strategies, including metacognitive strategies (planning, monitoring, evaluation) and focus management techniques. Thus, students can develop greater independence in dealing with listening lessons.

c. For Educational Institutions

This research can be used for the development of institutional policies and digital media-based learning training programs. Institutions may consider providing faculty training on technology-assisted material design, integrating speed control tools into learning management systems, and establishing guidelines for using authentic materials that take into account the affective factors of learners.

E. Definition of Key Terminologies

To ensure conceptual clarity, the following key terminologies are defined based on authoritative literature and contextualized for this study.

1. Listening Anxiety

Listening anxiety is a specific type of foreign language anxiety. Horwitz (2016) in their seminal work, defined foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and

behaviors related to classroom language learning arising from the uniqueness of the language learning process. Focusing specifically on listening, Kimura (2017) describes it as the feeling of tension and apprehension specifically associated with the context of second language listening comprehension. Kimura explains that listening anxiety arises through negative perceptions of one's listening ability, fear of not being able to understand, and physiological stimuli that interfere with cognitive processes during auditory input.

By combining these definitions, listening anxiety in this study is defined as the subjective feelings of fear, tension, and negative cognitive evaluation experienced by students during listening tasks, characterized by worries about failure to understand, self-doubt about listening ability, and physiological reactions that can inhibit the processing of spoken English in an academic environment.

2. Video Speeds

Mayer (2024), in his Cognitive Theory of Multimedia Learning, discusses pacing as a critical factor affecting cognitive load, where the speed of presentation can influence the learner's ability to select, organize, and integrate information. Chen et al. (2024) refer to this in practical terms as the playback rate control, a feature that allows users to increase or decrease the speed of audio-visual content. Research by Yeldham (2016) on listening pedagogy highlights speed variation as a strategic tool, where slower speeds can aid decoding, while faster speeds can train learners for natural, fluent speech.

For this investigation, variable video speeds is defined as the intentional manipulation of the playback rate (e.g., 1.0x/normal, 1.25x, 1.5x) of TED Talk videos used as listening input. This manipulation serves as the independent variable to examine its direct effect on triggering or alleviating learners' listening anxiety and shaping their comprehension experience.

3. TED Talk-Based English Classes

This refers to a specific pedagogical approach using TED (Technology, Entertainment, Design) Talks, defined by an organization as short and memorable presentations (18 minutes or less) on various topics, delivered by expert speakers to spread ideas. In language education, (Tilwani et al. 2022) notes that TED Talks are considered authentic and engaging material that provides exposure to academic and professional discourse, various accents, and the use of language in real contexts. TED Talks-Based English Classes are a learning environment where these videos serve as the primary authentic listening material on which lessons on comprehension, vocabulary, note-taking, and critical thinking are based.

In this context, TED Talks-Based English Classes refer to listening and comprehension courses in the English Education Department where officially sourced TED Talks videos are used as the primary authentic listening material to develop academic listening skills, introduce students to global ideas, and stimulate discussion.

4. Phenomenological Study

This defines the chosen qualitative research paradigm. Creswell and Poth (2018) describe phenomenological research as a qualitative strategy that seeks to understand the common or shared experiences of several individuals concerning a specific phenomenon, aiming to reduce individual experiences to a description of the universal essence. Van Manen (2016) emphasizes that phenomenology is concerned with the study of lived experience and the meaning individuals ascribe to those experiences. In practical terms, Greening (2019) outlines it as a method focused on describing what participants experience and how they experience it, through processes like epoche, phenomenological reduction, and imaginative variation.

A phenomenological study in this research refers to the qualitative methodological approach employed to deeply explore, describe, and interpret the lived experiences and subjective meanings that English education students ascribe to the phenomenon of listening anxiety when engaging with TED Talks at variable playback speeds. The goal is to arrive at the essential structure of this shared experience.