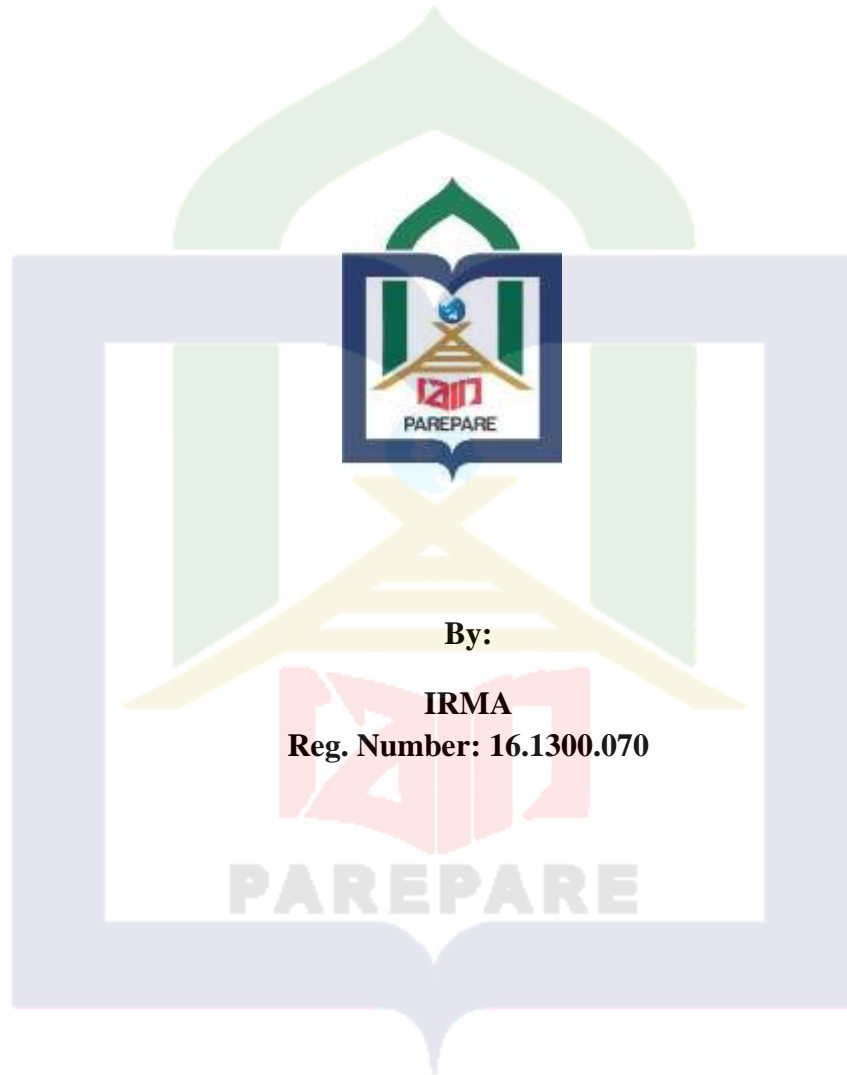


A THESIS

**THE STUDENTS' LEARNING ANXIETY AND ACHIEVEMENT
DURING PANDEMIC COVID-19 AT THE FOURTH SEMESTER
OF ENGLISH PROGRAM
AT IAIN PAREPARE**



By:

IRMA

Reg. Number: 16.1300.070

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
(IAIN) PAREPARE**

2021

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Submitted to the English Education Program of Tarbiyah Faculty of
State Islamic Institute of Parepare in partial of Fulfilment of the
Requirements for the Degree of Sarjana Pendidikan (S.Pd)

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PAREPARE
to

**ENGLISH EDUCATION PROGRAM
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(IAIN) PAREPARE**

2021

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A THESIS
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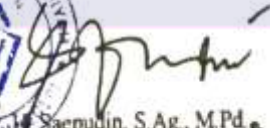
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Alhamdulillahirabbil ‘alamina(a), first of all, the researcher would like to express her best regard to God Allah SWT, the king of the universe, the lord of this world, and the master of the day master who bestows his blessings and teaches all human beings to his straight way. Peace be upon to our prophet Muhammad S.A.W, as the greatest man who is sent by Allah to guide all human being to the light Iman and Islam.

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Finally, the researcher realized that this skripsi still has any weakness and still far from being perfect. Therefore, the researcher would highly appreciate all constructive suggestion and criticism.

May the Almighty Allah SWT always make us be the lucky one now and on, aamin.

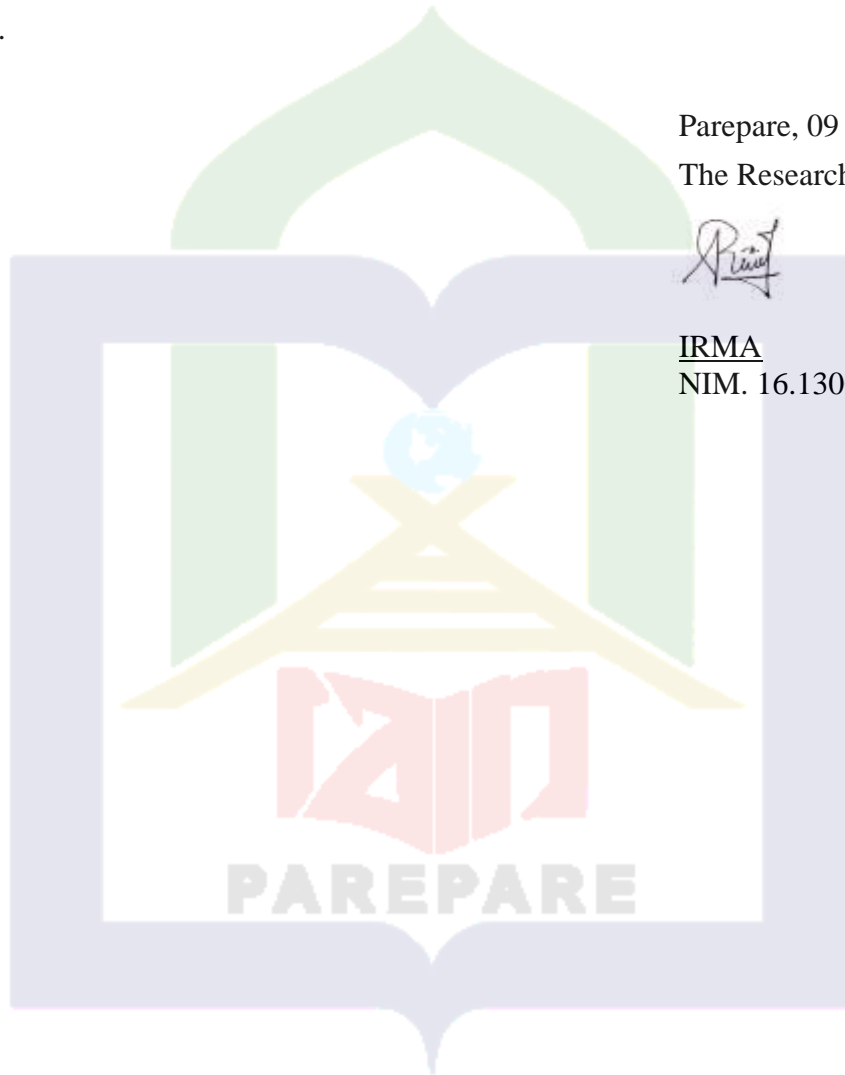
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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicate or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Irma, 2021.*The Students' Anxiety and Achievement in Pandemic Covid-19 by The Fourth Semester of English Program at IAIN Parepare.* (Supervised by Hj. Nanning and Mujahidah).

This research focused on students' learning anxiety and achievement during pandemic covid-19, by the fourth semester of English program students in IAIN Parepare. The data consist of 30 students. This research aimed to know the students' learning anxiety and achievement during pandemic covid-19. Furthermore, all of the students that participate are 30 students. Finally, the researcher analyzed to find out how much anxiety and achievement levels of fourth semester students by English program during online learning in covid-19 pandemic.

The researcher used descriptive quantitative as design of this research. This research used of instrument to collecting the data were the questionnaire and documentation from students score academic at Tarbiyah faculty IAIN Parepare, where the students were asked to fill out a questionnaire via the Google form provided by researcher.

For the last result of this research it showed that the score of students' learning anxiety during pandemic covid-19 had three aspects such as worry, emotionality, task generated interference. In aspect worry had six statements, the classification of this aspect was 58.5%, aspect emotionality had four statements, the classification of this aspect was 57.8%, and the last aspect task generated interference had ten statements, the classification of this aspect was 52.1%. As for the total score for achievement during online learning in pandemic covid-19 was 110.32. The average is 3.67.

Keywords: *Anxiety, Achievement, Covid-19 Pandemic.*

LIST OF CONTENTS

COVER.....	i
COVER OF TITTLE.....	ii
SUBMISSION PAGE.....	iii
ENDORSMENT OF CONSULTANT COMMISSIONS.....	iv
APPROVAL OF CONSULTANT COMMISSIONS.....	v
ENDORSMENT OF EXAMINER COMMISSIONS.....	vi
ACKNOWLEDGEMENT.....	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI.....	x
ABSTRACT.....	xi
LIST OF CONTENTS.....	xii
LIST OF TABLES.....	xiv
LIST OF APPENDICES.....	xv
CHAPTER I INTRODUCTION	
A. Background.....	1
B. Research Question.....	4
C. Objective of the Research.....	4
D. Significance of the Research.....	5
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Related Research Findings.....	6
B. Some Pertinent Ideas.....	8
C. Conceptual Framework.....	20
D. Operational Definition.....	21

CHAPTER III METHODOLOGY OF THE RESEARCH

A. The Research Design.....22

B. Location and Duration of the Research.....22

C. Focus of the Research.....22

D. Instrument of the Research.....22

E. Procedures of Collecting Data.....23

F. Techniques of Data Analysis.....23

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings.....26

B. Discussion of Research Result.....45

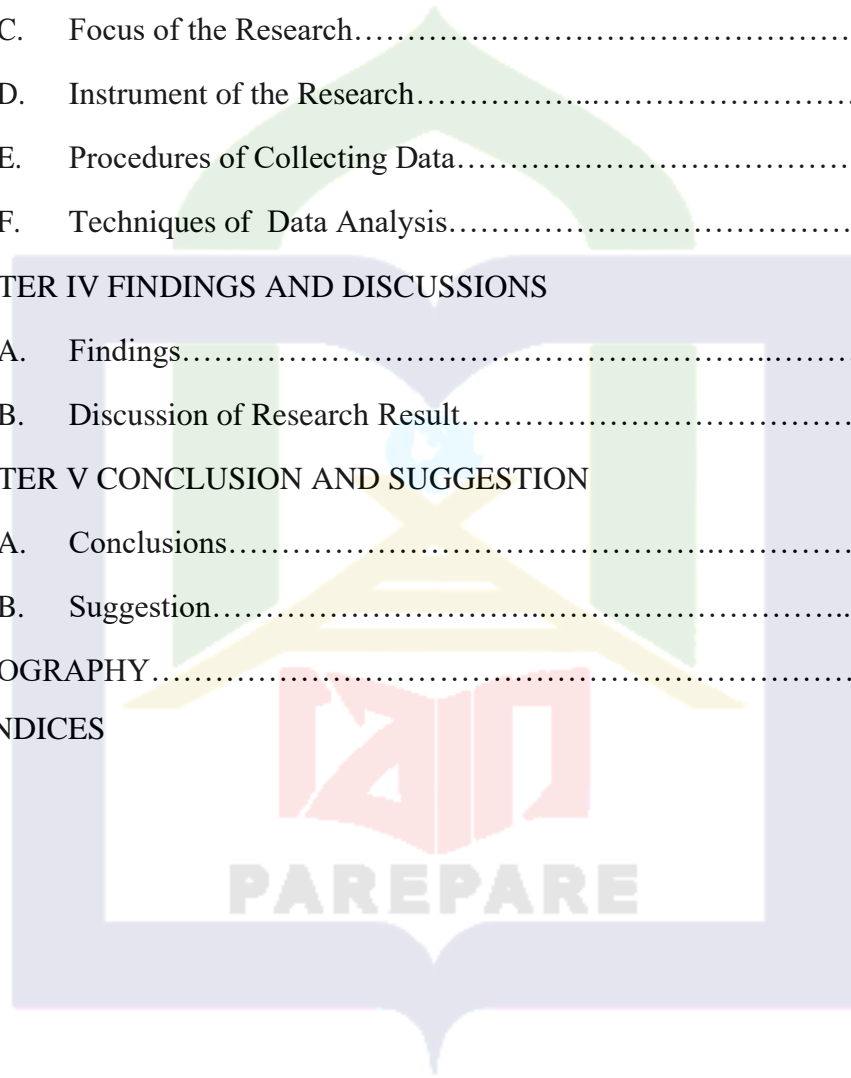
CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusions.....49

B. Suggestion.....50

BIBLIOGRAPHY.....51

APPENDICES



LIST OF TABLES

No.	Title of Table	Pages
3.1	The scale Likert	24
3.2	The classification of the student response	24
4.1	Item number 1	26
4.2	Item number 2	27
4.3	Item number 3	28
4.4	Item number 4	29
4.5	Item number 5	29
4.6	Item number 6	30
4.7	Item number 7	31
4.8	Item number 8	32
4.9	Item number 9	32
4.10	Item number 10	33
4.11	Item number 11	34
4.12	Item number 12	35
4.13	Item number 13	36
4.14	Item number 14	36
4.15	Item number 15	37
4.16	Item number 16	38
4.17	Item number 17	39
4.18	Item number 18	39
4.19	Item number 19	40
4.20	Item number 20	41
4.21	Distribution presentation student anxiety	42
4.22	The result student achievement	43

LIST OF APPENDICES

Number of Appendices	List of Appendices
1	Research allowance from Tarbiyah Faculty
2	Research allowance
3	Instrument of the Research
4	Result of Instrument
5	Documentation score IPS
6	Documentation
7	Curriculum Vitae



CHAPTER I

INTRODUCTION

A. Background

Currently all parts of the world are experiencing the phenomenon of the Covid-19 pandemic, also known as the corona virus. A pandemic is an epidemic that spreads to several countries or continents, and generally affects many people. Talking about Covid-19 or commonly referred to as the corona virus has indeed become the talk of the world at the end of 2019 until the year 2020, this corona virus initially appeared in China, precisely in the city of Wuhan, Hubei Province. The corona virus (Covid-19) is an outbreak originating from living animals and is then transmitted from other human beings to humans, according to the world health organization (WHO).

The Covid-19 pandemic that occurred in Indonesia as a result of the widespread spread of the virus at the world level forced the Government of the Republic of Indonesia to carry out various policies. This policy was issued to reduce the number of victims who contracted the corona virus. The spread of Covid-19 through droplets and physical contact has led to the application of social distancing and self-quarantine at home so that people have to stay at home every day.

However, there are currently a limited number of studies on the effect of covid-19 pandemic, on which the whole world fights, on the mental state and anxiety levels of individuals. In a study, it was stated that isolation of health workers from their families, changing their routines and narrowing social support networks during COVID-19 pandemic may cause mental problems. In the same study, it was reported that there may be different psychological effects such as feelings of loneliness, helplessness, stress, irritability, physical and mental fatigue, and

hopelessness.¹ The education sector has closed for the face in face teaching and learning program until the pandemic show the good sign of getting better, in the city of Parepare can be an subject of city caused by the impact of this pandemic, based on the governor's letter, the school might be able to have a normal teaching and learning process by face to face in the beginning of March 2021.²This regulation will become a challenge to the teachers to create the proper approach and strategies to fulfill the aim of their teaching plan.

Especially in the world of education, the Ministry of Education and Culture (Kemendikbud) itself has asked all of them education units given Ease of Learning in a Covid-19 Emergency. Helping the Government and Society for WFH (Working From Home, and Implementing Social Restrictions to break the chain of spreading the Corona Virus Disease (Covid-19).

The presence of the Corona Covid-19 virus has damaged the order of human life around the world. Education, social, cultural and religious economies have been affected by the corona virus. For example, from an educational point of view, so many children and teachers are unable to attend school normally due to restrictions on social interaction. For example, from an educational point of view, so many children and teachers are unable to attend school normally due to restrictions on social interaction. In the end, with makeshift facilities try to carry out the distance learning process that has not been carefully planned without in-depth study. As a result, not all students can follow the learning process properly duet other absence of learning resources and limited access to technology and internet devices. On the other hand, parents are also burdened with various tasks in the learning process that require them

¹Yunus Hacimusalar, et al.,eds.,” *Anxiety Level In Covid– 19 Pandemic: A Comparative Study of Healthcare Professionals and Other Community Sample in Turkey*, 2020, p. 182

²Surat Edaran, *Penyesuaian System Kerja Aparatur Sipil Negara Dalam Upaya Pencegahan Covid 19*, (PemkotParepare, 2020).

to be able to master various subjects.

The government implemented a policy that is Work From Home (WFH). This policy is an effort that is applied to the community in order to complete all work at home. Education in Indonesia has also become one of the areas affected by the Covid-19.³The pandemic corona virus 2019 (Covid-19) has become an international concern and process challenges to psychological resilience in all fields, one of which is education. Therefore, an effective learning strategy is needed to deal with this pandemic.⁴

Learning that is carried out online has several advantages in its application. Online learning makes teaching and learning activities accessible from any time and place. The use of online media also allows students to get broader information through. The use of this technology is considered very helpful in carrying out learning during social restrictions during the Covid-19 pandemic.⁵ Therefore, the impact of this learning system is student anxiety and this can lead to decreased achievement. Online learning students feel anxious because they have to adapt this online lecture with applications that have used it before. They feel anxious because with this online lecture there will be more tasks compared to teaching.

However, some obstacles also arise in the application of online learning. Learning via the internet is becoming a difficult thing to do in certain areas with inadequate networks. The use of internet quotas also raises new expenses which can

³Agung Rahmat and Iwan Krisnadi, *Analisis Efektifitas Pembelajaran Daring (Online) Untuk Siswa SMK Negeri 8 Kota Tangerang Pada Saat Pandemi Covid 19* (Journal :Megister Teknik Elektro, Pasca Sarjana), p.1.

⁴Asnul Dahar Minghat, Pupung Purnawarman, Saripudin, SMuktiarni, M. Vina Dwiyanti, and Siti Salina Mustakimand, *Students' Perceptions of the Twists and Turns of E-learning in the Midst of the Covid 19 Outbreak*(Journal : Multidimensional Education), p.15.

⁵Dwi Handayani Oktawirawan, *Faktor Pemicu Kecemasan Siswa dalam Melakukan Pembelajaran Daring di Masa Pandmi Covid-19*, vol 20, no 2, 2020, p. 541

be a problem for some students who experience financial difficulties. The implementation of the home study policy made some students feel anxious and depressed. The large number of assignments given by the teacher makes many students feel stressed about undergoing online learning.

Furthermore, there are many factors that affect learning achievement including the goals to be achieved, the situation that affects, student readiness to study, student interest and concentration in learning, time and study readiness, because of the many factors that influence the educational process. Psychological factors also affect learning motivation and learning achievement. Some of the main factors are student intelligence, interests, attitudes, talents and self-confidence.⁶The learning environment also greatly influences that everything related to where the learning process is carried out has an impact on student achievement.

This research aims to explore the problems experienced by students during online learning in a pandemic time that cause pressure or anxiety and the achievements obtained during a pandemic time.

B. Research Question

1. How is the students' Learning anxiety during pandemic time covid-19 at the fourth semester of English program IAIN Parepare?
2. How is the students' Learning Achievement during pandemic time covid-19 at the fourth semester of English program IAIN Parepare?

C. Objective of the Research

Based on the research question above, the objectives of the research as follows:

1. To know the students' learning anxiety during pandemic covid-19

⁶Erika UtariDewi, Pengaruh Kecemasan Saat Pembelajaran Daring MasaPandemi Covid-19 Terhadap Prestasi belajar Mahasiswa STIKES Willam Surabaya, STIKes William Booth Surabaya, p. 19.

at the fourth semester of English program IAIN Parepare.

2. To know the students' learning achievement during pandemic covid-19 at the fourth semester of English program IAIN Parepare.

D. Significance of the Research

1. Lecturer

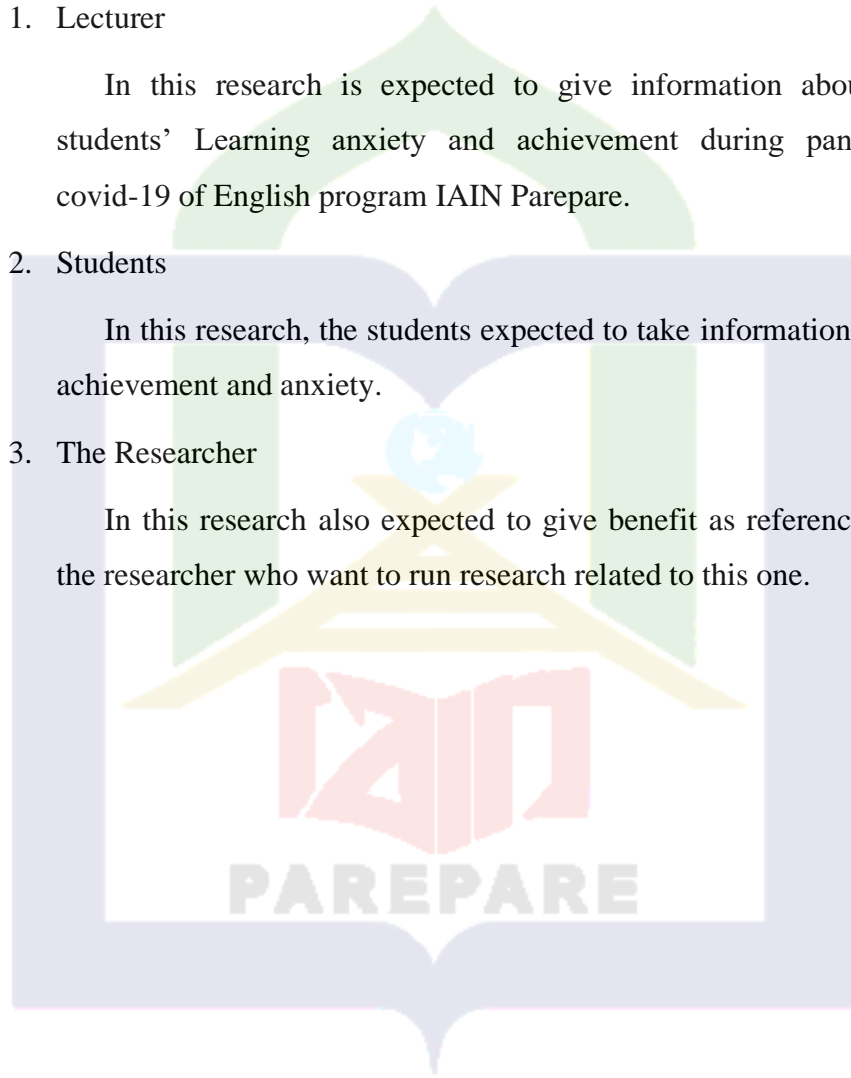
In this research is expected to give information about the students' Learning anxiety and achievement during pandemic covid-19 of English program IAIN Parepare.

2. Students

In this research, the students expected to take information about achievement and anxiety.

3. The Researcher

In this research also expected to give benefit as referenced for the researcher who want to run research related to this one.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The first study is conducted by MD. Akhtarul Islam, stated in their research about “Depression and anxiety among university students during the Covid-19 pandemic in Bangladesh”. This research the purpose of this study was to investigate the prevalence of depression and anxiety among Bangladesh university students during the Covid-19 pandemic. It also aimed at identifying the determinants of depression and anxiety. A total of 476 university students living in Bangladesh participated in this cross-sectional web-based survey. A standardized questionnaire was generated using the Google Form, and the link was shared through social media Facebook. And then it is expected that both the government and universities could work together to fix the academic delays and financial problems to reduce depression and anxiety among university students.⁷

Furthermore, the second study is conducted by Linda Fitria, stated in research about “Kecemasan remaja pada masa pandemic Covid-19” this research objective to analyze the level of anxiety experienced by adolescents during the Covid-19 pandemic. This research uses descriptive quantitative research methods. The population in this study was adolescents aged 12 to 19 years, with a sample of 139 people. The instrument used was a questionnaire about anxiety. Data analysis uses descriptive analysis. Based on the analysis of research data, teenage anxiety during the Covid-19 pandemic was in the high category at 54%.⁸

In addition, the third research is conducted by Iman Mahfud stated this

⁷Md. Akhtarul Islam, et al., eds., “Depression and anxiety among university students during the Covid-19 pandemic in Bangladesh: A web-based cross-sectional survey, 2020), p.1

⁸Linda Fitria and Ifdillfdil, *Kecemasan Remaja Pada Masa Pandemi Covid-19*, vol 8, no 1, 2020, p.1

research about “Survey of student anxiety levels during the Covid-19 pandemic”, the purpose of this research was to determine the level of anxiety students during the Covid-19 pandemic. This research method uses a survey with data collection techniques using a questionnaire given to 110 respondents. The scores obtained from the questionnaire were analyzed using quantitative descriptive analysis. Based on the results of the study, 36.4% felt very anxious, 34.1% felt anxious, 20.9% felt not anxious, and 9% felt very uneasy about this pandemic. At the level of fear during activities, 50% felt afraid, 22.7% were not afraid, and 6.8% felt very unafraid. At the level of concern, 25% of respondents felt very worried about the Covid-19 pandemic that was happening, 56.8% were worried, 11.4% were not worried, and 6.8% felt very unconcerned. Of the 110 respondents 83% did sports activities during the pandemic and 17% did not do sports activities. 65% of respondents know that anxiety affects the body's immunity 35% do not know. This anxiety because of the fear of contracting this virus and it affects the learning process of students and the family economy will be disrupted.⁹

The last research is conducted by Dwi Hardani Oktawirawan, stated in research about “Faktor Pemicu Kecemasan Siswa Dalam Melakukan Pembelajaran Daring di Masa Pandemi Covid-19”. The purpose in this research is to determine the triggers of Anxiety experienced by students and the efforts made to overcome the anxieties. In this research also involved 74 informants who were high school students in Indonesia, and then this research informants were asked to fill in open questions related to research topics through online forms. The result showed that the triggers for students' anxiety during online learning are difficulty understanding the material, difficulty working on assignments, the availability and condition of the internet network, technical obstacles, and concerns about subsequent assignments.¹⁰

Based on the research above, the first and third researchers previous used the

⁹Imam Mahfud and Aditya Gumantan, *Survey of Student Anxiety levels During the Covid-19 pandemic*, Lampung, vol 04, no 1, 2020, p. 86.

¹⁰Dwi Hardani Oktawirawan, *Faktor Pemicu Kecemasan Siswa Dalam Melakukan Pembelajaran Daring di Masa Pandemi Covid-19*. Surabaya, vol 20, no 2, 2020, p. 541.

same research method as previous research, where previous researchers used survey research methods, quantitative descriptive, and used a questionnaire, while the researcher would also use a quantitative survey method, with only a questionnaire instrument. Whereas the second researcher previous had a different research method from the research, where the second researcher previously used descriptive analysis, the instruments used were questionnaires and interviews.

B. Some Pertinent Ideas

1. Pandemic Covid-19

The world was shaken, after the discovery of a virus called Covid-19 in parts of the Chinese bamboo curtain country to be precise in the city of Wuhan. This virus was detected in late December 2019 after victims fell in the city of Wuhan, then the virus quickly spread and terrorized the United States, Italy, England, Spain, Germany, the Netherlands, Ecuador, Turkey, Iran, Singapore, the Philippines, Malaysia to Indonesia and finally create panic across the continent. Victims also fell, it is estimated that more than thousands of people are reported to have died from the new virus.¹¹

Corona is a virus that has become a pandemic in the world and has infected millions of people. Indonesia itself, according to data obtained from the Task Force for the Acceleration of Covid-19 Handling as of 29 May 2020, there were 2,216 positive people infected with the corona virus, with details of 6,492 people being declared cured and 1,520 people died. The presence of this virus causes unrest and anxiety in the community.¹²

As for, the spread of the Corona virus can occur through contact between one individual and another (through touch, saliva, etc.) so that many countries in the world are asking their citizens to carry out social distancing and even physical distancing to prevent the spread of Covid-19. For that place are

¹¹Jarnawi, *Mengelola Cemas di Tengah Pandemi Corona*, vol 03, no 1, 2020, p. 62

¹²Imam Mahfud and AdityaGumantan, *Survey of Student Anxiety Levels During The Covid-19 Pandemic*, Lampung, vol 04, no 1, 2020, p. 87

allowing mass crowds and physical contact such as schools, colleges and other educational institutions must be closed. UNESCO estimates that there are around 107 countries that have closed educational institutions due to Covid-19.¹³

Although school closings were carried out, this did not mean that activities in educational institutions were also stopped. The closure of colleges and schools is only carried out physically, in the sense that school buildings and campuses are closed but learning activities and other administrative activities are still carried out remotely. Teachers and lecturers continue to carry out learning online, while students or students can study online from their respective homes.

2. The Concept of Anxiety

a. Definition of Anxiety

There are several definitions are of anxiety which are found by the researcher. According to Carlson, anxiety is “a sense of apprehension or doom that is accompanied by certain physiological reactions such as accelerated heart rate, sweaty palms, and tightness in stomach”.¹⁴ Furthermore; anxiety arises as respond particular situation. Passer defines anxiety as a state of tension and apprehension as a natural response to perceived threat.¹⁵ It means that people are naturally feels anxious when they are threatened. While according to Ormarod anxiety is a feeling of uneasiness and apprehension concerning a situation with an uncertain outcome.¹⁶

¹³Firman, *Dampak Covid-19 Terhadap Pembelajaran di Perguruan Tinggi*, vol 2, no 1, 2020, p.15.

¹⁴Neil R. Carlson, et al., eds., *Psychology: The Science of Behavior*, (Needham Heights: Viacom Company, 1997), p. 558.

¹⁵Michel W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p. 787.

¹⁶Janne Ellis Ormrod, *Education Psychology: Developing Learner*, (Boston: Person Education Inc, 2011), p.401.

According to Seligman, anxiety is a psychological and physiological stated characterized by somatic, emotional, cognitive, and behavioral component. It is the displeasing feeling of fear and concern. The root meaning of the word anxiety is to vex or trouble; in their presence or absence of psychological stress, anxiety can create feelings of fear, worry, Uneasiness, and dread. However, anxiety should not be confused with fear it is more of a dreaded feeling about something which appears intimidating and can overcome an individual. Anxiety is considered to be a normal reaction to a stressor.¹⁷

Anxiety is quite possibly the affective factor that most pervasively obstructs the learning process.¹⁸ Anxiety can disturb students in learning English by reducing participation, lack of confidence, and self doubt. In Brown states that there are two types of anxiety, trait and state anxiety. Trait anxiety is more permanent predisposition to be anxious. Some students predictably and generally anxious about many things. State anxiety is experienced in relation to some particular event or act at a more momentary or situational level.¹⁹

From the definitions explained above, it can be concluded that anxiety is a feeling of being threatened, of apprehension, tension, and worry as a response to a particular situation or something that might happen in the future.

¹⁷Cucu Sutarsyah, *An Analysis of student's Speaking Anxiety and Its Effect on Speaking Performance*, Lampung University, (Indonesian Journal of English Language Teaching and Applied Linguistic, vol 1, no 2, 2017, p. 146.

¹⁸Zoltan Dornay, *The Psychology of the Language Learner Individual Differences in Second Language Acquisition*, (London: Mahwah New Jersey, 2005), p. 198

¹⁹H. Douglas Brown, *Principles of Language Learning, and, Teaching*, (San Francisco Stated University, 2007), p.151.

b. Types of anxiety

Several kinds of anxiety have been described. Two of the most well-known is state anxiety and trait anxiety. Anxiety that arises when confronted with specific situations is called state anxiety. Most people experienced state anxiety which also known as a normal anxiety. According to Ormrod, “state anxiety is temporary feeling of anxiety elicited by a threatening situation”.²⁰It is nervousness or tension at a particular moment in response to some outside stimulus. This type of anxiety arises in a particular situation or in a stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening situation goes away.

However, in certain cases, anxiety comes more intense and lasted for long. This kind of anxiety is called trait anxiety. According to Ormrod, “trait anxiety is pattern of responding with anxiety even in nonthreatening situations”.²¹Such anxiety is a part of a person’s character. People with trait anxiety tend to worry more than most people and feel inappropriately threatened by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious irrespective of the situation he/she is exposed to.

Based on the intensity, duration and situations, anxiety can be divided into two types: State anxiety; feeling of apprehension and nervousness as reaction to particular situation, and trait anxiety; more intense anxiety that depends on ones individual regardless of the situation.

Thomas divides the types of anxiety into two types, Trait anxiety and

²⁰Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson Education Inc., 2011), p. 401.

²¹Jeanne Ellis Ormrod, *Educational Psychology: Developing Learner*, (Boston: Pearson Education Inc., 2011).

State anxiety:

1) Trait Anxiety

Trait Anxiety is pattern of responding with anxiety even in nonthreatening situations.²²In regard to this, Marwan argues that trait anxiety is a person's tendency to feel anxious of the situations they are exposed to.²³Trait anxiety is a part of a person's character and permanent disorder. People with trait anxiety tend to worry more than most people and whatever the situation a person will remain affected by his character.

Trait anxiety refers to a tendency to have a high degree of anxiety that is generalized and pervasive across a wide range of situations. Trait anxiety is on a continuum from low to high, with high levels being related to impaired performance. It may be considered a personality trait, as it tends to characterize typical functioning of the person. High trait anxiety may not be shown in all situations or to the same degree, but the overall tendency toward generalized anxiety remains present. As a personality trait, anxiety cannot be expected to be eliminated but can be reduced to a manageable level. High levels of trait anxiety are associated with impairments in personal, social, and academic functioning and are the basis for the majority of anxiety disorders.²⁴Often, the "triggers" for a trait anxiety reaction are not apparent and emanate from the person's interpretation of the event.

²²Thomas J. Huberty, *Anxiety and Depression in Children and Adolescents*, (New York: Springer Science, 2009), p.31

²³Marwan, Adi. Investigating *Students' Foreign Language Anxiety*.Malaysian Journal of ELT Research. Vol. 3, 2007, p.39

²⁴Thomas J. Huberty, *Anxiety and Depression in Children and Adolescents*, (New York: Springer Science, 2009),p.31.

2) State Anxiety

State anxiety is the tendency to experience high anxiety in specific situations, such as public performances, taking tests, or a dangerous situation. Unlike trait anxiety, the “triggers” of state anxiety usually are readily identified able. In these cases, the anxiety dissipates after the event has ended or the danger has passed. State anxiety is experienced by everyone at some time and may become debilitating without meeting criteria for an anxiety disorder.²⁵For example, some people are very socially competent, are not trait anxious, and do well in almost all areas of their lives, but have intense anxiety about public speaking.

In general, treatment of state anxiety problems is much easier and more likely to be successful than is treating trait anxiety. People with high state anxiety are not necessarily prone to high trait anxiety, but highly trait anxious children are more likely to experience high state anxiety. This relationship is understandable because highly trait anxious people see more situations as threatening and having greater possibilities for negative outcomes. Situations that create high state anxiety may be more problematic for state anxious children because they are likely to feel less competent to cope with stress, increasing their overall anxiety.²⁶ Most people experience state anxiety which also known as a normal anxiety. In this type of anxiety arises in particular situation or in a stressful event and hence is not permanent. In other words, it is a situational anxious feeling that disappears when threatening

²⁵Thomas J. Huberty, *Anxiety and Depression in Children and Adolescents*, (New York: Springer Science, 2009),p.31.

²⁶Thomas J. Huberty, *Anxiety and Depression in Children and Adolescents*, (New York: Springer Science, 2009), p. 32.

situation goes away.

c. Characteristic of Anxiety

Manifestations of anxiety typically occur in one of three ways, either singly or in combination: cognitively, behaviorally, and physiologically.

1) Cognitive Symptoms

Cognitive symptoms include difficulties with memory, concentration, problem solving, and attention. Cognitive problems in anxiety also are seen as distortions and deficiencies.²⁷Cognitive distortions occur when the child distorts incoming information, causing errors in thinking and problem solving. For example, a socially anxious adolescent may enter into a social situation and people begin laughing. Whereas a non-anxious youth may not think of this laughter as being directed at him individually, the anxious person is more likely to interpret the situation as threatening and that the people are laughing about him. The information is distorted and an incorrect conclusion is made about the situation that is not founded on accurate data.

Cognitive distortions occur frequently in anxious children, causing attribution errors, irrational beliefs, and feelings of lack of competence. Cognitive deficiencies occur when thought processes are impaired due to anxiety and lead to lowered performance. When an anxious student is taking a test, she may be concerned about failing, lack of preparation, or other factors and not be able to concentrate on the task. These interferences lead to deficiencies in thought processes, causing impaired outcomes. If this interference occurs frequently, it may reinforce the child's

²⁷Philip C Kendall, *Anxiety disorders in youth: Cognitive-behavioral interventions*, (New York: Allyn & Bacon, 1992).

feelings of low competence, failure, or lack of ability, creating more anxiety and perhaps increasing the probability of developing a mood disorder. Interventions for cognitive symptoms often focus on altering irrational beliefs using cognitive–behavioral techniques.

Compared to cognitive distortions where information is altered based on incorrect interpretations, deficiencies relate to impaired effective problem-solving skills that are associated with anxiety. Children with generalized anxiety disorder tend to have three kinds of cognitive distortions that increase the likelihood that they will worry: catastrophizing, overgeneralizing, and personalizing.²⁸ Catastrophizing occurs when anxious children expect disastrous outcomes from events most of their peers would consider to be rather mild. For example, a boy who has to give a book report in class might anticipate that he will forget what to say, make numerous errors, “block” on what he wants to say, and that he will be humiliated and laughed at by classmates. Overgeneralizing might occur in situations where a negative outcome is expected in other situations. A child who experiences extreme social anxiety in a group of unfamiliar people is likely to anticipate that anxiety will occur in similar situations, and increase the tendency to avoid them. Personalizing occurs when a child takes personal responsibility for a negative event when it was not her fault, such as blaming herself for her parents’ divorce.

These types of distortions occur frequently in children with various anxiety disorders and often are the target of cognitive–behavioral interventions. Children with anxiety also tend to have

²⁸Thomas J. Huberty, *Anxiety and Depression in Children and Adolescents*, (New York: Springer Science, 2009), p. 33.

an internal locus of control and believe that outcomes are the result of their own shortcomings rather than task difficulty or other extraneous factors. They also may have low self-efficacy and belief in their own ability, which causes them to worry more.²⁹Over time, they may resort to withdrawal and other avoidance behaviors to reduce the possibility of making errors and facing embarrassment.

2) Behavioral Symptoms

Behavioral symptoms are the most easily observed indicators of anxiety. Some of these behaviors are voluntary and are intended to help reduce anxiety. Other behaviors, such as motor restlessness, are involuntary and indicate a high level of arousal. Symptoms such as withdrawal or lack of participation may be interpreted by others as lack of motivation, laziness, or disinterest in social or academic situations. Interventions for behavioral symptoms of anxiety may include behavioral approaches, such as self-monitoring, exposure to anxiety-producing situations, social skills treatments, and practice of newly learned coping skills.³⁰

3) Physiological Symptoms

Physiological symptoms are involuntary and reflect a high state of physiological arousal and distress. Some symptoms, such as flushing of the skin, can occur in situations such as public presentations and cause embarrassment and self-consciousness. Symptoms such as headaches and stomach discomfort can be highly unpleasant and cause medical referrals. Some symptoms may be chronic and unobservable, such as rapid heart rate and

²⁹Thomas J. Huberty, *Anxiety and Depression in Children and Adolescents*, (New York: Springer Science, 2009), p. 33.

³⁰Thomas J. Huberty, *Anxiety and Depression in Children and Adolescents*, (New York: Springer Science, 2009), p. 33.

muscle tension. There is evidence that resting heart rate is positively correlated with depression and anxiety in children, anxious and depressed children tend to have higher resting heart rates than nonanxious or nondepressed children, suggesting that they may experience a rather constant state of arousal compared to their peers.³¹ Interventions may include relaxation training and anti anxiety medications coupled with cognitive-behavioral and behavioral treatments.

d. Anxiety Aspects

- 1) Worry is negative thoughts about yourself.
- 2) Emotionality, as a self-reaction to autonomic nervous stimuli, such as tension.
- 3) Task generated interference is completing tasks are a tendency experienced by someone who is always depressed because of rational thinking about the task.³²

e. Anxiety Factors

According to Jeffery some factors which can make people feel anxious are:

- 1) Over self-prediction toward fear, Person with anxiety disorder often predict copiously about how great feat or anxiety in a situation.
- 2) Irrational faith, Self-defeating can increase anxiety disorder. If a person face problem.
- 3) Over sensitivity toward threat, over sensitivity toward threat is like a fear of threat other people feel in safe situation but for he/she will happen that makes afraid.
- 4) The sensitivity of anxiety, a fear of anxiety people who high

³¹Michael F Lorber, *Psychophysiology of aggression, psychopathy, and conduct problems: a meta-analysis. Psychological Bulletin*, 2004, p. 130, 531–552.

³²Gufron, M. Nur&Risnawati S. Rini, *Teori- TeoriPsikologi*, 2009, p. 143.

sensitivity toward anxiety has excessive fears. They were afraid on emotions unmanageable resulted something that detrimental they easily feel panic when having signs of anxiety are heart breathing, short breath.

- 5) Wrong attribution body signal, it means that the beat of heart will rise, the breath quickly, perspire.
- 6) Low self-efficacy is tending to feel more anxious in a situation where doubt the ability its own. And anxiety will impede performance. People with low self-efficacy will less confidence on its ability to perform the task with success.³³

3. The Concept of Students' Anxiety

In the educational context, study anxiety is a special situation that refers to anxious conditions experienced during the study process and can become a disruption in academic performance. There are many different types of anxiety that students may experience. Differences in educational culture, weight of assignments, types of examinations, curricula, and so on can cause different types of anxiety.³⁴As for the educational context, study anxiety is a special situation that refers to the anxiety conditions experienced during the study process and can become a disruption in academic performance. There are many different types of anxiety that students may experience. Differences in educational culture, weight of assignments, types of examinations, curricula, and so on can cause different types of anxiety.³⁵Various obstacles also arise in the application of online learning. Learning via the internet has become a difficult thing to do in

³³Nevid, Rathus, and Greene, et. al. *Psikologi Abnormal*, (Jakarta: PT Erlangga, Edisike-1,2005) p.180-183.

³⁴Dhian Kusumastuti, *Anxiety and Academic Achievement in College Students*, vol 12, no 1, 2020, p. 23.

³⁵Imam Mahfud, and Aditya Gumantan, *Survey Of Student Anxiety Levels During The Covid- 19 Pandemic*, vol 4, no 1, 2020, p. 89.

certain areas with inadequate networks. The use of internet quotas also raises new expenses which can be a problem for some students who experience financial difficulties. The implementation of the home study policy made some students feel anxious and depressed. The number of tasks given by the teacher makes many students feel stressed in undergoing online learning, Not only a lot, the assignments given by the teacher are also considered burdensome and have a very short work time so that students are confused in completing their assignments, With the many assignments given students can spend from morning to night just completing various assignments online. This condition previously did not occur when teaching and learning activities were still carried out in schools.³⁶

4. The Concept of Students' Achievement

Brown State that an achievement is a process of developing skills or knowledge and the most common type of achievement is standardized progress in developing the measurable skill and knowledge learner in give grade level, usually through planned instructions, such us training or classroom instruction.³⁷ Travers also stated that is the result of what an individual has learned from some educational experience.³⁸ So, from the statement by Brown and Travers can be conclude that students achievement is the result from learning process that shows the ability of the students in educational learning.

Since the academic achievement is gotten based on the learning process experienced by students, it is influenced by several factors arise through the process. It is agreed that achievement motivation of a student

³⁶Dwi Hardani Oktawirawan, *Faktor Pemicu Kecemasan Siswa Dalam Melakukan Pembelajaran Daring di Masa Pandemi Covid-19*, vol 20, no 2, 2020, p. 541.

³⁷H,D Brown, *Language Assessment: Principle and Classroom Practies* (New York: Longman, Person Education, 2004), p. 47.

³⁸John P Travers, *Fundamental of Education Psychology* (Pensylvania: International Textbook Company, 1970), p.447.

greatly contributes to his or her own academic achievement. It influences the behavior of the students in learning. The accomplishing to the standard of excellence shown in students' desire to accomplish something difficult attains a high standard of success, master complex tasks, and surpasses others.

High achieving students like situations or tasks that demand personal responsibility or results, not on the basis of fate, and by chance, they choose realistic but challenging goals rather than easily achievable goals, they are looking for a job or a situation where they get immediate feedback and real to determine whether their work is satisfactory or not, they feel happy working alone, they compete to outperform others.³⁹

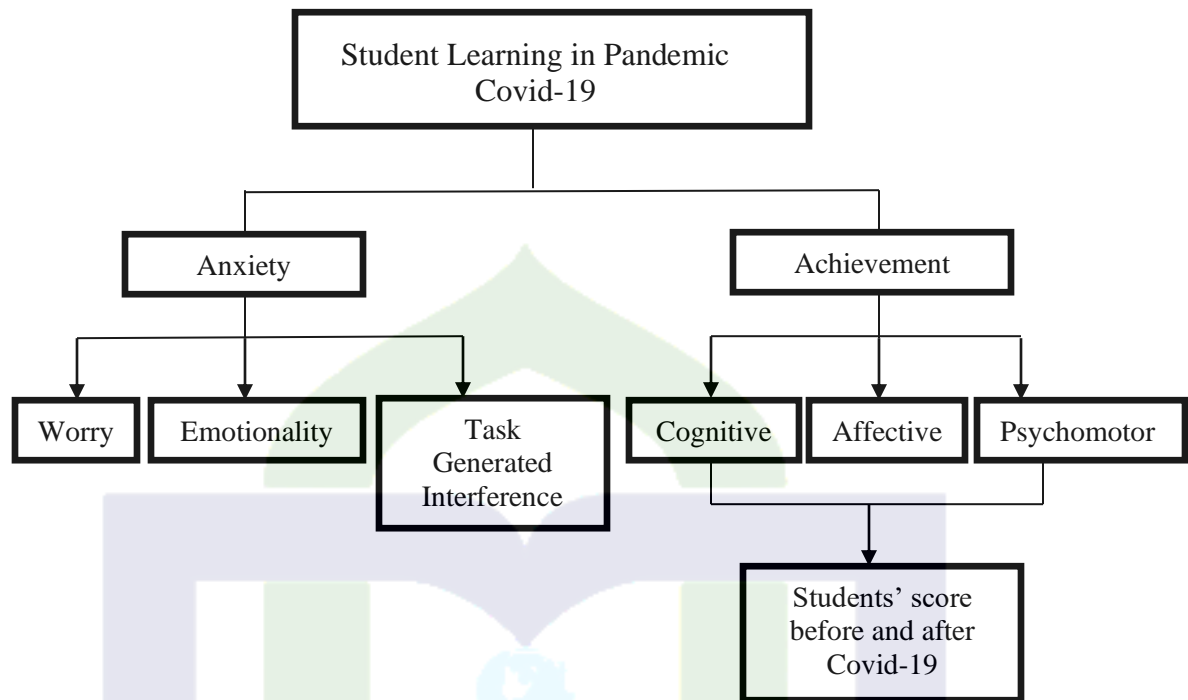
Cognitive factors have an important role for learning success, because most activities in learning are always related to remembering and thinking. According to Piaget about cognitive theory, knowledge that is owned by each individual can be developed by the individual himself. The knowledge that individuals get in interacting with their environment, the individual is able to adapt so that in changing his cognitive structure, knowledge and insight into their understanding are increasingly developing. In other words, individuals are smart by learning on their own.⁴⁰ As cognitive is a process of remembering and thinking that occurs in the brain, so that cognitive abilities can affect student achievement.

C. Conceptual Framework

The main focus of this research is analysis of students' anxiety and achievement in pandemic time. The researcher designs the conceptual framework of this research by showing diagram below:

³⁹Rita Erlinda and Sari RahmaDewi, *Achievement Motivation and Academic Achievement and Academic Differences of English Students*, vol 18, no 1, 2015, p. 58.

⁴⁰Sutarto, M.Pd, *Teori Kognitif dan Implikasinya Dalam Pembelajaran*, Vol 1, no 2, 2017, p. 7.



In this study focuses on knowing student achievement and anxiety in pandemic situations that require students to do online learning. So, the researcher found whether there was a student learning and student anxiety during a pandemic time.

D. Operational Definition

In this research, the researcher aimed to determine the anxiety experienced by students during the Covid-19 pandemic, and also the results of student achievement before and after the Covid-19 pandemic.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used descriptive design with quantitative approach; it applied to answer the research question about the students' Learning anxiety and achievement during pandemic covid-19 at the fourth semester of English program IAIN Parepare.

B. Location and Duration of the Research

The location of this research took a place at State Islamic Institute (IAIN) Parepare and focused the fourth semester students of English program. This research plans one-month research including of analysis data.

C. Population and Sample

1. Population

The population of this research is the fourth semester students of English Program of IAIN Parepare, the total of population are 82 students. Consist of 65 female and 17 males.

2. Sample

The researcher took by random sampling technique to determine the sample. The totals of sample consist of 30 students as the sample of this research.

D. Instrument of the Research

The researcher collected the data by used documentation and questionnaire as the instruments of data collection.

1. Documentation

In this research, documentation used to know the student scores of the fourth semester at English program IAIN Parepare. Documentation used to

determine the achievement of students during this pandemic time. Then the students score data is taken from student academic at tarbiyah faculty IAIN Parepare.

2. Questionnaire

Questionnaire is one of supporting techniques that researcher aims to know the students' anxiety in pandemic time of English program at IAIN Parepare. Spreading questionnaire to the students was a great way to get information about the students' anxiety in pandemic time. This questionnaire consists of 20 questions that need to be answered honest according what their think about it. In this instrument the students answered the alternative questioners that delivered by researcher and the data from the questionnaire aim to answer the research questionnaire about the impact of pandemic toward student's Achievement and anxiety.

E. Procedure of Collecting the Data

Questionnaire Form, giving questionnaire to the students was a good way to get information about students' responses toward the students' anxiety in pandemic time, data followed the application of Google form, by avoiding face to face to the students. The researcher shared the link of the form and the students answered based on the student's anxiety in pandemic time.

F. Technique of Data Analysis

1. Questionnaire

Analysis of Questionnaire, questionnaire is one of supporting techniques that researcher aims to identify students' perception, responses, opinion, problem. In this test, the form of questionnaire closes with the alternative answer that has been chosen by the students. Students had chosen only the best

answers which were suitable to themselves. In analyzing the students' response, the writer used formula.

$$X = \frac{\sum x}{N}$$

Where,

X = Mean Score

$\sum x$ = The Sum of The All Score

N = The Total Number of Sample.⁴¹

The Formula of Likert Scale as follow:

Table 3.1 The Scale Likert below:

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	Score
Strongly Agree (SA)	5	Strongly Agree (SA)	1
Agree (A)	4	Agree (A)	2
Neutral (N)	3	Neutral (N)	3
Disagree (D)	2	Disagree (D)	4
Strongly Disagree (SD)	1	Strongly Disagree (SD)	5

The following is the interpretation score of the category:

Table 3.2 the Classification of the student's response based on the criteria:

NO.	Qualification	Interval
1	Very Strong (VS)	81% - 100%
2	Strong (S)	61% - 80%
3	Neutral (N)	41% - 60%
4	Low (L)	21% - 40%
5	Strongly Low (SL)	0% - 20% ⁴²

⁴¹Sukardi, *Methodology penelitian pendidikan kompetensi dan praktiknya*, (Jakarta: PT. Bumi Aksara, 2004), p. 88.

⁴²Subagyo. *Metode Penelitian Pendidikan* (Bandung: Penerbit Alfabeta, 2010), p.135.

For the last steps, there is drawing the conclusion from the data collected through questionnaire, the researcher made a valid conclusion from the analysis that consists of description of the result research. Questionnaire should convert into description about the students' achievement and anxiety in pandemic covid-19.

2. Achievement

In analyzing the students' score achievement before and after covid-19 pandemic, the writer used formula:

$$X = \frac{\sum x}{N}$$

Where,

X = Mean Score

$\sum x$ = The Sum of The All Score

N = The Total Number of Sample.⁴³

⁴³Sukardi, *Methodology penelitian pendidikan kompetensi dan praktiknya*, (Jakarta: PT. Bumi Aksara, 2004), p. 88.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two parts, the part deals with the finding of the research and the discussion of the research finding. The finding of the research cover description of the result of the data collected thought spread questionnaire by using Google form that can be discussed in the below.

A. Findings

In this section, the findings attained thought the quantitative data collection procedure will be presented. They were discussed with regard to the answer supplied to the research questions of the study.

1. The Result of the Questionnaire of Students Anxiety in Pandemic Covid-19.

In this section shows the result of the statement, there are 20 items consist of 10 negative statements and 10 positive statements for more clear shows below:

Table item number 1 (I am afraid of learning English online during the covid-19 pandemic).

According with the term above, it can be seen in the table:

Table 4.1 Item number 1

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	2	2
2	Agree	2	13	26
3	Neutral	3	8	24
4	Disagree	4	7	28
5	Strongly Disagree	5	0	0
Total			30	80

The result above show that there are 2 students that strongly agree, 13 students agree, 8 students neutral and 7 students disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{80}{150} \times 100 = 53,3\%$, 80 the total of score from the statement beside 150 from maximum score. So, it can be categorized neutral.

Table Item Number 2 (I feel happy about learning English online during the Covid-19 pandemic).

According with the term above, it can be seen in the table below:
Table 4.2 item number 2

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	0	0
2	Agree	4	6	24
3	Neutral	3	13	39
4	Disagree	2	9	18
5	Strongly Disagree	1	2	2
Total			30	83

The result above show that there are 6 students agrees 13 students neutral, 9 students disagree, and 2 students strongly disagree to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{83}{150} \times 100 = 55,3\%$, 83 the total of score from the statement beside 150 from maximum score. So, it can be categorized neutral.

Table item number 3 (I enjoy participating in learning English online during the Covid-19 pandemic).

According with the term above, it can be seen in the table below:

Table 4.3 item number 3

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	1	5
2	Agree	4	7	28
3	Neutral	3	10	30
4	Disagree	2	9	18
5	Strongly Disagree	1	3	3
Total			30	84

The result above show that there are 1 student strongly agree, 7 students agree, 10 students neutral, 9 students disagree, and 3 students strongly disagree to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{84}{150} \times 100 = 56\%$, 84 the total of score from the statement beside 150 from maximum score. So, it can be categorized neutral.

Table Item Number 4 (I feel tense learning English online during the Covid-19 pandemic).

According with the term above, it can be seen in the table below:

Table 4.4 item number 4

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	0	0
2	Agree	2	11	22
3	Neutral	3	10	30
4	Disagree	4	6	24
5	Strongly Disagree	5	3	15
Total			30	91

The result above show that there are 11 students agrees 10 students neutral, 6 students disagree, and 3 students strongly disagree to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{91}{150} \times 100 = 60\%$, 91 the total of score from the statement beside 150 from maximum score. So, it can be categorized neutral.

Table Item Number 5 (It was difficult for me to concentrate on learning English online during the Covid-19 pandemic).

According with the term above, it can be seen in the table below:

Table 4.5 item number 5

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	8	8
2	Agree	2	13	26
3	Neutral	3	6	18
4	Disagree	4	3	12
5	Strongly Disagree	5	0	0
Total			30	64

The result above show that there are 8 students strongly agree, 13 students agree, 6 students neutral, and 3 students disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{64}{150} \times 100 = 42,6\%$, 60 the total of score from the statement beside 150 from maximum score. So, it can be categorized neutral.

Table Item Number 6 (Limited learning facilities made it difficult for me to learn English online during the Covid-19 pandemic).

According with the term above, it can be seen in the table below:

Table 4.6 item number 6

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	7	7
2	Agree	2	17	34
3	Neutral	3	5	15
4	Disagree	4	1	4
5	Strongly Disagree	5	0	0
Total			30	60

The result above show that there are 7 students strongly agree, 17 students agree, 5 students neutral, and 1 student disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{60}{150} \times 100 = 40\%$, 60 the total of score from the statement beside 150 from maximum score.

So, it can be categorized low.

Table Item Number 7 (It was easier for me to concentrate on learning English online during the Covid-19 pandemic).

According with the term above, it can be seen in the table below:

Table 4.7 item number 7

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	1	5
2	Agree	4	2	8
3	Neutral	3	10	30
4	Disagree	2	16	32
5	Strongly Disagree	1	1	1
Total			30	76

The result above show that there are 1 student strongly agree, 2 students agree, 10 students neutral, 16 students disagree, and 1 student strongly disagree to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{76}{150} \times 100 = 50,6\%$, 76 the total of score from the statement beside 150 from maximum score. So, it can be categorized neutral.

Table Item Number 8 (Online learning facilities during the Covid-19 pandemic was quite adequate).

According with the term above, it can be seen in the table below:

Table 4.8 item number 8

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	0	0
2	Agree	4	4	16
3	Neutral	3	12	36
4	Disagree	2	14	28
5	Strongly Disagree	1	0	0
Total			30	80

The result above show that there are 4 students agree, 12 students neutral, and 14 students disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{80}{150} \times 100 = 53,3\%$, 80 the total of score from the statement beside 150 from maximum score. So, it can be categorized neutral.

Table Item Number 9 (I felt anxious about learning English online during the Covid-19 pandemic).

According with the term above, it can be seen in the table below:

Table 4.9 item number 9

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	3	3
2	Agree	2	11	22
3	Neutral	3	8	24
4	Disagree	4	8	32
5	Strongly Disagree	5	0	0
Total			30	81

The result above show that there are 3 students strongly agree, 11 students agree, 8 students neutral, and 8 students disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{81}{150} \times 100 = 54\%$, 81 the total of score from the statement beside 150 from maximum score. So, it can be categorized neutral.

Table Item Number 10 (I feel tired of learning English online during the Covid-19 pandemic).

According with the term above, it can be seen in the table below:

Table 4.10 item number 10

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	4	4
2	Agree	2	10	20
3	Neutral	3	7	21
4	Disagree	4	9	36
5	Strongly Disagree	5	0	0
Total			30	81

The result above show that there are 4 students strongly agree, 10 students agree, 7 students neutral, and 9 students disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{81}{150} \times 100 = 54\%$, 81 the total of score from the statement beside 150 from maximum score. So, it can be categorized neutral.

Table Item Number 11 (During the Covid-19 pandemic, I felt it difficult to learn English).

According with the term above, it can be seen in the table below:

Table 4.11 item number 11

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	4	4
2	Agree	2	14	28
3	Neutral	3	7	21
4	Disagree	4	5	20
5	Strongly Disagree	5	0	0
Total			30	73

The result above show that there are 4 students strongly agree, 14 students agree, 7 students neutral, and 5 students disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{73}{150} \times 100 = 48,6\%$, 73 the total of score from the statement beside 150 from maximum score. So, it can be categorized neutral.

Table Item Number 12 (All face-to-face learning has been transferred online learning to avoid the spread of Covid-19).

According with the term above, it can be seen in the table below:

Table 4.12 item number 12

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	5	25
2	Agree	4	13	52
3	Neutral	3	7	21
4	Disagree	2	5	10
5	Strongly Disagree	1	0	0
Total			30	108

The result above show that there are 5 students strongly agree, 13 students agree, 7 students neutral, and 5 students disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{108}{150} \times 100 = 72\%$, 108 the total of score from the statement beside 150 from maximum score. So, it can be categorized strong.

Table Item Number 13 (I didn't feel afraid to take part in the learning process because it was done online during the Covid-19 pandemic).

According with the term above, it can be seen in the table below:

Table 4.13 item number 13

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	2	10
2	Agree	4	10	40
3	Neutral	3	13	39
4	Disagree	2	5	10
5	Strongly Disagree	1	0	0
Total			30	99

The result above show that there are 2 students strongly agree, 10 students agree, 13 students neutral, and 5 students disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{99}{150} \times 100 = 66\%$, 99 the total of score from the statement beside 150 from maximum score. So, it can be categorized strong.

Table Item Number 14 (Teaching and learning process was constrained by a bad network / signal during the Covid-19 pandemic).

According with the term above, it can be seen in the table below:

Table 4.14 item number 14

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	10	10
2	Agree	2	18	36
3	Neutral	3	2	6
4	Disagree	4	0	0
5	Strongly Disagree	5	0	0
Total			30	52

The result above show that there are 10 students strongly agree, 18 students agree, and 2 students neutral, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{52}{150} \times 100 = 34,6\%$, 52 the total of score from the statement beside 150 from maximum score. So, it can be categorized low.

Table Item Number 15 (I felt less focused on taking lessons by using online learning applications during the Covid-19 pandemic).

According with the term above, it can be seen in the table below:

Table 4.15 item number 15

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	5	5
2	Agree	2	15	30
3	Neutral	3	6	18
4	Disagree	4	4	16
5	Strongly Disagree	5	0	0
Total			30	69

The result above show that there are 5 students strongly agree, 15 students agree, 6 students neutral, and 4 students disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{69}{150} \times 100 = 46\%$, 69 the total of score from the statement beside 150 from maximum score.

So, it can be categorized neutral.

Table Item Number 16 (I feel safe participating in online learning at home because it can minimize the spread of covid-19).

According with the term above, it can be seen in the table below:

Table 4.16 item number 16

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	3	15
2	Agree	4	16	64
3	Neutral	3	9	27
4	Disagree	2	2	4
5	Strongly Disagree	1	0	0
Total			30	110

The result above show that there are 3 students strongly agree, 16 students agree, 9 students neutral, and 2 students disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{110}{150} \times 100 = 73,3\%$, 110 the total of score from the statement beside 150 from maximum score. So, it can be categorized strong.

Table Item Number 17 (I felt calm when studying online at home During the Covid-19 pandemic).

According with the term above, it can be seen in the table below:

Table 4.17 item number 17

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	2	10
2	Agree	4	7	28
3	Neutral	3	13	39
4	Disagree	2	8	16
5	Strongly Disagree	1	0	0
Total			30	93

The result above show that there are 2 students strongly agree, 7 students agree, 13 students neutral, and 8 students disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{93}{150} \times 100 = 62\%$, 93 the total of score from the statement beside 150 from maximum score. So, it can be categorized strong.

Table Item Number 18 (it was easier for me to understand the material through online learning during the Covid-19 pandemic).

According with the term above, it can be seen in the table below:

Table 4.18 item number 18

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	1	5
2	Agree	4	2	8
3	Neutral	3	12	36
4	Disagree	2	12	24
5	Strongly Disagree	1	3	3
Total			30	76

The result above show that there are 1 student strongly agree, 2 students agree, 12 students neutral, 12 students disagree, and 3 strongly disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{76}{150} \times 100 = 50,6\%$, 76 the total of score from the statement beside 150 from maximum score. So, it can be categorized neutral.

Table Item Number 19 (I received assistance in the form of an internet quota from the government to support online learning during the Covid-19 pandemic).

According with the term above, it can be seen in the table below:

Table 4.19 item number 19

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	4	20
2	Agree	4	15	60
3	Neutral	3	6	18
4	Disagree	2	5	10
5	Strongly Disagree	1	0	0
Total			30	108

The result above show that there are 4 students strongly agree, 15 students agree, 6 students neutral, and 5 students disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{108}{150} \times$

100 = 72%, 108 the total of score from the statement beside 150 from maximum score. So, it can be categorized strong.

Table Item Number 20 (it was difficult for the area where I lived to access the internet network, which made it difficult for me to participate in online learning during the Covid-19 pandemic).

According with the term above, it can be seen in the table below:

Table 4.20 item number 20

No.	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	4	4
2	Agree	2	7	14
3	Neutral	3	6	18
4	Disagree	4	13	52
5	Strongly Disagree	5	0	0
Total			30	88

The result above show that there are 4 students strongly agree, 7 students agree, 6 students neutral, and 13 students disagree, to be valid data can be shown below:

0% - 20%	21% - 40%	41% - 60%	61% - 80%	81% - 100%
SL	L	N	S	VS

The data shows that most of students agree with that statement, they are $\frac{88}{150} \times 100 = 58,6\%$, 88 the total of score from the statement beside 150 from maximum score. So, it can be categorized neutral.

Table 4.21. Distribution Percentage from the Students' Anxiety in Pandemic covid-19

Aspect	Statements	Score	Percentage	Classification
Worry	Item number 1	80	53,3%	58,5%
	Item number 3	84	56%	
	Item number 9	81	54%	
	Item number 11	73	48,6%	
	Item number 13	99	66%	
	Item number 16	110	73,3%	
Emotionality	Item number 2	83	55,3%	57,8%
	Item number 4	91	60%	
	Item number 10	81	54%	
	Item number 17	93	62%	
Task Generated Interference	Item number 5	64	42,6%	52,1%
	Item number 6	60	40%	
	Item number 7	76	50,6%	
	Item number 8	80	53,3%	
	Item number 12	108	72%	
	Item number 14	52	34,6%	
	Item number 15	69	46%	
	Item number 18	76	50,6%	
	Item number 19	108	72%	
	Item number 20	88	58,6%	

The explanation of the table above, from the aspect of the students' anxiety in the covid-19 pandemic which has been analyzed by the researcher, it shows that, in the worry aspect, the average anxiety was the highest namely 58.5%, then in the emotionality aspect, it is 57.8%, and in the task generated interference aspect in complication as much as 52.1%. Therefore those are cumulative result of the student's anxiety in pandemic covid-19 by the fourth semester of English program at IAIN Parepare.

2. The Result of students' Achievement in pandemic covid-19

Table 4.22 the students' score before the covid-19 pandemic.

No.	Subject	Score
1	Respondent 1	2,44
2	Respondent 2	3,22
3	Respondent 3	3,78
4	Respondent 4	3,58
5	Respondent 5	3,94
6	Respondent 6	4,00
7	Respondent 7	3,89
8	Respondent 8	3,89
9	Respondent 9	3,78
10	Respondent 10	3,85
11	Respondent 11	4,00
12	Respondent 12	3,67
13	Respondent 13	3,67
14	Respondent 14	3,90
15	Respondent 15	1,67
16	Respondent 16	3,67
17	Respondent 17	3,89
18	Respondent 18	3,78
19	Respondent 19	4,00
20	Respondent 20	3,78
21	Respondent 21	3,78
22	Respondent 22	3,89
23	Respondent 23	3,67
24	Respondent 24	3,52
25	Respondent 25	2,90
26	Respondent 26	4,00
27	Respondent 27	3,67
28	Respondent 28	3,50
29	Respondent 29	4,00
30	Respondent 30	3,89
	Total	Σ 109,22 3,64

The table showed that the result of achievement before the covid-19 pandemic has mean score 3, 64.

Table 4.23 the students' score after covid-19 pandemic.

No.	Subject	Score
1	Respondent 1	3,58
2	Respondent 2	3,48
3	Respondent 3	3,75
4	Respondent 4	3,73
5	Respondent 5	3,92
6	Respondent 6	3,73
7	Respondent 7	3,58
8	Respondent 8	3,64
9	Respondent 9	3,75
10	Respondent 10	3,75
11	Respondent 11	4,00
12	Respondent 12	3,83
13	Respondent 13	3,73
14	Respondent 14	3,86
15	Respondent 15	2,75
16	Respondent 16	3,67
17	Respondent 17	3,75
18	Respondent 18	3,92
19	Respondent 19	3,83
20	Respondent 20	3,33
21	Respondent 21	3,83
22	Respondent 22	3,67
23	Respondent 23	3,73
24	Respondent 24	3,59
25	Respondent 25	3,80
26	Respondent 26	3,73
27	Respondent 27	3,00
28	Respondent 28	3,73
29	Respondent 29	3,84
30	Respondent 30	3,82
	Total	Σ 110,32 3,67

The table showed that the result of achievement after covid-19 pandemic has mean score 3,67

B. Discussion

In this research section the researcher described, the discussion about students' anxiety and achievement in pandemic covid-19 at the fourth semester of English department in IAIN Parepare. This research was conducted using a research instrument which is questionnaire by liker scale and achievement only take the data by the score IPS from the staf Tarbiyah Faculty.

1. The Students' Questionnaire

Every student has different anxiety in pandemic covid-19, there are three aspects or that influences the students' anxiety namely; worry, emotionality, and task generated interference. Some of them experience anxiety online learning in covid-19 pandemic this statement was supported by Carlson stated that anxiety is "a sense of apprehension or doom that is accompanied by certain physiological reactions such as accelerated heart rate, sweaty palms, and tightness in stomach".⁴⁴ Furthermore, anxiety arises as respond particular situation.

The data analysis technique use descriptive quantitative by using percentage calculation. The researcher had been prepared the questionnaire in Google form, while the questionnaires consist of 20 statements; there are 10 negative statements and 10 positive statements. The researcher sent the link of the questionnaire to the students used whatsApp messenger, even the researcher sent the link one by one to the students to get more attention from them, so they can answering it according they feeling.

The process in research can be said run smoothly. Although, there are many obstacles faced by researcher, but fortunately with the help of related parties can overcome them all. The other problem is students who do not care and are less interested in filling out the Google form because they think it is

⁴⁴Neil R. Carlson, et al., eds., *Psychology: The Science of Behavior*, (Needham Heights: Viacom Company, 1997), p. 558.

not important and there are many students felt bored in filling out the questionnaires.

Beholding to the data in the finding section, some students are happy in online learning during pandemic covid-19. The half of the students in the fourth semester English program of IAIN Parepare chose neutral categories, on the two questionnaire (I feel happy about learning English online during the covid-19 pandemic). The total score is 83. Indicate is 55,3%. And the three questionnaire (I enjoy participating in learning English online during the covid-19 pandemic). The total of score is 84, indicate is 56%. As well as on the seven questionnaires (It was easier for me to concentrate on learning English online during the covid-19 pandemic). The total of score is 76, indicate is 50,6%. Based on the data above, it can be concluded that students in fourth semester of the English Program of IAIN Parepare is more fun, enjoy and feel easier to concentrate on learning English by online learning system.

According the result of this research the high score on the sixteen questionnaires (I feel safe participating online learning at home, because it can minimize the spread of covid-19). The total of the statement is 110 score, with percentage 73,3% so indicate strongly agree. It is mean that more than half of the students in the fourth semester English program of IAIN Parepare think that, they feel safe when studying online learning at home during the pandemic covid-19. The second of questionnaire score is the twelve statements (all face to face learning has been transferred online learning to avoid the spread covid-19). Where in this Statement the score is 108, and percentage is 72%, so indicate strongly agree. It is mean that more than half of the students in the fourth semester English program of IAIN Parepare think that Based on the results of the presentation above, it can be concluded that most students are more comfortable studying at home or study online to be safe or avoid the corona virus and also do not participate in spreading the corona

virus.

Regarding to the low score data of students' anxiety online learning in pandemic covid-19, on the statement in number 6 (Limited learning facilities made it difficult for me to learn English online during the covid-19 pandemic). The total score of the statement was 60, with percentage 40% so indicate low. The next low score of statement was in number 14 (Teaching and learning process was constrained by a bad network/signal during the covid-19 pandemic). Where in this statement the score is 52, and percentage is 34,6%, so indicated low. From the data above, we can know that students did not feel anxiety about the facilities and bad network that was less or limited.

Related to the discussion above, the researcher has the same result of the previous research finding from Erika Untari Dewi, the title is "Pengaruh Kecemasan Saat Pembelajaran Daring Masa Pandemi Covid-19 Terhadap Prestasi Belajar Mahasiswa STIKES Willam Surabaya". In her research, she found that online learning is direct learning without face to face between lecturer and students. Online learning often makes students worried. Anxiety is a stated of apprehension or a state off worry that complains. That the bad will happen soon. Because online lectures have more assignments compare to teaching courses and also by attending online lecturer have more can get GPA. The research design used is correlation, which aims to find the relationship between online learning and students' anxiety. The result of research is can help to find out whether there is a relationship between online learning with students anxiety or not and he result obtained are no relationship between online learning and student anxiety at STIKES William Booth Surabaya.⁴⁵

⁴⁵Erika Untari Dewi, "Pengaruh Kecemasan Saat Pembelajaran Daring Masa Pandemi Covid-19 Terhadap Prestasi Belajar Mahasiswa STIKES Willam Surabaya", 2020, p. 18.

2. The students' Achievement.

Achievement means success for one's efforts after learning or learning something. Children's achievement can be seen from three indicators, namely from the cognitive, affective, and psychomotor aspects. The cognitive aspect that is considered by the child is knowledge and understanding, the affective aspect that is concerned with learning achievement includes the attitude shown by the student, and the last psychomotor aspect includes the physical skills shown by the student.

This research was also intensified and support by the students achievement of fourth semester English Program IAIN Parepare. The achievement before covid-19 pandemic, the total score is 109,22. The average of achievement is 3,64%. And then the achievement during covid-19 pandemic, the total score is 110,32. The average of achievement is 3,67%. The source data from the staf tarbiyah Faculty IAIN Parepare. The achievement was aimed to know the students' achievement before pandemic covid-19 and students' achievement during pandemic covid-19.

So, it can be concluded that the fourth semester of students' English education of the IAIN Parepare Program did not experience a drastic change in value but only a small change, which means that the Covid-19 pandemic did not have an impact on the decline in the IPS fourth semester English value of the IAIN Parepare Program.

CHAPTER V

CONCLUSION AND SUGGESTION

This section after presenting the finding and discussion the result of the research in the previous chapter, the researcher come to draw two parts they are conclusion, while the other part in suggestion were talked about the recommendation of researcher for students.

A. Conclusions

This research was aimed to know the students' anxiety and the students' achievement in pandemic covid-19 at the fourth semester of English program IAIN Parepare. The researcher used descriptive quantitative method in this research. To conclude this research the following statements, talk more information as follow:

1. The research showed that the score of the students' anxiety in pandemic covid-19 had three aspects such as worry, emotional, task general interference. In aspect worry had six statements, the classification of this aspect was 58, 5. Aspect emotional had four statements, the classification of this aspect was 57, 8 and the last aspect task general interference had ten statements, the classification of this aspect was 52, 1. So, it can be said that the students in the fourth semester of English of the IAIN program did not experience a lot anxiety during the covid-19 pandemic. this can be seen from the total score of the three aspects of anxiety which the average number of scores is in the range number 52.1-58.5, which means their score is not too high which indicates there is no excessive anxiety.
2. The total of students score for achievement face to face online learning 109,22 the average was 3,64. And also the total score for achievement

during online learning in pandemic covid-19 was 110,32 the average is 3,67. So it can be concluded that the fourth semester of students English education of the IAIN Parepare Program did not experience a drastic change in value but only a small change, which means that the COVID-19 pandemic did not have an impact on the decline in the IPS fourth semester English value of the IAIN Parepare Program.

B. Suggestions

Referred to the conclusion above, the researcher presents the suggestion related to the result of this research as the following statement:

1. For students

Students must still be enthusiastic in participating in online learning during the Covid-19 pandemic, In order to obtain and maintain good grades.

2. For lecturer

Lecturers should always provide motivation, enthusiasm, or encouragement in providing online learning so that students do not feel bored and are more enthusiastic in participating in online learning.

3. For the other researcher

In this study there are still many shortcomings, hopefully future researchers can develop and produce better research.

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APPENDIX I. RESEARCH INSTRUMENT

Variabel	Aspek Kecemasan	Indikator	Item	
			(+)	(-)
Students achievement and anxiety in pandemic situation	1.1 Kekhawatiran	1.1.1 Perasaan takut	3,13, 16	1, 9, 11
	1.2 Emosional	1.2.1 ketegangan selama proses pembelajaran	2, 17	4, 10
	1.3 Gangguan atau hambatan dalam menyelesaikan tugas.	1.3.1 Sulit konsentrasi	7, 18	5, 15
		1.3.2 Keterbatasan fasilitas belajar	8, 12, 19	6,14, 20

INSTRUMEN PENELITIAN

a. Questionnaire

Name : _____

Reg.Numb : _____

ANGKET PENELITIAN

The Students' Anxiety and Achievement in Pandemic Covid-19 by the Fourth Semester of English Program at IAIN Parepare.

Petunjuk:

- Angket ini dimaksudkan untuk mengetahui kecemasan yang dialami dimasa pandemic covid-19. Isilah kolom yang disediakan dengan memberi tanda(√).
- Apabila ada hal yang kurang jelas, maka tanyakanlah pada peneliti.

Keterangan:

SS: Sangat setuju

S:Setuju

RR: Ragu-ragu

TS: Tidak setuju

STS: Sangat tidaksetuju

Pertanyaan	Jawaban					Ket.
	SS	S	RR	TS	STS	
1. Saya merasa takut dengan pembelajaran Bahasa Inggris melalui daring dimasa pandemi covid-19.						
2. Saya merasa senang dengan pembelajaran Bahasa Inggris melalui daring di masa pandemi covid-19.						
3. Saya merasa enjoy dalam mengikuti pembelajaran Bahasa Inggris melalui daring di masa pandemi covid-19.						
4. Saya merasa tegang belajar Bahasa Inggris melalui daring di masa pandemi covid-19						
5. Saya sulit fokus dalam pembelajaran Bahasa Inggris melalui daring di masa pandemi covid-19.						
6. Keterbatasan fasilitas belajar membuat saya kesulitan dalam pembelajaran Bahasa Inggris melalui daring di masa pandemi covid-19.						
7. Saya lebih mudah focus dalam belajar Bahasa Inggris melalui daring di masa pandemi covid-19.						
8. Fasilitas belajar daring di masa pandemi covid-19 cukup memadai.						
9. Saya merasa gelisah dalam belajar Bahasa Inggris melalui daring di masa pandemi covid-19.						
10. Saya merasa lelah terhadap pembelajaran Bahasa Inggris melalui daring di masa pandemi covid-19.						

11. Di masa pandemi covid-19, saya merasa sulit dalam belajar Bahasa Inggris.						
12. Di masa pandemi covid-19 semua pembelajaran tatap muka dialihkan ke daring untuk menghindari penyebaran covid-19.						
13. Di masa pandemi covid-19, saya tidak merasa takut mengikuti proses pembelajaran karena dilakukan secara daring.						
14. Di masa pandemi covid-19, proses belajar mengajar terkendala pada jaringan/ signal yang buruk.						
15. Dalam menggunakan aplikasi belajar melalui daring di masa pandemi covid-19, saya merasa kurang fokus dalam mengikuti pembelajaran.						
16. Saya merasa aman mengikuti pembelajaran dirumah melalui daring karena dapat meminimalisir penyebaran covid-19.						
17. Di masa pandemi covid-19, saya merasa tenang ketika belajar daring dirumah.						
18. Di masa pandemi covid-19, saya lebih mudah memahami materi melalui pembelajaran daring.						
19. Di masa pandemi covid-19, saya menerima bantuan berupa kuota internet dari pemerintah untuk menunjang pembelajaran daring.						
20. Di masa pandemi covid-19, wilayah tempat tinggal saya sulit mengakses jaringan internet, sehingga membuat saya terkendala dalam mengikuti pembelajarandaring.						

b. Documentation score IPS

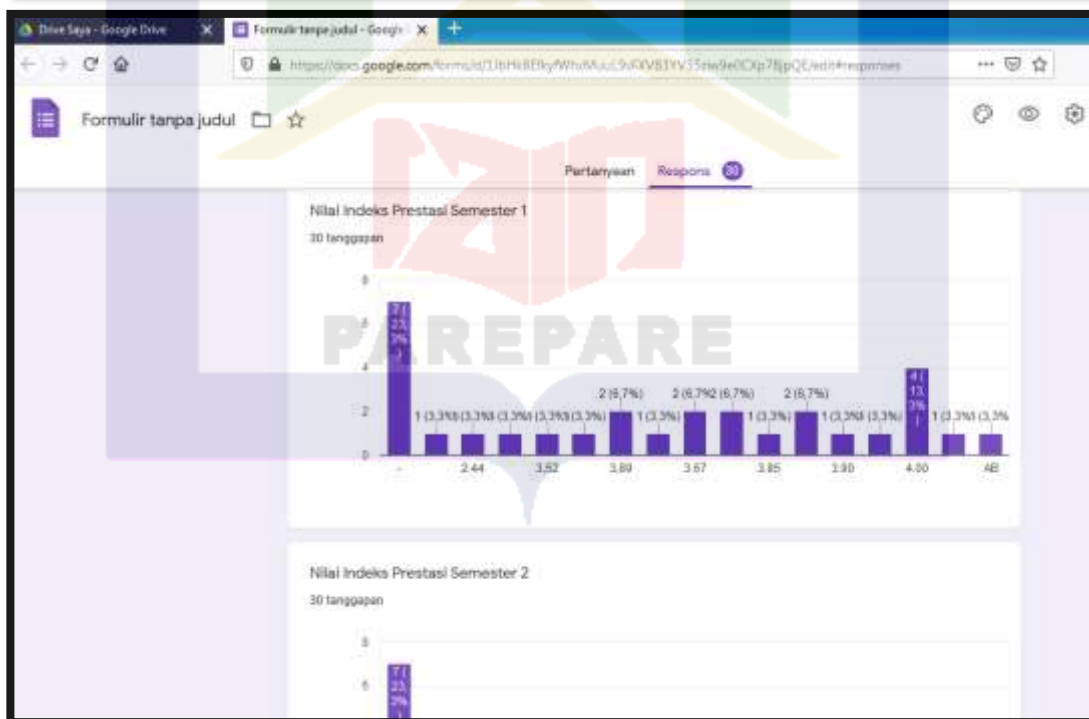
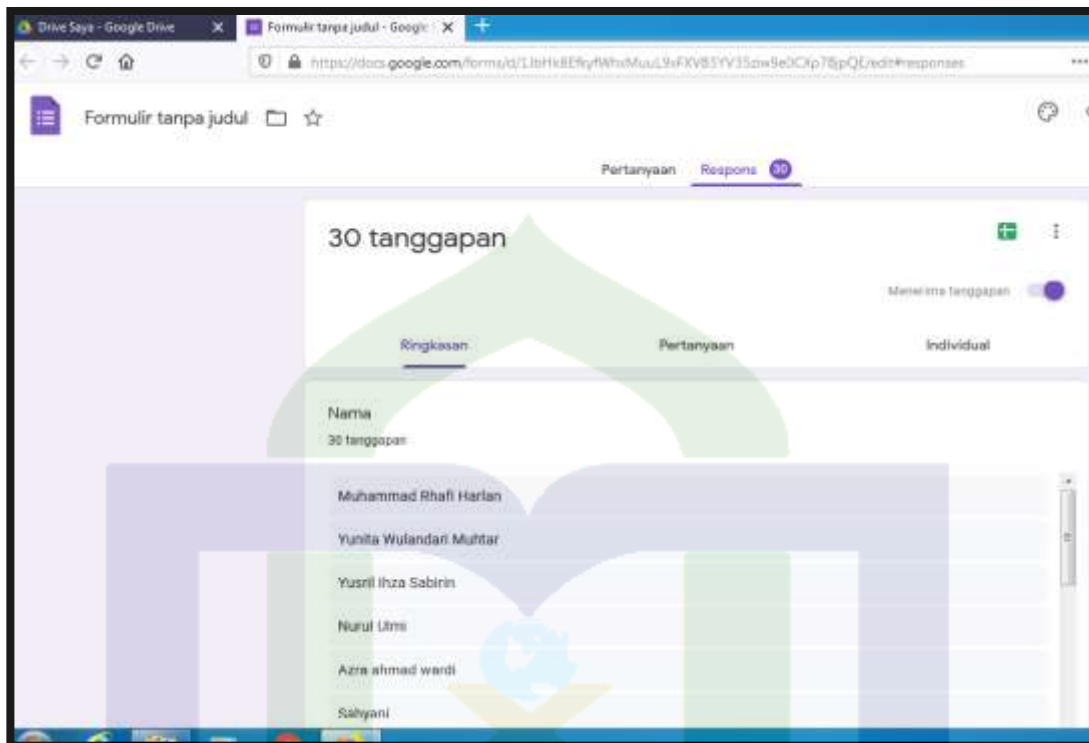
No.	Respondent	IPS 1 (Tatap muka)	IPS 3 (Daring)
1	Respondent 1	2,44	3,58
2	Respondent 2	3,22	3,48
3	Respondent 3	3,78	3,75
4	Respondent 4	3,58	3,73
5	Respondent 5	3,94	3,92
6	Respondent 6	4,00	3,73
7	Respondent 7	3,89	3,58
8	Respondent 8	3,89	3,64
9	Respondent 9	3,78	3,75
10	Respondent 10	3,85	3,75
11	Respondent 11	4,00	4,00
12	Respondent 12	3,67	3,83
13	Respondent 13	3,67	3,73
14	Respondent 14	3,90	3,86
15	Respondent 15	1,67	2,75
16	Respondent 16	3,67	3,67
17	Respondent 17	3,89	3,75
18	Respondent 18	3,78	3,92
19	Respondent 19	4,00	3,83
20	Respondent 20	3,78	3,33
21	Respondent 21	3,78	3,83
22	Respondent 22	3,89	3,67
23	Respondent 23	3,67	3,73
24	Respondent 24	3,52	3,59
25	Respondent 25	2,90	3,80
26	Respondent 26	4,00	3,73
27	Respondent 27	3,67	3,00
28	Respondent 28	3,50	3,73
29	Respondent 29	4,00	3,84
30	Respondent 30	3,89	3,82

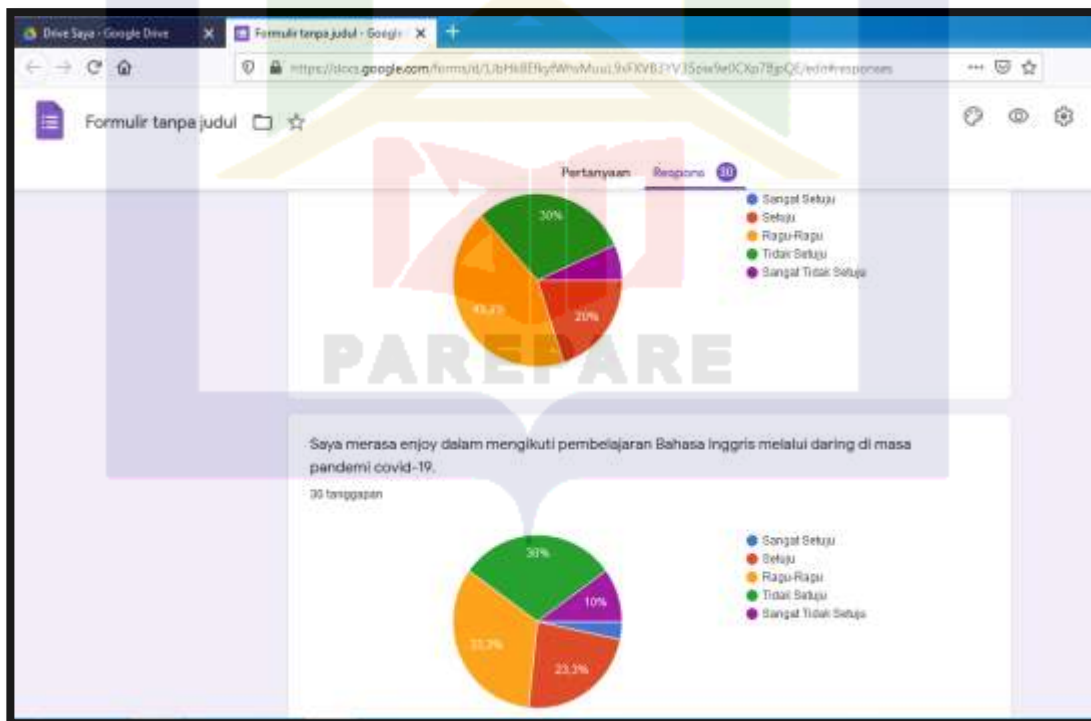
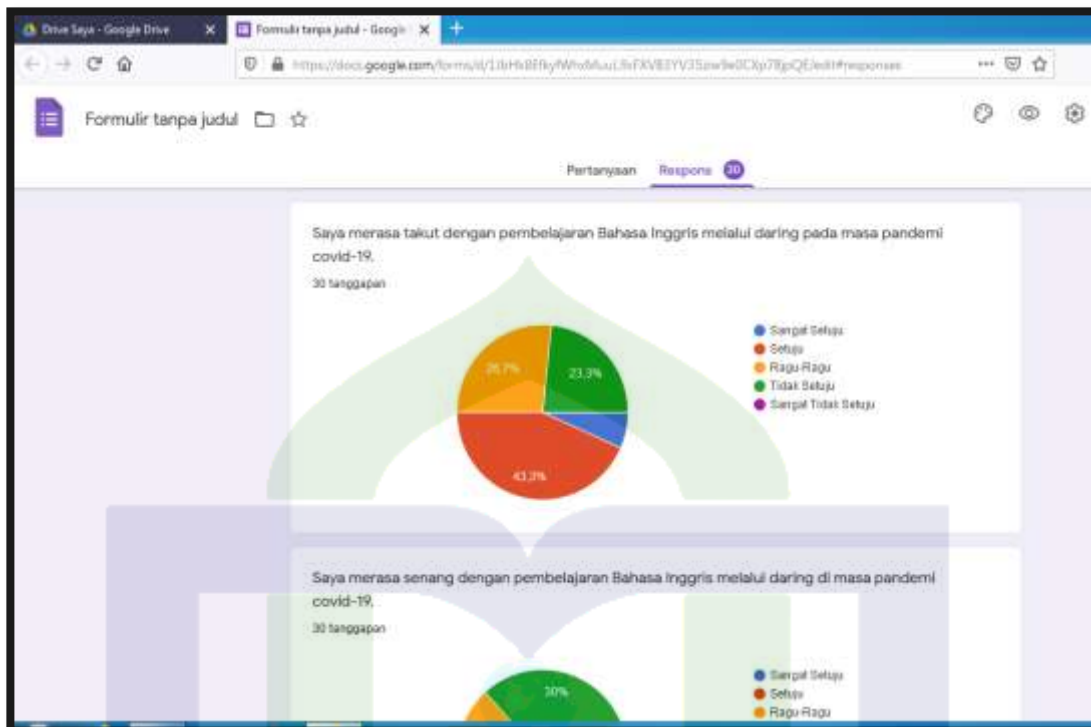
APPENDIX II. THE RESULT OF INSTRUMENT QUESTIONNAIRE

No	Name	Items																				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Moh. Galif Tabira	3	3	3	4	2	2	3	2	3	4	4	5	3	1	4	4	3	2	5	1	
2	Nurhajjah	2	4	4	2	2	2	4	4	2	2	2	4	4	2	2	4	4	4	4	2	
3	Yusufi Izza Sabirin	4	4	5	5	3	3	3	4	4	3	4	5	5	2	4	5	5	3	5	4	
4	Nunul Ulmi	2	2	4	4	2	2	2	2	4	2	2	2	4	2	2	4	4	3	4	4	
5	Rico Enoch	2	4	4	4	2	2	3	3	4	4	3	4	3	2	2	4	3	3	3	4	
6	Nunul Khafifah Rusni	3	3	3	3	2	2	2	2	2	3	2	4	3	1	2	4	3	3	4	4	
7	Risna	2	2	2	2	2	2	2	3	2	2	2	3	3	2	2	3	4	2	5	4	
8	Sahyani	1	2	2	3	1	1	2	3	2	2	2	3	2	1	2	3	3	2	4	1	
9	Homerah	4	3	3	3	3	3	3	3	4	4	3	3	3	2	3	4	3	3	2	3	
10	Muhammad Rhaifi Harlan	2	3	3	2	2	1	2	3	4	2	2	5	2	2	2	4	4	2	2	4	
11	Sikhmalayah Bahtiar	4	3	3	4	4	2	2	2	3	4	4	2	4	2	3	4	3	3	3	2	
12	Suci Amaliah Basri	1	2	2	2	1	1	2	2	2	1	2	4	2	2	2	1	3	3	2	4	2
13	Vunita Wulandari Muhtar	3	3	4	3	4	3	3	3	4	4	3	4	4	2	4	5	4	3	4	4	
14	Ismandianti	2	2	3	4	2	2	2	2	2	1	2	4	3	1	2	4	2	2	4	2	
15	Muhammad Rizky Danial	2	2	2	3	2	2	2	2	2	2	2	2	3	2	2	2	1	2	2	2	
16	St Fauziah Syahar	3	2	2	2	2	1	3	2	3	3	4	5	4	1	3	4	2	3	4	2	
17	Rinaldi	4	4	3	1	3	1	3	3	4	4	4	4	4	2	3	4	3	2	4	4	
18	Asminah Babar	2	3	3	3	2	3	2	3	3	3	3	3	3	2	2	4	4	3	4	3	
19	Mutiara Sudarmono	4	4	4	3	3	2	2	3	3	3	2	4	4	1	3	5	3	3	3	2	
20	Marlina	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	
21	Adrianayah	2	3	2	2	1	2	2	2	1	2	1	5	3	2	1	3	2	2	2	3	
22	Irma Rahayu	4	2	4	2	4	2	5	4	2	4	3	4	5	2	2	4	5	5	5	4	
23	Hadi saputra Harlan	2	2	2	1	1	2	2	2	1	4	1	2	4	1	1	3	2	2	4	4	
24	Aza Ahmad Wardi	2	3	4	2	3	4	4	4	1	4	5	4	4	2	4	4	4	4	4	3	
25	Nirmala Febrianti	4	3	2	2	1	2	3	2	3	2	2	2	3	1	1	3	2	1	3	4	
26	Hildayanti	2	1	1	2	1	1	2	2	2	1	1	3	2	1	1	3	2	2	2	1	
27	Mutmainnah	3	3	2	3	1	1	2	3	2	2	1	4	4	2	2	4	3	2	4	3	
28	Ayu Iestari	3	3	1	4	2	2	2	3	4	3	2	3	3	2	2	3	2	1	3	4	
29	Kaderuddin	2	1	1	2	1	2	1	2	1	1	2	4	2	3	2	2	3	2	4	1	
30	Siti Hardianti	3	4	3	3	2	2	3	2	2	2	2	4	3	1	2	4	3	3	4	4	



APPENDIX III. DOCUMENTATION





APPENDIX IV. RESEARCH ALLOWENCE



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIIYAH**

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.749/In.39.5.1/PP.00.9/03/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-
Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Irma
Tempat/Tgl. Lahir : Parepare, 05 Januari 1998
NIM : 16.1300.070
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Alamat : Sarempo, Kel. Sipareppe, Kec. Watang Sawitto, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"The Students' Anxiety And Achievement In Pandemic Covid-19 By The Fourth Semester Of English Program At IAIN Parepare "

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 08 Maret 2021

Wakil Dekan I,



Muh. Dahlan Thalib sr

Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH**

Alamat : Jl. Amal Bakri No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

**SURAT KETERANGAN PENELITIAN
NOMOR : B.1482/In.39.5.1/PP.00.9/06/2021**

Yang bertanda tangan di bawah ini,

Nama : Dr. Muh. Dahlan Thalib, M.A.
NIP : 19631231 198703 1 012
Pangkat/Golongan : Pembina TK. I/IV b
Jabatan : Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan dan Kerjasama
Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Irma
Nomor Pokok : 16.1300.070
Program Studi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Mei 2021 sampai dengan bulan Juni 2021, dengan judul penelitian "**The Students' Anxiety And Achievement In Pandemic Covid-19 By The Fourth Semester Of English Program At IAIN Parepare**".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 10 Juni 2021

Wakil Dekan I,



SRN IP000219



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 222/IP/DPM-PTSP/4/2021

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA
NAMA : **IRMA**
UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**
ALAMAT : **SAREMPO KELURAHAN SIPARAPPE**
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE STUDENT'S ANXIETY AND ACHIEVEMENT IN PANDEMIC COVID-19 BY THE FOURTH SEMESTER OF ENGLISH PROGRAM AT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **05 April 2021 s.d 05 Mei 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **06 April 2021**

**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE**



Hj. ANDI RUSIA, SH.MH
Pangkat : **Pembina Utama Muda, (IV/c)**
NIP : **19620915 198101 2 001**

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPPTSP Kota Parepare (scan QRCode)



Balai
Sertifikasi
Elektronik





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH**

Jalan Amal Bakri No.8 Soreang, Kota Parepare 91132 Telepon (0421) 21307 , Fax. (0421) 24404

Nomor : B.1814/In.39.5/PP.00.9/08/2019

16 Oktober 2019

Lamp : -

Hal : Penetapan Pembimbing Skripsi

Kepada Yth.

1. Dra. Hj. Nanning, M.Pd.

2. Mujahidah, M.Pd.

di-

Tempat

Asslamu Alaikum Wr. Wb.

Berdasarkan Hasil Keputusan Sidang Judul Penelitian pada tanggal 11 Oktober 2019, maka dengan ini kami menunjuk dan menetapkan Ibu sebagai pembimbing pada mahasiswa :

Nama : Irma
NIM : 16.1300.070
Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah
Judul : The Students' Anxiety and Achievement in Pandemic COVID-19 by the Fourth Semester of English Program at IAIN Parepare

Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Dekan,


N. Saepudin

**IAIN
PAREPARE**

APPENDIX V. CURRICULUM VITAE



Irma was born in Parepare, South Sulawesi on January 05th, 1998. She is the first child in her family; she has one sister and one brother, from the marriage of her parents Udin and Hasra.

She began her study in elementary school at SDN 23 Pinrang and graduated in 2010.

Then she registered in SMPN 4 Pinrang the same year to continuing her study for three years and graduated in 2013. After she graduated from junior high school, she continues her study in the same year at SMAN 1 PINRANG and graduated in 2016.

In 2016, she continued her study at State Islamic College (IAIN) Parepare to take her undergraduate program in English Program of Tarbiyah Faculty about four years. She graduated her study in IAIN Parepare by writing skripsi entitled;

“The Students’ Learning Anxiety and Achievement During Pandemic Covid-19 at the Fourth Semester of English Program at Iain Parepare”