

A THESIS

**AN ANALYSIS OF AFFECTIVE FACTORS THAT HAMPER STUDENTS'
PARTICIPATION IN ENGLISH LANGUAGE CLASSROOM AT MA DDI
LIL-BANAT PAREPARE**



BY:

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REG NUM. 18.1300.023**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2023

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

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2023

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ

First of all, let us thank our God, praise be on Him the beneficent the merciful Lord of the world, the owner of the Day of Judgment, for He has given us the mercy and blessing. Shalawat and Salam are due to our Prophet Muhammad SAW (peace be upon Him), the last messenger of Allah SWT. He has already spread Islamic teaching to all human being in this world.

The researcher realizes that this thesis has never been possible to be finished without the assistance of the other people. Therefore the researcher would like to express the deepest gratitude to her beloved parents Andi Surya Agung and Andi Tenri Mondong who have given endless love, advice, support, and praying to be successful students ever.

The researcher would also like to convey to the advisors, Dr. Magdhalena Tjalla, M.Hum., as the first consultant and Munawir, M.Pd., as the second consultant. The most incredible honor and most profound appreciation dedicated their time to encouragement and excellent advice, magnificent suggestion, and massive support during this research.

The researcher also would like to express the deepest and great thanks to:

1. Dr. Hannani, M.Ag. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.
2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the faculty of Tarbiyah.
3. Arqam, M.Pd. as the Chairman of English Education Program in IAIN Parepare for the fabulous service to the students.

4. All lecturers of English Education and Tarbiyah Faculty who have already taught the researcher during her study in IAIN Parepare.
5. The Staffs of Tarbiyah Faculty who has worked hard in order to complete the administration for this thesis.
6. The English teacher of MA DDI Lil-Banat Parepare Mrs.Sri Ayu, S.Pd., who has helped the researcher a lot and also for her participation in the data collection process in the field.
7. Every respondents of tenth-grade students at MA DDI Lil-Banat Parepare for their cooperation and responses in supporting the data.
8. My best friend Awaluddin Najamuddin who have given encouragement, prayers, support, and infinite help.
9. All her friends in English education Program Department, who care and support her to finish this thesis.
10. All people who have given their help in writing this thesis that the researcher could not mention it one by one.

May Allah SWT. always bless them. The researcher realizes that this thesis is still far from being perfect, criticism and suggestion would be acceptable to make it better. Hopefully, this thesis will be useful for all of us and for the development of English Teaching Learning, Aamiin.

Parepare, October 21st 2022
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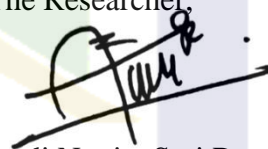
DECLARATION OF THE AUTHENTICITY OF THE THESIS

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

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ABSTRACT

Andi Novita Sari Ramadhani. *An Analysis of Affective Factors that Hamper Students' Participation in English Language Classroom at MA DDI Lil-Banat Parepare.* (Supervised by Magdahalena Tjalla and Munawir).

Affective is a combination of emotions, feelings, moods, and attitudes that can affect a person from inside. This research aims to analyze the most dominant aspect of affective factors that hamper students' participation in English language classroom and the causes in terms of individual affective factors such as anxiety, inhibition, introversion/extroversion, self-esteem, motivation, learning style and relational affective factors such as empathy, cross-cultural processes and classroom transactions.

This research was conducted on the tenth-grade students at MA DDI Lil-Banat Parepare. The samples of this research were 25 students selected through snowballing sampling technique. This research used a qualitative descriptive in order to be able to critically examine the phenomenon under study. The instruments used in this research were observations and semi-structured interview.

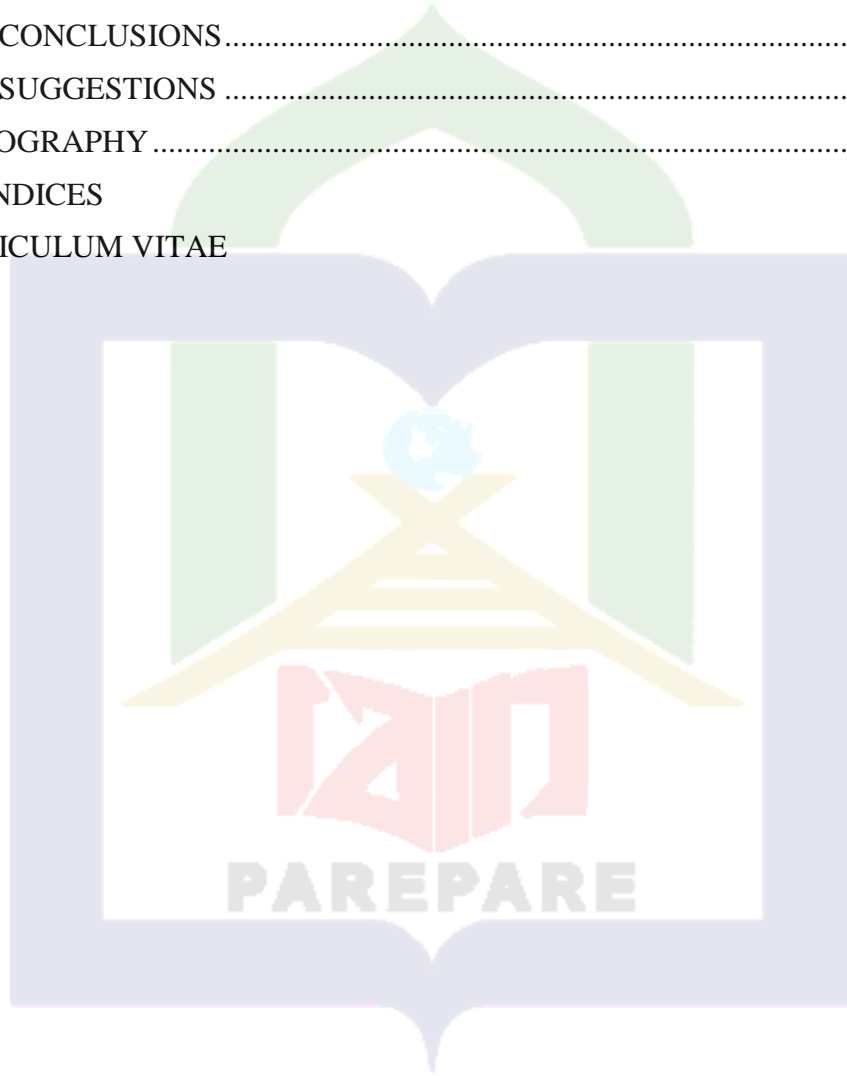
The results of this research indicate that the dominant aspect of affective factors that hamper students' participation in English language classroom is self-esteem. The psychological condition of low self-esteem mostly happens to the students, which occurs to 48% of the sample students. Based on the results of students' interview, it is found that low self-esteem was caused by pessimistic about their abilities, lack of self-confidence, and a sense of inferiority.

Keywords: Affective Factors, Participation, English Language Classroom.

TABLE OF CONTENT

COVER	i
PAGE OF TITTLE.....	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iii
ENDORSEMENT OF EXAMINER COMMISSIONS	iv
ACKNOWLEDGEMENTS	v
DECLARATION OF THE AUTHENTICITY OF THE THESIS	vii
ABSTRACT	viii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURE.....	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Background of the study	1
B. Research Question.....	5
C. Objective Of Research	5
D. Significance of the Reasearch	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Previous Research Finding.....	7
B. Some Partient Ideas.....	9
C. Conceptual Framework	25
CHAPTER III METHODOLOGY OF THE RESEARCH.....	27
A. Types and Research Approach.....	27
B. Location and Duration of the research	27
C. Subject of The Research.....	27
D. Kinds and Source of Data	28
E. Techniques of Collecting Data.....	28
F. Data Validity	29

G. Technique of Data Analysis.....	31
CHAPTER IV FINDINGS AND DISCUSSION	33
A. FINDINGS	33
B. DISCUSSION	48
CHAPTER V CONCLUSIONS AND SUGGESTIONS.....	56
A. CONCLUSIONS.....	56
B. SUGGESTIONS	56
BIBLIOGRAPHY.....	58
APPENDICES	
CURRICULUM VITAE	



LIST OF TABLES

Number of Table	The Tittle of Tables	Pages
4.1	Affective factors that appear in students' interview	34
4.2	The affective characteristics experienced by students that hamper them from participating	37



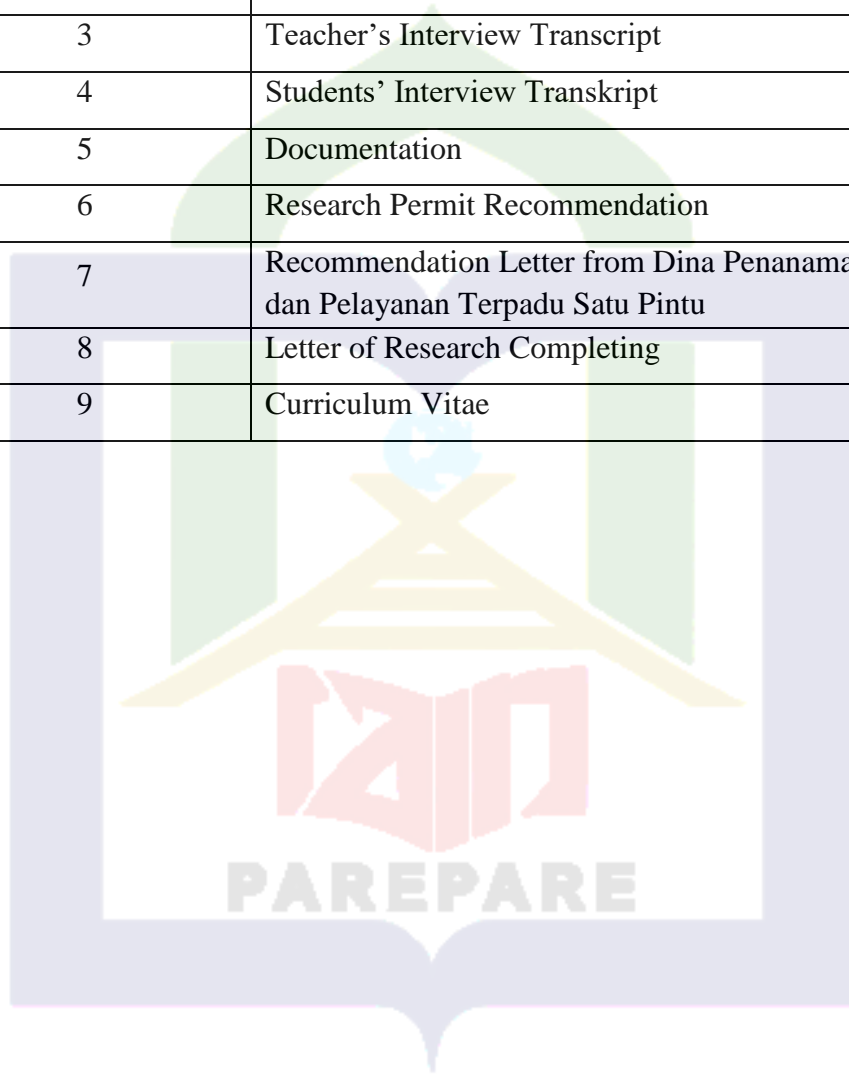
LIST OF FIGURE

Number of Figure	The Tittle of Figure	Pages
2.1	Conceptual Framework	25



LIST OF APPENDICES

Number of Appendix	The Title of Appendices
1	Research instrument
2	Observation Guidelines
3	Teacher's Interview Transcript
4	Students' Interview Transkript
5	Documentation
6	Research Permit Recommendation
7	Recommendation Letter from Dina Penanaman Modal dan Pelayanan Terpadu Satu Pintu
8	Letter of Research Completing
9	Curriculum Vitae



CHAPTER I

INTRODUCTION

A. Background of the study

Learning English plays an important role in the intellectual, emotional & social development of students.¹ According to Branford et al in Pamela Venegas Díaz, stated students learn best when they are actively engaged in their learning, such as when they are mentally engaged when they participate in hands-on activities, etc.² These activities can help students become more interested, so they can follow the material being taught, thus encouraging language learning.

The success of language learning can be influenced by the active participation of students in the classroom. This is also supported by the Tatar statement which stated that no one can deny that active classroom participation played a significant impact in the success of language learning,³ because involvement and participation are both essential for language learning. For example, the more utterances the students produce, the better their spoken language becomes, and vice versa. The Matthew Effect, or "rich get richer, poor get poorer" is the term given to this phenomenon according to Fung-Ming in Arafat Hamouda.⁴

Classroom active participation can benefit students by increasing critical thinking, engagement, motivation, and interpersonal communication. Green as cited in Princess Omovrigho Idialu, in his study shows that classroom active participation offers a variety of advantages, including helping students improve their language abilities, and lose their inhibitions regarding the subject being studied. Instead of

¹ Gaya Tridinanti, "The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang", *International Journal of Education & Literacy Studies*, 2018, p.35

² Pamela Venegas Díaz, "Increasing English Class Participation Through Extrinsic Motivation", 2018, p.1

³ Tatar S, "Why Keep Silent? The Classroom Participation Experiences Of Non-Native-English-Speaking Students", *Language And Intercultural Communication*, 5, 284-293, (2005).

⁴ Arafat Hamouda, "An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom", *International Journal of English Language Education*, 2012. P.18

maintaining a teacher-dominated class, Oyewale as cited in Princess Omovrigho Idialu, believes that student participation in the classroom should be encouraged, especially in language classes because student participation is spontaneous, such as giving opinions, providing comments, or asking and answering questions.⁵ Thus, learning can be encouraged when students repeat material in their own words, give examples, or apply information.

There is an undeniable correlation between classroom participation and students' academic achievement. A study by Meihua Liu, found that students who actively participate have better academic accomplishment than students who don't participate.⁶ Oral engagement, for example, can help students in filling the gap between what they want to say and their ability to articulate it. Furthermore, participation in verbal conversation allows students to reinforce new vocabulary and structures they have learned during language lessons by practicing them in context.

Teachers must remain hungry and never feel satisfied in terms of obtaining efficient language learning. Because the teacher's job isn't to act as a teacher and educator, but also how to help students' attitudes so that they are not passive. Students in participating not only involve students physically but also involve their mental abilities. Students who demonstrate readiness to learn will need mental or psychological abilities.⁷ Thus, teachers should develop interpersonal intelligence starting with the emotional factor in order to achieve effective language learning. In summary, in language learning subjects, the emotional factor is also called "Affective Factors".

⁵ Princess Omovrigho Idialu, "Students' English Language Proficiency and Class Participation as Predictors of Students' Attitude towards Literature-in-English in Southwestern Nigeria", *BABCOCK UNIVERSITY JOURNAL OF EDUCATION (BUJED)*, 2015, p.26

⁶ Meihua Liu. "Reticence In Oral English Language Classrooms: A Case Study In China". *Test Reporter*, 38(1), 1-16. (2005), p. 11

⁷ Fajar Kawuryan, "Pengaruh Stimulasi Visual Untuk Meningkatkan Kemampuan Membaca Pada Anak Diseleksia", *Trubus Raharjo (Jurnal Psikologi Pitutur)*, 2012.

Affect means feeling or emotion. According to Arnold, there are two perspectives on affective in language learning: individual affective factors and relational affective factors.⁸ Individual affective factors relate to language learners as individuals. It means that students as individuals. Therefore, everything that happens is caused by language learners themselves, with no interference from others. The second, relational affective factors, it focuses on students as participants in sociocultural situations i.e. these individuals are connected to others. In this situation, everything that happens is due to interference from other people.

Affective factors greatly affect student participation and achievement in English class. According to Abdolnoor Khalegi, affective factors have a negative or a positive effect on learning.⁹ When students are positive about various aspects of the learning process, it can support them. While their negative feelings can cause them to create barriers to prevent them from doing their best in the classroom.¹⁰ In other words, students' positive emotions can be generous support to language learning. Conversely, when negative emotions take over, it can make students unwilling to participate in the language learning process. Thus, affective factors can greatly facilitate an effective language learning process if properly stimulated. Otherwise, they might be one of the most important reasons for language learning failure.

If a student has a negative attitude toward learning, it will cause a series of bad emotions such as anxiety, depression, weariness, and so on, and the students' learning effect will be unsatisfactory. Conversely, if students have a strong interest in learning and are confident in their own abilities, they will be able to concentrate in class, actively participate in classroom interaction, and study hard after class, resulting in an

⁸ Arnold J, "*Affect In Language Learning*", Cambridge University Press, 1999, p.2

⁹ Abdolnoor Khalegi, "Identification of Affective Factors Influencing Students' Low Participation in University EFL Oral Classes: An Iranian Case Study", *International Journal of Humanities and Social Science*, 2016, p.1.

¹⁰ Jihan Zayed & Huda Al-Ghamdi, "The Relationships Among Affective Factors In Learning Efl: A Study Of The Saudi Setting", *Canadian Center Of Science And Education*, (2019), p.105

improved learning effect, a more fluent teaching process, and the teacher's teaching goals can be achieved.

Hence, teachers should encourage students to develop their positive affective factors, which will also greatly help students in the learning stage. Studying affective elements could help to more effective language teaching, because according to Stevic as cited in Arnold stated that the success of language learning depends more on what happens within and between people in the classroom than on materials, techniques, and linguistic analysis.¹¹

In addition, based on a preliminary study that the researcher conducted by talking with teachers or friends who have taught there, that most students are quite passive during the English learning process, such as students who rarely dare to ask questions or express their opinions even though the teacher has repeatedly asked and provided opportunities for students to be active in learning process. This condition generates curiosity about what hinders students' participation in English language classroom in terms of affective factors, because to achieve efficient language learning, teachers should develop interpersonal intelligence, starting from emotional factors. The study of the affective factor of language learning in tenth-grade students of MA DDI Lil-Banat Parepare is very essential for teachers to obtain a more efficient English language classroom.

Therefore, this current research focuses on discussion about affective factors both in terms of individual affective factors such as anxiety, inhibition, introversion/extroversion, motivation, self-esteem, learner styles and relational affective factors such as empathy, cross-cultural process and classroom transaction. With the expectation of enhancing the positive role of affective factors in language learning and reducing their negative effects on education. This research will analyze the most dominant aspect of affective factors that hamper students' participation in

¹¹ Arnold J, "*Affect In Language Learning*", Cambridge University Press, 1999, p.3

English language classroom at MA DDI Lil-Banat in terms of individual affective factors and relational affective factors and the causes.

B. Research Question

Based on the background above, the researcher formulates the research question as follows:

1. What is the most dominant aspect of affective factors that hamper students' participation in English language classroom?
2. What are the causes of affective factors that hamper students' participation in English language classroom?

C. Objective Of Research

Based on the problem statement above, the researcher states the objectives of the research as follows:

1. To determine what is the most dominant aspect of affective factors that hamper students' participation in English language classroom in terms of individual affective factors and relational affective factors.
2. To find out what are the causes of affective factors that hamper students' participation in English language classroom.

D. Significance of the Research

1. For Students

This research is expected to motivate students to participate more in English language classes and be confident enough and be able to try to overcome the difficulties they face in English learning.

2. For the English Teachers

This research will be useful for English teachers to be able to understand the difficulties experienced by students so that they can find solutions that make it easier for students to master English properly and correctly.

3. For Further Research

This research can be used as a reference that discusses the issues in English language classroom such as students' reluctance to participate and the negative emotions they experience while participating in the classroom.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

In this part, there are some reviews of related literature finding from the previous studies, they are:

Haris Budiana & Nunu Nurwaliyah conducted a study about "The Affective Factors Causing Students to be Passive during the Speaking Class". This study aims to determine the affective factors that cause students to be passive during speaking class. This research was conducted at a high school in Cirebon by taking a sample of 20 students who were identified as passive during speaking class. The result of the study shows that 70% of the low student participation is caused by low self-confidence because students feel that their knowledge of English is poor. The high percentage makes this affective factor the most dominant problem affecting student participation in class. Another Factor affective that occurs in 20% of the students' sample is the lack of motivation because they think that English is not interesting to learn. While the introverted personality factor took 10% of the total, indicating that the lowest affective factor occurred in students.¹²

Herri Mulyono & Regitha Saskia conducted a study that discussed "Affective Variables Contributing to Indonesian EFL Students' Willingness to Communicate within Face-to-Face and Digital Environments ". The purpose of this study was to evaluate the relationship between the affective variables of second language learners (such as anxiety, self-confidence, and motivation) and their willingness to communicate in three different environments (out-of-class, in-class) and digital environments among Indonesian learners. This research used a quantitative research design. The results showed that anxiety had a significant negative correlation with students' willingness to communicate in the classroom but not outside and in a digital

¹² Haris Budiana & Nunu Nurwaliyah, "The Affective Factors Causing Students to be Passive During the Speaking Class", *International Symposium on Social Sciences, Education, and Humanities: Atlantis Press*, 2019.

environment. Meanwhile, motivation and self-confidence were significantly positively correlated with students' willingness to communicate in face-to-face and digital, which showed an increase in students' self-confidence and motivation thereby increasing their willingness to communicate in three different environments.¹³

Jihan Zayed & Huda Al-Ghamdi conducted a study about “The Relationships Among Affective Factors in Learning EFL: A Study Of The Saudi Setting”. This study attempts to determine the relationship between four affective factors (i.e., motivation, attitude, anxiety, and self-confidence) involved in learning English as a Foreign Language (EFL). This research used a mixed-method research design. The results of the study stated that anxiety did not affect their self-confidence. Only their attitude contributed to predicting their anxiety. In addition, the study also claims that self-confidence has meaningful implications for language teachers to help students strengthen it. Furthermore, successful language learning occurs only in an environment where learners are confident in their abilities to learn.¹⁴

Based on relevant research studies, the similarity of this research with previous studies is that it examines affective factors in language learning. Also, this research conducts research at the high school level such as the research conducted by Haris Budiana & Nunu Nurwaliyah. The difference between this research and previous research lies in the research objectives, research methods, and research locations. The research above does not cover all affective factors in language learning. Their research only focuses on individual affective factors such as anxiety, motivation, inhibition, and self-confidence that affect students' participation in language learning.

Individual affective factors are the most commonly discussed affective factors in language learning. In other words, the studies above only focus on the dominant

¹³ Herri Mulyono and Regitha Saskia, “Affective Variables Contributing to Indonesian EFL Students' Willingness to Communicate Within Face-to-Face and Digital Environments”, *Cogen Education*: 2021.

¹⁴ Jihan Zayed And Huda Al-Ghamdi, “The Relationships Among Affective Factors In Learning Efl: A Study Of The Saudi Setting”, *Canadian Center Of Science And Education*, (2019).

aspects that often occur in language learning. Whereas this research investigates the broader affective factors focusing not only on individual affective factors but also on relational affective factors such as empathy, classroom transactions, and cross-cultural processes. Furthermore, research conducted by Herri Mulyono & Regitha Saskia and Jihan Zayed & Huda Al-Ghamdi conducted research at the university level using quantitative research designs and mixed methods.

B. Some Partient Ideas

1. Definition of Affective

For years, second language learners have been influenced by a variety of factors when studying the second language, including age, society, environment, etc. Among with, affective factors playing a great significance. Affective is defined as the aspect of feelings, emotions, mood, or attitude that influences a person's conditional behaviors.¹⁵ Affective factors refer to the behaviors and attitudes that students must develop and learn in order to be successful in language learning.

The affective domain includes various aspects that reflect the human side and plays a significant role in organizing behavior and influencing student learning abilities to promote more effective language learning. The affective domain facilitated language learning through values, attitudes, feelings, beliefs, and emotions.¹⁶ Based on the explanation above, the researcher concludes that affective is a combination of emotions, feelings, moods, and attitudes that can affect a person from inside.

2. Affective in English Language Classroom

It is generally accepted that the affective domain plays a significant role in organizing behavior and influencing students' learning abilities to promote

¹⁵ Arnold J, “*Affect In Language Learning*”, Cambridge University Press, 1999, p.xi

¹⁶ Kavitha, K, “Basic Understanding Of The Affective Domain, Affective Filter And Its Effectsin English Language Learning”, *Journal Of Composition Theory*, (2020). P.829

more effective language learning. The affective domain facilitated language learning through values, attitudes, beliefs, feelings, and emotions. The affective domain has an impact on how well students use what they have.¹⁷ Strong motivation, for example, tends to assist students in marshaling their assets and capabilities, whereas low motivation or extreme fear hinders their capacity to employ their skills and abilities.

There are two types of affective factors in language learning: individual and relational factors. Arnold explained more detail about these two affective factors. Aspects of individual factors include anxiety, inhibition, extroversion/introversion, self-esteem, motivation, and learner styles. Aspects of the relational factor include empathy, classroom transaction, and cross-cultural process.¹⁸ Individual affective factors are factors that come from students themselves such as their motivation, self-esteem, and anxiety that they experience in the learning process. While relational affective factors are factors that come from the social environment of students in English classroom that influence students in the learning process, such as the relationship between students and their teachers and the relationship between students themselves.

a. Individual Factors

Although learning and using a language are essentially interactive activities that depend on various types of relationships with others and with the culture as a whole, the second language acquisition process is heavily influenced by the learner's unique personality features. Based on this knowledge, how students feel about themselves and their abilities can either help or hinder their learning mechanism. This component can impact either positively or negatively.

¹⁷ Kavitha, K, "Basic Understanding Of The Affective Domain, Affective Filter And Its Effects in English Language Learning", *Journal Of Composition Theory*, (2020). P.829.

¹⁸ Arnold J, "*Affect In Language Learning*", Cambridge University Press, 1999, p.8

1) Anxiety

Anxiety is the affective factor that hinders the learning process. It is connected with negative feelings like unease, frustration, self-doubt, apprehension, and tension. Basically, anxiety is a psychological condition where a person is overcome with fear and worry about something that is not certain to happen. According to Horwitz and Cope in Fatmala Sari et. al stated that there are three main components of foreign language anxiety:¹⁹

- a) Communication concern. Concerns communication stem from a person's shyness and fear when communicating with other people. Concerns communication in foreign language learning stems from one's personal knowledge where people are usually afraid of oral communication, which involves speaking and listening. They may have difficulty getting someone to understand and understanding someone.
- b) Test anxiety. Test anxiety is related to a person's fear of test-taking situations. Students tend to face exam anxiety whenever they face frequent exams so that students construct negative thoughts about tests.
- c) Fear of Negative Evaluation. Fear of negative evaluation stems from students' fear of other people's evaluations, their avoidance of evaluative situations, and their expectation that others will evaluate them negatively. In the context of a foreign language, negative evaluations can come from teachers and classmates because learning English requires continuous evaluation.

¹⁹ Fatmala Sari Oktaviani et.al, "An Analysis of Students' Anxiety at SMAN 7 Padang", *Journal of English Language Teaching*, 2013, p.3.

However, it's not always clear how anxiety occurs. Some people may be dealing with an unconnected factor with a language class.²⁰ Students' anxiety in learning English is so disturbing, that it has a negative impact on student achievement. If students' language anxiety is higher and higher, they cannot perform well in the classroom. When students are in front of the class, they will tend to forget what they already thought because they are too nervous and afraid.

Symptoms of anxiety can appear and can be seen from the physical and from the psychological.²¹ Physical symptoms of anxiety include tense facial expressions, heart palpitations, feeling tense, sweating, dry mouth, difficulty concentrating, constant urination, sweaty hands, and stomach upset. Furthermore, psychological symptoms of anxiety include fear, chaotic thoughts and feeling poor.

Language anxiety is inversely proportional to language acquisition: the less anxious you are, the more you will learn (acquisition), and the more anxious you are, the less acquisition because excessive anxiety will make students' nerves in a highly tense state, inhibit them from developing their English potential, and cause them to fail to attain good learning results.

In other words, anxiety has two dimensions: facilitative and debilitating. Facilitative anxiety can be seen as one of the keys to success because it influences progress positively, whereas debilitating anxiety prevents learning by creating a physical, cognitive, or mental barrier.²² Although anxiety is a significant barrier to language learning, anxiety can be reduced or eliminated by teachers, and it is dependent on the needs and cultural background of students.

²⁰ Fatmala Sari Oktaviani et.al, "An Analysis of Students' Anxiety at SMAN 7 Padang", *Journal of English Language Teaching*, 2013, p.5.

²¹ Mukholil, "Kecemasan dalam Proses Belajar", *Eksponen*, 2018, p. 1.

²² Servet Çelik & Selami Aydin, "*Preparing teachers for a changing world : contemporary issues in EFL education*", 2020, p. 151.

Teachers' enabling to help students notice anxiety symptoms or identify anxiety-maintaining beliefs is also counted.

2) Inhibition

Making mistakes is a part of language learning. On the other hand, during growth, children gradually learn to distinguish themselves from other people, while also taking steps to protect themselves when necessary. The type of protection that is avoiding all words and behaviors that could endanger themselves, which is called inhibition.

Young children have a low level of inhibition, so they can participate enthusiastically in class activities. While, as they grow older, their inhibition level will increase. They are too afraid of being criticized or laughed at by others to say any words. As a result, a high amount of inhibition leads to bad language learning outcomes.²³ Students have to take a reasonable risk of being wrong during the learning process to sense the experience of their mistakes.

Inhibition happens as children learn to identify a self that is distinct from others as their affective behaviors begin to shape. As affective behavior begins to shape, the enormous consciousness protects the fragile ego from dangerous things.²⁴ The fragile ego is a personality that is weak against criticism and scorn. The ego can be significantly weakened by harsh criticism and scorn, and the weaker the ego is the higher the walls of inhibition become. Thus, students who experience obstacles will deliberately avoid participating in the classroom to avoid criticism.

According to Feu and Fergusson in Yatni Fatmawati, stated creating an affective framework can help students feel more comfortable while taking their

²³ Yayan Bao & Shuzen Liu, "The Influence Of Affective Factors In Second Language Acquisition On Foreign Language Teaching", *Open Journal Of Social Sciences*, 9, 463-470, (2021), p. 469.

²⁴ Arnold J, "*Affect In Language Learning*", Cambridge University Press, 1999, p. 10.

first steps in a foreign language.²⁵ To accomplish this, language teachers must create an atmosphere of acceptance that will enhance students' confidence and encourage them to discover their language goals by taking risks without feeling embarrassed.

3) Extroversion/Introversion

In some cases, an inaccurate link is created between inhibition and introversion. Extroverts are frequently stereotyped as outgoing and outspoken. Extrovert people are better language learners, because they are more likely to speak up or participate in the classroom and seek out opportunities to practice. While, Introvert people considered as "not really good language learners" because they tend to be reserved and self-restrained. In addition, extrovert students are also tend to liked in North American classrooms. This is one line with Arnold, who stated that outspoken students may be better speakers of the target language.²⁶ Similarly, teacher in Indonesia will give students who dare to speak English in class with a reward.

On the other hand, extroversion refers to the urge to get ego enhancement, self-esteem, and a sense of wholeness from others, whereas introversion refers to the degree to which people obtain this sensation of wholeness from within themselves. Introvert people can have a strong inner character and show high levels of empathy. Both of these ekstrovert or introvert students qualities are useful for language learning as long as they participate in class.

4) Self-Esteem

Self-esteem is another factor that contributes to students' reluctance to participate. Morrison and Thomas as cited in Arafat Hamouda, define self-esteem as the set of evaluative attitudes that a person has about himself or his

²⁵ Yatni Fatwa Mulyati, "An Analysis of Affective Factors That Hamper Students' Participation in English Language Classroom", *Jakarta: UIN Syarif Hidayatullah*, 2021, p. 7

²⁶ Arnold J, "*Affect In Language Learning*", Cambridge University Press, 1999, p.11

accomplishments. Moreover, students' self-esteem has effects on their behavior in the classroom. Students with low self-esteem, for example, talk less in class than students with high self-esteem. Young in Arafat Hamouda, found that students' affective attitudes toward English have a significant effect on their self-rating as speakers.²⁷ The lower the self-rating, the more negative the affective attitudes are.

Self-esteem can affect students' achievement. Students' low self-esteem can be seen in their inability to express their opinions and abilities. According to Kenneth Shore in Eliza Verdianingsih, stated that low self-esteem can blur the mind's focus, and make people afraid to take risks.²⁸ Positive self-esteem, on the other hand, provides a solid foundation for successful learning so that they will be more engaged in class and will make every attempt to learn and apply the language. At the same time, the experience will boost people's self-confidence. Therefore, one of the affective aspects that students must own is self-esteem. The higher the student's self-esteem, the higher the student's achievement.

Self-esteem is so crucial that no cognitive or affective activity can be implemented without a certain level of self-confidence, or belief in one's own ability to do a task effectively. Low self-esteem among students might make it difficult for them to participate in classroom activities and speak the target language. This is in line with research conducted by Maracek and Mette in Faolia Arina which shows that students with low self-esteem will refuse the full use of their basic abilities.²⁹ This is because they don't look highly at the abilities they

²⁷ Arafat Hamouda, "An Exploration of Causes of Saudi Students' Reluctance to Participate in the English Language Classroom", *International Journal of English Language Education*, 2012. P.26.

²⁸ Eliza Verdianingsih "Self-Esteem dalam Pembelajaran Matematika Self-Esteem in Mathematics Education", *EDUSCOPE: Jurnal Pendidikan, Pembelajaran dan Teknologi*, 2018, p. 3.

²⁹ Faolia Aria Hidayati, "Hubungan Antara Self-Esteem dengan Perilaku Asertif Siswa Kelas X di SMAN 3 Malang", *Universitas Negeri Malang*, 2009, p.19.

have. According to Rosenberg in Muhammad Iqbal & Nurjannah, stated that there are three dimensions in general self-esteem³⁰, they are:

- a) Performance self-esteem. This dimension refers to the ability of students in general, including intellectual ability, self-confidence, self-capacity, and self-efficacy. Students who have high-performance self-esteem are convinced that they are intelligent and capable.
- b) Social self-esteem. This dimension refers to how a person believes other people's perceptions of them. Students who have low social self-esteem, often experience social anxiety and are always concerned about their state when they are in a social environment, they tend to worry about how others see them.
- c) Physical self-esteem. This dimension refers to how individuals perceive their physical condition, including attractive appearance and body image. It refers to whether the individual accepts his physical state.

According to Canfield and Wells in Arnold, suggest that the most important thing is that a teacher can help students in creating an environment of mutual support and caring, both emotionally and academically. In addition, the safety and encouragement of students in the classroom are also crucial.³¹ Furthermore, students must be aware that they are valued and get affection and support.

Furthermore, Based on the research of Yatni Fatmawati, Rosenberg demonstrates that his research does not support continued efforts to improve self-

³⁰ Muhammad Iqbal & Nurjannah, "Meningkatkan Self-Esteem dengan Menggunakan Pendekatan Rational Emotive Behavior Therapy pada Peserta Didik Kelas VIII di SMP Muhammadiyah Jati Agung Lampung Selatan Tahun Pelajaran 2015/2016", *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)*, 2016 p. 4.

³¹ Arnold J, "Affect In Language Learning", Cambridge University Press, 1999. P.12

esteem and student outcomes.³² As a result, Rosenberg suggests that praise be used to enhance student's self-esteem as a reward for socially desirable behavior or self-improvement.

5) Motivation

The importance of further affective aspects is not doubted in the second language acquisition approach, and motivation is an aspect that energizes behavior, encourages and gives direction. This is in line with Dornyei's opinion in K.Kavitha that stated motivation provides a great impetus to start learning a second language and then becomes the driving force for sustaining a long and often exhausting learning process.³³ On the other hand, motivation refers to a student's reasons for attempting to learn a second language, but the question of how motivation is to create is the crux of the problem.

Arnold divided motivation into two general orientations: Extrinsic and Intrinsic. Extrinsic motivation comes from a desire to receive a reward or avoid punishment. The focus is on something external to the learning process related to awards, money, grades, prizes, and appraisals from the outside world. Intrinsic motivation, according to Deci and Ryan in Arnold, indicates that students' natural curiosity and interest energize on their learning. Furthermore, intrinsic motivation is defined as exerting effort for no apparent reward other than the activity itself.³⁴ Intrinsic motivation is related to people's own needs or the internally rewarding results of their actions, such as feelings of achievement, competence, or self-determination.

But which is more important? Is it better to be motivated by external factors or by internal factors? Extrinsic motivation is beneficial to learning, but

³² Yatni Fatwa Mulyati, "An Analysis of Affective Factors That Hamper Students' Participation in English Language Classroom", *Jakarta: UIN Syarif Hidayatullah*, 2021. P.10

³³ Kavitha, K, "Basic Understanding Of The Affective Domain, Affective Filter And Its Effects in English Language Learning", *Journal Of Composition Theory*, (2020), p.830

³⁴ Arnold J, "*Affect In Language Learning*", Cambridge University Press, 1999, p.14

intrinsic motivation is more important than extrinsic motivation in learning language in long-term retention. For example, students who have the extrinsic motivation, may focus too much emphasis on the rewards rather than the activity itself. While students who have intrinsic motivation are more likely to focus on completing the task, which is beneficial and helpful to their learning of new things, especially language. They will be more persistent, and they will be more determined to complete the task at hand.

6) Learner Styles

Every student is different in their level of learning pace, performance, and learning style. This difference in learning strategies shows the most efficient way for students to absorb knowledge while learning. Learning styles are the easiest and fastest way for a person to understand and process information.

The study of learning styles has made a significant contribution to language teaching. As a result, educators must improve their understanding of the importance of considering the individual variation of learners as alternatives for differentiating class activities depending on student needs, because not all learning styles are suitable for students. For example, lecturing is not appropriate for kinesthetic students, it is appropriate for auditory ones. Learning may be valuable if students know that teachers are aware of their individual needs.

b. Relational Factors

In almost all language teaching situations, teachers must not only deal with students' particular characteristics in language learning, but teachers must consider the relational aspects of students in language learning. Learning a language and using it in language learning is a transactional process.³⁵

Furthermore, transactions in a language class involve students and teacher who are in the same room at the same time and participate in English

³⁵ Arnold J, "*Affect In Language Learning*", Cambridge University Press, 1999, p. 18

language classroom. In a summary, as cited in the research of Yatni Fatmawati, Ting-Toomey and Dorjee stated there is substantial evidence that when there is a social group gathering, cognitive and affective aspects are immediately involved.³⁶

1) Empathy

In daily life, empathy can be defined as placing yourself in someone else's shoes. But it is not necessary to abandon one's own feelings or understandings, or even agree with someone else's point of view. It's simply an appreciation of another person's or culture's identity, sometimes in a detached manner.

According to Kasatkina Kubyshkina, the empathetic person will be able to identify more easily with speakers of a target language and hence accept their input for language acquisition. There are two common approaches to empathy in psychology:³⁷ Shared emotional reaction and perspective-taking. Shared emotional reaction or affective empathy is when a person shares another person's emotions. Perspective-taking, also known as cognitive empathy, is when a person is able to put himself in another person's situation.

Empathy can help people recognize that they are not the only ones and that they may not even be the best. Student's empathy is one of the important components that must exist in the learning process, because with empathy students are taught not to be selfish, imagine what happens to other people will also happen to us, appreciate differences and be able to solve problems that occur in class.

³⁶ Yatni Fatwa Mulyati, "An Analysis of Affective Factors That Hamper Students' Participation in English Language Classroom", p. 11

³⁷ Kasatkina Kubyshkina, "Reducing Affective Factors in SLA: Key Solutions to Maximize the Outcome of Learning English", Rivne State University of Humanities, Rivne, Ukraine. P.4

Empathy is the understanding and knowledge of another person's feelings. Empathy requires identification with another person, but it requires awareness and knowledge of own feelings as well. In the educational context, it will be beneficial for language learning if teachers use empathy when engaging with students. As a result, students can learn about cross-cultural empathy. Furthermore, Arnold still discusses the degree to which empathy and language learning performance are correlated.³⁸ However, there isn't much in the way of intuitive support for it.

2) Classroom Transaction

In the learning process, the teacher as a facilitator is needed. Teachers are not expected to pour knowledge into student's minds, instead providing encouragement and assisting students in their learning process because a students' relationship with their teacher has an impact on the way students learn. Teachers, who do not interact with their students intimately, make the teaching and learning process to be less smooth. Students are also hesitant to actively participate in learning because they feel distant from the teacher.³⁹

John Heron as cited in Arnold, explained, seemed to suggest that there are three types of facilitation.⁴⁰ First, teachers have a hierarchical role in all main decisions in learning. Second, a cooperative mode in which teachers distribute forces and decision-making among groups in order to help them become more independent. Thirdly, the autonomous mode, in which teachers encourage students to work independently. Finally, related to facilitation, teachers must always be sensitive to what students are facing and aware of the progressions that have occurred.

³⁸ Arnold J, "*Affect In Language Learning*", Cambridge University Press, 1999. P. 19

³⁹ Slameto, "*Belajar dan Faktor-Faktor yang mempengaruhinya*", Jakarta: PT Rineka Cipta, 2003, p.66

⁴⁰ Arnold J, "*Affect In Language Learning*", Cambridge University Press, 1999. p. 20

According to Arnold, facilitation is also closely related to group dynamics. Group dynamics refers to the causal relationship that exists within a group, such as the interaction between group members, how groups are formed and how groups react to other groups.⁴¹ Facilitators must be aware of the characteristics of the groups they are working with and the processes that are developing there.

Classroom transaction has a direct impact on student behavior and participation in classroom activities.⁴² As a result, teachers must be able to develop learning strategies that can help long-term relationships with students and between students themselves so as to bring about more positive relationships. Because to achieve effective class transactions, quality relationships should be built.

3) Cross-cultural Processes

Second language learning often involves certain emotional difficulties, which are the result of differences between two different cultures. Understanding about Cross-cultural plays an important role when speaking with people from different countries and cultures. Language and culture have inseparable links.

According to Lambert as cited in Arnold, stated generally, for successful second language learning, students must be able and willing to adopt different aspects of behavior, especially verbal behavior, that characterize members of the other linguistic-cultural group, which can cause emotional disruptions. According to Arnold, these three emotional disruptions are as follows: First, language shock. Language shock is defined by Stengal in Arnold, when adult learners feel that their words in the target language do not properly

⁴¹ Arnold J, “*Affect In Language Learning*”, Cambridge University Press, 1999, p.21

⁴² Parminder Kaur, “Quality in Classroom Transaction”, *International Journal of Multidisciplinary Education and Research*, 2016, p. 30

express their ideas, potentially making them appear stupid or infantile.⁴³ When they not controlling the language properly, they lose a source of narcissism, thus they prefer to use their own language.

Second, culture shock refers to the phenomenon ranging from mild reactions to severe psychological panic and crisis. Culture shock is correlated with feelings of alienation, anger, doubt, frustration, homesickness, sadness, loneliness, and even physical illness experienced by people who enter a new and foreign culture. According to Brown in Arnold, people who have experienced culture shock see their new environment as a place of hatred and switch between being angry at other people because not understanding it.⁴⁴

Third, identity is connected to culture stress. The individual has no fixed reference group to relate to, is not a part of the native culture, and does not yet including the target culture. Students may tend to reject themselves and their own culture if they feel unqualified of adapting to the new place and learning the language. As cross-cultural learning experiences can cause significant barriers in students, teachers must be especially aware of the difficulties that may occur. Some of the stress may be eliminated when they realize that they are going through a normal process and that they are not alone in their feelings of loneliness and inability.

Affective problems that arise in the process of adapting to a new culture and language can be overcome by using language learning activities. The use of Role-play has been proposed by Donahue and Parsons in Arnold, to overcome 'cultural fatigue', which is the physical and mental exhaustion caused by the stress of adjusting to a new cultural environment.⁴⁵ Students can use role-play to express their negative feelings, act out difficult situations, and look for

⁴³ Arnold J, "*Affect In Language Learning*", Cambridge University Press, 1999, p. 21.

⁴⁴ Arnold J, p. 22.

⁴⁵ Arnold J, p. 23.

answers in an emotionally safe atmosphere. Through this way, teachers can help students to understand the the root of any anger, anxiety, frustration, or isolation they feel, and express those feelings and then move beyond those feelings to learn a new language while them also becoming proficient in the new culture.

3. Student Participation

1. Definition of Student Participation

Classroom participation is an important part of student learning. According to Endang Sulistianingsih, participation is the students' activeness and willingness to perform and exist in the learning process. Students' activeness refers to their willingness to participate spontaneously or unsolicited in activities such as giving their opinion, making comments, asking questions and answering questions asked by teachers or the other students without being asked or motivated repeatedly by the teacher.⁴⁶

Participation is often associated with discussion, which usually involves a lengthy conversation with the entire class. Short exchanges between teacher and students, or within small groups of students, can also be considered participation.⁴⁷ Furthermore, classroom participation in general, requires students to speak and interact in the classroom to show that they are learning and paying attention. Based on the explanation above, the researcher concludes that participation is the process of taking part or being involved in an activity, such as when students ask questions, raise their hands, and answer questions asked by teachers or other students or make comments.

2. Student Participation in Language Learning

Related to learning English as a foreign language, success in learning is highly dependent on the student's active participation. Petres in Pamela

⁴⁶ Endang Sulistianingsih, "Developing Students' Participation in a Mixed-Levels Reading Class via Cooperative Integrated Reading and Composition (CIRC)", *Journal for Language and Foreign Language Learning*, 2018, p.4.

⁴⁷ Pamela Venegas Díaz, "Increasing English Class Participation Through Extrinsic Motivation", 2018, p. 5.

Venegas explains that learning is an active process, not a passive one, and students learn best when they participate actively in the learning process.⁴⁸

Furthermore, Green as cited in Princess Omovrigho Idialu, in his study shows that class participation offers a variety of advantages, including helping students improve their language abilities, and lose their inhibitions regarding the subject being studied. Instead of maintaining a teacher-dominated class, Oyewale as cited in Princess Omovrigho Idialu, believes that student participation in the classroom should be encouraged, especially in language classes because student participation is spontaneous, such as giving opinions, providing comments, or asking and answering questions.⁴⁹ These activities can help students become more interested, so they can follow the material being taught, thus encouraging language learning.

There is an undeniable correlation between classroom active participation and students' academic achievement. A study by Meihua Liu found that students who actively participate have better academic accomplishments than students who don't participate. Oral engagement can help students in filling the gap between what they want to say and their ability to articulate it. Furthermore, participation in verbal conversation allows students to reinforce new vocabulary and structures they have learned during language lessons by practicing them in context.

Classroom active participation is an important component that contributes directly to students' learning process. Students should understand the significance of their class participation in their educational progression, so that they are aware of what they are missing out on when they are not paying attention or participating in class.

⁴⁸ Pamela Venegas Díaz, *“Increasing English Class Participation Through Extrinsic Motivation”*, 2018, p. 1.

⁴⁹ Princess Omovrigho Idialu, *“Students’ English Language Proficiency and Class Participation as Predictors of Students’ Attitude towards Literature-in-English in Southwestern Nigeria”*, BABCOCK UNIVERSITY JOURNAL OF EDUCATION (BUJED), 2015, p.26

C. Conceptual Framework

The conceptual framework underlying this research will be given in the following diagram:

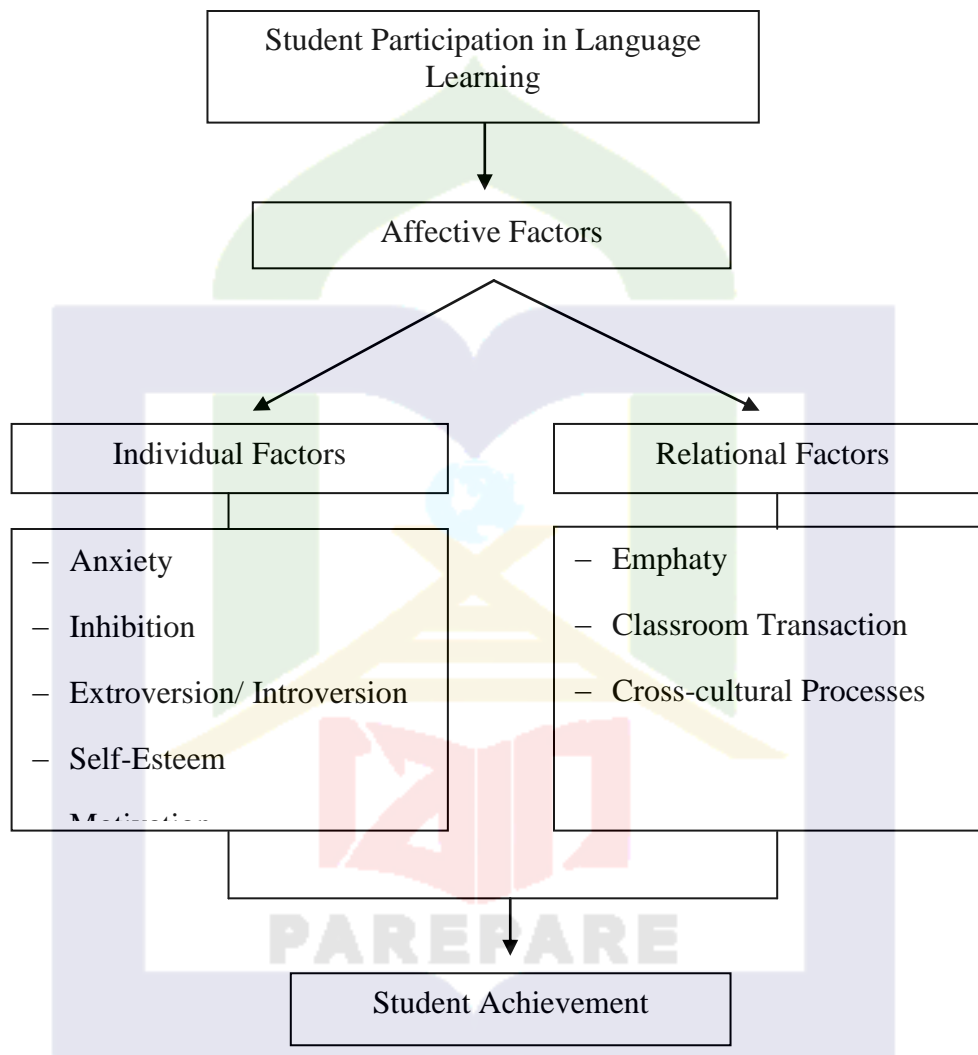


Figure 2.1 Conceptual Framework of the Research

Participation is the process of taking part or being involved in an activity, such as when students ask questions, raise their hands, and answer questions asked by teachers or other students or make comments. The success of language learning can be influenced by the active participation of students in the classroom. This is also

supported by the Tatar statement which stated, no one can deny that active classroom participation played a significant impact in the success of language learning,⁵⁰ because involvement and participation are both essential for language learning. But students in carrying out learning activities are not only physical but also involve mental abilities. Students who demonstrate readiness to learn will need mental or psychological abilities.

In language learning subjects, the psychological or emotional factor is also called affective factors. Affective is a combination of emotions, feelings, moods, and attitudes that can affect a person. There are two types of affective factors in language learning: individual and relational factors. Aspects of individual factors include anxiety, inhibition, extroversion/introversion, self-esteem, motivation, and learner styles. Aspects of the relational factor include empathy, classroom transaction, and cross-cultural process.⁵¹

The success of second-language learning is highly dependent on the learner's affective domains. Affective factors help the teacher to improve their teaching excellence and to encourage the comprehensive development of students.⁵² Studying affective elements could help to more effectively language teaching, because the success of language learning depends more on what happens within and between people in the classroom than on materials, techniques, and linguistic analysis.

⁵⁰ Tatar S, "Why Keep Silent? The Classroom Participation Experiences Of Non-Native-English-Speaking Students", *Language And Intercultural Communication*, 5, 284-293, (2005).

⁵¹ Arnold J, "Affect In Language Learning", Cambridge University Press, 1999.

⁵² Kasatkina Kubyshkina, "Reducing Affective Factors in SLA: Key Solutions to Maximize the Outcome of Learning English", Rivne State University of Humanities, Rivne, Ukraine. P.3

CHAPTER III METHODOLOGY OF THE RESEARCH

A. Types and Research Approach

This research used a qualitative research method with a descriptive approach, which means that this research seeks to describe, record, analyze, and interpret through observations and interview. The researcher used a qualitative descriptive approach to examine occurrences or phenomena in depth about the affective factors that hamper students' participation in English classes at MA DDI Lil-Banat Parepare and the causes.

The type of research used was field research. Field research is a research that is carried out systematically by lifting data from the field. In addition, field research is research in which researchers observe and participate directly in the field on a small scale.⁵³ In line with this statement, this research was conducted in the tenth grade students of MA DDI Lil-Banat Parepare, which included on a small scale of specific people.

B. Location and Duration of the research

This research was conducted at MA DDI Lil-Banat Parepare in the tenth grade. In this research, the researcher conducted observation and interview directly and took 30 days.

C. Subject of The Research

The subjects of this research were the tenth-grade students of MA DDI Lil-Banat. The researcher selected students through snowballing sampling technique with the following criteria:

- 1) The tenth grade students;
- 2) Students who tend to be passive in English class.

⁵³ Fadlun Maros, et al., eds., “*Penelitian Lapangan (Field Research)*”, 2016. P.8

D. Kinds and Source of Data

Data is a reference source that used to perform analysis. There are two types of data employed in this research, which are:

1. Primary Data

Primary data is information gathered directly from the object under investigation⁵⁴. In this research, primary data were collected directly from the field, either through observations and interview to support the accuracy of the data. The primary data sources in this research were students and teacher.

2. Secondary Data

Data collected from other sources is referred to as secondary data. Secondary data in this study includes books, expert opinions, scientific journals, etc.

E. Techniques of Collecting Data

The data collection techniques used in this research are:

1. Observation

Observation is a research method for collecting data that involves direct observation of the subject under study in a planned and systematic manner. In this case, the researcher conducted direct observations at the research location, with the aim to observing problems related to the research problem, which is to determine the affective factors that hinder students' participation in the tenth-grade student at MA DDI Lil-Banat Parepare in English subjects.

2. Interview

The researcher conducted a more in-depth investigation using semi-structured interviews with students and teacher. Semi-structured interviews, according to Sugiyono, are types of in-depth interviews that aim to find problems more deeply

⁵⁴ Bagong Suyanton & Sutinah, "*Metode Penelitian Sosial*", (Ed.I, Cet. III; Jakarta: encana Prenada Media Group, 2007. P. 55.

and openly.⁵⁵ Semi-structured interviews allow researchers to further explore the informants' responses to each question asked. Each of the informants was interviewed using the same interview guidelines but developed based on the situation and interactions between the researcher and the interviewed informants.

Interview with students conducted in order to gain a description about the affective factors that hamper students' participation in English classroom and their causes. The researcher also conducted an interview with open-ended questions with the tenth-grade English teacher to obtain more information about how students behave in English language classroom based on the teacher's perception.

F. Data Validity

The validity of data is the standard of truth for research data which emphasis on facts or information.⁵⁶ It is very important to check the validity of the data in order to avoid data errors. In qualitative research, there are several types of data validity testing techniques that are:

1. Credibility

Data might be judged credible in qualitative research if there are similarities between what the researcher reports and what happened to the object under study.⁵⁷ In this case, the researcher ensures that the participants' perspectives and the phenomenon under study are appropriate. This suitability is described in a representative and non-contradictory manner in the research report.⁵⁸ Credibility tests are carried out by increasing diligence in research, extending observations

⁵⁵ Sugiyono. 2012. *Metode Penelitian Pendekatan Kuantitatif, Kualitatif, dan R&D*.

⁵⁶ Rika Octaviani & Elma, "Analisis Data dan Pengecekan Keabsahan Data", 2019, p.14

⁵⁷ Mekarisce A. A., "Teknik Pemeriksaan Keabsahan Data pada Penelitian Kualitatif di Bidang Kesehatan Masyarakat", *Jurnal Ilmiah Kesehatan Masyarakat: Media Komunikasi Komunitas Kesehatan Masyarakat*, 12(3), 145-151.) 2020, p.147.

⁵⁸ M Zamili, "Menghindar dari Bias: Praktik Triangulasi dan Kesahihan Riset Kualitatif", *LISAN AL-HAL: Jurnal Pengembangan Pemikiran Dan Kebudayaan*, 9(2), 283-304), 2015, p.288.

in research, triangulation, analysis of negative cases, discussions with colleagues, and member checks.

2. Transferability

Transferability is the responsibility of the researcher to the reader to show that the information gathered in a case under study may apply to another situation.⁵⁹ Therefore, researchers must produce a report that is clear, detailed and systematic description in order to be trusted. As a result, the reader gains clarity and can determine whether the research findings can be used elsewhere or not.

3. Dependability

Dependability is the research process in which the researcher is responsible for the certainty or reliability of the research findings.⁶⁰ It often happens that a researcher may not carry out the actual study process, but the researcher can be able to give data. Therefore, the researcher must be able to prove that the entire study process starting from establishing the focus/problem, entering the field, collecting data, analyzing data, and drawing conclusions have actually been carried out.

4. Confirmability

The term "confirmability test" refers to a test of research findings that are presented descriptively, narratively, and are not based on the researcher's imagination. Research will meet confirmation standards if the research results can answer the formulation of the problem that has been prepared.⁶¹

⁵⁹ M Zamili, "Menghindar dari Bias: Praktik Triangulasi dan Kesahihan Riset Kualitatif", *LISAN AL-HAL: Jurnal Pengembangan Pemikiran Dan Kebudayaan*, 9(2), 283-304, 2015, p.291.

⁶⁰ M Zamili, p.291

⁶¹ Rika Octaviani & Elma, "Analisis Data dan Pengecekan Keabsahan Data", 2019, p.16

G. Technique of Data Analysis

Data analysis is the process of investigating, organizing them into a pattern, categorizations, and basic description units⁶². In qualitative research, there are three stages of data analysis techniques according to Miles and Huberman as cited in Margaretha Lisabella,⁶³ that are:

1. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the important things and removing the unnecessary. Data reduction takes place while the data collection process is still ongoing so that the data does not accumulate. Data reduction aims to present a simpler and more specific description of what the researcher found.

In this research, data were obtained through interviews that were transcribed word for word. After the data has been collected, then data reduction is carried out in order to select relevant and meaningful data. Focusing on data that leads to problem-solving, discovery, meaning or to answer the formulation of research problems. In the data reduction process, only data findings related to research problems are reduced. Meanwhile, data that is not related to the research problem is discarded. In other words, data reduction is used for analysis that sharpens, categorizes, directs and discards the unimportant and organizes the data, making it easier for the researcher to draw conclusions.

2. Data Presentation

Data presentation is the process of systematically preparing information in order to obtain conclusions as findings. Data presentation aims to sharpen the researcher's understanding of the selected information which is then presented in

⁶² Marsilia Malavia, "Manajemen Konflik pada Individu Pernikahan Beda Agama, 2016, p.36"

⁶³ Margaretha Lisabella, "Model Analisis Interaktif Miles And Huberman", Palembang: Universitas Bina Darma, p.3

tables, matrices, graphs or explanatory descriptions. This stage requires an organized and compressed data set. Therefore, it is possible to conclude.

In this research, the organized data is presented in the form of table and systematic description of information in the form of narratives. In presenting the data, it is not only described in a narrative manner, but accompanied by a continuous analysis process until the process of drawing conclusions.

3. Conclusion

The last step after presenting the data is summarizing all the things that have been done and learned. In this research, after the data collected was sufficient, then a temporary conclusion were drawn, and a final conclusion were drawn after the data was completely complete and supported by valid and consistent evidence that the researcher found in the field, so that the conclusions stated were credible conclusions. In these activities, the researcher went back and forth between reduction activities, data presentation and drawing conclusions or verification for the rest of the research time.

Based on the explanation above, the data analysis process in this research began with the field findings which were analyzed manually, namely writing it in the form of transcripts. Read repeatedly to find themes and categories regarding affective factors that hamper students' participation and their causes, while affective factors that do not hamper students' participation are reduced. The next step is to create tables to focus on what appears, then describe it again in the form of a narrative and draw conclusions from the analysis that has been obtained as a whole.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

This chapter is the research findings related to the research questions, the researcher explained the findings based on the research questions. The first research question is to determine what is the most dominant aspect of affective factors that hamper students' participation in the English language classroom in terms of individual affective factors and relational affective factors. While the second research question is to find out what are the causes of affective factors that hamper students' participation in English language classroom.

The implementation of the research begins with finding informants to collect research data. This activity the researcher carried out through snowballing sampling technique for tenth-grade students at MA DDI Lil-Banat Parepare to find more informants who fit the criteria. Each informant was interviewed using the same interview guide but was developed based on the situation and interaction between the researcher and the informant interviewed. In addition, the researcher also conducted interview with tenth-grade English teacher with the aim of finding out how students behaved in English language classroom based on the teacher's perceptions. Then, the researcher also used Indonesian and local languages to create and establish good communication with informants in an active and well.

1. The most dominant aspects of affective factors that hamper students' participation in English language classroom

This research discuss about the most dominant aspect of affective factors that hamper students' participation in the English language classroom. Affective is a combination of emotions, feelings, moods, and attitudes that can affect a person. There are two types of affective factors in language learning: individual and relational factors. Aspects of individual factors include anxiety, inhibition, extroversion/

introversion, self-esteem, motivation, and learner styles. Aspects of the relational factors include empathy, classroom transaction, and cross-cultural process.

The following is the data on the findings regarding the affective factors that hamper students' participation in the English language classroom:

Table 4.1 Affective Factors that Appear in Students' Interview

No.	Aspect that Emerged	Number of Students
1.	Self-Esteem	12
2.	Anxiety	6
3.	Classroom transaction	4
4.	Introversion	2
5.	Empathy	1
Total		25 Students

The findings of this research indicate that there are five out of the nine affective factors that hamper students' participation in the English language classroom, they are self-esteem, anxiety, classroom transaction, introversion, and empathy. Based on the table above, it can be concluded that self-esteem is the dominant aspect of affective factors that hamper students' participation in the English classroom based on the highest number of students. The following is a description of the five aspects that emerged in the students' interview:

It was found that 12 out of 25 students lead to the aspect of low self-esteem as a factor that hampers them from participating in the English language classroom. This affective aspect is the most dominant problem that hampers students' participation in the English classroom. Students mentioned in the interview that they were reluctant to participate because pessimistic, lacked confidence and felt inferior to their friends who were smarter than them. These characteristics are symptoms experienced by someone who has low self-esteem. Another characteristic are that students always have negative expectations about what will happen, hesitate in doing something, get

discouraged easily, afraid of making mistakes, reluctant to take risks, afraid to try, underestimating talent, always feeling inadequate, always compare themselves with others, and are too fixated on other people's negative evaluations that do not necessarily happen about themselves when participating.

Anxiety is ranked second on the list of affective factors that hamper students' participation in the English language classroom. It was found that out of 25 students, 6 students were identified as having a series of anxiety. The cause of anxiety experienced by students is due to the lack of knowledge of students speaking in English and lack of mastery of grammar. As a result, students often feel afraid of making mistakes when trying to say something in English when participating. The anxiety is characterized by the emergence of nervousness, embarrassment, trembling, cold hands, fear of being laughed at, confusion, awkwardness, unable to speak and cold sweats before, while and when students have participated.

Classroom transactions ranked third on the list of affective factors that hamper students' participation in the English classroom. Classroom transaction is part of relational factors, this means that the hindered students' participation in the English classroom is caused by external factors, which is the English teacher. It was found that 4 out of 25 students mentioned that they were reluctant to participate because of the negative teacher performance such as the teacher's personality and the provision of feedback from the teacher that seems scary to students, making students afraid and uncomfortable to participate.

The fourth factor that hinders students' participation in the English classroom is introverted personality. It was found that 2 out of 25 students had reasons for not being in the mood and did not like being the center of attention to participate in the English classroom. Students mentioned that they were reluctant to participate such as answering questions and asking opinions not because they don't know, but because they don't like being the center of attention. These characteristics are characteristics

of people who have introverted personalities. Because introvert are personalities who have a tendency to like calm, like to be alone and tend to stay away from interactions in class because they don't like to be the focus of attention.

Empathy ranked fifth or last in the list of the dominant aspect of affective factors that hamper students' participation in the English language classroom. Empathy is part of the relational factors, this means that the hindered student participation in the English classroom is caused by external factors, which are their classmates. It was found that 1 out of 25 students were reluctant to participate due to the lack of empathy that their classmates had. The student mentioned that she was reluctant to participate because have been criticized by her classmates when make mistakes when participating in the English classroom, this problem makes student tend to feel anxious when they will participate again. Empathy is a person's ability to recognize, perceive and feel the feelings of others. However, some tenth graders have not been able to understand that not everyone likes to be criticized blatantly and openly.

Based on the description above, it can be concluded that the most dominant aspect of affective factors that hamper students' participation in the English language classroom is low self-esteem. The psychological condition of low self-esteem mostly happens to the students, which occurs to 12 of the sample students. The low self-esteem of students is characterized by a pessimistic attitude of students, lack of confidence, considering themselves less competent than others, hesitate in doing something, get discouraged easily, afraid of making mistakes, reluctant to take risks, afraid to try, underestimating talent, always feeling inadequate, always compare themselves with others, and are too fixated on other people's negative evaluations that do not necessarily happen about themselves when participating.

2. The causes of affective factors that hinder students' participation in English language classroom

The researcher found detailed information about the reasons students were reluctant to participate in English learning based on the results of students' interview and researcher observations. Participation which is the intent of this research refers to the willingness of students to participate spontaneously or unsolicitedly in activities such as asking questions, giving their opinions, making comments, or answering questions asked by teachers and other students without being asked by the teacher.

The following are the affective characteristics experienced by students that hamper them from participating in English classroom based on the results of interview with 25 students and the observations of researchers:

Table 4.2 The affective characteristics experienced by students that hamper them from participating

Aspects	The Causes	Characteristics
1. Self-Esteem	1) Pessimistic	<ul style="list-style-type: none"> a. Always have negative expectations about what will happen b. Hesitate in doing something c. Get discouraged easily d. Afraid of making mistakes e. Reluctant to take risks f. Afraid to try g. Underestimating talent h. Do not dare to look for new challenges in their learning process.
	2) Lacked confidence	<ul style="list-style-type: none"> a. Are too fixated on other people's negative evaluations that do not necessarily happen about

		<p>themselves when participating</p> <p>b. Embarrassed to speak in front of the class</p> <p>c. Do not dare to ask and express opinions</p> <p>d. Always being hesitant in doing something</p> <p>e. Having no confidence</p> <p>f. Always feeling inadequate</p> <p>g. Tending to avoid</p> <p>h. Easily anxious</p> <p>i. Lacks of initiative</p>
	3) Inferior	<p>a. Always compare themselves with others</p> <p>b. Afraid of being ridiculed by classmates who are more capable than themselves</p> <p>c. Think that other people are better than themselves and feel that they are less competent than others.</p>
2. Anxiety	<p>Foreign Language Anxiety:</p> <p>1) The lack of knowledge of students speaking in English</p> <p>2) Lack of mastery of grammar.</p>	<p>a. Emergence of nervousness</p> <p>b. Embarrassment</p> <p>c. Afraid of making mistakes</p> <p>d. Afraid of being ridiculed by friends</p> <p>e. Trembling</p> <p>f. Cold hands</p> <p>g. Fear of being laughed at</p> <p>h. Confusion</p> <p>i. Awkwardness</p> <p>j. Unable to speak</p> <p>k. Cold sweats</p>
3. Classroom Transaction	Negative teacher performance:	a. The teaching and learning process is tense

	<ol style="list-style-type: none"> 1) The teacher's personality 2) The provision of feedback from the teacher 3) The suitability of teacher learning techniques and strategies 	<ol style="list-style-type: none"> b. Students underestimate learning c. Fear and discomfort of students in participating
4. Introversion	-	<ol style="list-style-type: none"> a. Don't like being the center of attention b. Tendency to like calm c. Moody d. Actions and thoughts are subjective
5. Empathy	a. The students have been criticized by her classmates when make mistakes when participating in the English classroom	a. Students have not been able to understand that not everyone likes to be criticized blatantly and openly when participating

a. Self-esteem

Students mentioned that they were reluctant to participate in English learning because they were afraid of making mistakes. Even though they are confident in their answers or abilities, they are always afraid of being wrong and don't want to be wrong, so they will tend not to want to try. As IKA stated in the interview:

“Lebih ke malu saya kak karna takut salah meskipun yakin ka dengan jawaban ku tapi ada terus perasaan ku takut salah. Terus misalkan kalau berpartisipasi jawab pertanyaannya itu dan ternyata salah i jawabanku jadi em kayak down sekali ka kak. Down se down downnya. Padahal kayak em yakin mki sama jawaban yang diutarakan”.

Based on the statement above, it can be interpreted that the student has low self-esteem which is characterized by a lack of a pessimistic attitude towards their

abilities and the situations they face. Because of their pessimistic attitude, they hesitate to participate and always imagine bad possibilities will happen. The student does not see the challenge as an opportunity, but rather as an obstacle, so they tend to give up easily before trying and if he fails, then he blames themselves (negatively). A similar statement is also stated by AW :

“Tidak ku suka tampil didepan kelas kak karna takut salah kak, takut salah bicara, takut salah jawaban meskipun di tau dengan pasti itu materi. Itumi yang biasa kasi sulitka ka berpartisipasi karna tidak mau salah kak, takut salah”.

Based on the results of the interview above, the low self-esteem of students causes them to become pessimistic, so they are reluctant to take risks, afraid to try, do not dare to look for new challenges in their learning process and always have negative expectations. The other cause is perfectionism which makes students often make unrealistic demands on themselves.

There is a great desire for students to actively participate in the process of English learning. However, the student is always attentive to the state of herself when in the middle of the social environment, the student feels worried about how others see them. As AS and H stated in the interview:

“Sebenarnya ada ji selalu keinginan ku untuk mau aktif di pembelajaran bahasa inggris kak karna selalu ada perasaan ku bilang tidak mauka juga tertinggal dari teman-teman ku, kayak bisa naik dipapan tulis menulis, menjawab pertanyaan yang na tanyakan ibu tapi ada selalu perasaan malu dan takut ku kak. Malu karna anu ka saya orangnya kak, e terlalu ku pikirkan pendapatnya orang tentang diriku e jadi maluka berpartisipasi di depannya semua teman ku”.

“Mau ji selalu berpartisipasi kak karna berfikirka juga bilang masa begini terus ki e, tidak maju-maju tapi e karna pemikir ka saya, kayak e ku pikirkan semua dulu itu yang terjadi kedepannya baru ka mau bertindak. Kalau memungkinkan, angkat tangan meka kak. Kalau tidak diam-diam saja ka kak karena angkat tangan ga ki menjawab na salah ki pale, na ketawai ki nanti teman ta atau kayak na ejek ki ga”.

Based on the results of these interviews, students feel less confident to participate in English class because they think too much about negative evaluations

from their classmates that don't necessarily happen. This problem corresponds with Young's opinion as cited in Fatmala Sari which stated that language anxiety can arise when a person has low self-esteem.⁶⁴ People with low self-esteem often worry about what other people think of them, and at that time anxiety will appear. In language class, students with a fear of negative evaluation from others tend to be passive in class, withdrawing from class activities which can otherwise improve their language skills to avoid anxiety situations.

Naturally, learning gaps can be generated between students in the same class. As students' self-awareness grows, they pay more attention to the attitudes of others toward them. Students are very concerned about how they are viewed by their classmates who they think have a higher knowledge of the language. As AAS and AR stated in the interview:

“Jadi takut ki berpartisipasi karna takutki di ejek sama itu teman ta yang lebih tinggi pengetahuan bahasa inggris bilang tidak ditau kita bahasa inggris. Biasa toh kak kalau disuruh ki membaca e teks bahasa inggris, kadang ki itu minder sakaaaaliki misalnya kalau dikasi pasangan sama teman yang pintar sekali bahasa inggris. Baru kita kadang ki tersendat-sendat, terbata-bata pas membaca baru dia lancar sekali. Jadi kayak kentara sekali sedding bodo ta”.

“Itu kak yang kasi biasa nda bisaka berpartisipasi karna ada teman yang lebih mampu dari kita dalam bahasa ingris, nah kalau misalkan kita naik berpartisipasi, naik menjawab yah e takut ki salah e karna takut ki diketawai sama itu teman yang lebih tinggi kemampuannya. Karna ada orang yang lebih pintar dari kita emm jadi kayak e minder mki sama kemampuan dirita jadi kayak takut-takut to meki angkat tangan”.

Based on the results of the statements above, students see friends who have higher abilities than themselves so that they feel inferior to participate in class even though the desire to participate is high. Because students' low self-esteem causes them to think that other people are better than themselves and feel that they are less

⁶⁴ Fatmala Sari Oktaviani et.al, “An Analysis of Students’ Anxiety at SMAN 7 Padang”, *Journal of English Language Teaching*, 2013, p.4.

competent than others. Students tend to think too quickly and judge irrationally about themselves, and even believe in perceptions that are not necessarily true.

b. Anxiety

Anxiety ranked second on the list of affective factors that hinder students' participation. Students reported that they did not have a solid basis for speaking English. Students are often worried about making mistakes when trying to say something in English in the classroom so that they are afraid of being laughed at by their classmates or losing face due to a lack of knowledge of students speaking English. As FAL and M stated in the interview:

“Belum ka saja naik kak overthinking memang meka ku rasa kak, tenre-tenre ka. Ku bayangkan saja diriku angkat tangan, naik berpartisipasi kayak dingin semua mi kurasa tangan ku kak. Salah sebut ga ka, okkots ga ka bagaimana mi. Karna kalau bicaraki pake bahasa inggris toh kak kayak em na kasi bengkok-bengkok lidah ta jadi e kalau salah sebut na ketawai mki itu teman ta”.

“Karna salah gai apa yang saya ucapkan ketika berpartisipasi. Jadi jangan sampai berpartisipasi na ketawai ka teman ku karna salah i apa yang saya bilang, tidak benar penyebutannya. Sok-sok to meki angkat tangan padahal salahji”.

The statement above shows that students are afraid of making mistakes (pronouncing sentences incorrectly) and are afraid of being ridiculed by friends who see them speaking in English. Because of the lack of knowledge of students speaking in English, they are afraid to look strange, stupid and incompetent in the eyes of their classmates. These problems cause a series of anxiety when they will participate in using English in the classroom. Anxiety is characterized by the emergence of nervousness, shyness, trembling, cold hands, fear of being laughed at, confused, become awkward, speechlessness and cold sweats. As a result, because of these negative feelings, students consider that English is difficult because other people will potentially to criticize, laugh or even blame them when participating because of their lack of mastery of the English language itself.

However, based on the researcher's observations during the learning process, when students went up to participate in front of the class and made mistakes in terms of pronunciation, their classmates did not laugh at them at all. What was laughed at by her classmates was the student's participating style which made a lot of movement and couldn't stay still in a place that tended to look weird and funny to their classmates. Anxiety experienced by students affects their appearance when participating in front of the class. Students with high anxiety when participating in front of their friends will find it difficult to show their best because they are too fixated on other people's evaluations.

There are two foreign languages studied at MA DDI Lil-Banat, they are English and Arabic. However, Arabic takes precedence over English, as many students are directed to learn Arabic outside of school. However, students only get English learning at school. Which makes students lack the opportunity to practice English. For this reason, the moments where learning occurs must be used optimally.

In addition, in their daily life, students are more dominant in using regional languages, Indonesian or Arabic. As a result of the lack of use of English, students become less trained to pronounce English vocabulary, apart from using grammar. This is because the student environment is less supportive. Students also said that when they tried to speak English outside of class hours, their friends would mock them as being arrogant for using English so much.

Furthermore, based on the observations of the researcher, students feel less able to participate in speaking or reading English texts because they do not have a strong foundation in speaking in English, they prefer participation in the form of writing on the blackboard or participation involving many people, such as doing group assignments, as stated by the English teacher:

“Siswa itu kurang mampu berpartisipasi dalam bentuk speaking. Mereka itu suka berpartisipasi seperti naik mengerjakan di papan tulis. Saya sering memberikan kuis-kuis kepada siswa untuk dikerjakan sebagai tahap evaluasi

pembelajaran. Ketika siswa selesai mengerjakan kuis, saya memberikan kesempatan kepada siswa untuk berpartisipasi menuliskan jawaban dari hasil kuis yang saya berikan. Dan mereka berlomba-lomba angkat tangan untuk berpartisipasi bahkan berebutan spidol. Jadi mereka semua mau berpartisipasi naik di papan tulis kalau mengetahui jawabannya. Dan kurang bisa berpartisipasi secara lisan karena masih takut-takut salah toh”.

Students think that speaking English should be done well and correctly. It is a source of students' English anxiety. Students realize that their grammar mastery is lacking so they are confused to speak and feel less able in arranging words with the correct grammar rules. Due to the students' lack of grammar mastery, they are afraid to make mistakes in composing sentences in English when participating. As NWH stated:

“Tidak tau apamau dibilang kak terus kagetan ka saya orangnya kak terus e meskipun banyak ji sah kak kosakata ditau tapiii nda ditau susun i kak. Jadi itu ji biasa kendala kak karena e nda tau ki anu e sambung-sambung kata. Karena begitu mi bahasa inggris toh kak susah karna banyak sekali aturannya jadi yah meskipun banyak kosakata ditau tapi nda ditau si kayak susun i menjadi kalimat karena banyak aturannya, jadi takut ki salah, salah gamma carata kasi masuk kasi masuk rumus. Apalagi kak kan kalau emm naik meki e berpartisipasi ki, pasti kaget sekalimi dirasa. Terus e kan bahasa inggris banyak aturannya jadi kayak terputar-putar itu rumus dikepala karena kaget sekaliki dirasa”.

Because English has many rules, students find it difficult to understand these formulas. Causing students to think assume that English is difficult and complicated. Students find it difficult to learn the rules in English because the rules are felt to be very different from their mother tongue, Indonesian. Even though they have a lot of vocabulary, most of them have not been able to put the vocabulary in the correct grammatical structure.

From the results of the interviews above, it can be interpreted that students experience foreign language anxiety. Foreign language anxiety is a feeling of nervousness and worries in learning or when using English. Students feel nervous when expressing opinions, asking questions, responding to questions and opinions

from other students in front of the class. Furthermore, the feeling of anxiety also causes students to forget the vocabulary that will be conveyed, so there are some students who use hand gestures to convey what will be said.

The foreign language anxiety experienced by students is caused by students not having a strong foundation in speaking in English. This is marked by students' prejudice that they will be laughed at when they pronounce English sentences incorrectly when participating. In addition, students also think that speaking English should be done properly and correctly. Although it is normal to make mistakes during language learning.

c. Classroom transactions

Classroom transactions ranked third in the list of affective factors that hamper students' participation. HM stated that:

“Biasa nda jelas bahasa indonesianya kak. Kayak bahasa inggris terus ji na bilang. Jarang bahasa Indonesia. Pernah ka juga bertanya sama ibu tapi bilang i ibu “sama ji itu, begini caranyaa” na itu kita tidak ditau i caranya. Jadi kayak takut meki sedding lagi bertanya”.

From the results of the interview above, the teacher needs to pay attention to the suitability of their learning techniques and strategies with the needs, abilities, and conditions of their students. The teacher also sometimes used English when explaining learning material without translating it. Without any translation, the students remained silent and did not know what to do or say.

Another statement also from SDA that:

“Tergantung pembawaannya ji juga biasa ibu. Kadang kayak e serius sekali caranya ibu ngajar jadi kayak takut-takut ki ehehe. Kadang juga kayak santuy ji kak, misalnya ee ada pertanyaannya itu hari ibu na tidak ada ki semua jawab i , jadi ibu sendiri ji jawab i kak atau na jadikan PR”.

From the results of the interview above, a teacher who is too relaxed or serious also affects students' participation in the classroom. Teachers who are too serious when teaching make the teaching and learning process tense. This makes

students reluctant to participate. Then the relaxed attitude of the teacher in the learning process also makes students underestimate learning.

NAA also mentioned that:

“Takut kak kalau berpartisipasi pake bahasa inggris. Karna e kadang malu ki di koreksi langsung sama terang-terangan di depannya semua teman ta hehe. Tapi baikji je niatnya ibu kak mau na perbaiki kesalahan penyebutan ku supaya e bisa e lebih baik bahasa inggrisku tapi maluki kak hehehe karna agak ngegas. Jadi misal toh kak ada kesempatan untuk berpartisipasi pake bahasa inggris, e pikir duakali ka dulu kak hehe”.

Based on the results of the student interview above, in the aspect of classroom interaction, teachers are expected to be able to communicate to make it easier for students to understand the meaning and correct wrong mistakes. In this process, there are fears and discomforts in students so that it has the potential to reduce motivation to participate, so that many students choose to be passive in the classroom. For this reason, the way to provide feedback to students needs to be considered. The way of giving feedback that seems embarrassing and scary for students makes them shy and afraid to participate.

d. Introversion

Introvert personality is ranked fourth in the list of affective factors that hamper students' participation. An introvert personality is an individual who is centered on himself, including determining his own behavior.⁶⁵ In other words, his actions and thoughts are subjective. This statement is in line with the NI's statement:

“Kadang sesuai mood. Kalau merasa ka kayak e tidak penting-penting sekali ji, diam ka saja kak. meskipun e sa tau jawabannya”.

Another statement also by SMJ:

“Tergantungji sebenarnya kak. kadang e bukan bilang tidak tauka na tidak mauka e berpartisipasi, tapi karna nda mau jika memang kak. Kurang e suka ka juga e jadi pusat perhatian begitu kak”.

⁶⁵ Widya Zulfah Ulwiyah, “Kepribadian Ekstrovert dan Introvert pada Siswa Kelas VII G SMP Negeri 2 Ponorogo pada Proses Pembelajaran dalam Perspektif Psikologi Sosial”, *Doctoral Dissertation IAIN Ponorogo*, 2020, p.13.

From the results of the students' interview above, students with introverted personalities tend to be passive, cautious, moody, and don't like to be the focus of attention. This is because students with introverted personalities will pay more attention to thoughts, moods, and reactions that occur within them. In the learning process, students also will not do something that has not been ordered by the teacher, they tend to follow instructions more.

e. Empathy

Empathy is ranked fifth or last in the list of dominant aspects of affective factors that hamper students' participation in the English language classroom. Empathy is a person's ability to recognize, perceive and feel the feelings of others.⁶⁶ Student empathy is one of the important components that must exist in the learning process because with empathy students are taught not to be selfish, to imagine what happens to others will also happen to themselves, to respect differences and be able to solve problems that occur in the classroom. AFS mentioned in the interview:

“Bukan je bilang tidak mau ki berpartisipasi kak cuman em anu kak kalau naik meki biasa berpartisipasi toh kak depannya teman ta kayak jawab pertanyaannya ibu, trus ternyata salah jawaban e kak. Biasa ki langsung kayak na tegur teman sekelas kak, na tegur ki terang-terangan terus kayak em nada nyolot. Padahal wajar ji kapeng kalau salah jawaban ta, namanya juga belajar yang penting pede dulu kak toh? Jadi kita yang awalnya kayak percaya diri sekali ki naik berpartisipasi kak e percaya diriki jawab pertanyaannya ibu, jadi langsung down kak karena tegurannya teman. Jadi kalau adami lagi kesempatan bilang ditau mi jawaban dari pertanyaannya ibu yang berbahasa Indonesia, kayak was-was meki mau angkat tangan karena begitumi kak. padahal itumi kesempatan ta untuk aktif karna kalau e pakai bahasa inggris takut-takut memang meki kak”.

Based on the results of the student interview above, the student was reluctant to participate because had been criticized by her classmates when made mistake while participating in the English classroom, this problem made the student tend to feel anxious when she was going to participate again. So it can be said that the learning

⁶⁶ Soraya Mei Lina & Agus Purnomo, “Membangun Empati Siswa Melalui Sosiodrama pada Materi Konflik Sosial Kelas VIII C SMP Lab UM”, *Universitas Negeri Malang: JTP2IPS*, 2019, p.1

process of students in the classroom has not been in accordance with expectations, because students lack empathy for other students which can be seen that some tenth-grade students have not been able to understand that not everyone likes to be criticized blatantly and openly when participating.

In conclusion, based on the results of students' interview, the highest affective factors that hamper students participation is self-esteem due to pessimism, lack of self-confidence and a sense of inferiority. Although the students' desire to participate is high, because of their low selfassessment, they judge irrationally about themselves and even believe in perceptions that are not necessarily true.

B. Discussion

1) The most dominant aspect of affective factors that hamper students' participation in English language classroom

Based on the results of research that has been carried out by the researcher using observations and interviews that have been described, it can be seen that the dominant aspect of affective factors that hamper students' participation in the English language classroom comes from the individual affective factor, which is self-esteem. In this research, it was found that 12 out of 25 students lead to the aspect of low self-esteem as a factor that hampers them from participating in the English language classroom. This affective aspect is the most dominant problem that hampers students' participation in the English classroom based on the highest number of students.

Self-esteem is an individual's overall view of himself either positively or negatively. Self-esteem refers to the growing feeling of "I can and I am worthy" feeling. Self-esteem is one aspect that has an important role and has a major influence on the attitudes and behavior of students in the classroom.⁶⁷

⁶⁷ Vivin Musriani, "Penyebab Perilaku Kurang Percaya diri saat Pembelajaran Bahasa Indonesia Siswa Kelas VII SMP Muhammadiyah 4 Tanggul", 2014, p.12.

According to Rosenberg & Owens as cited in Dilla Tria Febrina et al, adolescents with low self-esteem tend to show characteristics such as pessimism, dissatisfaction with themselves, desiring to be in someone else's shoes, more sensitivity to experiences that would damage their self-esteem (distracted by criticism from others and more emotional when experiencing failure), tend to see events as negative, tend to experience social anxiety, and more often experience negative emotions, awkward, shy, and unable to express themselves when interacting with others (less spontaneous and more passive), do not dare to make mistakes, avoid taking risks and tend to be indecisive and slower to respond when making decisions.⁶⁸ This statement is in line with the findings of this research that the low self-esteem of students causes them to be reluctant to participate because students feel pessimistic about the abilities and opportunities they face, lack of confidence and feel that they are less competent than others.

In the learning process, students judge irrationally about themselves, and even believe in perceptions that are not necessarily true that they will make mistakes and be laughed at when participating. So that students tend not to see challenges as opportunities, but rather as obstacles, so they tend to give up easily before trying. These characteristics are symptoms experienced by someone who has low self-esteem. Another characteristic are that students always have negative expectations about what will happen, hesitate in doing something, get discouraged easily, always compare themselves with others, and are too fixated on other people's negative evaluations that do not necessarily happen about themselves when participating.

From the explanation above, it can be concluded that the low self-esteem of students in the learning process should not be ignored because students' self-esteem has an impact on students' participation and achievement in the English classroom. According to Clames as cited in Neny Irawati & Nurahma Hajat, one of the most

⁶⁸ Dilla Tria Febrina et al, "Self-Esteem Remaja Awal: Temuan Baseline dari Rencana Program Self-Instructional Training Kompetensi Diri", *Jurnal Psikologi Insight*, 2018, p.2.

important factors that determine students are able to excel is self-esteem. Smart children but have low self-esteem, can get bad results at school. While children with average intelligence with strong self-esteem will be able to overcome all problems optimistically.⁶⁹ Therefore, based on Clames' statement, self-esteem is the main affective factor that influences students' participation and achievement. The higher the self-esteem, the more students will get in the learning process, especially in English learning and vice versa.

Furthermore, various studies have shown that students with low self-esteem tend to be less successful academically in school. Adi W. Gunawan as cited in Neny & Nurahma argues that self-esteem is a determinant of achievement and success. Because students with high self-esteem have tremendous personal power and will be able to successfully do anything in their lives.⁷⁰ With great personal strength, students with high self-esteem will be superior and achieve better than people with low self-esteem. In addition, Bos as cited in Wahyu Farida also believes that self-esteem is an important construct that correlates with academic achievement, social relations, and psychopathological problems in adolescents.⁷¹ So it can be concluded that students with low self-esteem show low success in school, have low social relationships, and have mental problems such as anxiety and depression.

The findings of this research are also supported by Farzaneh Samadi's statement in his book which stated that if a person thinks negatively about himself and has low self-esteem, he feels unworthy and thinks that he can do nothing. Therefore, he missed the opportunity he actually used to show his abilities. On the other hand, when a person thinks positively about himself and has high self-esteem, he will feel that he is strong and can think calmly. Therefore he will try to make his work always successful

⁶⁹ Neny Irawati & Nurahma Hajat, "Hubungan Antara Harga Diri (Self-Esteem) dengan Prestasi Belajar pada Siswa SMKN 48 di Jakarta Timur", *Jurnal Ilmiah Econosains* 10(2), 2012, p.13.

⁷⁰ Neny Irawati & Nurahma Hajat, p.15

⁷¹ Wahyu Farida, et al, "Using Group Counseling Service Assertive Training Technique to Improve Students' Self-Esteem", *ALIBKIN (Jurnal Bimbingan Konseling)*, 2018, p.3

so that it adds a sense of worth to him.⁷² In this case, self-esteem becomes a source of strength in showing students' abilities in achieving achievements in their life. Thus, it can be said that self-esteem is central to the development of competence. Without this, students will fail to realize their potential.

Furthermore, the results of this research are different from previous research by Herri Mulyono & Regita Saskia.⁷³ Their research explores the relationship between self-confidence, anxiety and motivation in students' willingness to participate in both face-to-face and digital settings. The results of their research revealed that anxiety was negatively correlated with students' willingness to speak in the classroom. It means that students will feel anxious when they are going to speak in the classroom due to the demands to speak a foreign language in front of the interlocutor, so students feel afraid of making mistakes when speaking a foreign language.

The results of this research are also different from the research conducted by Biyi Zhu & Yaping Zhou.⁷⁴ The results of the study showed that students face affective factors such as anxiety. 43% out of 45% students in each class feel more anxious when learning English than other subjects. Most of them feel anxious when they are asked to answer a question in front of the whole class and are worried about giving the wrong answer. Another cause is that students feel that they will lose face when speaking in front of the whole class because of their bad pronunciation. What's more, the burden and pressure from parents and teachers can also cause student anxiety.

⁷² Farzaneh Samadi, 2004, "Bersahabat dengan Putri Anda", Zahra Publishing House.

⁷³ Herri Mulyono & Regitha Saskia, "Affective Variables Contributing to Indonesian EFL Students' Willingness to Communicate Within Face-to-Face and Digital Environments", *Cogen Education*: 2021.

⁷⁴ Biyi Zhu & Yaping Zhou, 2012, "A Study on Students' Affective Factors in Junior High School English Teaching", *English Language Teaching*, 5(7).

2. The causes of affective factors that hamper students' participation in English language classroom

Based on the results of the students' interview, the researcher found that there were three reasons students were reluctant to participate because of students' low self-esteem. The first is pessimism. Pessimism is a thought that arises in a person about what is happening will have a bad impact. Based on the results of observations and interview with students, the researcher found that the attitude of students who show pessimism is doubtful of doing something, easily discouraged, underestimate their talents and abilities, and always have negative expectations. Pessimistic students always expect negative results to occur.

One of the characteristics of pessimism is the existence of low expectations for certain plans and situations, such as imagining bad possibilities that will happen. Sometimes students think that when they are about to participate, they will make mistakes. As a result, of these negative thoughts, students tend to be reluctant to take risks, afraid to try and not daring to look for new challenges in the learning process. Students tend not to see challenges as opportunities, but rather as obstacles, so they tend to give up easily before trying and if they fail, they blame themselves (negatively). This is in line with Kenneth Shore's statement as cited in Eliza Verdianingsih which stated that low self-esteem can blur the mind's focus and make people afraid to take risks.⁷⁵

Pessimistic students, instead of trying to increase the chances of success, they only focus on failure. This condition will actually hinder students' efforts to develop their English skills through participation because before doing anything, students think as if they were already paralyzed, paralyzed by the thought of failure. Before trying, students already thought of failing because their efforts were paralyzed by pessimism.

⁷⁵ Eliza Verdianingsih "Self-Esteem dalam Pembelajaran Matematika Self-Esteem in Mathematics Education", EDUSCOPE: Jurnal Pendidikan, Pembelajaran dan Teknologi, 2018, p. 3.

The second is a lack of confidence. In some cases, an inaccurate link is created between self-confidence and self-esteem. Self-confidence is a person's belief in all aspects of the strengths he has and this belief makes him feel capable of being able to achieve various goals in his life.⁷⁶ Meanwhile, self-esteem is the cognitive ability and emotional assessment of how valuable we are.

The low self-confidence of students is seen in the behavior of students who show symptoms such as being embarrassed to speak in front of the class, rarely asking the teacher, always being hesitant in doing something, having no confidence, tending to avoid, lacks of initiative and thinks too much about other people's opinions about themselves. These attitudes tend to hinder students from doing something in the learning process because they do not believe in their abilities.

Self-confidence for students in the learning process is the capital to achieve success in anything, including the ability to speak English. Lack of students self-confidence causes students are always concerned with their situation when they are in a social environment, students are worried about how other people see them. This makes students feel reluctant to participate in English language classroom because fear of being laughed at and students think too much about negative evaluations from their classmates which does not necessarily happen. This finding is in line with the statement of Ghufroon & Risnawita as cited in Agus, who stated that one of the factors that influence self-confidence is self-esteem.⁷⁷ The higher a person's self-esteem, the higher his self-confidence.

Without an understanding of self-worth, it is difficult to be truly satisfied with whatever you achieve, no matter how big and how many things. Before cultivating the courage and confidence to do something, you should prioritize understanding that

⁷⁶ Vatin Ashari Rahmawati & Sodikin, "Hubungan Interaksi Sosial, Kepercayaan Diri dengan Harga Diri (Self-Esteem) Anak Jalanan di Kabupaten Banyumas", *Jurnal Keperawatan Muhammadiyah*, 2020, p.3.

⁷⁷ Agus Ismansyah, "Hubungan Antara Harga Diri dengan Kepercayaan Diri Mahasiswa Fakultas Psikologi UIN AR-RANIRY dalam Penggunaan Gadget Xiaomi", 2020, p. 25.

yourself is valuable. Thus, the failure or difficulty that is received does not make us think that we are a product of failure, but someone who is just as valuable.

In addition, there is a great desire for students to actively participate in the process of English learning, students often wanted to raise their hands to answer the teacher's questions and express their opinions because they do not want to be left behind by their friends. But they were afraid of being wrong and afraid of being laughed at and considered stupid by their classmates if their answer is wrong when participating. Even if they participate, students tend to show less optimal effort to participate in the classroom because they don't believe in their abilities and feel less competent than other friends. This statement is also in line with the opinion of Maracek & Mette as cited in Faolia Aria Hidayati⁷⁸ which stated that students with low self-esteem will refuse to fully use their basic abilities. Then, this finding is different from previous research by Haris Budiana & Nunu Nurwaliyah,⁷⁹ which found that students' lack of self-confidence was caused by their poor command of English so that they became passive in the language learning process.

The third is inferior. Inferiority in this research is a feeling of worthlessness that students have compared to others. This can be proven in students' interview that they are reluctant to participate because they are afraid of being ridiculed by classmates who are more capable than themselves and always compare themselves with their classmates. Hence, students underestimate themselves and become reluctant to participate.

In the process of English learning, students see friends who have higher abilities than themselves so that they feel inferior to participate in the classroom even though the desire to participate is high. Because students' low self-esteem causes them to

⁷⁸ Faolia Aria Hidayati, "Hubungan Antara Self-Esteem dengan Perilaku Asertif Siswa Kelas X di SMAN 3 Malang", Universitas Negeri Malang, 2009, p.19.

⁷⁹ Haris Budiana and Nunu Nurwaliyah, "The Affective Factors Causing Students to be Passive During the Speaking Class", International Symposium on Social Sciences, Education, and Humanities: Atlantis Press, 2019.

assume that others are better than themselves and feel that they are less competent than others. Students tend to be too quick to think and judge irrationally about themselves, and even believe in perceptions that are not necessarily true. That's where the emotional disturbance that hinders students' participation in English learning comes from.

From the explanation above, it can be concluded that the low self-esteem of students in the learning process should not be ignored because students' self-esteem has an impact on students' participation and achievement in the English classroom. Students who have high self-esteem or healthy self-esteem certainly have high self-confidence to be able to participate in the learning process. They will be serious about doing physical activities and always try to improve their shortcomings and continue to practice improving their abilities. This characteristic is very different from students who have low self-esteem. Students who have low self-esteem are reluctant to participate because they feel worried or do not believe in their abilities and tend to be afraid to face responses from others. In other words, the higher a person's self-esteem can help the student be more confident to actively participate in the learning process.

Therefore self-esteem is one of the affective aspects which should be possessed by students. The importance of fulfilling individual self-esteem needs is closely related to the negative impact if they do not have strong self-esteem. They will have difficulty in dealing with social behavior. Feels inferior, awkward and even not confident in the abilities he has. However, if the need for self-esteem can be fulfilled optimally, it is likely that they will gain recognition in their social environment, appear more confident, and feel more valuable in their environment, resulting in high learning achievement because of their high self-esteem.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The crucial purpose of this research is to find out the most dominant aspect of affective factors that hamper students' participation in the English language classroom and their causes. Based on the outcomes in chapter IV, the researcher put forward following conclusions:

1. The dominant aspect of affective factors that hamper students' participation in English language classroom is self-esteem. The psychological condition of low self-esteem mostly happens to the students, which occurs to 12 of the sample students.
2. Based on the results of students' interview, it is found that low self-esteem was caused by pessimism about their abilities, lack of self-confidence and a sense of inferiority. Although the students' desire to participate is high, because of their low self-assessment, they judge irrationally about themselves and even believe in perceptions that are not necessarily true.

B. Suggestions

In considering with the conclusion of this research, the writer further proposed some suggestions which described as follow:

1. For the teacher
 - a) The teacher should provide a personal approach to each student in the classroom, so that students will feel comfortable and automatically participate in English class.
 - b) Teachers are expected to be able to apply learning strategies that are not stressful so that students dare to participate.
 - c) The teacher needs to understand the affective factors that affect student participation in order to make it easier for the teacher to find solutions to

affective problems experienced by students.

2. For the Students

- a) Students should contribute and participate in class as much as possible.
- b) Students should be prepared to easily adapt to whatever happens in the English language classroom.



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APPENDICES

PAREPARE



KEMENTERIAN AGAMA
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**VALIDASI INSTRUMEN PENELITIAN PENULISAN
 SKRIPSI**

Appendix 1: Research Instrument

Nama : Andi Novita Sari Ramadhani
 Nim/Prodi : 18.1300.023/ PBI
 Fakultas : Tarbiyah
 Judul penelitian : An Analysis of Affective Factors that Hamper Students' Participation in English Language Classroom at MA DDI Lil-Banat Parepare

INTERVIEW GUIDE

A. Grid of Students' Semi-Structured Interview

No.	Aspect	Indicator	Item Number	Total Item
1.	To find out students' feelings or act when participating in the English language classroom.	Anxiety	1	1
		Inhibition	2	1
		Extroversion/Introversion	3	1
		Self-esteem	4	1
		Motivation	5	1
		Student learning style	6	1
		Emphaty	7	1
		Classroom transactions	8	1
		Cross-cultural process	9	1

Total Item	9
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B. Grid of Teachers' Semi-Structured Interview

No.	Aspect of interview	Indicator	Item Number	Total Item
1.	To find out the teacher's academic background	Ask the teacher about how long she has been teaching in the English language classroom.	1,2	2
2.	To find out how students behave in the classroom.	Ask the teacher about the class condition while she teaches.	3	1
Total Item				3

Students' Semi-Structured Interview Guide

1. Pernahkah kamu berfikir untuk tidak ikut berpartisipasi saat kamu sedang di kelas bahasa Inggris?
2. Saat di kelas bahasa Inggris, pernahkah kamu menghindar ketika ditunjuk oleh guru?
3. Pernahkah kamu memulai percakapan dengan orang yang belum kamu kenal?
4. Pada kelas bahasa Inggris, pernahkah kamu merasa antusias untuk tampil di depan kelas?
5. Dalam kelas bahasa Inggris, pernahkah kamu belajar dengan giat agar mendapat nilai bahasa Inggris yang baik?
6. Apakah kamu menyukai guru yang menggunakan metode ceramah saat mengajar di kelas bahasa Inggris?
7. Apakah kamu akan membantu ketika ada teman yang merasa kesulitan dalam pembelajaran bahasa Inggris?

8. Dalam kelas bahasa Inggris ada guru yang menerapkan peraturan kelas, bahkan menentukan grup belajar. Apakah kamu menyukai guru yang seperti itu?
9. Saat kamu berbicara bahasa Inggris di kelas bahasa, kamu menyadari bahwa kamu memiliki logat/aksen daerah. Pernahkan kamu menjadikan hal itu sebagai alasan kenapa kamu tidak mau berpartisipasi dalam kelas bahasa?

Teachers' Semi-Structured Interview Guide

1. Sudah berapa lama anda mengajar kelas bahasa?
2. Berapa jam dalam seminggu Anda gunakan untuk mengajar?
3. Bagaimana pendapat Anda mengenai partisipasi siswa di kelas sepuluh selama anda mengajar bahasa Inggris?

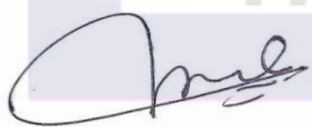
Setelah mencermati pedoman wawancara dalam penelitian penyelesaian mahasiswa sesuai dengan judul tersebut, maka pada dasarnya dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

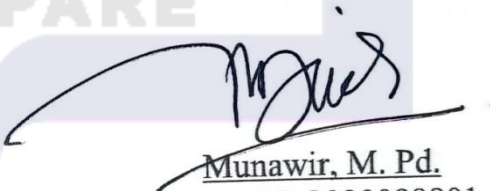
Parepare, 25 April 2022

Mengetahui,

Pembimbing Utama

Pembimbing Pendamping


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**VALIDASI INSTRUMEN PENELITIAN PENULISAN
 SKRIPSI**

Nama : Andi Novita Sari Ramadhani
 Nim/Prodi : 18.1300.023/ PBI
 Fakultas : Tarbiyah
 Judul penelitian : An Analysis of Affective Factors that Hamper Students' Participation in English Language Classroom at MA DDI Lil-Banat Parepare

OBSERVATION GUIDE

A. Observation Cheklist Guide

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process		
2.	Students are confident when participating in class.	Learning Process		
3.	Students avoid when asked to participate by the teacher.	Learning Process		
4.	Students dare to start early conversations with other students.	Learning Process		
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process		
6.	The teacher applies class rules and determines study group.	Learning Process		
7.	Students who speak in front of the class, do not use regional accents.	Learning Process		


Setelah mencermati pedoman observasi dalam penelitian penyelesaian mahasiswa sesuai dengan judul tersebut, maka pada dasarnya dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.


Parepare, 25 April 2022

Mengetahui,

Pembimbing Utama

Pembimbing Pendamping


Dr. Magdahalena Tjalla, M.Hum.
NIP. 19700320 200501 2 006


Munawir, M. Pd.
NIDN. 2030098801


PAREPARE

Appendix 2: Observation Guidelines

OBSERVATION CHEKLIST

Nama : Annisa Aulia

Class : 10 IPA

Date/Time : 4 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Nama : Aqila Fakhira Sulaiman

Class : 10 IPA

Date/Time : 4 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process	✓	
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat



Andi Novita Sari Ramadhani

NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.

NIDN:

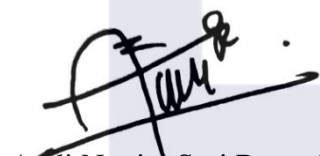
Nama : Athira Salzabila

Class : 10 IPA

Date/Time : 4 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat



Andi Novita Sari Ramadhani

NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.

NIDN:


Nama : Auliya Wardana

Class : 10 IPA


Date/Time : 4 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat


Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji


Sri Ayu, S.Pd.
NIDN:


Nama : Dwi Septi Nurfadilla

Class : 10 IPA


Date/Time : 4 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat


Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji


Sri Ayu, S.Pd.
NIDN:


Nama : Husnul Mufida

Class : 10 IPA


Date/Time : 4 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process	✓	
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat


Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji


Sri Ayu, S.Pd.
NIDN:

Nama : Ismi Khaerani Amalia

Class : 10 IPA

Date/Time : 4 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Nama : Mutia Safitri

Class : 10 IPA

Date/Time : 4 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process		✓

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Nama : Naysila Angraeni

Class : 10 IPA

Date/Time : 4 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Nama : Nur Afni A

Class : 10 IPA

Date/Time : 4 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Nama : Nur Reski Amelia

Class : 10 IPA

Date/Time : 4 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Nama : Nur Watsiqah Haris

Class : 10 IPA


Date/Time : 4 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat


Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji


Sri Ayu, S.Pd.
NIDN:


Nama : Reski

Class : 10 IPA


Date/Time : 4 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat


Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji


Sri Ayu, S.Pd.
NIDN:

Nama : Syifa Dwi Ananda

Class : 10 IPA


Date/Time : 4 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat


Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji


Sri Ayu, S.Pd.
NIDN:

Nama : Adelia Melani

Class : 10 IPS

Date/Time : 11 Agustus 2022/ 07.40-09.00

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process	✓	
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Name : Aila Asyura Sirua

Class : 10 IPS

Date/Time : 11 Agustus 2022/ 07.40-09.00

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process	✓	
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process		✓

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Name : Alifiyah Rahmah

Class : 10 IPS

Date/Time : 11 Agustus 2022/ 07.40-09.00

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Name : Atira Sumayyah

Class : 10 IPS

Date/Time : 11 Agustus 2022/ 07.40-09.00

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Name : Fitri Asma'latifah

Class : 10 IPS

Date/Time : 11 Agustus 2022/ 07.40-09.00

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Name : Helwi

Class : 10 IPS

Date/Time : 11 Agustus 2022/ 07.40-09.00

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process	✓	
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Name : Multita

Class : 10 IPS

Date/Time : 11 Agustus 2022/ 07.40-09.00

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Nama : Nur Hikmah D

Class : 10 IPS


Date/Time : 11 Agustus 2022/ 07.40-09.00

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat


Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji


Sri Ayu, S.Pd.
NIDN:

Nama : Nurul Izzah

Class : 10 IPS

Date/Time : 11 Agustus 2022/ 07.40-09.00

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process	✓	
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat



Andi Novita Sari Ramadhani

NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.

NIDN:

Nama : Olivia Syahrani

Class : 10 IPS


Date/Time : 11 Agustus 2022/ 07.40-09.00

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat


Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji


Sri Ayu, S.Pd.
NIDN:

Nama : Sri Mulya Jufri

Class : 10 IPS

Date/Time : 11 Agustus 2022/ 07.40-09.00

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process	✓	
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process		✓
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	


Pengamat



Andi Novita Sari Ramadhani

NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.

NIDN:


Nama : Annisa Aulia

Class : 10 IPA


Date/Time : 11 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process		✓
2.	Students are confident when participating in class.	Learning Process	-	-
3.	Students avoid when asked to participate by the teacher.	Learning Process	-	-
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process	✓	
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	-	-

Pengamat


Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji


Sri Ayu, S.Pd.
NIDN:

Nama : Aqila Fakhira

Class : 10 IPA


Date/Time : 11 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process		✓
2.	Students are confident when participating in class.	Learning Process	-	-
3.	Students avoid when asked to participate by the teacher.	Learning Process	-	-
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process	✓	
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	-	-

Pengamat


Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji


Sri Ayu, S.Pd.
NIDN:

Nama : Husnul Mufida

Class : 10 IPA


Date/Time : 11 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process		✓
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process	✓	
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat


Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji


Sri Ayu, S.Pd.
NIDN:


Nama : Syifa Dwi Ananda

Class : 10 IPA


Date/Time : 11 Agustus 2022/ 10.40-11.50

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process	✓	
6.	The teacher applies class rules and determines study group.	Learning Process	✓	
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	✓	

Pengamat


Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji


Sri Ayu, S.Pd.
NIDN:

Nama : Adelia Melani

Class : 10 IPS

Date/Time : 18 Agustus 2022/ 07.40-09.00

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process		✓
2.	Students are confident when participating in class.	Learning Process	-	-
3.	Students avoid when asked to participate by the teacher.	Learning Process	✓	
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process		✓
6.	The teacher applies class rules and determines study group.	Learning Process	✓	
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	-	-

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Nama : Aila Asyura

Class : 10 IPS

Date/Time : 18 Agustus 2022/ 07.40-09.00

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process		✓
2.	Students are confident when participating in class.	Learning Process	-	-
3.	Students avoid when asked to participate by the teacher.	Learning Process	-	-
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process		✓
6.	The teacher applies class rules and determines study group.	Learning Process	✓	
7.	Students who speak in front of the class, do not use regional accents.	Learning Process	-	-

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Nama : Alifiah Rahmah

Class : 10 IPS

Date/Time : 18 Agustus 2022/ 07.40-09.00

No.	Indicator	Observation Activity	Yes	No
1.	Students participate in language class.	Learning Process	✓	
2.	Students are confident when participating in class.	Learning Process		✓
3.	Students avoid when asked to participate by the teacher.	Learning Process		✓
4.	Students dare to start early conversations with other students.	Learning Process	✓	
5.	The lecture method used by the teacher in the English class is effective for students.	Learning Process		✓
6.	The teacher applies class rules and determines study group.	Learning Process	✓	
7.	Students who speak in front of the class, do not use regional accents.	Learning Process		✓

Pengamat



Andi Novita Sari Ramadhani
NIM: 18.1300.023

Penyaji



Sri Ayu, S.Pd.
NIDN:

Appendix 3: Teacher Interview Transcript

English Teacher

1. Sudah berapa lama anda mengajar kelas bahasa?

“Sudah 6 tahun”.

2. Berapa jam dalam seminggu Anda gunakan untuk mengajar?

“2 jam/minggu dalam 1 kelas”.

3. Bagaimana pendapat Anda mengenai partisipasi siswa di kelas sepuluh IPA selama anda mengajar bahasa Inggris?

“Hanya beberapa saja yang mau ketika diberi kesempatan untuk berpartisipasi. Tapi memang sih kalau diliat-liat siswa itu kurang mampu berpartisipasi dalam bentuk speaking. Mereka itu suka berpartisipasi seperti naik mengerjakan di papan tulis. Saya sering memberikan kuis-kuis kepada siswa untuk dikerjakan sebagai tahap evaluasi pembelajaran. Ketika siswa selesai mengerjakan kuis, saya memberikan kesempatan kepada siswa untuk berpartisipasi menuliskan jawaban dari hasil kuis yang saya berikan. Dan mereka berlomba-lomba angkat tangan untuk berpartisipasi bahkan berebutan spidol. Jadi mereka semua mau berpartisipasi naik di papan tulis kalau mengetahui jawabannya. Dan kurang bisa berpartisipasi secara lisan karena masih takut-takut salah toh.”

PAREPARE

Appendix 4: Students' Interview Transkrip

Aila Asyura Sirua_AAS

No.	Pertanyaan	Jawaban
1.	Pernahkan kamu berfikir untuk tidak ikut berpartisipasi saat kamu sedang di kelas bahasa Inggris?	Biasa jeki mau berpartisipasi kak tapi kayak e kayak malu-malu ki juga. Jadi harus peki ditunjuk baru mau.
2.	Saat di kelas bahasa Inggris, pernahkan kamu menghindar ketika ditunjuk oleh guru?	Nda ji kak. Ku suka ji kalau ditunjuk kak.
3.	Pernahkan kamu memulai percakapan dengan orang yang belum kamu kenal?	Iye kak karena tidak ada nanti teman ta kalau terlalu pendiam ki kak hehe
4.	Di kelas bahasa Inggris, pernahkan kamu merasa antusias untuk tampil didepan teman-teman?	Nda kak karena malu ka. Anu kak malu ka sama teman ku kak. Jadi takut ki berpartisipasi karna takutki di ejek sama itu teman ta yang lebih tinggi pengetahuan bahasa inggris bilang tidak ditau kita bahasa inggris. Biasa toh kak kalau disuruh ki membaca e teks bahasa inggris, kadang ki itu minder sakaaaaaliki misalnya kalau dikasi pasangan sama teman yang pintar sekali bahasa inggris. Baru kita kadang ki tersendat-sendat, terbata-bata pas membaca baru dia lancar sekali. Jadi kayak kentara sekali sedding bodo ta.
	Pernahkan kamu merasa bangga ketika berhasil menjawab pertanyaan dari guru pada saat pembelajaran bahasa inggris?	Bangga ka bisa jawab pertanyaan dari guru, kayak serasa bisa ka menjawab pertanyaan yang tidak bisa na jawab teman ku.
	Saat di kelas bahasa Inggris, kamu melihat teman kelas kamu	Bah iye kak. Jadi takut ki berpartisipasi karna takutki di ejek sama itu teman ta

	berbicara bahasa inggris lebih baik dari kamu, pernahkan kamu merasa kehilangan kepercayaan diri?	yang lebih tinggi pengetahuan bahasa inggris bilang tidak ditau kita bahasa inggris.
5.	Dalam kelas bahasa Inggris, pernahkah kamu belajar dengan giat agar mendapat nilai bahasa inggris yang baik? Apakah kamu akan bertanya kepada guru ketika tidak memahami materi pelajaran bahasa inggris?	Iye kak selain itu karena mauka juga bisa berbahasa inggris kak. Apalagi ada na kasi ki hafalan ibu perminggu jadi e dari situmi juga bisa em banyak kosakata bahasa inggris ditau. Tidak kak karena begitumi kak malu ki sama teman, takut ki di cap bodo kak.
6.	Apakah kamu menyukai guru yang menggunakan metode ceramah saat mengajar di kelas bahasa Inggris? Menurut anda bagaimana cara mengajarnya ibu?	Tidak kak. Ku suka saya guru yang kalau mengajar e na tulis i penjelasannya di papan tulis jadi em kita bisami juga catat i apa yang na tulis. Kalau em kayak ma ceramah saja ji bosan ki kak. Bagus ji sah kak. Terus misalkan toh kak ada kosakata dari pembelajaran hari itu yang tidak ditau, na suruh meki hafal i kak terus di setor sebelum pelajaran selanjutnya jadi em kayak bisami banyak kosakata ditau.
7.	Apakah kamu akan membantu ketika ada teman yang merasa kesulitan dalam pembelajaran bahasa inggris? Kemudian, jika kamu yang tidak tahu, apakah teman mu akan membantumu?	Iye kak di bantu ji kak kalau di tau. Iye kak biasaji kalau bertanya ka di dia.
8.	Dalam kelas bahasa Inggris ada guru yang menerapkan peraturan kelas, bahkan menentukan grup	Biasa jadi masalah kak. Karna nda di tau i bagaimana perasaannya itu teman yang e dikasi sama kelompok ki. Ikhlas atau e

	<p>belajar. Apakah kamu menyukai guru yang seperti itu?</p> <p>Bagaimana perasaan anda ketika guru bahasa inggris memulai pembelajaran?</p>	<p>mauji ga berteman kelompok sama kita.</p> <p>Biasaji kak. Kalau bagus pembawaan materinya baruki semangat kak.</p>
9.	<p>Saat kamu berbicara bahasa Inggris di kelas bahasa, kamu menyadari bahwa kamu memiliki logat/aksen daerah. Pernahkan kamu menjadikan hal itu sebagai alasan kenapa kamu tidak mau berpartisipasi dalam kelas bahasa?</p> <p>Pernahkah kamu menjadikan hal tersebut alasan anda tidak ingin berpartisipasi?</p> <p>Apakah anda sering mengalami homesickness dan sering segera ingin pulang ke rumah asal anda?</p> <p>Apakah perasaan tersebut mengganggu anda dalam proses pembelajaran?</p> <p>Karena berhubung kamu itu santri baru, apakah ada keadaan dimana anda sulit beradaptasi dilingkungan baru anda?</p>	<p>Iye kak. Pas waktu itu e pas perkenalan diri e na ketawai ka semua teman ku kak karna ada logat palopo ku.</p> <p>Tidak ji kak karna e sa tauji bilang bercandaji teman ku.</p> <p>Sebenarnya sering kak karna toh kak selalu ki rindu sama orang tua e baru e barusan ku ini sekolah jauh dari orang tua.</p> <p>E tidak ji juga kak karena e berfikirka bilang em jauh-jauhnya orang tua ku kasi sekolah ka e terus mahal juga. Masa tidak bisaka belajar baik-baik disini. Begitu kak.</p> <p>Pasnya ji awal-awal kak. Tapi lama-lama kayak bisa meka akrab sama temanku, bisa meka juga berbaur jadi ku suka mi sekarang.</p>

Annisa Aulia_AA

No.	Pertanyaan	Jawaban
1.	<p>Pernahkan kamu berfikir untuk tidak ikut berpartisipasi saat kamu sedang di kelas bahasa Inggris?</p> <p>Bisakah anda jelaskan perasaan malu seperti apa itu?</p>	<p>Pernah kak karna susah bahasa inggris kak, lain tulisannya lain cara sebutnya. Jadi misal berpartisipasi na salah bicara ki kak bah malunya.</p> <p>E tidak terbiasaka je juga bicara bahasa inggris kak jadi sering okkots lidah e. Terus e kalau begitumi toh kak tenrenre mi tangan e karna nda di taumi apa mau dibilang, terus misalnya dilanjut bicara e pasti tambah maluki karna salah i. Keringat dingin meki apa kak kalau e tidak adapi responnya guru toh kak. Aii intinya begitu kak, kaget sekali ki sedding karna lain tulisannya lain cara sebutnya bahasa inggris.</p>
2.	<p>Saat di kelas bahasa Inggris, pernahkan kamu menghindar ketika ditunjuk oleh guru?</p>	<p>Bukan bilang menghindar bagaimana kak cuma biasa kak kalau langsung ki e ditunjuk sama guru toh e atau kayak mauki langsung e tampil depan orang banyak langsung hilang apa yang mau di bilang padahal sebelumnya di tau ji itu apa-apa. Meskipun sudahki belajar sekali, paham sekali ki it materi tapi kalau langsung di tunjuk tiba-tiba bah langsung hilang semua pengetahuan e kak karna maseleng.</p>
3.	<p>Pernahkan kamu memulai percakapan dengan orang yang belum kamu kenal?</p>	<p>Iye kak haha selalu ji kak karena sok kenal dan sok akrab banget jeka saya orangnya kak.</p>
4.	<p>Pada kelas bahasa Inggris, pernahkah kamu merasa antusias untuk tampil didepan teman-</p>	<p>Kadang iya kadang tidak kak. Mauka ji tampil apalagi kalau ditau apa yang na tanyakan ibu. Mauka juga di akui</p>

	<p>teman?</p> <p>Pernahkan kamu merasa bangga ketika berhasil menjawab pertanyaan dari guru pada saat pembelajaran bahasa inggris?</p> <p>Saat di kelas bahasa Inggris, kamu melihat teman kelas kamu berbicara bahasa inggris lebih baik dari kamu, pernahkan kamu merasa kehilangan kepercayaan diri?</p>	<p>kemampuan ku oleh teman-teman sekelasku dan guruku bilang em mampu jika juga berpartisipasi. Selain ingin memahami materi itu e jadi ditanyakan, mauki juga supaya na tau ki orang bilang bisaki juga tau materi yang na tanyakan ibu. Sebagai motivasi diri itu pujiannya orang. Ituji biasa kendala kak e penyebutannya.</p> <p>Pernah. Sering kak karna bilang bisa jeki pale, di tauji apa jawaban dari pertanyaan guru. Karena begitumi juga saya orangnya kak hehe ku suka cari muka haha.</p> <p>Tidak masalah ji kak. Karena e masing-masing orang pasti punya keahlian em apasi istilahnya tu kak e bidang masing-masing. Dan mungkin bukan bahasa inggris bidang ku kak hahaha. Trus kujadikan motivasi i bilang masa dia bisa na saya tidak bisa jadi harus ki toh belajar, belajar, dan belajar.</p>
5.	<p>Dalam kelas bahasa Inggris, pernahkah kamu belajar dengan giat agar mendapat nilai bahasa inggris yang baik?</p> <p>Apakah kamu akan bertanya kepada guru ketika tidak memahami materi pelajaran bahasa inggris?</p>	<p>Iye kak meskipun bukan bidang ku ini bahasa inggris tapi selalu jika berusaha kak.</p> <p>Iye kak asalkan bisaji pakai bahasa Indonesia tapi yang bukan formal. Maksudnya pakai kata-kata sendiri.</p>
6.	<p>Apakah kamu menyukai guru yang menggunakan metode ceramah saat mengajar di kelas bahasa Inggris?</p>	<p>Tidak sekali kak. Apalagi kalau guru yang cerita kehidupan pribadinya aih 90% na ceritakan pengalamannya, 10% pembelajarannya. Lebih suka guru yang</p>

	Menurut anda bagaimana cara mengajarnya ibu?	to the point saja. Terus biasa toh kak pernah ka kehilangan motivasi dalam belajar kalau em itu guru bahasa inggrisnya kayak e terlalu condong i ke satu siswa e kayak it uterus ji satu siswa e na perhatikan jadi kita yang e tidak terlalu di sorot sama guru jadi e kayak down meki e malas meki juga. Bagus ji sah kak. Karena kayak em biasa jeki na kasi kesempatan untuk terlibat kak.
7.	Apakah kamu akan membantu ketika ada teman yang merasa kesulitan dalam pembelajaran bahasa inggris?	Bah iye kak dibantu ji. Biasa juga kayak sama-sama ki semua belajar. Saling membantu.
8.	Dalam kelas bahasa Inggris ada guru yang menerapkan peraturan kelas, bahkan menentukan grup belajar. Apakah kamu menyukai guru yang seperti itu? Bagaimana perasaan anda ketika guru bahasa inggris memulai pembelajaran?	Kusuka ji kak asalkan sesuai kesepakatan bersama. Kalau dia yang buat aturan tanpa persetujuan ta em keberatan ki nah kak. Ehehe begitumi kak. Karna bukan bidangku jadi biasa-biasa ji. Tapi bagus ji sah ibu karena kayak na kasi jeki kesempatan juga berpartisipasi.
9.	Saat kamu berbicara bahasa Inggris di kelas bahasa, kamu menyadari bahwa kamu memiliki logat/aksen daerah. Pernahkan kamu menjadikan hal itu sebagai alasan kenapa kamu tidak mau berpartisipasi dalam kelas bahasa? Apakah anda sering mengalami homesickness dan sering segera	Tidakji kak meskipun e tidak lancar ka memang toh kak bicara bahasa inggris jadi pasti makkalain-lain mi na dengar orang logat ku bicara haha. Tidak ji kak karena orang pare jika saya kak. Biasa jika juga na jenguk ortuku.

	ingin pulang ke rumah asal anda?	
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Multita_M

No.	Pertanyaan	Jawaban
1.	Pernahkan kamu berfikir untuk tidak ikut berpartisipasi saat kamu sedang di kelas bahasa Inggris?	Iye kak. Karna salah gai apa yang saya ucapkan ketika berpartisipasi. Jadi jangan sampai berpartisipasi ka na ketawai ka teman ku karna salah i apa yang saya bilang, tidak benar penyebutannya . Sok-sok to meki angkat tangan padahal salahji.
2.	Saat di kelas bahasa Inggris, pernahkan kamu menghindar ketika ditunjuk oleh guru?	Kalau takkala di tunjuk meki kak yah palingan tunggu bisikan dari teman hehe karena e bicara ga ki toh kak na ternyata salah pengucapan ki bah bikin malu-malu.
3.	Pernahkah kamu memulai percakapan dengan orang yang belum kamu kenal?	Tidak mauka deluan mulai pembicaraan dengan orang yang tidak ku kenal atau yang tidak akrab ka. Karna e karna yah tidak mauka karna tidak ku kenal i. Tapi kalau ada pi mauku biasa baru ku bicarai deluan orang.
4.	Di kelas bahasa Inggris, pernahkah kamu merasa antusias untuk tampil didepan teman-teman? Pernahkan kamu merasa bangga ketika berhasil menjawab pertanyaan dari guru pada saat pembelajaran bahasa inggris?	Antusias ka ji kalau sa tau cara sebutnya bahasa inggris e kak. Bangga sekali ka saya ku rasa kalau bisaka jawab pertanyaan dari guru. Karna e karna em berhasilka jawab i pertanyaan dari ibu ayu apalagi kalau dilihat em dari segi pengetahuan bahasa inggris ku yang tidak terlalu baik kak di bandingkan

	<p>Saat di kelas bahasa Inggris, kamu melihat teman kelas kamu berbicara bahasa Inggris lebih baik dari kamu, pernahkan kamu merasa kehilangan kepercayaan diri?</p>	<p>teman ku yang lain jadi e em suatu prestasi ku rasa kak kalau bisaka menjawab pertanyaan dari guru.</p> <p>Iye kak tapi mauka juga saya tingkatkan bahasa Inggrisku supaya tidak tertinggal ka dari teman ku yang lebih tinggi level bahasa Inggrisnya.</p>
5.	<p>Dalam kelas bahasa Inggris, pernahkan kamu belajar dengan giat agar mendapat nilai bahasa Inggris yang baik?</p> <p>Apakah kamu akan bertanya kepada guru ketika tidak memahami materi pelajaran bahasa Inggris?</p>	<p>Tidak giat bagaimana ji juga kak. Tapi minat ka ji di bahasa Inggris tapi tidak tauka itu penyebutannya.</p> <p>Iye kak yang penting tidak disuruh jeki pake bahasa Inggris bertanya.</p>
6.	<p>Apakah kamu menyukai guru yang menggunakan metode ceramah saat mengajar di kelas bahasa Inggris?</p> <p>Menurut anda bagaimana cara mengajarnya ibu?</p>	<p>Tidak suka. Karna mengantuk ki. Saya lebih suka guru yang ajak ki berkomunikasi, na libatkan ki di dalam pembelajarannya. Yang kayak tidak kaku.</p> <p>Bagus ji sah kak. Karena biasa jeki na kasi nonton video juga jadi nda bosanki.</p>
7.	<p>Apakah kamu akan membantu ketika ada teman yang merasa kesulitan dalam pembelajaran bahasa Inggris?</p>	<p>Bagaimana caranya mau di bantu kalau kita juga tidak tau ahahaha. Tapi biasa sama-sama belajar ka.</p>
8.	<p>Dalam kelas bahasa Inggris ada guru yang menerapkan peraturan kelas, bahkan menentukan grup belajar. Apakah kamu menyukai guru yang seperti itu?</p>	<p>Tidak masalah. Tapi saya lebih suka guru yang ramah karna bisa welcome dikita jadi kayak enjoy jeki belajar kak kayak tidak terlalu dipaksa.</p>

	Bagaimana perasaan anda ketika guru bahasa inggris memulai pembelajaran?	Bagusji kak apalagi kalau tidak itu-ituji gaya mengajarnya.
9.	<p>Saat kamu berbicara bahasa Inggris di kelas bahasa, kamu menyadari bahwa kamu memiliki logat/aksen daerah. Pernahkan kamu menjadikan hal itu sebagai alasan kenapa kamu tidak mau berpartisipasi dalam kelas bahasa?</p> <p>Apakah anda sering mengalami homesickness dan sering segera ingin pulang ke rumah asal anda?</p> <p>Apakah terkadang perasaan tersebut mengganggu anda dalam proses pembelajaran?</p> <p>Karena berhubung kamu itu santri baru, apakah ada keadaan dimana anda sulit beradaptasi dilingkungan baru anda?</p>	<p>Tidak adaji sedding kak.</p> <p>Tidak terlalu mi sekarang kak. Pasnya ji masih santri baru ma uterus ka pulang kurasa.</p> <p>Tidak mi kak karena akrab semua meka sama teman ku sekarang jadi kayak ku lupa-lupa mi sedikit kerinduan ku kalau berbaur meka dengan teman.</p> <p>Biasa ji sah kak kayak kalau ada masalah. Tapi kayak bisaji juga diselesaikan baik-baik.</p>

Atira Sumayyah_AS

No.	Pertanyaan	Jawaban
1.	Pernahkan kamu berfikir untuk tidak ikut berpartisipasi saat kamu sedang di kelas bahasa Inggris?	Mau terus jka berpartisipasi biar tanpa ditunjuk. Karna kalau selalu ka berlinding dibalik kata rasa takut nda bakal maju jka nda bakal pernah bisa ka maju kak.
2.	Saat di kelas bahasa Inggris, pernahkan kamu menghindar	Ehehe tidak ji kak. Kalau di tunjuk ka, ku jawab ji saja seadanya.

	ketika ditunjuk oleh guru?	
3.	Pernahkah kamu memulai percakapan dengan orang yang belum kamu kenal?	Biasa ji kak. SKSD jeka saya orangnya kak.
4.	<p>Pada kelas bahasa Inggris, pernahkah kamu merasa antusias untuk tampil didepan teman-teman?</p> <p>Pernahkan kamu merasa bangga ketika berhasil menjawab pertanyaan dari guru pada saat pembelajaran bahasa inggris?</p> <p>Saat di kelas bahasa Inggris, kamu melihat teman kelas kamu berbicara bahasa inggris lebih baik dari kamu, pernahkan kamu merasa kehilangan kepercayaan diri?</p>	<p>Tidak tonji bilang antusias bagaimana kak karna apa dih kak em sebenarnya ada ji selalu keinginan ku untuk mau aktif di pembelajaran bahasa inggris kak karna selalu ada perasaan ku bilang tidak mauka juga tertinggal dari teman-teman ku, kayak bisa naik dipapan tulis menulis, menjawab pertanyaan yang na tanyakan ibu tapi ada selalu perasaan malu dan takut ku kak. Malu karna anu ka saya orangnya kak, e terlalu ku fikirkan pendapatnya orang tentang diriku e jadi maluka berpartisipasi di depannya semua teman ku.</p> <p>Selalu. Apalagi kan em saya orangnya kak e kadang ka kayak kurang percaya diri untuk berpartisipasi. Jadi kalau misalnya berpartisipasi ka dan benar jawaban ku bah bangga sekali meka itu kak.</p> <p>Iye kak. Na kasi minder ka kak karna berfikirka bilang ka e bilang kenapa bisa itu orang padahal saya tidak bisa. Tapi kayak malu to jeki untuk angkat tangan hehe karna kurang percaya diri kak dan terlalu ku fikirkan pendapatnya orang tentang diriku juga kak e jadi maluka berpartisipasi di depannya semua teman ku.</p>
5.	Dalam kelas bahasa Inggris, pernahkah kamu belajar dengan	Tidak pernah ka kak belajar kalau tidak ada tugas kak. Kayak bilang ka toh kayak

	<p>giat agar mendapat nilai bahasa inggris yang baik?</p> <p>Pembawaan metode seperti apa yang memudahkan bagi anda mempelajari bahasa inggris?</p>	<p>ada rasa ku remehkan ji ini pembelajaran bahasa inggris. Karna menurutku pembelajaran bahasa inggris itu tidak menarik. Karna passion ku saya kak di seni. Jadi kalau ada pelajaran diluar seni, tidak menarik dan membosankan kurasa kak. Tapi meskipun begitu kak mau jika berusaha belajar basing, tapi kembali si lagi kak terlalu ku pikir pendapatnya orang lain jadi tidak berkembang-berkembang ku rasa kemampuanku hehe. Karena yah begitu mi bahasa inggris kak susah kadang juga mudah tergantung materi dan pembawaan metode gurunya.</p> <p>Yang pertama toh kak yang asik cara mengajarnya supaya kayak em na anu ki kak em na kasi tertarik ki untuk semangat belajar. Karena kalau saya pribadi kan e tidak terlalu tertarik ka dengan bahasa inggris. Jadi kalau bagus pembawaannya guru mengajar jadi kayak e na kasi tertarik juga belajar begitu kak. Terus yang welcome juga, apa sih istilahnya kak yang e akrab sama siswanya supaya kayak tidak tegang sekali belajar e kak jadi orang yang kayak saya yang e pemalu jadi kayak e tidak ragu meki mau angkat tangan karena em begitu kak welcome tadi guru e sama kita semua.</p>
6.	<p>Apakah kamu menyukai guru yang menggunakan metode ceramah saat mengajar di kelas bahasa Inggris?</p> <p>Menurut anda bagaimana cara</p>	<p>Tidak kak. Saya suka guru yang dari awal memang menarik perhatian. Yang begitumi tadi kak yang bisa kasi tertarik ki juga belajar bahasa inggris.</p> <p>Bagus ji sah kak. Karena e kayak na</p>

	mengajarnya ibu?	ubah-ubah cara mengajarnya kayak biasa na putarkan ki video atau kerja kelompok ga terus agak welcome ji juga ibu.
7.	Apakah kamu akan membantu ketika ada teman yang merasa kesulitan dalam pembelajaran bahasa inggris? Kemudian, jika kamu yang tidak tahu, apakah teman mu akan membantumu?	Iye di bantu i sah kak kalau di tau ji juga kita hahahah. Iye kak biasaji kalau sa minta.
8.	Dalam kelas bahasa Inggris ada guru yang menerapkan peraturan kelas, bahkan menentukan grup belajar. Apakah kamu menyukai guru yang seperti itu? Bagaimana perasaan anda ketika guru bahasa inggris memulai pembelajaran?	Tidaklah kak. Karna tergantung situasi je juga kak karna dirinya ji itu na pikirkan dan nda dilakukan dengan kesepakatan bersama. Sebenarnya biasa aja ji kak. Tapi pas bahas materi mi ibu, disukami karna biasa ki apa na putarkan video ga.
9.	Saat kamu berbicara bahasa Inggris di kelas bahasa, kamu menyadari bahwa kamu memiliki logat/aksen daerah. Pernahkan kamu menjadikan hal itu sebagai alasan kenapa kamu tidak mau berpartisipasi dalam kelas bahasa? Apakah anda sering mengalami homesickness dan sering segera ingin pulang ke rumah asal anda? Apakah perasaan tersebut mengganggu anda dalam proses	Tidak pernah ji sedding kak, anuji tu kak kentara sekali logatnya kalau bicara, aila hahah. Kadang-kadang kak. Apalagi kalau kosong si jadwal kayak e diam ki saja duduk begitu kak pasti di ingat si ortu e. E kadang ji kak. Tapi kadang ka juga berfikir e bilang masa mauki berlarut-

pembelajaran?	larut kak. jadi biasanya kalau begitu i menggambarkan kak supaya teralihkan i fikiran ku.
Karena berhubung kamu itu santri baru, apakah ada keadaan dimana anda sulit beradaptasi dilingkungan baru anda?	Biasanya itu di awal-awal ji kak. Tapi tidakmi sekarang karena agak bisa meka beradaptasi disini.

Nur Watsiqah Haris_NWH

No.	Pertanyaan	Jawaban
1.	Pernahkan kamu berfikir untuk tidak ikut berpartisipasi saat kamu sedang di kelas bahasa Inggris?	Pernah kak karna tidak tau apa mau dibilang kak terus kagetan ka saya orangnya kak terus e meskipun banyak ji sah kak kosakata ditau tapiiii nda ditau susun i kak. Jadi itu ji biasa kendala kak karena e nda tau ki anu e sambung-sambung kata. Karena begitu mi bahasa inggris toh kak susah karna banyak sekali aturannya jadi yah meskipun banyak kosakata ditau tapi nda ditau si kayak susun i menjadi kalimat karena banyak aturannya, jadi takut ki salah, salah gamma carata kasi masuk kasi masuk rumus. Apalagi kak kan kalau emm naik meki e berpartisipasi ki, pasti kaget sekalimi dirasa. Terus e kan bahasa inggris banyak aturannya jadi kayak terputarputar itu rumus dikepala karena kaget sekaliki dirasa.
2.	Saat di kelas bahasa Inggris, pernahkan kamu menghindar ketika ditunjuk oleh guru?	Tidak ji kak. Selagi ditau dijawabji.
3.	Pernahkah kamu memulai percakapan dengan orang yang	Tidak ji kak. Biasa ji juga saya yang memulai apalagi kalau ada hal mendesak.

	belum kamu kenal?	
4.	<p>Pada kelas bahasa Inggris, pernahkah kamu merasa antusias untuk tampil didepan teman-teman?</p> <p>Saat di kelas bahasa Inggris, kamu melihat teman kelas kamu berbicara bahasa inggris lebih baik dari kamu, pernahkan kamu merasa kehilangan kepercayaan diri?</p>	<p>Hehe tidak kak karna mudah ka grogi saya orangnya kak apalagi kalau disuruh pake bahasa inggris.</p> <p>Pernah ji kak tapi hal itumi yang kasikan ki motivasi untuk bisa belajar lagi.</p>
5.	<p>Dalam kelas bahasa Inggris, pernahkah kamu belajar dengan giat agar mendapat nilai bahasa inggris yang baik?</p> <p>Apakah kamu akan bertanya kepada guru ketika tidak memahami materi pelajaran bahasa inggris?</p>	<p>Iye kak. Selalu jika mau mencoba kak tapi ai itusi lagi kak grogi ka orangnya.</p> <p>Iye kak biasaji kalau tidak wajib ji pake bahasa inggris bertanya.</p>
6.	<p>Apakah kamu menyukai guru yang menggunakan metode ceramah saat mengajar di kelas bahasa Inggris?</p> <p>Menurut anda bagaimana cara mengajarnya ibu?</p>	<p>Tidak suka. Apalagi guru yang suka sekali ma tunjuk tiba-tiba</p> <p>Suka ji cara ngajarnya ibu karena biasa jeki na kasi kesempatan untuk berpartisipasi supaya bisa juga diliat sampai mana kemampuan ta.</p>
7.	Apakah kamu akan membantu ketika ada teman yang merasa kesulitan dalam pembelajaran bahasa inggris?	Iye kak selagi ditau. Terus e misalkan saya yang tidak tau, na bantuka teman ku.
8.	Dalam kelas bahasa Inggris ada guru yang menerapkan peraturan	Iye kak sukaji.

	<p>kelas, bahkan menentukan grup belajar. Apakah kamu menyukai guru yang seperti itu?</p> <p>Bagaimana perasaan anda ketika guru bahasa inggris memulai pembelajaran?</p>	<p>Senang ji kak karena memang barusan ka dapat guru bahasa inggris yang baik. Karena dulu pas ku SMP kayak ma kurang jampang gurunya kak. Jarang masuk. Itupun kalau masuk, tugas ji saja na kasi ki sama PR.</p>
9.	<p>Saat kamu berbicara bahasa Inggris di kelas bahasa, kamu menyadari bahwa kamu memiliki logat/aksen daerah. Pernahkan kamu menjadikan hal itu sebagai alasan kenapa kamu tidak mau berpartisipasi dalam kelas bahasa?</p> <p>Apakah anda sering mengalami homesickness dan sering segera ingin pulang ke rumah asal anda?</p> <p>Apakah perasaan tersebut mengganggu anda dalam proses pembelajaran?</p> <p>Karena berhubung kamu itu santri baru, apakah ada keadaan dimana anda sulit beradaptasi dilingkungan baru anda?</p>	<p>Tidakji kak karena bisa jeka menyesuaikan.</p> <p>Sering sekali pas dulu baru-baru masuk pesantren kak. Tapi kurang-kurang mi sekarang kayak e sibuk meki dengan kegiatan pesantren toh kak jadi em kayak dilupa-lupa mi juga masalah e, meskipun kadang ji juga dirindukan sekali orang tua e tapi nda se se se anu dulu kak, seover dulu.</p> <p>Tidak ji kak. Karena kalau belajar ka saya kak kayak focus sekali ka kak.</p> <p>Pas masih baru ji kak. Sulit ka kurasa atur waktu. Tapi lama kelamaan bisami kak karena belajar juga dari teman yang sudah lama di pondok.</p>

Ismi Khaerani Amaliah_IKA

No.	Pertanyaan	Jawaban
1.	<p>Pernahkan kamu berfikir untuk tidak ikut berpartisipasi saat kamu sedang di kelas bahasa Inggris?</p> <p>Bisakah anda menjelaskan perasaan malu seperti apa itu?</p>	<p>Pernah kak karna malu takut salah kak.</p> <p>Mungkin karena kurang percaya dirika orangnya kak jadi kayak emeskipun biasa ada ku tau sesuatu, maluka ungkapkan i karna takut salah ka.</p>
2.	<p>Saat di kelas bahasa Inggris, pernahkan kamu menghindari ketika ditunjuk oleh guru?</p>	<p>Nda ji kak. Ku suka ji kalau ditunjuk kak karena kadang malu kalau saya yang angkat tangan sendiri kak.</p>
3.	<p>Pernahkan kamu memulai percakapan dengan orang yang belum kamu kenal?</p>	<p>Biasa ji kak. Tapi e kadang-kadang juga tergantung situasi kak.</p>
4.	<p>Pada kelas bahasa Inggris, pernahkan kamu merasa antusias untuk tampil didepan teman-teman?</p> <p>Pernahkan kamu merasa bangga ketika berhasil menjawab pertanyaan dari guru pada saat pembelajaran bahasa inggris?</p> <p>Saat di kelas bahasa Inggris,</p>	<p>Tidak kak heheh karena lebih ke malu saya kak karna takut salah meskipun yakin ka dengan jawaban ku tapi ada terus perasaan ku takut salah. Terus misalkan kalau berpartisipasi ka jawab pertanyaannya ibu dan ternyata salah i jawabanku jadi em kayak down sekali ka kak. Down se down downnya. Padahal kayak em yakin mki sama jawaban yang diutarakan.</p> <p>Bangga ka kak karna e selama ini selalu ku judge diriku bilang tidak pernah berusaha dan takut mencoba jadi pas e kayak di jawab mi pertanyaan dari guru jadi kayak senang dan bangga sama diri sendiri.</p> <p>Pernah ji kak tapi hal itumi yang kasikan</p>

	<p>kamu melihat teman kelas kamu berbicara bahasa inggris lebih baik dari kamu, pernahkan kamu merasa kehilangan kepercayaan diri?</p>	<p>ki motivasi untuk bisa kayak mereka yang banyak na tau tentang bahasa inggris.</p>
5.	<p>Dalam kelas bahasa Inggris, pernahkah kamu belajar dengan giat agar mendapat nilai bahasa inggris yang baik?</p> <p>Apakah kamu akan bertanya kepada guru ketika tidak memahami materi pelajaran bahasa inggris?</p>	<p>Iye kak karena menurutku juga sulit bahasa inggris jadi tertantang ka juga kurasa pelajari i.</p> <p>Tidak kapang kak hehe. Malu kak.</p>
6.	<p>Apakah kamu menyukai guru yang menggunakan metode ceramah saat mengajar di kelas bahasa Inggris?</p> <p>Menurut anda bagaimana cara mengajarnya ibu?</p>	<p>Kadang-kadang ji kak.</p> <p>Ku suka ji kak karena bervariasi cara ngajarnya kak.</p>
7.	<p>Apakah kamu akan membantu ketika ada teman yang merasa kesulitan dalam pembelajaran bahasa inggris?</p> <p>Kemudian, jika kamu yang tidak tahu, apakah teman mu akan membantumu?</p>	<p>Iye kadang kak.</p> <p>Iya kak. kadang juga sama-sama belajar apalagi satu asramah ji dengan teman sekelas.</p>
8.	<p>Dalam kelas bahasa Inggris ada guru yang menerapkan peraturan kelas, bahkan menentukan grup belajar. Apakah kamu menyukai guru yang seperti itu?</p> <p>Bagaimana perasaan anda ketika</p>	<p>Suka ji kak.</p> <p>Ku suka ji kak.</p>

	guru bahasa inggris memulai pembelajaran?	
9.	<p>Saat kamu berbicara bahasa Inggris di kelas bahasa, kamu menyadari bahwa kamu memiliki logat/aksen daerah. Pernahkan kamu menjadikan hal itu sebagai alasan kenapa kamu tidak mau berpartisipasi dalam kelas bahasa?</p> <p>Apakah anda sering mengalami homesickness dan sering segera ingin pulang ke rumah asal anda?</p> <p>Karena berhubung kamu itu santri baru, apakah ada keadaan dimana anda sulit beradaptasi dilingkungan baru anda?</p>	<p>Tidakji kak karena logat pare-pare ji juga kebanyakan na pake orang disini kak dan orang pare jika juga saya kak.</p> <p>Tidak sering ji juga kak karena dekat ji rumah dari sini jadi kalau ada apa-apa biasa langsung dihubungi. Meskipun kadang rindu dirasa kak tapi tidak sampai mengganggu ji juga.</p> <p>Tidak kak karena Alhamdulillah bisa jika cepat menyesuaikan.</p>

Nurul Izzah_NI

No.	Pertanyaan	Jawaban
1.	Pernahkan kamu berfikir untuk tidak ikut berpartisipasi saat kamu sedang di kelas bahasa Inggris?	Kadang sesuai mood. Kalau merasa ka kayak e tidak penting-penting sekali ji, diam ka saja kak. Meskipun e sa tau jawabannya.
2.	Saat di kelas bahasa Inggris, pernahkan kamu menghindar ketika ditunjuk oleh guru?	Nda menghindar bagaimana ji kak. Cuma kalau tidak e tidak ditau jawabannya, diam-diam saja ki kak hehe.
3.	Pernahkan kamu memulai percakapan dengan orang yang belum kamu kenal?	Sesuai mood ji kak. Jangankan bicarai orang, na bicarai saja orang biasa nda ku bicarai kalau nda mood kak.
4.	Di kelas bahasa Inggris,	Sesuai mood ji kak. Kalau bagus mood

	<p>pernahkah kamu merasa antusias untuk tampil didepan teman-teman?</p> <p>Pernahkan kamu merasa bangga ketika berhasil menjawab pertanyaan dari guru pada saat pembelajaran bahasa inggris?</p> <p>Saat di kelas bahasa Inggris, kamu melihat teman kelas kamu berbicara bahasa inggris lebih baik dari kamu, pernahkan kamu merasa kehilangan kepercayaan diri?</p>	<p>yah aktif ki sah kak. Tapi tergantung keadaan juga biasa kak. Kalau tegang suasana kelas e, masa mauki ka lonjo-lonjo saja bicara kak hehe.</p> <p>Bangga banget lah kak. Apalagi kayak e bisa dibilang jarang ka saya bicara e aktif di kelas kak. Jadi kalau menjawabka na benar jawaban ku, bangga ka kak.</p> <p>Tidak ji sah kak.</p>
5.	<p>Dalam kelas bahasa Inggris, pernahkah kamu belajar dengan giat agar mendapat nilai bahasa inggris yang baik?</p> <p>Apakah kamu akan bertanya kepada guru ketika tidak memahami materi pelajaran bahasa inggris?</p>	<p>Tidak tonji kak. Belajar ka ji sah kak tapi tidak se ambis itu ji.</p> <p>Tergantung mood je kak haha. Kalau mauka, bertanya ka kak. Kalau tidak mood si, aii.</p>
6.	<p>Apakah kamu menyukai guru yang menggunakan metode ceramah saat mengajar di kelas bahasa Inggris?</p> <p>Menurut anda bagaimana cara mengajarnya ibu?</p>	<p>Tidak kak. Na kasi bosan dan ngantuk ki.</p> <p>Bagusji sah kak. Terus welcome ji juga ibu.</p>
7.	<p>Apakah kamu akan membantu ketika ada teman yang merasa kesulitan dalam pembelajaran bahasa inggris?</p>	<p>Iye kak di bantu ji kak kalau di tau.</p>

	<p>Kemudian, jika kamu yang tidak tahu, apakah teman mu akan membantumu?</p>	<p>Bah iye kak. Apalagi sekamar semua jeki jadi gampang ji kalau mau bertanya.</p>
8.	<p>Dalam kelas bahasa Inggris ada guru yang menerapkan peraturan kelas, bahkan menentukan grup belajar. Apakah kamu menyukai guru yang seperti itu?</p> <p>Bagaimana perasaan anda ketika guru bahasa inggris memulai pembelajaran?</p>	<p>Tidak terlalu kak. Karena biasa kalau bukan kita yang pilih teman kelompok sendiri ai bagaimanami kalau tidak ada dikenal disitu kelompok e. Tapi kalau e bukan ibu yang pilihkan, nda ada gamma yang mau sekelompok sama saya ahahaha. Jadi suka tidaknya tergantung ji kak dengan keadaan saat itu hehehe.</p> <p>Biasaji kak.</p>
9.	<p>Saat kamu berbicara bahasa Inggris di kelas bahasa, kamu menyadari bahwa kamu memiliki logat/aksen daerah. Pernahkan kamu menjadikan hal itu sebagai alasan kenapa kamu tidak mau berpartisipasi dalam kelas bahasa?</p> <p>Apakah anda sering mengalami homesickness dan sering segera ingin pulang ke rumah asal anda?</p> <p>Apakah perasaan tersebut mengganggu anda dalam proses pembelajaran?</p> <p>Karena berhubung kamu itu santri baru, apakah ada keadaan dimana anda sulit beradaptasi dilingkungan baru anda?</p>	<p>Tidak ada ji sedding. Itupun kalau ada aii tambah malu mka itu kak.</p> <p>Tidak sering ji kak. Kalau rindu em rindu saja ki kak. Tidak bisaki juga langsung pulang kalau rindu di rasa hehe.</p> <p>Tidak sampai mengganggu ji kak.</p> <p>Tidak ji kak. Apalagi adaji sekampung ku kutemani jadi nda terlalu reptji pas masih awal-awal.</p>

Appendix 5: Documentation





Appendix 6: Research Permit Recommendation



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

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

Nomor : B.2483/In.39.5.1/PP.00.9/07/2022
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 : Andi Novita Sari Ramadhani
Tempat/ Tgl. Lahir : Parepare, 26 November 2000
NIM : 18.1300.023
Fakultas/ Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Alamat : BTN Pondok Indah Blok D No.2, Kel. Bukit Harapan,
Kec. Soreang, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"An Analysis of Affective Factors That Hamper Students' Participation In English Language Classroom At MA DDI Lil-Banat Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2022.

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

Wassalamu Alaikum Wr. Wb.

Parepare, 18 Juli 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 7: Recommendation Letter from Dina Penanaman Modal dan Pelayanan Terpadu Satu Pintu

SRN IP000603


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 : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 604/IP/DPM-PTSP/8/2022

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. 45 Tahun 2020 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 : **ANDI NOVITA SARI RAMADHANI**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGRI (IAIN)**
Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **BTN PONDOK INDAH SOREANG BLOK D NO. 3, KEC. SOREANG, KOTA PAREPARE**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **AN ANALYSIS OF AFFECTIVE FACTORS THAT HAMPER STUDENTS PARTICIPATION IN ENGLISH LANGUAGE CLASSROOM AT MA DDI LIL-BANAT PAREPARE**

LOKASI PENELITIAN : **KEMENTERIAN AGAMA KOTA PAREPARE (MA DDI Lil-Banat PAREPARE)**

LAMA PENELITIAN : **01 Agustus 2022 s.d 31 Agustus 2022**

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 : **02 Agustus 2022**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE


Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : Pembina (IV/a)
NIP : 19741013 200604 2 019

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 DPMPSTP Kota Parepare (scan QRCode)



Appendix 8: Letter of Research Completing



معهد البنات
لدار الدعوة والارشاد
MADRASAH ALIYAH LIL BANAT
PONDOK PESANTREN DDI UJUNG LARE PAREPARE
Akreditasi A (No : 110/SK/BAP-S/M/XII/2018)

Alamat: Jln. Abu bakar Lambogo No 53 Parepare, 91131, ☎: 042122171, Email: maddililbanat99@gmail.com.

SURAT KETERANGAN
NO.MA.21.23.04/156 /DDI/IX/2022

Yang bertanda tangan dibawah ini Kepala Madrasah Aliyah DDI Lil Banat Parepare, menerangkan bahwa :

Nama : ANDI NOVITA SARI RAMADHANI
Jenis Kelamin : Perempuan
Jurusan : Pendidikan bahasa Inggris
Universitas/ Lembaga : Insitut Agama slam Negeri (IAIN) Parepare
Alamat : BTN Pondok Indah Soreang Blok D No 3 , Kec Soreang
Kota Parepare

Telah melakukan penelitian sejak tanggal 01 Agustus 2022 s.d 31 Agustus 2022 tahun pelajaran 2022/2023 di Madrasah Aliyah DDI Lil Banat Parepare. Berdasarkan surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Parepare Nomor : 604/IP/DPN-PTSP/8/2022, Perihal Rekomendasi Penelitian untuk melakukan Penelitian/Wawancara di Kota Parepare dengan Judul Peneliti AN ANALYSIS OF AFFECTIVE FACTORS THAT HAMPER STUDENTS' PARTICIPATION IN ENGLISH LANGUAGE CLASSROOM AT MA DDI LIL-BANAT PAREPARE. Terhitung sejak tanggal 01 Agustus 2022 s.d 31 Agustus 2022.

Demikian Surat Keterangan ini diberikan yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Diberikan di : Parepare

Pada tanggal : 30 November 2022

Kepada Madrasah,



Herlina, S.Pd.I

Nip.,

CURRICULUM VITAE



Andi Novita Sari Ramadhani, her short name is Novi. The writer was born on November 26th, 2000 in Parepare. She is the first child from two childrens in her family. From the couple Andi Surya Agung and Andi Tenri Mondong. Her education background, she began her study on 2006 in garden school (TK) Darmawanita Barru and graduate on 2006. She continued her study in the same year on 2006 in Elementary School at SDSN 5 Parepare and graduated on 2012. Then, she continued her study at Boarding School MTs DDI Lil-Banat Parepare and graduated on 2015. She continued her study in the same school at MA DDI Lil-Banat Parepare and graduated on 2018. She continued her education at Stated Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah Faculty as her major. While she study in IAIN Parepare, she actives in LIBAM IAIN Parepare. Finally, on 2022 she completed her thesis with the title *“An Analysis of Affective Factors that Hamper Students’ Participation in English Language Classroom at MA DDI Lil-Banat Parepare”*.

