

A THESIS

**STUDENT'S ANXIETY IN LEARNING ENGLISH IN THE
ELEVEN GRADE AT SMK NEGERI 3 PAREPARE**



BY

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Reg Number. 18.1300.116**

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

2023



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

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To

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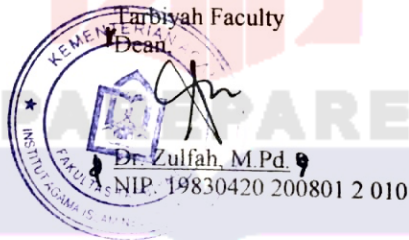
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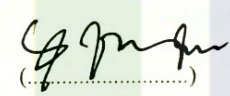
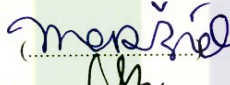
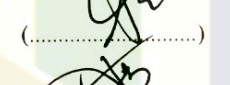

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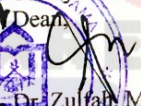
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In the name of Allah, The most gracious and most merciful.

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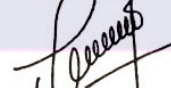
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Parepare, February 10th 2023

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DECLARATION OF THE RESEARCH AUTHENTICITY

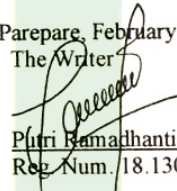
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Stated this thesis is her own writing and if it can be proved that was copied, duplicated or compiled by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Putri Ramadhanti, 2023. *Student's Anxiety in Learning English in the Eleven Grade at Smk Negeri 3 Parepare.* (Supervised by H. Saepudin and Arqam).

Anxiety is an unpleasant mental state experienced by a person which is characterized by worry, discomfort, and bad feelings, which are characterized by separate terms such as worry, concern, and fear that are sometimes experienced by a person at different levels. The purpose of this research is to know the level of students' anxiety and the causes of student's anxiety.

The method used is a mixed method, namely a combination of qualitative and quantitative research with data collection techniques using questionnaires and interviews. The sample of this study was 32 student's from eleventh grade at SMK Negeri 3 Parepare.

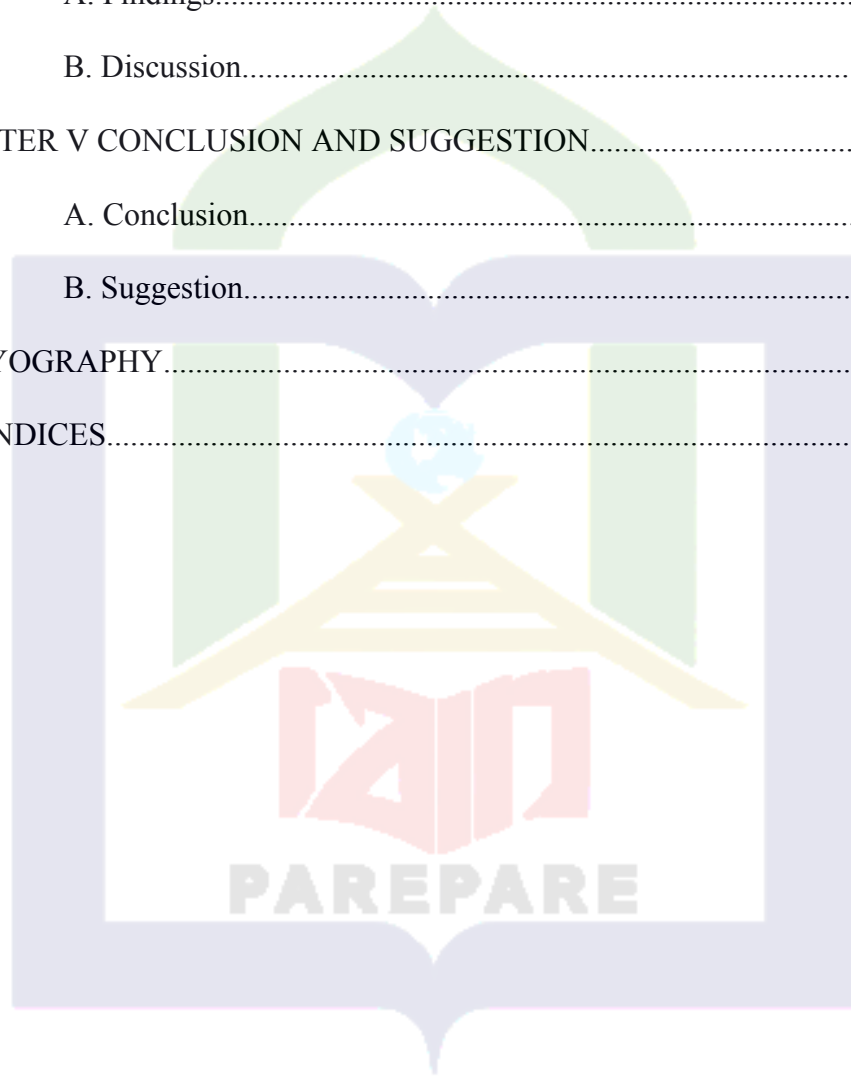
The first research question was analyzed using quantitative methods. 12 respondents were categorized as very anxious 38%, 8 respondents were categorized as anxious 24%, 12 respondents were categorized as middle anxious 38%, and no respondents were categorized as relaxed and very relaxed. The second question was analyzed using qualitative methods. Communicative is shown from students' problems in their lack of knowledge of English and test anxiety is still related to a lack of knowledge of English so that it makes students afraid of facing exams both orally and in writing and Fear of Negative Evaluation this makes students afraid to appear students feel annoyed with other people's judgments that make them lose confidence, they feel nervous and embarrassed if what they display, say and do is evaluated negatively by others.

Keywords : *Anxiety, Learning English*

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CHAPTER I

INTRODUCTION

A. Background

Anxiety is one of the most significant hurdles to student growth that most nations encounter. Its effect on one's mind causes them to lose control and make a tough decision. This barrier exists not just at the secondary level of education but also at the university level.

Anxiety is described as an uncomfortable mental state marked by worry, discomfort, and negative sensations that a person cannot ignore.¹ Anxiety, according to Atkinson, is an unpleasant sensation defined by distinct concepts of worry, concern, and dread, which are occasionally experienced at different degrees.²

As a result, anxiety might be defined as an emotional condition is not calming, such as feeling depressed in the face of difficulties before the difficulty occurs, and In certain instances, is defined by feeling of tension, concern, and dread; nevertheless, if the potential for great in displaying indications of anxiety, this sensation may also serve as a motivation to accomplish something.

Anxiety also interferes with focus and memory, both of which are essential for academic achievement. However, most students would struggle to concentrate in class due to test worry, social anxiety, math anxiety, and other types of anxiety. Discomfort and anxiety in the classroom do not improve learning in any way. Anxiety's psychological symptoms include feeling worried before a study class, panicking, going blank before an exam, feeling powerless when accomplishing

¹ Elizabeth B. Hurlock, *Perkembangan Anak*, (Jakarta: Erlangga, 2007).

² Atkinson, *Pengantar Psikologi*, (Jakarta: Erlangga, 1999).

assignments, or a lack of interest in complicated subjects, whilst physiological symptoms include sweaty palms, racing heartbeats, or an upset stomach.³

In process a learner must have encountered a barrier while studying English. These impediments can result in less-than-ideal student learning results. English anxiety occurs a lot among students and even becomes a determinant of their view of the English language in the future. Students' anxiety in dealing with English is due to several factors, namely intelligence factors, internal factors, and environmental factors. Ellis said that anxiety in students is caused by the existence of different levels of intelligence in students.⁴

Depending on the author's early findings, it is possible to deduce that the worry that many pupils experience at school when studying English is anxiety and fear caused by not understanding the pronunciation of English which is expressed quickly. Then the anxiety when speaking English lies in the lack of English vocabulary and poor pronunciation making students feel anxious when they have to deal with English in the classroom. And because of some of these things, many students think English is difficult and boring.

Those things are the basis of the reason this research was conducted. Researcher want to know more about the level of learning anxiety experienced by students in the high school environment and what reasons make them anxious when learning English. Because their view on English today can influence their view on English in the future.

³ P Ruffin, "A Real Fear: It's More Than Stage Fright, Math Anxiety Can Derail Academic or Professional Success, But Some Scholars Are Working to Help Students Get over It.," *Diverse Issues in Higher Education*, 2007.

⁴ A Alsa, "Usia Mental, Jenis Kelamin, Dan Prestasi Belajar Matematika," *Psikologi Pendidikan*, 1984, 22–29.

Depending on the notions stated in the introduction, it is possible to infer that students experience numerous fears and challenges when learning English, particularly as a foreign language, so because dialect is used in specific situations and by individuals who do not engage in daily activities. Learning anxiety is not only due to a lack of learning motivation or inadequate skills but also due to wrong perceptions about the subject and negative experiences in the previous study class. So from some of the problems faced by students in English class, the researcher will observe more deeply how the description of student's anxiety in learning English is.

B. Research Question

Depending on the previous background info, the researcher develops the following research question:

1. How are the student's level of anxiety in learning English in the Eleven grade at SMK Negeri 3 Parepare?
2. What are the causes of student's anxiety in learning English in the Eleven grade at SMK Negeri 3 Parepare?

C. Objective of the Research

In relation to the problem description above, the research objectives are as follows:

1. To find out the student's level of anxiety in learning English in the Eleven grade at SMK Negeri 3 Parepare.
2. To find out the causes of student's anxiety in learning English in the Eleven grade at SMK Negeri 3 Parepare.

D. Significances of the Research

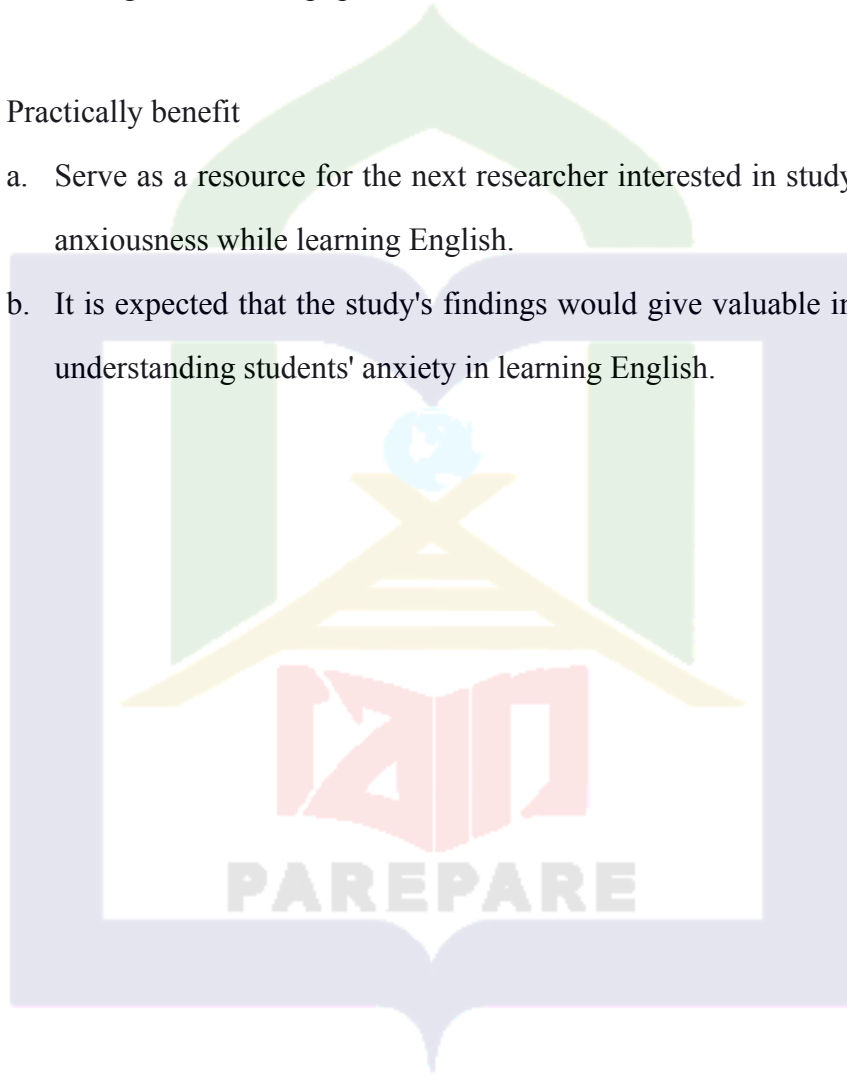
This research is noteworthy in two ways: conceptually and practically.

1. Theoretically benefit

The findings of this study are aimed to help comprehend students' concern about learning English. Where it is considered to be the method of teaching better English to better pupils.

2. Practically benefit

- a. Serve as a resource for the next researcher interested in studying students' anxiousness while learning English.
- b. It is expected that the study's findings would give valuable information in understanding students' anxiety in learning English.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Izzatunnisa Fadhilah with the title "*Faktor Kecemasan Siswa Dalam Berbicara Bahasa Inggris Pada Mahasiswa Universitas Muhammadiyah Jakarta*" discusses what anxiety factors are experienced by fifth semester students of Muhammadiyah Jakarta University in the English environment based on their views. The components in this study are determined using descriptive qualitative approaches of student anxiety by collecting data through literacy and unstructured interviews. Respondents in this study were three fifth-semester students majoring in English, Faculty of Education, University of Muhammadiyah Jakarta. The similarity between these studies is that both have the same independent variable, namely anxiety. The difference lies in the research sample Izzatunnisa uses university students while this study uses eleventh-grade students in high school.⁵

Dewa Ayu Ari Wiryadi Joni, Putu Ayu Paramita Dharmayanti with the title "*Pengaruh Anxiety Dalam Speaking activities*" discusses how the influence of anxiety in English speaking activities on students. This study describes the factors that cause students to be nervous and anxious in learning English speaking skills. Respondents in this study were students of class X IA at SMA N 1 Blahbatuh. This study uses a method to describe student anxiety factors by using an anxiety instrument about self which consists of 30 items, a questionnaire, an FGD guide (Focus Group Discussion),

⁵ Izzatunnisa Fadhilah., "Faktor Kecemasan Siswa Dalam Berbicara Bahasa Inggris Pada Mahasiswa Universitas Muhammadiyah Jakarta", IRJE : JURNAL ILMU PENDIDIKAN" 2, no. 1 (2022): 96-105.

and a work assessment. In this study, the factors that influence students' level of anxiety in speaking English are anxiety in communicating in English, when facing exams, and fear of negative judgments from others. The similarity between these studies is that both have the same independent variable, namely anxiety. The difference lies in the dependent variable, namely Speaking activity, while in this study it is Learning English.⁶

Fatmala Sari Oktaviani, Desmawati Radjab, Havid Ardi with the title "*An Analysis of Students' English Language Anxiety at SMAN 7 Padang*" discusses the components that have the most influence on students' anxiety in learning English and also the sources of student anxiety in learning English. The data from this research are questionnaires and interviews. The respondents of this study were classes X, XI, and XII at SMA 7 Padang. This was a descriptive study to determine the components of students' English language anxiety that have the greatest effect on their English learning and the origins of students' English language anxiety. The findings revealed that fear of unfavorable evaluations from others was the most important component of students' anxiety in learning English, followed by anxiety in communication, anxiety over tests, and lastly anxiety in English class. Through interviews conducted in this study, students felt that the source of their anxiety was due to their factors, their self-confidence who felt that English was difficult, direct correction from the teacher, and English exams. The similarity between these studies is that both have the same independent variable, namely anxiety. The difference lies in the research

⁶ Dewa Ayu et al., "Pengaruh Anxiety Dalam Speaking Activities" 05, no. 02 (n.d.).

Fatmalasari is looking for the components that cause students' English learning anxiety, while this study is looking for the level and description of students' anxiety.⁷

Based on the studies above, most of them use qualitative methods and use interviews as their instrument. Although the three related findings used mixed methods as the instrument. He focuses on student writing. In this study, the researcher will focus on the level anxiety of the eleventh graders in learning English and what do make students of the eleventh grade anxious about learning English. And the research will use Horwitz's theory as a basic theory on this research.

B. Theory Review

1. Anxiety

Anxiety originates from the Latin words *augustus* (stiff) and *ango, aci* (to strangle). Furthermore, Steven Schwartz, S stated "Anxiety is a negative psychological condition characterized by fear and bodily indicators of stress, such as racing heart, perspiration, and, in some cases, difficulty breathing (anxiety comes from the latin word *anxious*, which means constriction or strangulation). Anxiety is related to fear, although it has a broader focus. Whereas fear is frequently a reaction to an immediate threat, anxiety is defined by worry about unknown hazards in the future." Anxiety is related to fear but has a broader focus, whereas fear is generally a reaction to an immediate threat. While anxiety is defined by fear of unforeseeable

⁷ Fatmala Sari Oktaviani et al., "Student of Education Program in English Department Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang 3 Co-Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang," 2006.

future risks. Anxiety is an unpleasant emotional condition marked by a rapid heartbeat, trembling, and breathing difficulties.⁸

The most emphasizing definition of anxiety is also presented by Jeffrey S. Nevid, et al “Anxiety is an emotional condition marked by physiological arousal, an unpleasant sensation of tension, and a foreboding belief that something awful will occur”.⁹ Anxiety with a suitable level of intensity might be seen as motivating. If the intensity is really high and unpleasant, it will cause injury and may interact only with person's mental and physical well-being. Crow and Crow suggest that "anxiety is an unpleasant condition experienced by individuals that can affect their physical condition".¹⁰

Anxiety is commonly related with risks to ego and assessments of situations as dangerous. Furthermore, Gregersen contends that learners who are concerned about their foreign language acquisition may find it less pleasurable. Foreign language anxiety has been found to be adversely associated with foreign language acquisition in research on the subject. In other words, kids who are anxious will lose confidence in themselves. Anxiety is classified into three types by psychologists: trait anxiety, state anxiety, and situation-specific anxiety. Anxiety is a rather consistent personality trait. This is a general level of stress associated with an individual's personality and character traits. Anxiety is a state of anxiety when it is characterized by an emotional state that arises in response to fear or danger from a particular situation. The third category, situational anxiety, refers to persistent and variable

⁸ Steven Schwart, *Abnormal Psychology: A Discovery Approach* (Mountain View: Mayfield Publishing Company, 2000).

⁹ Jeffrey S. Nevid et al, *Psikologi Abnormal Jilid 1*, 5th ed. (Jakarta: Erlangga, 2000).

¹⁰ Hartati dan Judith E. Dwijanti, “Hubungan Antara Konsep Diri Dan Kecemasan Menghadapi Masa Depan Dengan Penyesuaian Sosial Anak-Anak Madura,” *Psychology XII* (2012).

anxiety usually due to a specific event or event such as public speaking, questioning, or class participation. It is related to a personal tendency to become anxious in certain types of situations or contexts.

2. Types of Anxiety

Horwitz, Horwitz and Cope divide three foreign language learning questions into three main components, namely: (1) Communication Apprehension (CA); (2) Anxiety Test; (3) Fear of Negative Evaluation.¹¹ The following are the element definitions.

- a) *Communication Apprehension* (CA) is anxiety when talking or listening to other people. Communication apprehension stems from a person's nervousness and timidity while talking with others. Fear of communication in foreign language study stems from someone's understanding. People who are scared of communication are generally terrified of oral communication, which involves speaking and listening. It may become tough to persuade someone to comprehend and to understand someone.
- b) *Test Anxiety* is a form of performance anxiety associated with the fear of making mistakes or failing at all. Test anxiety is associated with a person's fear of the testing setting. When students are subjected to many examinations, they frequently experience test anxiety. In their brains, students form such negative beliefs about tests and have an inappropriate attitude about evaluation circumstances.

¹¹ Joann Cope Elaine K. Horwitz , Michael B. Horwitz, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70 (1986): 125–32.

c) *Fear of Negative Evaluation*, namely anxiety associated with students' perceptions of how seeing (instructors, classmates, or others) might judge their language skills poorly. "Students' worry about other people's judgments, avoidance of evaluating settings, and the anticipation that others would judge adversely all contribute to their fear of negative evaluation". According to Horwitz, Horwitz, and Cope, dread of poor assessment is not restricted to test-taking scenarios. They contended that it is broader than it seems in any culture. Negative assessment may arise from teachers and peers in a foreign language situation since constant evaluation is required in foreign language acquisition.¹²

3. Classifications of Anxiety

a) Facilitating Anxiety

The belief that worry may be a good force in learning is widespread and firmly held in the educational community. This beneficial energy is known as enabling anxiety. Making things easier is described as "facilitating," whereas "anxiety" is defined as agitation, concern, and so on. Worry or anxiety, in other words, makes the work simpler.¹³ This is the amount of anxiety thought to be motivating. People with this sort of anxiety perceive stress as a challenge rather than a threat. Anxiety Facilitation keeps you driven to accomplish. This sort of worry has no effect on exam preparation or performance. This sort of anxiousness can aid in performance.¹⁴ Brown felt that foreign language anxiety may improve performance in a variety of ways,

¹² Joann Cope Elaine K. Horwitz , Michael B. Horwitz, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70 (1986): 125–32.

¹³ Kenneth E Williams, "Is Facilitating Anxiety All In Your Head?," *Sophia Junior College Faculty Journal* 28 (2008): 1–7.

¹⁴ Harber Richard Alpert, "Anxiety in Academic Achievement Situations," *Abnormal and Social Psychology* 61 (1960): 201–15.

including keeping pupils awake. As a result, it is best to describe anxiety as a facilitator. When a scenario is deemed good for mental preparation and performance, the individual might feel in control. Principals may be able to manage with their anxieties and achieve their objectives in this manner.

As a result, it is argued that labeling anxiety as facilitative is advantageous. Individuals might feel in charge when the setting is deemed advantageous for mental preparation and performance. Performers may be able to cope with their anxieties and achieve their goals in this manner.

b) Debilitating anxiety

Debilitative anxiety interferes with performance.¹⁵ The threat is thought to be the degree of anxiety. According to one study, viewing worry as debilitating is linked to emotional weariness.¹⁶ A similar study discovered that students who had crippling exam anxiety had lower semester average class scores. In terms of sports performance, individuals who perceived their circumstances as debilitating had higher levels of anxiety than those who perceived their condition as beneficial.¹⁷

Individuals suffering from this type of anxiety experience worry and/or terror as they view stresses as dangers. An individual cannot operate properly in a given circumstance because of emotions of uneasiness. Avoiding chores is a common symptom of debilitating anxiety. For example, a candidate who perceives the work meeting as a threat failed to appear for his session.

¹⁵ Jean Brown, "Difference Between Facilitative Anxiety and Debilitative Anxiety," 2021, <http://www.differencebetween.net/science/difference-between-facilitative-anxiety-and-debilitative-anxiety-2/>. (11 Maret 2022).

¹⁶ Francisco Esteves Juliane Strack, "Exam? Why Worry? Interpreting Anxiety As Facilitative And Stress Appraisals," 2014.

¹⁷ Austin Swan Graham Jones, Sheldon Hanton, "Intensity And Interpretation Of Anxiety Symptoms In Elite And Non-Elite Sports Performers," *Journal Of Sport and Exercise Psychology*, 1994.

Debilitative anxiety has a detrimental influence on a student's ability to prepare for and take tests. When someone suffers with testing anxiety, they are experiencing the effects of crippling anxiety.

Debilitative Anxiety has a detrimental effect on test preparations and pupil test-taking abilities. When a person has testing worry, she feel the crippling consequences of anxiety. Anxiety is damaging because it is associated with lower motivation, unfavorable attitudes and beliefs, and trouble with language performance. Individuals suffering from this sort of anxiety experience worry and/or terror when they view the stressor as a threat. An individual is unable to operate efficiently in some settings due to emotions of discomfort. Avoidance of chores is a common symptom of debilitating anxiety. An candidate, for example, who sees a job interview as a threat to not show up to his appointment or a student arriving late for an exam.

4. Clinical Symptoms of Anxiety

The following are common complaints expressed by persons suffering from anxiety disorders:

- 1) Anxious, concerned, fearful of his own thoughts, and easily upset.
- 2) Tensed, agitated, and easily spoked. Disturbed sleep patterns, and scary dreams.
- 3) Fear of being alone or afraid of many people.
- 4) Difficulties with attention or memory.
- 5) Somatic problems, such as bones and ear muscle discomfort, tremors, and breathing problems.¹⁸

¹⁸ Dadang Hawari, *Managemen Stres, Cemas Dan Depresi*, 1st ed. (Jakarta: Balai Penerbit FKUI, 2008).

5. Anxiety Level

According to Gail W. Stuart anxiety has level of worry, include:

1) Mild Anxiety

This anxiety, which is associated with strain in everyday life, leads the individual to be attentive and expands his perceptual area. This worry may spur learning, as well as development and innovation.

2) Moderate Anxiety

Allows the person to concentrate on what is essential at the expense of others. Individual perspective is narrowed as a result of this fear. As a result, each person experiencing choice inattention yet has the ability to focus on additional regions if prompted to do just that.

3) Severe Anxiety

Reduces the range of individual perception significantly. Individuals prefer to concentrate on something particular and specialized and do not consider anything else. Every action is intended to relieve tension. To focused on some other things, the human need a lot of guidance.

4) Panic Level

Astonishment, horror, and terror are all associated with this word. The details are blown out of proportion as a result of the one feeling fear, who is unable to accomplish anything even with guidance. Panic generates personality disorder and increased motor activity, as well as a diminished capacity to relate to people, confused views, and a failure of logical thought.¹⁹

¹⁹ Gail. W. Stuart, *Buku Saku Keperawatan Jiwa*, 5th ed. (Jakarta: EGC, 2006).

6. Foreign Language Learning Anxiety

Anxiety is a type of individual feeling that is associated with a sense of being threatened by something, frequently with the object of the danger being obscure. Anxiety can cause generate student motivation to achieve learning targets or learning outcomes. But on the other hand, excessive anxiety will interfere with the learning process which is worrying about the achievement itself. According Wolman and Stricker foreign Language Anxiety is a specific set of self-perceptions, beliefs, attitudes, and actions associated with classroom language acquisition that stems from the distinctiveness of the language learning process.²⁰ Horwitz et al. initially developed the notion of foreign language anxiety, which identifies foreign language anxiety as an unique sort of anxiety different from other types of anxiety. FLA, according to Horwitz et al., is a complicated concept that includes "self-perceptions, beliefs, sentiments, and actions associated to classroom language acquisition originating from the uniqueness of the language learning process".²¹ This anxiety is felt in each language-learning circumstance, regardless of the language competence employed. Foreign language anxiety, according to MacIntyre and Gardner, is defined as feelings of tension and fear that are specifically related to the context of a second or foreign language, including speaking, listening, and learning, or worries and negative emotional reactions when learning or using a second or foreign language.²²

²⁰ Benjamin B. Wolman and G. Stricker, *Anxiety and Related Disorders a HandBooks* (New York: Jhon Wiley & Sons, Inc, 1994).

²¹ Philip Landström, "Foreign Language Anxiety among Chinese Senior Middle School Students," *Department of Language, Literature and Intercultural Studies*, 2015, 25.

²² MacIntyre, "Languege Anxiety," *A Review of the Research Fot Language Teachers*, 1999.

Foreign language anxiety is distinct from state anxiety, which occurs within specific, temporary situations and fades away when the threat (or situation) disappears.²³

Predicated on the above definition, foreign language anxiety is defined as a state of apprehension and tension that is directly relevant to the frame of reference of a foreign or second language, including speaking, listening, and learning, or anxieties and bad reactions when learning or using a two or more languages. Students are psychologically connected in terms of their sentiments, self-esteem, and self-confidence.

7. Characteristics of Foreign Language Learning Anxiety

Foreign language anxiety may be considered as both a constant attribute and a transient mood triggered by a variety of events. Horwitz, Horwitz, and Cope's famous study presented the concept of foreign language anxiety as context-specific anxiety triggered by a certain sort of circumstance or occurrence. When kids suffer linguistic anxiety at school, it generally takes the form of realistic worry, neurotic anxiety, or moral anxiety. According to Horwitz et al., foreign language anxiety can be related to three different types of anxieties as components of foreign language anxiety: communication apprehension (fear of communicating with other people), test anxiety (fear of exams, quizzes, and other assignments used to evaluate students' performance), and fear of negative evaluation (fear of negative evaluation).

²³ Oxford R. L, "Anxiety and Language Llearner: New Insights," *Affect in Language Learning*, 1999.

C. Conceptual Framework

The schematic framework of this research, which is based on the title and problem formulation is:

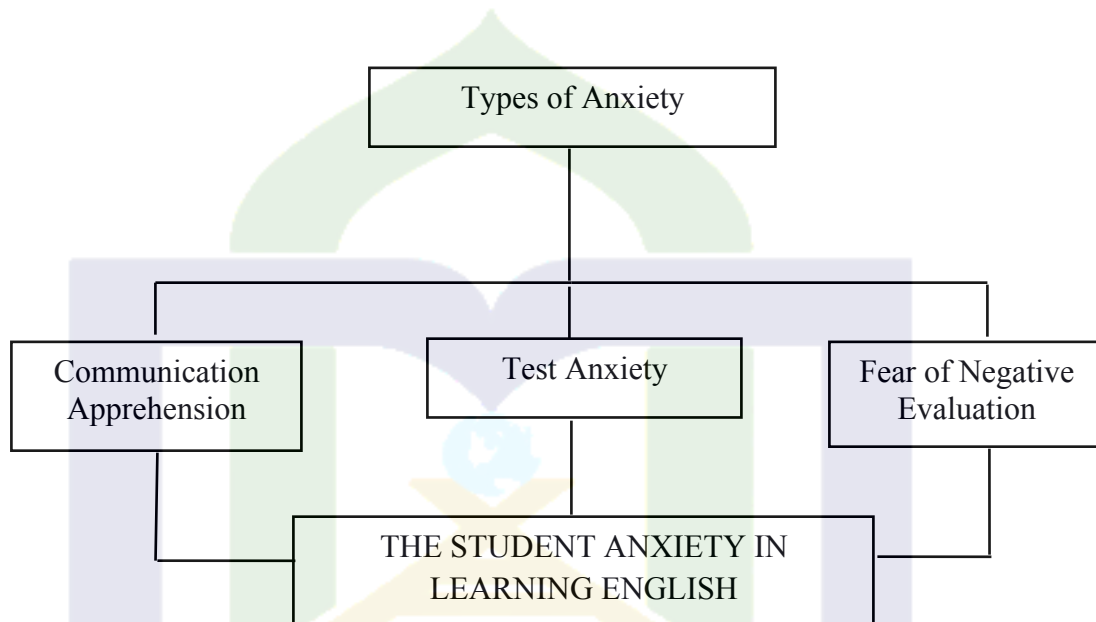


Figure 2.1 Conceptual Framework

In this study, researcher focused on student anxiety in terms of Horwitz theory which refers to 3 types of anxiety namely; communication apprehension, test anxiety, and fear of negative evaluation. This study uses a quantitative approach to identify students' learning anxiety levels based on the three types of anxiety above. The identification of the level of anxiety used a questionnaire as a research instrument.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

In a study, a research design is the first step taken before obtaining data and analyzing data. The research method used in the study is following the object of the research.

The researcher employed a hybrid technique in this study, integrating qualitative and quantitative research. A mixed method research technique mixes qualitative and quantitative research²⁴. According to Sugiono, a mixed method is a research approach that combines two research methods, qualitative and quantitative, in one research activity to produce more comprehensive, valid, trustworthy, and objective data.²⁵

This method helps researcher to collect data, analyze data, and finish study facts to answer the objectives of the investigation. The design is used to gather data in order to acquire an accurate description of the current state, but it also aims to trace the interrelationships between the facts in order to gain a better understanding of the phenomena. Furthermore, the study design gives a methodical, realistic, and precise depiction of a scenario. This study combines a qualitative strategy based on interviews with a quantitative approach based on questionnaires; the researcher did qualitative research first, followed by quantitative research.

²⁴ Jhon W. Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approach*, 4th ed. (Singapore: Sage Publication, 2014).

²⁵ Sugiono, *Metode Penelitian Kombinasi (Mixed Methods)*, 10th ed. (Bandung: Alfabeta, 2018).

This study uses a gradual mixed technique. According to Creswell, this is a strategy in which researchers combine data determined from one method with another. In this study using a mixed method explanatory strategy whose main weigh in strategy is qualitative data.²⁶ So the first stage is conducting interviews and then analyzing qualitative data. That is knowing the description of student's anxiety in learning English and to answer the second research questions, then the questionnaire be distributed and analyze quantitative data to determine the level of student's anxiety in learning English.

B. Location and Time

This study was carried out at SMK Negeri 3 Parepare by the researcher. Jl. Karaeng Burane No.16, Mallusetasi, Kec. Ujung, Kota Parepare, Sulawesi Selatan 91111 is the address. The researcher conducted direct interviews and distributed questionnaires in this study, which took 30 days to complete.

C. Source of The Research

The responders were drawn from the eleventh grade students of SMK Negeri 3 Parepare, and there were 32 in total.

D. Focus of the Research

This research conducted on the student's anxiety in learning English in eleventh grade at SMK Negeri 3 Parepare. The focus of this study is the description of students' anxiety and anxiety levels in learning English.

²⁶ Jhon W. Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approach*, 4th ed. (Singapore: Sage Publication, 2014).

E. Research Instruments

The technique of data collecting is one factor that influences the smoothness and success of a study. In this study the data collection methods used are as follows:

1. Questionnaire

A questionnaire is a data collecting strategy in which a form comprising written questions is given to a person or group of individuals in order to obtain answers or replies and information requested by researchers, which can be delivered in person, by post, or over the internet. The questionnaire employed in this study is a closed questionnaire, which means that the questionnaire has supplied responses the respondent only has to answer directly. Distributing questionnaires to students is a great way to further concretize student data. In this instrument, the questionnaire refers to several aspects mentioned in chapter II. This instrument answered the second research question, namely the level of student anxiety, which contained 36 questions and were answered by 32 students from the total population.

Table 3.1 Questioner Indicators

No	Indicators	Items
1	Communicative	19
2	Test Anxiety	8
3	Fear Evaluation	9

2. Interview

The interview is an oral question and answer activity between two or more to get data or answers and information. This interview was aimed at eleventh-grade students at SMK Negeri 3 Parepare, as a supporter of the observation method in

collecting data, so that it would get more profound information from the informant. The researcher asking questions that refer to the description of students' English learning anxiety levels. The interview guide was used as a pathway to complete the research questions. In conducting interviews, researchers used semi-structured interviews. The researcher asked 10 questions referring to the description of student's anxiety levels.

F. Technique of Data Analysis

Research data after the data is collected, the data analyzed first using clear and precise data analysis in research problems so that the resulting data is truly valid. In this study, the researcher managed the existing data by using qualitative research methods with analysis techniques, questionnaire analysis methods, and interviews.

1. Questionnaire Analysis

The questionnaire is one of the supporting data analysis techniques which is intended to identify the feelings, opinions, problems, and situations of students in the process of learning English in the classroom. In this test, the form of a questionnaire is completed with alternative answers. Students only choose the best suitable answer for themselves. Questionnaires need to be answered honestly and correctly by students. In analyzing student responses, researchers used a formula.

P= Percentage

F= Frequency

N= the Total Number of the Respondents.

The formula of liker scale as follow:

Table 3.2 The skala likert below

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	Score
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Neutral	3	Neutral	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

The following is rating score of the category:

Table 3.3 Classifying the foreign language classroom anxiety scale based on the following criteria:

Range	Level
124 – 165	Very Anxious
108 – 123	Anxious
87 – 107	Middle Anxious
66 – 86	Relaxed
33 – 65	Very Relaxed ²⁷

2. Interview Analysis

In this study, researcher used interviews as a source of data and more in-depth information about the description of students' English learning anxiety. The researcher give several questions related to students' anxiety, disturbance, and anxiety when learning English, then students answer according to their opinions or feelings.

²⁷ Joann Cope Elaine K. Horwitz , Michael B. Horwitz, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70 (1986): 125–32.

In qualitative research, there are 3 main activities in qualitative research data analysis, namely:

1) Data Reduction

The data obtained may be very large so in analyzing the data in this section, the researcher reduces the data or summarizes, selects the main points, focuses on the important things, then looks for themes and patterns from the data. Reducing this data will make it easier for researchers to conduct further data collection.

2) Data Display

After reducing the data, the next step is data display. In quantitative research, the data display can be in the form of tables, graphs, diagrams, etc. Meanwhile, in qualitative research, the data display can be in the form of brief descriptions, flowchart, relationships between categories, etc. The most frequently used to present data in qualitative research is narrative text. The thing that is done in data display to make it more interesting is by mixing in the form of a diagram equipped with a brief description.

3) Verification/draw conclusions

After data reduction and data display, the next step is verification/concluding. Conclusions in qualitative research may be able to answer the problem formulation that was formulated from the start, maybe not, because the formulation of the problem in qualitative is still temporary, it can develop after the researcher is in the field. Conclusions in qualitative research are new findings that have never existed before. New findings can be in the form of a description, or description of an object, then a causal relationship, hypothesis, or theory.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The study findings addressed the research question posed in the first chapter. This chapter also includes a data analysis of how the description of student anxiety in learning English and a data analysis of student anxiety level in learning English which referred to the research question appear in the first chapter.

Several stages carried out by the researcher were interview and questionnaire. In the first stage researcher conducted the interview in the student, the researcher asking 9 questions that refer to the description of student's anxiety in learning English. Then the second stage is the questionnaire given to students is accompanied by answers that will determine the level of anxiety of students in learning English.

According to the theory, this research used mix method. In this study using a mixed method explanatory strategy whose main weigh in strategy is qualitative data. Which the process of answering the research question, the first research question answered by the questionnaire and then analyzing quantitative data, to determine the level of student's anxiety in learning English, and the second research question answered by interview and analyze qualitative data that is knowing the causes of student's anxiety in learning English.

The researcher found the data of the level of student's anxiety as explained below:

1. Student's level anxieties in Learning English

According to Horwitz, Horwitz, and Cope developed a "Foreign Language Classroom Anxiety Scale" (FLCAS) to measure the amount of student anxiety. The scale has 36 question items which are divided into 2 groups of questions between positive questions and negative questions. Each positive question item was scored on a Likert scale of 5 points from strongly

agree(5), agree(4), neutral(3), disagree(2), and strongly disagree(1). Negative questions were scored on a 5-point likert scale from strongly agree(1), agree(2), neutral(3), disagree(4), strongly disagree(5). The participants in this study were eleventh grade students who answered the questionnaire. There were 32 students who answered the questionnaire. The table below shows the results of student responses to the questionnaire as described below:

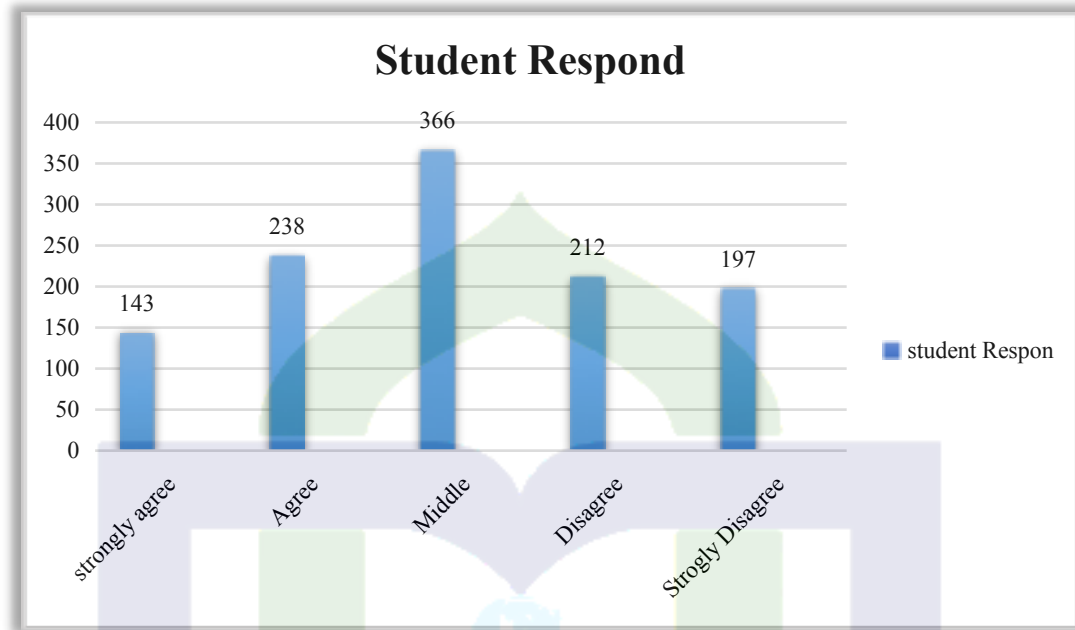
Table. 4.1 Students' Responds

NO	RESPONDENT	ITEM OPTIONS				
		SA	A	N	D	SD
1	1	6	6	14	2	8
2	2	4	8	15	5	4
3	3	1	9	15	9	2
4	4	2	6	11	10	7
5	5	0	9	18	6	3
6	6	1	11	13	9	2
7	7	6	11	6	8	5
8	8	7	4	8	3	14
9	9	2	14	9	5	5
10	10	7	6	12	3	7
11	11	0	12	12	12	0
12	12	5	5	14	10	2
13	13	7	4	6	7	12
14	14	3	4	15	11	3
15	15	2	12	14	2	6
16	16	3	10	14	8	1
17	17	4	11	14	5	2
18	18	2	9	13	7	5

19	19	2	18	16	0	0
20	20	6	4	7	14	12
21	21	8	1	10	7	10
22	22	9	6	8	8	5
23	23	2	5	10	14	5
24	24	8	7	9	4	6
25	25	5	6	17	3	5
26	26	4	13	9	8	2
27	27	6	4	11	7	8
28	28	5	7	1	4	17
29	29	3	4	19	7	3
30	30	9	7	7	9	4
31	31	6	4	7	3	16
32	32	8	1	12	2	16
SUM		143	238	366	212	197
TOTAL		1156				

The following were an overview of the summary of the student's response based on the description of the table above. For more explanation, the research showed the figure in the next page.

Figure 4.2.1 the Summary of Students' Response Statements



The writer discovered that the claims had the following scores: highly agree (143); agree (238); medium (366); disagree (212); and strongly disagree (197). So, based on the statement, the maximum score is in "Middle" (366 replies) and the lowest value is in "Strongly Agree" (143 responses), in order to determine the amount of anxiety of students when speaking, the writer assessed and classified each student based on their replies in the FLCAS questionnaire, as shown in the table below:

Tabel 4.2. The accumulation of questionnaire form

NO	PARTICIPANTS	TOTAL	LEVEL
1.	Informant 1	114	Anxious
2.	Informant 2	101	Middle Anxious
3.	Informant 3	106	Middle Anxious

4.	Informant 4	128	Very Anxious
5.	Informant 5	103	Middle Anxious
6.	Informant 6	111	Middle Anxious
7.	Informant 7	123	Anxious
8.	Informant 8	141	Very Anxious
9.	Informant 9	109	Anxious
10.	Informant 10	124	Very Anxious
11.	Informant 11	104	Middle Anxious
12.	Informant 12	105	Middle Anxious
13.	Informant 13	153	Very Anxious
14.	Informant 14	115	Anxious
15.	Informant 15	104	Middle Anxious
16.	Informant 16	104	Middle Anxious
17.	Informant 17	114	Anxious
18.	Informant 18	118	Anxious
19.	Informant 19	90	Middle Anxious
20.	Informant 20	141	Very Anxious
21.	Informant 21	152	Very Anxious
22.	Informant 22	128	Very Anxious
23.	Informant 23	134	Very Anxious

24.	Informant 24	103	Middle Anxious
26.	Informant 25	91	Middle Anxious
26.	Informant 26	101	Middle Anxious
27.	Informant 27	127	Very Anxious
28.	Informant 28	162	Very Anxious
29.	Informant 29	119	Anxious
30.	Informant 30	116	Anxious
31.	Informant 31	140	Very Anxious
32.	Informant 32	145	Very Anxious

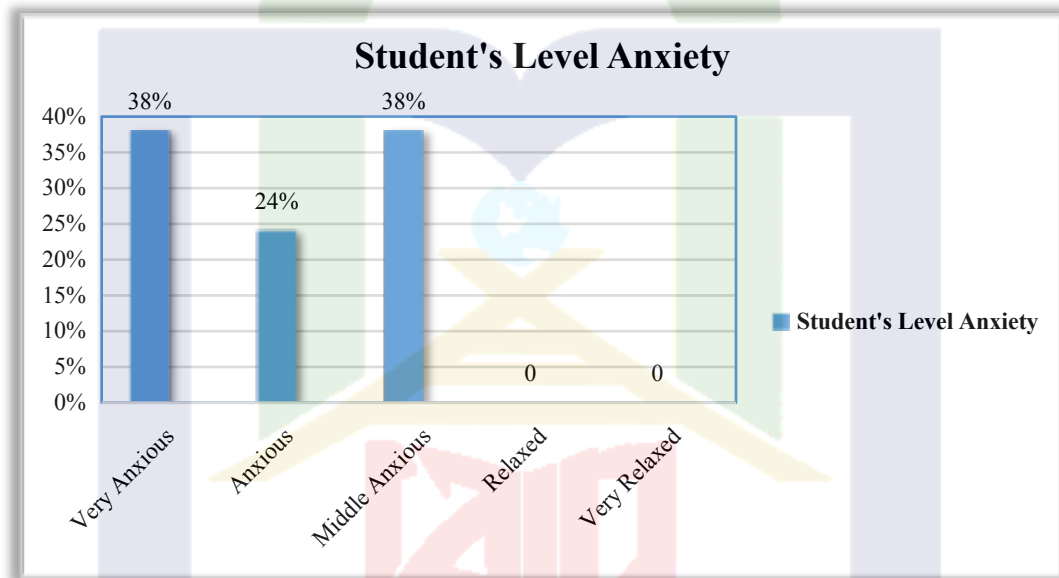
Based on the Foreign Language Classroom Anxiety Scale Scoring and Categorizing table above, the outcome of the evaluation and classification in student anxiety levels can be seen in the table below:

Table 4.3 Result of Anxiety Scale Range Level Result

Range	Level	Result
124-165	Very Anxious	Very Anxious : 12 Respondent (38%)
108-123	Anxious	Anxious : 8 Respondent (24%)
87-107	Middle Anxious	Middle Anxious : 12 Respondent (38%)
66-86	Relaxed	Relaxed : 0 Respondent (0%)
33-65	Very Relaxed	Very Relaxed : 0 Respondent (0%)

The study discovered 12 students (38%) who experience "Very Anxious" level with a range score of 124-165, 8 students (24%) who experience "Anxious" level with a range score of 108-123, and 12 students (38%) reported feeling "Middle Anxious" with a range score of 87-107, nothing (0%) reported feeling "Relaxed" with a range score of 66-86, and nothing (0%) reported feeling "Very Relaxed" with a range score of 33-65. Based on the description of the image above, the following is a summary of the outcome of foreign language classroom anxiety:

Figure 4.2 Students Level Anxiety



From the figure above, it can be seen that dominant anxiety scale that occurred in "Very Anxious" with 12 students (38%), "Anxious" with 8 students (24%) and "Mildly Anxious" with 12 students (38%), it means that many students experience very anxious and middle anxious and nothing students are "relaxed" and "Very Relaxed".

2. The Causes of Student's Anxiety in Learning English

The second step in this study is interview. The interview of student was conducted on 21 October 2022 and support by audio recorder. The research interviewed some of students for identifying the causes of their anxiety clearly. The result data from interview that has been processed through data reduction, data display, and verification were explained divide by each type of the anxiety:

a. Communication Apprehension

Communication apprehension is anxiety when talking or listening to other people, this anxiety arises from someone's fear and shyness when it comes to communicating with others. Several respondent falls so bad when speaking English "*I'm a shy person*"²⁸. Someone who has communication apprehension find it difficult to speaking groups or in public.

The researcher found that communication can also occur because students cannot produce more word structures in a language that is not mastered. This is the respondent who stated "*I can't answer the teacher's question if I am asked because I don't know the meaning of the sentence and I also don't know English*"²⁹ And another problem come also "*If I am asked to make a question in English and answer a question in English, I am afraid to answer wrongly because I don't know English*"³⁰. This shows that, this student really getting very anxious about the communication background due to his lack of knowledge in English.

This kind of anxiety is actually strong in capturing respondents who cannot really appear in public. The inability to express oneself in the desired way or to understand others can lead to frustration due to a lack of knowledge of the language used to communicate. Communication anxiety that arises in a person causes a person to be unable to convey his message clearly.

²⁸ Aisyah(16thn), Students, female, 21 Oktober 2022, oral interview

²⁹ Arnita(16thn), Students, female, 21 Oktober 2022, oral interview

³⁰ Acyuta(16thn), Students, male, 21 Oktober 2022, oral interview

b. Test Anxiety

Test anxiety refers to a type of performance anxiety stemming from fear of making mistakes or failing at all. Evaluation in learning is a measure to determine progress in learning. Therefore, most of the students experience some level of anxiety when facing the exam. The importance of exams is emphasized from the very beginning of one's education, therefore it is not uncommon for most students to experience anxiety when facing exams. *“I feel nervous so before the exam I study a lot”*³¹ another stated *“Surprised, because the English exam is difficult”*³².

Some students feel afraid and anxious to face exams both orally and in writing, but some of them feel anxious and afraid due to their poor pronunciation skills so that even though they know the answers they will feel unable to answer questions due to poor pronunciation and English vocabulary they have. *“Anxious and nervous for sure for fear of not being able to answer the teacher's questions, even if I knew the answer I certainly couldn't answer it in English”*³³ another stated *“I'm afraid, especially since it's an oral exam, for sure I can't answer in English because my pronunciation is bad”*³⁴.

Students who are anxious about exams in a foreign language class may have considerable difficulty because tests and quizzes occur frequently and even the brightest and most prepared students often make mistakes.

c. Fear of Negative Evaluation

Fear of Negative Evaluation is associated with student's perceptions of how seeing others might judge their language skills. They found that there was a correlation between fear of other people's evaluation and language

³¹ Barliya(16thn), *Students*, female, 21 Oktober 2022, oral interview

³² Febriyani (16thn), *Students*, female, 21 Oktober 2022, oral interview

³³ Acyuta(16thn), *Students*, male, 21 Oktober 2022, oral interview

³⁴ Aisya(16thn), *Students*, female, 21 Oktober 2022, oral interview

anxiety. Students are afraid of making mistakes, especially in oral pronunciation and communication, is stated that *“It's very unpleasant when I dare to explain but my friends make fun of the way I explain”*³⁵ another stated *“I'm embarrassed if my friends make fun of me when I appear in front of the class”*³⁶.

When students appear in front of the class and their friends mock their abilities it will have an impact on performance in front of the class. *“I was getting nervous and couldn't continue my performance”*³⁷. This often results in poor performance, as students focus more on the perceived danger of performing than on language production. In addition, students are surrounded by other language learners.

B. Discussion

In the findings of this study would explain about the discussion of the finding above. Researchers analyze the information collected in the field and explained depending on the research question. The researcher completed the data collection above after completing all of the instruments for the 32 respondents who were available to be responders.

1. Student's Level Anxiety

In the first discussion about the level of student anxiety, the instrument is carried out with a questionnaire that refers to the level of student anxiety in learning English. The questionnaire consists of 36 questions which also refer to 3 indicators that refer to the type of anxiety, namely communication apprehension, test anxiety, and fear of negative evaluation. Identification of students' anxiety levels is supported by a Horwits scale that follows certain techniques in validating the results of data that vary

³⁵ Akhirayati (16thn), *Students*, female, 21 Oktober 2022, oral interview

³⁶ Aulia (16thn), *Students*, female, 21 Oktober 2022, oral interview

³⁷ Fito (16thn), *Students*, male, 21 Oktober 2022, oral interview

widely.

The questions in the questionnaire are further divided into 2 types of questions, namely, positive questions and negative questions. Each positive question item was scored on a Likert scale of 5 points from strongly agree(5), agree(4), neutral(3), disagree(2), and strongly disagree(1). Negative questions were scored on a 5-point liket scale from strongly agree(1), agree(2), neutral(3), disagree(4), strongly disagree(5).

The results of identifying data from students' anxiety levels produce very varied data. Where there were 12 respondents whose percentage was 38%, who were categorized as very anxious. This is the first highest result obtained from several levels of anxiety. Explained further about the feelings of students when learning English. The aspect of anxiety that students feel the most is in the aspect of communication.

In learning foreign languages, communication is the most important thing that becomes a guide for students to be able to understand something well. Because if they don't know how to communicate, how will they understand other people's explanations and how will other people understand their explanations. How do they want to listen to other people if they don't understand what is being conveyed and how can other people understand what they want to convey if their delivery is not understandable. This also occurs among students due to their lack of knowledge of English and affects the level of anxiety they experience and ultimately places them in the very anxious group.

The next explanation refers to anxiety, where there are 8 respondents whose percentage is 24%, this number is also high but lower than the previous anxiety category. This can be seen from the responses of students as respondents, the level of student anxiety is higher, presumably because students feel more anxious when learning English. Experts state that anxiety greatly reduces a person's perceptual field where the person tends to focus on something detailed and specific and cannot think

of anything else caused by high student class activity.³⁸

Another explanation refers to moderate anxiety, namely 12 respondents from 38%. This number is equal to the number of very Anxious. Respondents who fall into this category have a moderate level of anxiety, meaning very good, or relaxed because the respondent is not too anxious and anxious. The researcher found several respondents who were still able to understand English lessons and were able to understand the teacher's explanation. Anxiety in this moderate category refers to situations and environments that they feel good about.

The relaxed and very relaxed sections of the researchers did not find or identify any students in these two categories of anxiety. which means that none of the 32 respondents feel relaxed or very relaxed when learning English.

The researcher concluded that students have different levels, where the higher level is very anxious and middle anxious and the lowest level refers to anxious, so the anxiety level of students in learning English varies greatly.

2. The Causes of Student's Anxiety

The researcher concluded that students had different levels of anxiety, where the level that students felt the most was very anxious and moderate anxiety, then the least that students felt was anxiety level, in fact none of the students felt relaxed and very relaxed. These results refer to the results of questionnaires that have been distributed to students. However, before distributing the questionnaire, the researcher first conducted interviews with several students regarding the description of the anxiety they felt when learning English.

After conducting interviews with students about how to describe the anxiety they experienced by asking several questions related to anxiety in terms of communication,

³⁸Sansgiry, S.S. *Effect of Students Perceptions of Course Load on Test Anxiety*. (American Journal of Pharmaceutical Education, 2006. 70 (2))

test anxiety and fear of negative evaluation, such aspects caused all respondents to feel that they had experienced this anxiety when learning English, some Most students feel very anxious and moderately anxious because they cannot receive lessons and communicate well because they are constrained by their lack of knowledge in English.

It assumes a certain knowledge structure and a certain emotional state in every communicative action. To make those assumptions correctly, we need to go beyond our own ego so that we can send and receive messages clearly³⁹. From the expert's statement, it can be concluded that, to communicate well, communication must be followed by communicative actions so that we can give and receive a message clearly.

a. Communication Apprehension

Anxiety that comes from communication is anxiety when talking or listening to other people. Communication concerns in learning a foreign language come from one's personal knowledge. Horwitz, Horwitz & Cope states that in an English learning situation, students may feel anxious because of problems associated with several reasons. First, communication concerns; second, fear of negative evaluation; and third, a general feeling of anxiety.⁴⁰ In communication anxiety, students are usually afraid of verbal communication, namely speaking and listening. They find it difficult to understand what other people are saying and have difficulty making other people understand what they want to convey.

This communication anxiety causes respondents to feel unable to communicate properly. Some students feel they cannot understand what the teacher is explaining due to their lack of knowledge in English and their lack of pronunciation, this is what makes them feel disappointed and fail because of a lack of knowledge of English which makes them afraid and anxious to say or answer something if asked or

³⁹ Spielberger, C. D. *Theory and research on anxiety. Anxiety and behavior.* (New York: Academic press.1968)

⁴⁰Joann Cope Elaine K. Horwitz , Michael B. Horwitz, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70 (1986): 125–32.

when they want to ask a question. Even though they answered they would be very careful with the answers and the way they conveyed their answers because, the pronunciation they had. They feel in a dangerous situation when they don't understand what other people are saying, or what they want to convey, they are worried if they are suddenly faced with a test and they don't understand the material.

b. Test Anxiety

In anxiety that comes from test anxiety is a form of performance anxiety that is associated with the fear of making a mistake or failing completely. Test anxiety is excessive anxiety when facing certain test, be it daily test or semester exam. Test anxiety is a learning barrier that interferes with the performance of one's psychological functions, such as concentration. Test anxiety is related to a person's fear of exam situations. Students tend to face exam anxiety every time they face a test or when they are facing a test. Students also feel when facing exams that often make students build negative thoughts in their heads about the exams they will experience. This exam anxiety is still closely related to students' lack of knowledge of English. Some students feel anxious and nervous when they are about to take the exam, they think that both in the oral and written exams they are afraid of not being able to answer because they don't know English, and also they feel lacking in the pronunciation they have which makes them afraid of taking the oral exam.

c. Fear of Negative Evaluation

Fear of negative evaluation is the anxiety experienced by someone with their worries about opinions and how other people see (teachers, classmates or other people) who might be able to judge their language skills poorly. Indriyanti says that

the inability to express ideas is due to a lack of self-confidence and this is one of the causes of anxiety when speaking English in class.⁴¹

Students who lack self-confidence usually occur when they realize that the other person does not understand when they are having a conversation. In this situation, students prefer to be silent than to speak. According to experts, anxiety about other people's evaluation comes from our own minds, in the context of foreign language this fear makes students choose to avoid and choose silence rather than them getting into situations where they will be judged by others, for example (asking or expressing opinions in class) negative evaluation. can come from teachers and peers because learning a foreign language requires continuous evaluation.

Anxiety over other people's judgments is what makes some students feel unhappy about other people's negative judgments about them, this makes students afraid to appear. Students feel annoyed with other people's assessments which make them lose confidence, they feel nervous and embarrassed if what they display, say and do is evaluated negatively by others.

Those things can cause very strong anxiety among students in learning English, which makes students not develop their speaking skills, and damages their performance and also their achievement in English.

The three aspects of anxiety, namely communication anxiety, test anxiety, and fear of negative evaluation have an important role in influencing students' anxiety in learning English which will later have an impact on the results obtained by students after learning English accompanied by anxiety. With these results, the researchers concluded the results of the study as described above. All data identified is valid and meets the data in the descriptive analysis.

⁴¹ Indriyanti, "Students' Anxiety In Speaking English (A Case Study in One Hotel and Tourism College In Bandung)," *ELTIN Journal*, 2016.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the findings and results of the data analysis in the preceding chapter, the following conclusion may be drawn:

1. Students Level Anxiety

The second question which formulated of identify the level anxiety encountered by students in learning English, the conclusion of the result findings were; there were 12 respondents categorized as very anxious on 38%, there were 8 respondents categorized as anxious on 24%, there were 12 respondents categorized as middle anxious on 38%, and there not respondents categorized as relaxed and very relaxed.

2. The Causes of Student's Anxiety

This study related to the first question, which identified the reason of the student's worry, which alluded to the three aspects of the anxiety, the message exhibited by pupils' problems on lack of knowledge of English, their lack of pronunciation and exam anxiety is still closely related to the problem of students' lack of knowledge of English which is a problem and students' fear when they will face exams. And the fear of evaluation makes students feel nervous and embarrassed if what they display, say and do is evaluated negatively by others.

B. Suggestions

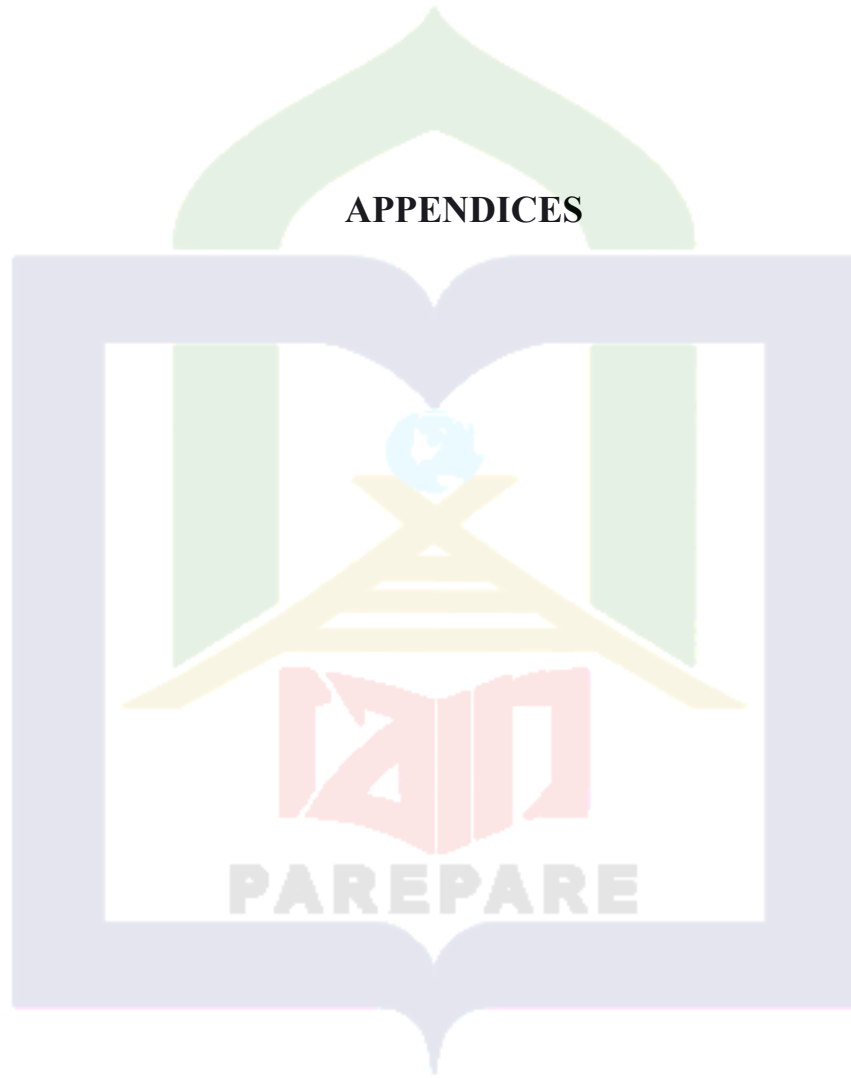
Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The teacher is a person who can influence how students think and see a subject, so a teacher must be able to set an example of good self-discipline, provide good teaching techniques and methods so that it will affect the psychology of students in viewing a lesson. with this can also help and facilitate students in receiving subject matter.
2. The results of this study can be used for research to identify student anxiety and also for future research who wish to conduct research by reading and understanding the results of this research, and can conduct research that is even better than this research.

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Appendix 1: Questionnaire**KUESIONER PENELITIAN****NAMA :****KELAS :**

Jawablah pertanyaan dibawah ini dengan memberikan tanda (X) pada kolom jawaban yang dipilih. **SS** (Sangat Setuju), **S** (Setuju), **N** (Netral), **TS** (Tidak Setuju), **STS** (Sangat Tidak Setuju)

NO	QUESTION	REACTION				
		SA	A	N	D	SD
POSITIVE STATEMENT						
1	I don't worry about making mistakes in English class					
2	I feel quite comfortable when learning English					
3	I feel confident when the teacher points me to explain something using English					
4	I can understand the English material explained by teacher well					
5	I'm very focused on learning English					
6	When I finish the English assignment, I am optimistic that I can do the problem correctly					
7	I prefer to study English, because it's one of the supporting subject in higher studies					
8	I am not stress when doing English assignment.					
9	I am very enthusiastic about taking English exams both oral and written.					
10	I am not nervous when speaking English with native speakers or teacher who are good at					

	English					
11	When I get information about exams, I will study hard.					
12	I am not nervous when I am speaking English					
NEGATIVE STATEMENT						
13	I never feel quite sure of myself when I am speaking in my English class					
14	English is a difficult and boring learning					
15	I always feel that my friends are much better than me in learning English					
16	I am afraid and anxious when I dare to speak English in front of the class, my friend will make fun of me					
17	I was very worried before entering English class					
18	I feel weak like I'm going to faint when I'm told to speak English in the learning process					
19	Too much English material so it's hard for me to understand					
20	I feel English learning put a lot of pressure on me					
21	I noticed my heart rate increased/weakened when the teacher started pointing randomly to explain something in English					
22	I feel less confident when discussing English learning because I feel less competent					
23	I feel nervous when the English assignment I'm working on are evaluated by friend					
24	I'm afraid of having obstacles to complete the English assignment given by the teacher					

25	I feel frustrated if given an English assignment					
26	I feel anxious because I don't understand the teacher's explanation when learning English					
27	I'm always afraid when there is an English exam					
28	I am panic when I have to speak English					
29	Better for me if I don't asking even though I don't understand the teacher explanation					
30	The English exam is a very difficult exam.					
31	I'd rather ask one friend than ask the teacher directly and be heard by all classmates.					
32	I'd rather be silent than answer questions, because I'm afraid my answer is wrong.					
33	Listening to other people's opinions about my lack of English is the most uncomfortable situation.					
34	Other friends may think English lesson are fun, but I am not					
35	When I study English I always feel tense					
36	Pronunciation is my weakness, therefore I don't dare to appear in front of the class.					

Appendix 2 : The Accumulation of Questionnaire Form

NO	PARTICIPANTS	QUESTIONNARI ITEMS												TOTAL	LEVEL
		1	2	3	4	5	6	7	8	9	10	11	12		
1	Informant 1	1	2	3	4	5	6	7	8	9	10	11	12	114	Anxious
		1	4	5	5	3	5	5	1	5	3	3	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	2	4	3	2	3	2	3	3	3	1	5		
		25	26	27	28	29	30	31	32	33	34	35	36		
1	3	1	3	3	5	2	3	5	2	3	3				
2	Informant 2	1	2	3	4	5	6	7	8	9	10	11	12	101	Middly Anxious
		4	3	1	1	3	3	3	1	3	1	2	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	3	4	3	2	3	2	3	3	3	5	5		
		25	26	27	28	29	30	31	32	33	34	35	36		
2	3	1	2	2	3	3	2	4	3	4	2				
3	Informant 3	1	2	3	4	5	6	7	8	9	10	11	12	106	Middly Anxious
		3	3	3	4	3	2	3	2	4	2	2	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	3	4	3	3	2	2	4	3	4	3	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
2	3	1	1	2	5	3	3	3	2	4	3				
4	Informant 4	1	2	3	4	5	6	7	8	9	10	11	12	128	Very Anxious
		3	5	4	4	3	4	4	4	4	3	4	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	4	5	3	3	4	3	5	4	5	3	5		
		25	26	27	28	29	30	31	32	33	34	35	36		
1	2	1	2	3	5	3	4	3	3	4	2				
5	Informant 5	1	2	3	4	5	6	7	8	9	10	11	12	103	Middly Anxious
		2	4	3	3	3	3	3	3	3	3	4	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	3	3	3	2	2	2	3	3	2	2	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
1	3	1	2	2	3	2	3	5	4	3	3				
6	Informant 6	1	2	3	4	5	6	7	8	9	10	11	12	111	Middly Anxious
		2	4	3	3	3	3	3	2	4	2	2	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		3	4	4	1	3	3	2	4	3	4	3	3		

		25	26	27	28	29	30	31	32	33	34	35	36		
		2	4	4	2	3	2	2	4	5	2	4	5		
7	Informant 7	1	2	3	4	5	6	7	8	9	10	11	12	123	Anxious
		4	5	3	4	3	3	4	4	4	1	2	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	5	5	4	2	4	4	5	4	1	4	5		
		25	26	27	28	29	30	31	32	33	34	35	36		
		4	4	2	2	1	2	3	3	3	4	5	1		
8	Informant 8	1	2	3	4	5	6	7	8	9	10	11	12	141	Very Anxious
		5	5	4	5	4	5	5	5	5	3	5	5		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	4	5	3	4	4	5	5	5	5	3	5		
		25	26	27	28	29	30	31	32	33	34	35	36		
		1	3	1	3	3	5	2	3	5	2	3	1		
9	Informant 9	1	2	3	4	5	6	7	8	9	10	11	12	109	Anxious
		1	5	3	4	4	4	5	2	5	2	2	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	4	5	3	3	2	2	4	2	2	2	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
		1	3	1	2	2	3	2	3	3	3	4	3		
10	Informant 10	1	2	3	4	5	6	7	8	9	10	11	12	124	Very Anxious
		3	5	3	5	4	5	5	3	5	4	3	5		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	5	5	4	3	3	2	5	3	3	5	5		
		25	26	27	28	29	30	31	32	33	34	35	36		
		2	3	1	2	2	2	3	3	2	3	1	2		
11	Informant 11	1	2	3	4	5	6	7	8	9	10	11	12	104	Middly Anxious
		2	4	3	4	3	3	3	2	3	2	2	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		3	4	4	2	3	3	4	4	3	2	2	2		
		25	26	27	28	29	30	31	32	33	34	35	36		
		4	2	4	3	3	3	4	2	4	2	2	2		
12	Informant 12	1	2	3	4	5	6	7	8	9	10	11	12	105	Middly Anxious
		2	5	2	3	4	3	3	1	4	1	1	3		
		13	14	15	16	17	18	19	20	21	22	23	24		
		3	3	4	3	2	2	3	4	2	3	3	3		
		25	26	27	28	29	30	31	32	33	34	35	36		
		3	2	2	5	4	4	3	3	2	1	4	5		

13	Informant 13	1	2	3	4	5	6	7	8	9	10	11	12	153	Very Anxious
		1	4	5	5	5	4	5	4	5	3	3	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	4	5	3	4	5	3	5	5	5	5	5		
		25	26	27	28	29	30	31	32	33	34	35	36		
14	Informant 14	4	5	4	3	3	4	4	4	5	5	5	5	115	Anxious
		1	2	3	4	5	6	7	8	9	10	11	12		
		2	4	2	3	3	3	4	3	4	2	4	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	4	5	4	3	4	3	4	4	3	5	5		
15	Informant 15	25	26	27	28	29	30	31	32	33	34	35	36	104	Middly Anxious
		1	3	1	1	3	3	2	3	3	3	3	3		
		1	2	3	4	5	6	7	8	9	10	11	12		
		3	4	2	1	4	4	4	2	5	2	2	3		
		13	14	15	16	17	18	19	20	21	22	23	24		
16	Informant 16	3	3	4	3	3	3	2	3	2	3	1	5	104	Middly Anxious
		1	2	3	4	5	6	7	8	9	10	11	12		
		3	4	3	4	4	3	3	4	3	2	3	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	3	4	2	2	2	2	2	3	3	2	1		
17	Informant 17	25	26	27	28	29	30	31	32	33	34	35	36	114	Anxious
		5	4	2	1	1	2	3	3	4	3	3	3		
		1	2	3	4	5	6	7	8	9	10	11	12		
		5	5	3	4	4	4	5	3	4	2	2	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
18	Informant 18	3	3	3	2	2	2	2	3	2	3	5	1	118	Anxious
		2	3	3	4	5	3	2	3	3	4	3	3		
		1	2	3	4	5	6	7	8	9	10	11	12		
		4	5	3	4	4	3	4	3	5	4	3	5		
		13	14	15	16	17	18	19	20	21	22	23	24		
19	Informant 19	5	4	3	1	2	2	2	3	3	2	2	2	90	Middly Anxious
		25	26	27	28	29	30	31	32	33	34	35	36		
		3	3	2	3	4	2	5	3	3	3	4	5		
		1	2	3	4	5	6	7	8	9	10	11	12		
		4	4	3	3	3	3	3	2	3	2	2	2		
		4	4	3	3	3	3	3	2	3	2	2	2		

		13	14	15	16	17	18	19	20	21	22	23	24		
		2	2	3	1	1	2	2	3	2	2	2	3		
		25	26	27	28	29	30	31	32	33	34	35	36		
		2	3	2	2	3	3	2	2	3	3	3	3		
20	Informant 20	1	2	3	4	5	6	7	8	9	10	11	12	141	Very Anxious
		5	5	5	5	5	4	4	3	5	3	4	5		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	5	5	5	5	4	4	4	5	5	3	5		
		25	26	27	28	29	30	31	32	33	34	35	36		
		1	2	1	2	3	5	3	4	3	3	4	2		
21	Informant 21	1	2	3	4	5	6	7	8	9	10	11	12	152	Very Anxious
		5	5	5	5	5	5	5	3	5	3	4	5		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	5	5	5	4	3	3	4	5	5	5	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
		3	3	3	3	3	3	5	5	4	4	4	4		
22	Informant 22	1	2	3	4	5	6	7	8	9	10	11	12	128	Very Anxious
		5	5	5	3	4	4	3	4	5	3	4	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	4	3	4	4	4	4	5	5	5	5	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
		3	5	3	1	2	1	2	1	3	3	2	1		
23	Informant 23	1	2	3	4	5	6	7	8	9	10	11	12	134	Very Anxious
		3	5	4	4	3	4	4	3	4	4	4	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		3	4	4	5	4	5	3	3	4	3	5	3		
		25	26	27	28	29	30	31	32	33	34	35	36		
		2	4	2	4	5	4	3	3	3	4	4	4		
24	Informant 24	1	2	3	4	5	6	7	8	9	10	11	12	103	Middly Anxious
		1	5	3	4	4	3	4	1	5	1	1	5		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	3	5	2	1	3	3	5	5	3	2	2		
		25	26	27	28	29	30	31	32	33	34	35	36		
		3	3	2	3	4	4	2	1	2	1	1	2		
25	Informant 25	1	2	3	4	5	6	7	8	9	10	11	12	91	Middly Anxious
		4	3	1	1	3	3	3	1	3	1	2	4		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	3	4	3	2	3	2	3	3	3	2	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
		1	3	1	3	3	3	1	1	2	3	3	1		

26	Informant 26	1	2	3	4	5	6	7	8	9	10	11	12	101	Middly Anxious
		3	5	2	3	4	3	4	2	4	2	2	3		
		13	14	15	16	17	18	19	20	21	22	23	24		
		4	3	4	2	2	1	2	4	3	2	3	5		
		25	26	27	28	29	30	31	32	33	34	35	36		
27	Informant 27	1	3	1	1	2	4	3	2	4	4	2	2	127	Very Anxious
		1	2	3	4	5	6	7	8	9	10	11	12		
		5	5	3	5	3	5	5	4	4	3	4	5		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	3	5	4	4	2	2	4	4	3	1	5		
28	Informant 28	25	26	27	28	29	30	31	32	33	34	35	36	162	Very Anxious
		1	3	1	3	3	5	2	3	5	2	3	3		
		1	2	3	4	5	6	7	8	9	10	11	12		
		3	5	5	5	5	4	5	5	5	3	5	5		
		13	14	15	16	17	18	19	20	21	22	23	24		
29	Informant 29	5	5	5	5	5	4	5	5	5	5	4	4	119	Anxious
		25	26	27	28	29	30	31	32	33	34	35	36		
		4	4	4	5	5	4	5	4	2	5	4	4		
		1	2	3	4	5	6	7	8	9	10	11	12		
		4	5	3	4	4	4	5	4	4	3	3	3		
30	Informant 30	13	14	15	16	17	18	19	20	21	22	23	24	116	Anxious
		4	3	3	3	4	4	4	4	3	3	1	5		
		25	26	27	28	29	30	31	32	33	34	35	36		
		1	3	1	3	3	3	3	3	3	3	3	3		
		1	2	3	4	5	6	7	8	9	10	11	12		
31	Informant 31	3	5	4	5	5	5	3	3	5	2	4	5	140	Very Anxious
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	4	5	4	3	3	3	4	4	4	2	4		
		25	26	27	28	29	30	31	32	33	34	35	36		
		2	4	2	1	1	2	2	3	1	2	1	1		
32	Informant 32	1	2	3	4	5	6	7	8	9	10	11	12	145	Very Anxious
		5	5	5	5	5	5	4	5	5	4	5	5		
		13	14	15	16	17	18	19	20	21	22	23	24		
		5	5	5	5	5	5	5	5	5	5	2	3		
		25	26	27	28	29	30	31	32	33	34	35	36		
		1	3	3	1	3	3	3	3	3	3	3			

Appendix 3 : Students Responds toward the questioner:

NO RESPONDEN	NUMBER ITEM																																TOTAL	SCALA LIKERT											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		33	34	35	36	SA	A	N	D	SD			
1	1	4	5	3	5	5	1	5	3	3	4	5	2	4	3	2	3	2	3	3	3	1	5	1	3	1	3	1	3	3	5	2	3	3	5	2	3	3	114	6	6	14	2	8	
2	4	3	1	1	3	3	1	3	1	2	4	5	3	4	3	2	3	2	3	3	3	3	5	5	2	3	1	2	2	3	3	2	4	3	4	2	101	4	8	15	5	4			
3	3	3	4	3	2	3	2	4	2	2	4	4	3	4	3	3	2	2	4	3	4	3	4	2	3	1	1	2	3	3	3	2	4	3	106	1	9	15	3	2					
4	3	5	4	4	3	4	4	4	3	4	4	5	4	5	3	3	4	3	5	4	5	3	5	1	2	1	2	3	5	3	4	3	3	4	2	128	2	6	11	10	7				
5	2	4	3	3	3	3	3	3	3	4	4	3	3	3	3	2	2	3	3	3	3	2	2	4	1	3	1	2	2	3	2	3	5	4	3	103	0	9	18	6	3				
6	2	4	3	3	3	3	2	4	2	2	4	3	4	1	2	4	3	4	4	3	4	3	3	2	4	4	2	3	2	4	5	2	4	5	111	1	11	13	9	2					
7	7	4	5	4	4	5	4	4	1	2	4	5	5	4	2	4	4	5	4	1	4	5	4	4	2	1	2	3	3	3	4	5	1	141	7	4	8	3	14						
8	5	4	4	5	4	5	5	5	3	5	5	4	5	4	5	3	4	4	5	5	3	5	1	3	1	3	1	3	3	5	2	3	5	2	3	109	2	14	9	5	5				
9	1	5	3	4	4	5	2	5	2	2	4	5	4	5	3	4	2	2	2	4	1	3	1	3	1	2	2	3	2	3	3	4	3	109	2	14	9	5	5						
10	3	5	3	5	4	5	3	5	4	3	5	5	5	5	4	3	3	2	5	3	3	5	5	2	3	1	2	2	3	2	3	2	2	2	124	7	6	12	3	7					
11	2	4	3	4	3	3	2	3	2	2	4	3	4	4	2	3	3	4	4	3	2	2	2	4	2	4	3	3	3	4	2	4	2	2	104	0	12	12	12	0					
12	2	5	2	3	4	3	1	4	1	1	3	3	3	4	3	2	2	3	4	2	3	3	3	2	2	5	4	4	3	3	2	1	4	5	105	5	5	14	10	2					
13	1	4	5	5	4	5	4	5	3	3	4	5	4	5	3	4	5	3	5	5	5	5	4	5	4	5	4	3	3	4	4	5	5	153	7	4	6	7	12						
14	2	4	2	3	3	4	3	4	2	4	4	4	4	5	4	3	4	3	4	4	3	5	1	3	1	3	1	3	3	5	2	3	3	115	3	4	15	11	3						
15	3	4	2	1	4	4	2	5	2	2	3	3	3	4	3	3	2	2	3	2	3	1	5	1	3	1	3	3	5	2	2	3	3	104	2	12	14	2	6						
16	3	4	3	4	3	3	4	3	2	3	4	4	3	4	3	2	2	2	2	3	2	3	2	1	5	4	2	1	2	3	3	4	3	104	3	10	14	8	1						
17	5	3	4	4	5	3	4	2	2	2	4	3	3	3	2	2	2	3	2	3	2	3	5	1	2	3	4	5	3	2	3	4	3	114	4	11	14	5	2						
18	4	5	3	4	4	3	4	3	5	4	3	5	4	3	1	2	2	2	3	2	2	3	2	2	3	3	2	3	4	2	5	3	3	118	2	9	13	7	5						
19	4	4	3	3	3	3	2	3	2	2	2	2	3	1	2	0	2	3	2	2	3	2	3	2	3	2	2	3	2	2	3	3	3	90	2	18	16	0	0						
20	5	5	5	5	4	4	3	5	3	4	5	5	5	5	5	4	4	4	5	5	3	5	1	2	1	2	3	3	3	4	4	4	4	152	8	1	10	7	10						
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23	3	5	4	4	3	4	3	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	134	2	5	10	14	5						
24	1	5	4	4	3	4	1	5	1	1	5	4	3	5	2	1	3	3	5	3	3	2	3	2	4	2	4	5	4	3	3	4	2	103	8	7	9	4	6						
25	4	3	1	1	3	3	1	3	1	2	4	5	3	4	3	2	3	2	3	3	3	2	4	1	3	1	3	3	3	1	2	3	3	1	91	5	6	17	3	5					
26	3	5	2	3	3	4	2	4	2	4	3	4	3	4	2	2	1	2	4	3	2	4	3	2	3	2	3	2	4	2	4	2	2	101	4	13	9	8	2						
27	5	5	3	5	4	5	4	4	3	4	5	5	3	5	4	4	2	4	4	3	1	5	1	3	1	3	3	5	2	3	5	2	3	127	6	4	11	7	8						
28	3	5	5	5	4	5	5	5	3	5	5	5	5	5	5	5	4	4	5	5	5	4	4	4	4	4	4	4	5	4	4	4	162	5	7	1	4	17							
29	4	5	4	4	4	5	4	4	3	3	4	3	3	3	3	3	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	119	3	4	19	7	3							
30	3	5	4	5	5	3	5	2	4	5	4	5	4	5	4	5	4	2	1	2	3	1	5	1	3	1	3	3	3	1	2	1	116	9	7	7	9	4							
31	5	5	5	5	5	4	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	2	2	1	2	1	3	3	2	2	3	3	140	6	4	7	3	16						
32	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	2	3	1	3	3	1	3	3	3	3	3	145	8	1	12	2	16						
JUMLAH TOTAL																																					143	238	366	212	197	TJSE			

Appendix 4 : Interview Form

Informant 1

NAMA : Acyuta Mujahid. S

KELAS : XI Multimedia 1

NO	PERTANYAAN	JAWABAN
1	What do you think about English subject?	Senang, bagus, biasa juga asik.
2	How do you feel when you learn English?	Senang.
3	How do you feel if you don't understand what the teacher explain about ?	Agak bingung, baru agak gelisah juga karena nda mengerti, sempat ada ulangan tiba tiba terus tidak ditau bahaya.
4	How confident are you with your English skills?	Kepercayaan diriku umm, nda terlalu percaya diri juga karena nda lancar juga
5	What makes you apprehensive or Frustrated in learning English?	Pengucapan, terus karena kurang juga kosa kata Bahasa inggris kutau.
6	Do you feel worried if the teacher asks questions?	Khawatir. Karena kak saya nda terlalu pintar Bahasa inggris kak.
7	What makes you afraid and anxious when teacher asks a question?	Disuruh kammai meka bikin pertanyaan dalam Bahasa inggris harus juga di jawab dalam Bahasa inggris ee saya takut saya salah menjawab salah kosa kata juga
8	How do you feel about the audience who mocks you when speaking in English?	Perasaan agak nda senang kalau masalah di ejek, nda senang kalau di ejek begitu kaya menurunkan harga diri begitu kak.
9	How to deal with the anxiety you experience in learning English?	Sering belajar yang tidak kutau e kak.
10	How do you feel when you are about to face an English (oral/written) exam?	Cemas dan degdegan pasti karena takutka tidak bisa menjawab pertanyaan guru, nanti bisa ka lagi jawab i tidak kutau lagi Bahasa inggrisnya.

Informant 2**NAMA : Aisyah Fadhillah Muhammad Azis****KELAS : XI Multimedia 1**

NO	PERTANYAAN	JAWABAN
1	What do you think about English subject?	Menurut saya Bahasa Inggris menyenangkan tapi ada juga susahnyanya.
2	How do you feel when you learn English?	Biasa biasa ji kak.
3	How do you feel if you don't understand what the teacher explain about ?	Sakit kepala karena banyak juga karena banyak juga kek verb 1 verb 2 itu bikin pusing kak kalau tidak dimengerti.
4	How confident are you with your English skills?	70%.
5	What makes you apprehensive or Frustrated in learning English?	Grammar sama pengucapanku juga kak.
6	Do you feel worried if the teacher asks questions?	Tergantung pertanyaannya kak, tapi pasti degdegan.
7	What makes you afraid and anxious when teacher asks a question?	Karena pemalu ka kak, meskipun kutau takutka juga menjawab. Biar bukan belajar Bahasa Inggris takut ka juga.
8	How do you feel about the audience who mocks you when speaking in English?	Kesal tapi harus dilanjutkan sampai selesai, kesal sama teman terus kecewa juga sama diri sendiri karena tidak bagus caraku di depan kelas.
9	How to deal with the anxiety you experience in learning English?	Fokus belajar.
10	How do you feel when you are about to face an English (oral/written) exam?	Takutka kak apalagi ujian lisan pasti tidak bisa ka nanti menjawab karena jelek pengucapanku

Informant 3**NAMA : Fito Anugrah Nuzanan****KELAS : XI Multimedia 1**

NO	PERTANYAAN	JAWABAN
1	What do you think about English subject?	Lumayan asik dan seru.
2	How do you feel when you learn English?	Apadih kaya gampangji.
3	How do you feel if you don't understand what the teacher explain about ?	Gugup dan kaya merasa gagal.
4	How confident are you with your English skills?	70% lah.
5	What makes you apprehensive or Frustrated in learning English?	Grammar terus kaya kurang juga penyebutannya.
6	Do you feel worried if the teacher asks questions?	Ndaji.
7	What makes you afraid and anxious when teacher asks a question?	Gugup terus cemaska juga karena nda kutau.
8	How do you feel about the audience who mocks you when speaking in English?	Kek apadih makin gugupka tambah nda bisa meka menjawab.
9	How to deal with the anxiety you experience in learning English?	Lebih membaca materi kak.
10	How do you feel when you are about to face an English (oral/written) exam?	Pastimi cemaska ka kak, karena bukan saja ujian lisan Bahasa inggris takutki nda ada ditau.

Informant 4**NAMA : Arnita Melani****KELAS : XI Multimedia 1**

NO	PERTANYAAN	JAWABAN
1	What do you think about English subject?	Sedang sedangji kak.
2	How do you feel when you learn English?	Biasa bahagia biasa juga tidak.
3	How do you feel if you don't understand what the teacher explain about ?	Kecewa karena tidak bisaka pahami apana jelaskan guru kak.
4	How confident are you with your English skills?	Tidak percaya diri ka karena nda terlalu tauka Bahasa inggris.
5	What makes you apprehensive or Frustrated in learning English?	Kalau misalnya ditunjuk ka begini baru tidak pahamka.
6	Do you feel worried if the teacher asks questions?	Iya. Karena tidak bisa ka jawab i kalau dianyaka karena tidak megertika sama pertanyaannya dan tidak tauka Bahasa inggris.
7	What makes you afraid and anxious when teacher asks a question?	Karena tidak tauka jawab i atau biasa juga disuruhka artikan i na tidak kutaui.
8	How do you feel about the audience who mocks you when speaking in English?	Maluka.
9	How to deal with the anxiety you experience in learning English?	Biasa kak berdoaka atau kubaca baca mi saja buku ku.
10	How do you feel when you are about to face an English (oral/written) exam?	Takutka kak nda bisa menjawab.

Informant 5**NAMA : Aulia Rahma****KELAS : XI Multimedia 1**

NO	PERTANYAAN	JAWABAN
1	What do you think about English subject?	Bagus.
2	How do you feel when you learn English?	Bagusji nda adaji karena bagus ji gurunya.
3	How do you feel if you don't understand what the teacher explain about ?	Bertanya ke guru.
4	How confident are you with your English skills?	Tidak percaya dirika kak kalau 1-10 di 8 rasa tidak percaya diriku.
5	What makes you apprehensive or Frustrated in learning English?	Tidak adaji.
6	Do you feel worried if the teacher asks questions?	Biasaji.
7	What makes you afraid and anxious when teacher asks a question?	Kaget karena tidak tauka jawab.
8	How do you feel about the audience who mocks you when speaking in English?	Malu kak, maluka di cobu cobu.
9	How to deal with the anxiety you experience in learning English?	Belajar ka lagi kak.
10	How do you feel when you are about to face an English (oral/written) exam?	Takut.

Informant 6**NAMA : Andi Mahatir Muhammad****KELAS : XI Multimedia 1**

NO	PERTANYAAN	JAWABAN
1	What do you think about English subject?	Kusukaji, menarik. Karena dari kecil ka itu belajar Bahasa inggris.
2	How do you feel when you learn English?	Ndaji, kusuka ji, santai.
3	How do you feel if you don't understand what the teacher explain about ?	Biasa mengkoreksi dan bertanya sama guru.
4	How confident are you with your English skills?	Percaya diri dari 1-10 di 8 percaya diriku kak.
5	What makes you apprehensive or Frustrated in learning English?	Biasa cara penyebutannya, grammarnya.
6	Do you feel worried if the teacher asks questions?	Ndaji
7	What makes you afraid and anxious when teacher asks a question?	Biasa nda bisa menjawab, atau kulupa apa Bahasa inggrisnya.
8	How do you feel about the audience who mocks you when speaking in English?	Ndaji, biasa aja.
9	How to deal with the anxiety you experience in learning English?	Tidak ada ji kak.
10	How do you feel when you are about to face an English (oral/written) exam?	Agak degdegan tapi nda masalahji karena belajar ki sebelum ulangan.

Informant 7**NAMA : Febriyani Nurul Aini. P****KELAS : XI Multimedia 1**

NO	PERTANYAAN	JAWABAN
1	What do you think about English subject?	Bagusji, nyaman.
2	How do you feel when you learn English?	Baikji kak, nyaman.
3	How do you feel if you don't understand what the teacher explain about ?	Bingung, terus bertanyaka sama teman.
4	How confident are you with your English skills?	Kurang percaya diri karena nda bagus caraku mengucapkan.
5	What makes you apprehensive or Frustrated in learning English?	Karena pengucapannya kak susah
6	Do you feel worried if the teacher asks questions?	Iya degdegan.
7	What makes you afraid and anxious when teacher asks a question?	Kalau nda bisa ka jawab i.
8	How do you feel about the audience who mocks you when speaking in English?	Tidakji kak dianggap candaan saja.
9	How to deal with the anxiety you experience in learning English?	Berdoa menenangkan diri.
10	How do you feel when you are about to face an English (oral/written) exam?	Kaget karena susah ulangan Bahasa inggris.

Informant 8**NAMA : Akhirayati Berlian****KELAS : XI Multimedia 1**

NO	PERTANYAAN	JAWABAN
1	What do you think about English subject?	Ee belajarnya ka bagusji cuman itu saya kak kaya ee tidak terlalu ee minat sekali di Bahasa inggris.
2	How do you feel when you learn English?	Senang ji kak soalnya gurunya juga bagus ji.
3	How do you feel if you don't understand what the teacher explain about ?	Bertanya kembali ka sama guru kaka tau bertanya ka sama temanku yang lebih mengerti.
4	How confident are you with your English skills?	Nda terlalu kak, kalau 1-10 itu di 6 ka saya.
5	What makes you apprehensive or Frustrated in learning English?	Misalnya kaya disuruhki membaca, kaya ee penyebutannya.
6	Do you feel worried if the teacher asks questions?	Kalau saya kak kaya misalnya nakasihki pertanyaan terus nda bisaki jawab i itumi biasa bikin khawatir.
7	What makes you afraid and anxious when teacher asks a question?	Karena nda bisaka jawab i.
8	How do you feel about the audience who mocks you when speaking in English?	Kaya nda enak kak masa sementara menjelaskan ki baru di ejek ki dibawah, kaya malu ka karena na ejek ka.
9	How to deal with the anxiety you experience in learning English?	Kek lebih sering ka saja latihan kak supaya bisa ka lebih bagus lagi.
10	How do you feel when you are about to face an English (oral/written) exam?	Banyak banyak belajar terus menghapalka juga.

Informant 9**NAMA : Elif Hartiningsih****KELAS : XI Multimedia 1**

NO	PERTANYAAN	JAWABAN
1	What do you think about English subject?	Menyenangkan.
2	How do you feel when you learn English?	Senang, cukup saya suka juga belajar bahas inggris.
3	How do you feel if you don't understand what the teacher explain about ?	Bertanya ulang, terus kecewa ka juga kaya kenapa tidak mengertika, begitu.
4	How confident are you with your English skills?	Setengah setengah haha kalau dari 1-10 itu kak di 7 ka.
5	What makes you apprehensive or Frustrated in learning English?	Kalau misalnya ada arti yang tidak kutau kaya menerjemahkan soal atau apa tugas begitu.
6	Do you feel worried if the teacher asks questions?	Tidak khawatr ji karena cukup kuahami ji juga Bahasa inggris.
7	What makes you afraid and anxious when teacher asks a question?	Biasa takutka kalau ditanya ka baru tidak kutaui artinya.
8	How do you feel about the audience who mocks you when speaking in English?	Biasa saja karena kek manusia kan pasti ada salahnya, kuanggap candaan ji terus bisa juga jadi motivasi supaya belajar Bahasa inggris terus.
9	How to deal with the anxiety you experience in learning English?	Mungkin Tanya teman yang mengerti bagaimana ini atau cari di google cari referensi.
10	How do you feel when you are about to face an English (oral/written) exam?	Kalau ujiannya tiba tiba pasti kaget terus cemas ki karena nda bisa ki nanti menjawab, tapi kalau adami jadwalnya pasti belajar terus ka kak.

Informant 10

NAMA : Barlia Nur Sakinah

KELAS : XI Mltimedia 1

NO	PERTANYAAN	JAWABAN
1	What do you think about English subject?	Menyenangkan.
2	How do you feel when you learn English?	Senangka karena kaya kusuka ji juga Bahasa inggris karena kaya lumayan gampangji dimengerti.
3	How do you feel if you don't understand what the teacher explain about ?	Kurang puas sama diri sendiri.
4	How confident are you with your English skills?	80%, sekitaran 80%.
5	What makes you apprehensive or Frustrated in learning English?	Itu tadi kalau ada yang nda dimegerti terus ada kosa kata baru yang belum satau artinya itumi biasa yang bikin frustasi.
6	Do you feel worried if the teacher asks questions?	Ndaji.
7	What makes you afraid and anxious when teacher asks a question?	Nda adaji.
8	How do you feel about the audience who mocks you when speaking in English?	Kubiarkanmi saja, nda anu ji juga.
9	How to deal with the anxiety you experience in learning English?	Cari lagi referensi baru yang bisa lebih gampang di mengerti.
10	How do you feel when you are about to face an English (oral/written) exam?	Degdegan. Sebelum ujian banyak belajar memang meka.



Appendix 5: Documentation



Interview with informant 1



Interview with informant 2



Interview with informant 3



Interview with informant 4



Interview with informant 5



Interview with informant 6



Interview with informant 7



Interview with informant 8



Interview with informant 9



Interview with informant 10



Documentation with 11th grade student Multimedia 1

Appendix 6 : Recommendation Letter from IAIN Parepare



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

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

Nomor : B.4080/In.39.5.1/PP.00.9/09/2022
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-

Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Putri Ramadhanti
Tempat/Tgl. Lahir : Samarinda, 2 Desember 2000
NIM : 18.1300.116
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. Mangga Tengah No.53, Kel. Labukkang, Kec. Ujung,
Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "**Student's Anxiety In Learning English In The Eleven Grade At SMK Negeri 3 Parepare**". Pelaksanaan penelitian ini direncanakan pada bulan September sampai bulan Oktober Tahun 2022.

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

Wassalamu Alaikum Wr. Wb.

Parepare, 29 September 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 7 : Recommendation Letter from Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Sulawesi Selatan



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
 Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
 Makassar 90231

Nomor	: 10352/S.01/PTSP/2022	Kepada Yth.
Lampiran	: -	Kepala Dinas Pendidikan Prov. Sulsel
Perihal	: <u>Izin penelitian</u>	

di-

Tempat

Berdasarkan surat Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare Nomor : B.4080/IN.39.5.1/PP.00.9/09/2022 tanggal 29 September 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	: PUTRI RAMADHANTI
Nomor Pokok	: 18.1300.116
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Amal Bakti No. 8 Soreang, Kota Parepare

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" STUDENT'S ANXIETY IN LEARNING ENGLISH IN THE ELEVEN GRADE AT SMK NEGERI 3 PAREPARE "

Yang akan dilaksanakan dari : Tgl. **04 Oktober s.d 04 November 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 04 Oktober 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



Ir. H. SULKAF S LATIEF, M.M.
 Pangkat : **PEMBINA UTAMA MADYA**
 Nip : **19630424 198903 1 010**

Tembusan Yth

1. Wakil Dekan I Fak. Tarbiyah Institut Agama Islam Negeri Parepare;
2. *Pertinggal.*

Appendix 8 : Letter of research completing from SMK NEGERI 3 PAREPARE



PEMERINTAH PROPINSI SULAWESI SELATAN
DINAS PENDIDIKAN

UPT SMKN 3 PAREPARE

Jl. Karaeng Burane No. 16 Tlp/Fax (0421) 21266 Kota Parepare 91111
Email : smkn3_parepare@gmail.com/ Website : www.smkn3parepare.sch.id

SURAT KETERANGAN

Nomor : 421.5/192 - UPT SMKN.3/PARE/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMKN 3 Parepare menerangkan bahwa :

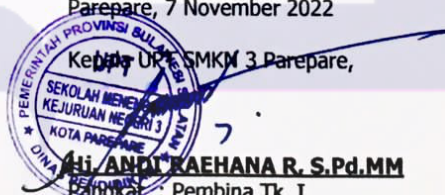
Nama : PUTRI RAMADHANTI
NIM : 18.1300.116
Program Studi : PENDIDIKAN BAHASA INGGRIS
Perguruan Tinggi : INSTITUT AGAMA ISLAM NEGERI KOTA PAREPARE

Benar telah melaksanakan penelitian di UPT SMKN 3 Parepare untuk memperoleh data yang berkaitan dengan penelitian yang berjudul : "**STUDENT'S ANXIETY IN LEARNING ENGLISH IN THE ELEVEN GRADE AT SMK NEGERI 3 PAREPARE**" terhitung mulai tanggal 4 Oktober s.d 4 November 2022.

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Parepare, 7 November 2022

Kepala UPT SMKN 3 Parepare,



Ali/ANDI RAHANA R. S.Pd.MM

Pembina Tk. I

NIP : 19721102 200005 2 001

CURRICULUM VITAE



Putri Ramadhanti, his nick name is Putri, the writer was born in on December 02th 2000 in Samarinda city, East Kalimantan. She is the first child from third children in her family, her father name is Muhammad Tauhid and her mother's name is Nirmayani. She is a student of English Education Program in Tarbiyah faculty at State Islamic Institute (IAIN) Parepare. His education background, she began her study on SDN 55 Parepare 2007-2012, while at the same year she study in SMPN 1 Parepare 2012- 2015 and then continued her study in SMK 3 Parepare and graduated on 2018. Then continued hers study at Tarbiyah Faculty of IAIN Parepare and completed her study with the title "*Student's Anxiety in Learning English in The Eleven Grade at Smk Negeri 3 Parepare*"

