STUDENTS' ANXIETY IN LEARNING ENGLISH

(A Case Study at 7ᵗʰ Grade of Darussalam Boarding School Kepahiang)

THESIS

This Thesis is Submitted to Fulfill the Requirement for _Sarjana'
Degree in English Language Education

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Assalamu'alaikum Wr. Wb

Sehubungan dengan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama Ruslan Mahfuz (17551060) mahasiswa IAIN Curup Prodi tadris Bahasa Inggris, yang berjudul "Students' Anxiety in Learning English" sudah dapat diajukan dalam siding munaqasah Institut Agama Islam Negeri (IAIN Curup)

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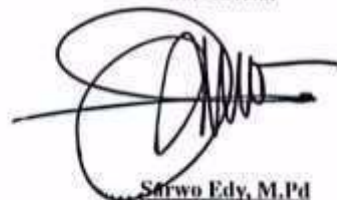
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I hereby certify that thesis entitled "Students' Anxiety in Learning English" is honestly my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in the text.

This statement is made truly, if in the next day there are any mistakes, the researcher ready to accept the punishment or other criticicm from IAIN Curup suitable with it is in regulation.

Curup, 23 Mei 2024

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PREFACE

All praises be to Allah SWT That the researcher had finally finished writing his thesis entitled **"Students' Anxiety in Learning English"**

This thesis submitted as a part of the compilation for undergraduate degree of strata 1 (S1) in English Tadris Study Program of (IAIN Curup). The researcher realizesthat this thesis is far from being perfect, therefore he really appreciates any suggestions and critics for being perfect in the future.

Last but not least, the researcher hopes that this will be useful to those who are interested in this field of study.

Curup, 23 Mei 2024

The researcher

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Assalammualaikum warohmatullahi wabarokatuh

Alhamdulillah, all praise be to Allah SWT., the Lord of the worlds who has given so much pleasure and guidance as well as the strength of faith to the author so that can complete this thesis **"Students' Anxiety In Learning English"**. Hopefully this scientific paper can be useful and get his blessing. Shalawat and greetings are always poured out to the lord of Nature, Prophet Muhammad SAW, who has brought us from the realm of ignorance to the realm of education, full of knowledge as we feel at this time, shalawat and greetings are also poured out to his friends, family and followers who always Istiqamah in His way, may we be included in His intercession later in Yaumil Akhir. Amen.

The purpose of writing this thesis is to fulfill the requirements for obtaining a bachelor's degree (S.1) at the Faculty of Tarbiyah and Teacher Training at the State Islamic Institute (IAIN) Curup. The author realizes that in the achievement of completing this thesis, it cannot be separated from the help of many parties. Therefore, the author would like to express gratitude and appreciation to:

1. Prof. Dr. Idi Warsah, M.Pd.I as the Rector of IAIN Curup.

2. Dr. Sutarto, S. Ag. M. Pd as the Dean of Faculty Tarbiyah

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7. For my closest friends and colleagues who have provided support and motivation and for my enthusiasm

Finally, the researcher realizes about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

Wassalamualaikum warohmatullahi wabarokatuh

Curup,   August 2024
The writer

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ABSTRACT

Ruslan Mahfuz : Students' Anxiety in Learning English
Advisor : Jumatul Hidayah, M.Pd
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This research Investigate about Students' Anxiety in learning English at 7th Grade of Darussalam Boarding School, Kepahiang.. This Descriptive research describe about Students' Anxiety in learning English. The research was conducted in 7th grade of Darussalam Boarding school, Kepahiang. The participant was 60 students who are registered in the first grade of Darussalam Boarding school. Before conducting the interview, the writer observed the class in order to find anxious students as the participants. They are given an interview and observation to assessed the anxiety in learning English at Darussalam Boarding school. After gaining the data, the researcher analyses the data by interpreting the interview result and observation. The result of the research confirmed that there are several factors contributing to their anxiety, with at least six identified in this study: speaking in front of the class, the fear of being laughed at by others, incomprehensible input, teacher-related issues, students' beliefs, and lack of preparation. It is noteworthy that these factors originate not only from the teacher but also from the students themselves. The comprehensive discussion of these factors in this study contributes to a deeper understanding of foreign language anxiety. The students' experiences yield significant insights into the factors contributing to anxiety in learning English. Their perspectives shed light on what may trigger anxiety and also suggest potential strategies for teachers to alleviate it. In essence, students offer valuable information about their experiences with anxiety in learning English. Consequently, it is crucial to leverage their insights to cultivate a more supportive and relaxed learning environment.

Keywords: Teaching Efforts, Reading Comprehension, Merdeka Curriculums

LIST OF CONTENTS

CHAPTER I

INTRODUCTION

A. Background of the Research

Anxiety is one of many problems in human being. Everyone has it, because it relates to man's physical life. Anxiety is a problem in the real world, in the daily life. It may occur in household, such as when children have conflicting opinion with their father. As a family's leader, father feels that he has authority to his children and he was entitled to decide what the best thing for them while the children themselves have no power to fight their father's authority although it is opposite with their conscience. These cases are caused by fear of their parental punishment for doing or thinking something breaking the rule. When they get this problem and they cannot solve it, they do not get satisfaction, composure, and happiness. They find themselves in dignity, disappointment, unrest and anxiety including moral anxiety, because of their feeling guilty. Anxiety also occurred in scope of education, on students learning process in language learning.

Language is primarily a means of communicating thought from one person to another. With the language, people can express their feelings and thought. People use language as a means of international communication among the nations all over the world. It is important for us to learn language especially English since it is used as a means of communication among nation in the world. Although English is not the

largest number of native or 'first' language speakers, it is widely used by many people all over the world as their 'second' language.1 In the age of ‗Globalism' the status of English on the international level is a major factor that contributes to the increase in importance of English in Indonesia. The aim of teaching English in Indonesia as Foreign Language is to enable learners to communicate using English.

Learning English is something interesting to discuss and enables people to have many opinions. Some people may feel that it is something easy, fun and important. Therefore, they will learn enjoyably and enthusiastic so they can get success on learning English. Yet, some of them have opinion that it is very difficult, boring and stressful. Some of them who have tried hard to learn may be successful and the rest of them probably get failure. In Indonesia, English as foreign language is learned by students from every level of educational institution, starting from elementary school, Junior high school, senior high school to university. Being learned by the highest-level learner does not mean that it will be easy. Dealing with this, preliminary research shows that many students feel that learning English is hard. Some of them said that theoretically English is easy and enjoyable but practically it is needed more courage and stressful. They feel ‗cool' and great of learning one of international languages. Yet, they are fear when teacher directly ask them to speak or answer question. They are not confident with some classmates that mastering English more than them. Also, they are afraid of making

mistakes on learning English. From the bad experience above, explicitly, learning English becomes full of emotion

Anxiety can distract students in the language learning process. Feeling of tension, worry, and nervousness will impede students' ability to perform successfully in a foreign language classroom. According to Oxford, ―Most language research shows a negative relationship between anxiety and performance.‖ [1] Anxiety harms students' performance by way of worry, self-doubt, and reducing participation. In addition, according to Krashen, debilitating anxiety can raise the affective filter and form a 'mental block' that prevents a comprehensible input from being used for language acquisition.[2] Anxious students will have difficulties in following lessons. They may learn less and also may not be able to demonstrate what they have learned. Even worse, they may experience more failure, which in turn escalate their anxiety.

Every student has different psychological condition to learn English. In learning second language learners need more practice to four skills, those are speaking, listening, reading and writing. One of factors that influence in learning English that learners most faced is feeling anxiety. Emotion and physic stress can cause the students feeling of anxiety. Students may have anxiety reaction which interfere their ability to perform successfully in a class. Anxiety is defined as "the subjective

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[1] H. Douglas Brown, *Breaking the Language Barrier*, (Yarmouth: Intercultural Press, Inc., 1991), p. 73
[2] Ricardo Schutz, *Stephen Krashen's Theory of Second Language Acquisition*, 2013, (http://www.sk.com.br/sk-krash.html)

feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system‖.2 Foreign language (hereafter FL) anxiety is defined as "a distinct complex of self-perceptions, beliefs, feelings, and behavior related to classroom language learning arising from the uniqueness of the language learning process"[3].

The phenomenon of fear of negative evaluation, nervousness of making mistakes and worry of other higher mastering language-friend are symptoms of anxiety. This anxiety is in the scope of foreign language learning, English. This finding implicitly says that another factor that undeniably influence on students' language learning is foreign language anxiety. Based on Pre-observation conducted by the researcher at 7th Grade of Darussalam Boarding School of Kepahiang. Researchers found signs of anxiety among students. Many of them are restless, creating avoidance and reducing class participation. They are afraid and embarrassed to practice with the target language, in this case the target language is English, because they are afraid to make mistakes. One of them thought that if he made a mistake, his teacher would get angry and his friends would make fun of him. So, he prefers to be quiet and sit passively. While some of them also believe that English is a difficult subject. Such beliefs can affect their self-esteem and make them feel worried in class. And the reason the researcher took the title of this thesis was because when the researcher observed at 7th Grade of Darussalam

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[3] Elaine K. Horwitz, et. al., Foreign Language Classroom Anxiety, The Modern Language Journal,... P. 128

Boarding School Kepahiang, the researcher found that some students felt anxious when learning English in class.

Based on the background above, the researcher is interested in investigating Students Anxiety in Learning English at 7th Grade of Junior high school level in Darussalam Boarding School, Kepahiang. Therefore, the researcher is very interested in doing research entitled *"Students Anxiety in Learning English at 7th Grade of Darussalam Boarding School, Kepahiang"*

B. Research Question

Based on the background, the problems of this research are formulated as follows:

1. What are the factors that caused student's anxiety in learning English at 7th Grade of Darussalam Boarding School Kepahiang?

C. Objective of the Research

Based on the problem formulation described above, the research objectives formulated in this study are:

1. To investigate factors that caused student's anxiety in learning English at 7th Grade of Darussalam Boarding School Kepahiang.

D. Limitation of the Research

This research focused on investigating students English Learning Anxiety Level at 7th Grade of Darussalam Boarding School Kepahiang.

E. **Significant of the Research**

1. Theoretically: The study is to optimize for teachers and learners to be aware of anxiety and how deal with that

2. For students

   the students will know how to cope with anxiety situation in a positive way

3. For Teachers

   the teachers in order to understand and to effectively diagnose indication of anxiety in the learners.

4. For schools

   It empowers teachers, fosters a culture of innovation, prepares students for future success, and engages the school community in promoting a more enriching and impactful learning environment.

F. **Definition of Key Terms**

   In order to avoid perception misunderstanding of this study, the following part provides a brief explanation on certain key term or operational definition of research.

1. Anxiety

   Anxiety is a feeling that is general in nature, where a person feels fear or loss of self-confidence that is not clear in origin or form. The first definition comes from Ormrod who said that anxiety is someone ‗s feeling of uneasiness and apprehension about situation since they are not sure what its outcome will be.[4]

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[4] Jeanne E. Ormrod, Educational Psychology: Developing Learners, 7 th Ed,. (Boston: Pearson Education Inc., 2011), p. 401

2. Anxiety Level

   According to Michael W. Passer and Ronald E. Smith, anxiety level is how much stress or unease a person feels in response to a threat or challenging situation[5]

3. Learning is a business process carried out by someone to obtain a new change in behavior as a whole, as a result of one's own experience in interactions with their environment. According to Duffy and Roehler (1989), as cited in (Akhiruddin et al., 2019: 12), Learning is an effort that deliberately involves and uses the professional knowledge possessed by teachers to achieve curriculum goals. Therefore, if one of the components cannot interact, then the learning process will face many obstacles in achieving the learning objectives

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[5] Michael W. Passer and Ronald E. Smith, Psychology: The Science of Mind and Behavior, (New York: McGraw-Hill, 2009), p. 546.

CHAPTER II
LITERATURE REVIEW

A. **Review of Related Theories**

1. **Concept of Anxiety**

   a. **Definition of Anxiety**

   According by Bourne, anxiety is physiological, behavioral, and also psychological reaction all in one. On a physiological case, anxiety may include bodily reactions such as rapid heartbeat, muscle tension, queasiness, dry mouth, or sweating. On a behavioral case, it can sabotage the ability to act. Psychologically, anxiety is a subjective state of apprehension and uneasiness. In its most extreme form, it can cause people to feel detached from themselves and even fearful of dying or going crazy

   Besides that, problems associated with anxiety in language learning have been well proved. For example, in Horwitz, and Cope observed that in foreign language classes, anxious learners had difficulty in speaking and indiscriminating the sounds and structures of a target language message. Anxiety has been considered a very negative factor in learning a foreign language especially in learning to speak the language

   Ormrod said that anxiety is someone ₌s feeling of uneasiness and apprehension about situation since they are not sure what its outcome

will be.[6] When someone is not sure about what will happen in the future, they become anxious. In addition, the feeling of uneasiness and the apprehension appear. While according to Passer and Smith, anxiety is the condition of apprehension and tension which is as a natural response to feel threat.[7]

People become anxious when they try to avoid unpleasant situations in their life. Conolly and friends stated that anxiety is common feeling of worry and fear and is a normal part of someone _s development but it may become problem when he/she grows and becomes a distraction in daily life.[8] Every people have this reaction and they should be professional to control such reaction. It may become disadvantages for them if they place this reaction in high level.

b. Type of Anxiety

There are several kinds of anxiety. The two most well-known anxieties are state anxiety and trait anxiety. State anxiety is commonly experienced in relation to some particular occasion or act and it momentary happened.[9] It has been known as normal anxiety by most people. This type of anxiety occurs only in stressful event or particular situation so that it is not permanent. It will disappear when the stressful situation goes away. Meanwhile, trait anxiety is more permanent

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[6] Jeanne E. Ormrod, Educational Psychology: Developing Learners, 7 th Ed,. (Boston: Pearson Education Inc., 2011), p. 401.

[7] Michael W. Passer and Ronald E. Smith, Psychology: The Science of Mind and Behavior, (New York: McGraw-Hill, 2009), p. 546.

[8] Sucheta Conolly, et. al, Anxiety Disordes, (New York: Chelsea House, 2006), p. 1.

[9] H. Douglas Brown, Principles of Language Learning and Teaching, (New York: Pearson Education. Inc., 2007), p. 161.

predisposition to be anxious where people are predictably and generally anxious about many things. People with such anxiety tend to feel worry and inappropriately threatened by several things in environment over time than other people. It usually comes more intense and lasted for long time. In other words, this kind of anxiety makes people become more vulnerable to stress in many things and tend to feel state anxiety reaction more intense and with greater frequency. Besides, it also believed that anxiety can give positive effect such as motivating them.

Alpert and Haber in Brown_s distinguish facilitative and debilitative anxiety which also called helpful and harmful anxiety. Facilitative anxiety is seen as a trigger to improve people performance, closely related to competitiveness—the pressure to defeat their classmates hence they are motivated to study harder.[10] However, the competitiveness sometimes hinders people _s progress—they prefer to retreat and skip the class, and it is namely debilitative anxiety. Anxiety is likely to interfere with the process of language learning. In such situation, they may be possible doing poorly in what they need to accomplish. Thus, it is important to know how to control our anxiety.

c. **Factors that caused Students Make Anxiety in Learning Foreign Language**

Ernawati and Fatma (2012) there are two factors influence the

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[10] H. Douglas Brown, Principles of Language Learning and Teaching, p. 162

students' anxiety that is the internal and external factors.

1) Internal factor

   a) Self-Perception

   According to Horwits et.al., they believe that any performance in foreign language is likely to challenge and individual _s self –concept is the totality of an individual thought, perceptions, beliefs, attitudes, and values. This self-concept forms the basis of distinction made by Horwittz et.al. —The term self –esteem has been used in much same meaning as self-concept and has been found strongly linked with language anxiety.[11] Self-esteem is probably the most pervasive aspect of any human behavior. It could easily be claimed that there is no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and belief on your own capabilities for that activity.[12]

   b) Leaners Believe about Language Learning

   Horwitz et.al (1987:127) cited in Muhammad Tanveer mentioned that language learning process a threat to learners' self- concept, in response learners may generate some particular beliefs about language learning and its use. Research on language anxiety _suggests that certain beliefs about

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[11] Shu – Feng Tseng —The Factors Cause Language Anxiety for ESL/EFL Learners in learning Speaking". An Interdisciplinary Journal, vol, 63 2012 pg 78
[12] H. Douglas Brown, Principles of Language Learning and Teaching (New York: Addision Wesley Longman inc. 2002) 4th Ed. pg 145

language learning also contribute to the student's tension and frustration in class.[13]

2) External factors

a) Social Factors in Classroom Learning

In Indonesia, English as foreign Language may only learn in classroom environment. Students practice English only when they are in class. —The use of communicative language teaching approaches demand students to speak English who may not be used to it in their previous learning experience and therefore feel stress when they are called upon to answer a question.[14]

b) Strict and formal classroom environment

According to the Tsu-Feng journal, one of factors that cause anxiety was strict and formal environment. From her research before, the findings of her research were participants viewed the classroom a place where their mistakes were noticed and their deficiencies were pointed out. These perceptions above suggest that learners feel more anxious and under stress in the classroom environment that follow the traditional behaviorist theories of learning, such as the classroom where the students

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[13] Muhammad Tanveerr —Investigation of the Factors that Cause Language Anxiety for ESL/EFL Learners in learning Speaking Skills and the Influence it cats on Communication in the Target Language" Dissertation (University of Glassgow: Degree of master of University of Glasgow, 2007) g. 15
[14] Shu – Feng Tseng —The Factors Cause Language Anxiety for ESL/EFL Learners in learning Speaking". An Interdisciplinary Journal, vol, 63 2012 pg 79

as a whole class constantly drill or repeat the learning tasks like machine and only hear what teacher said.

d. Foreign Language Classroom Anxiety Scale (FLCAS)

Since anxiety affects many aspects of foreign language learning, it is important to be able to identify students who are anxious in foreign language class. Howirtz developed Foreign Language Classroom Anxiety Scale (FLCAS) to measure students ‗anxiety. This scale has been widely used by researchers to measure foreign language learners ‗anxiety and examine the effect of anxiety on learning in different contexts. The items presented at FLCAS reflect the three components mentioned in the previous explanation: communication apprehension, test anxiety, and fear of negative evaluation in the foreign language classroom. The FLCAS consists of 33 statements divided into communication anxiety, fear of negative evaluation, test anxiety, and anxiety of English classes. The respondents are asked to rate each item on five-point Likert scale ranging from 1 strongly disagree to 5 strongly agree.

The FLCAS was administered by Howirtz, in a number of separate studies, to approximately 300 students in introductory undergraduate foreign language classes at the University of Texas at Austin[15]. The result of the study suggested that foreign language anxiety can be reliably and validly measured and that it plays an important role in

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[15] Elaine K Horwitz Preliminary Evidence for the Reliability and Validity of a foreign Language Anxiety Scale, TESOL Quarterly, Vol. 20,3, P.560

language learning[16]. Hence, FLCAS can be an alternative to measure students' anxiety because, firstly, it was reliable and valid measure, and secondly, many researchers have used this kind of anxiety measurement

e. **Anxiety and Foreign Language Learning**

1) Foreign Language Anxiety

Acquiring second language is not only focused on the cognitive factors but also affective factors. The affective factor is emotional side of human behavior which involves variety of personality factors[17]. Emotion or feeling becomes as the sample. One of the affective factors is anxiety.

Gardner said anxiety is an influential restraint to second/foreign language achievement that fear feeling would interfere with language achievement. He added people who become anxious achieve lower level of achievement than people who do not become anxious[18].

The term Language Anxiety and Foreign Language Anxiety are frequently used interchangeably by many linguists. Foreign Language anxiety is a specific anxiety which is related to language acquisition. As said by Horwirtz, Foreign Language Anxiety is a multifaceted concept from uniqueness of the language learning

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[16] Elaine K Horwitz Preliminary Evidence for the Reliability and Validity of a foreign Language Anxiety Scale, TESOL Quarterly, P. 561

[17] H. Douglas Brown, Principles of Language Learning and Teaching, p. 152

[18] R. C. Gardner, Social Psychology and Second Language Learning: The Role of Attitudes and Motivation, (London: Edward Arnold, 1985), p. 33.

process comprised of difficulty in authentic self-perception and various language teaching practices[19]. In contrast with the other experts, Scovel argued that it is still premature to relate anxiety to the global and comprehensive task in language acquisition because he thought that there are many incomplete correlation researches between anxiety and language proficiency[20]. However, many researchers agreed that anxiety has influenced language learning and language performance, in this case reading, like Mohammadi stated from Onwuegbuzie, Bailey, & Daley_s[21]. In addition, Zhao Na also agreed that affective factors, such as attitudes, motivation and anxiety have been accounted a lot for successful language learning outcomes in different contexts[22]. Since 1970_s, anxiety as an influential factor has been explored and examined among a wide community of language learners, especially foreign language learners in many contexts.

From what the explanation above, it seems clear that anxiety plays a big role in how students learn English as a foreign language. This means students often feel uneasy, worried, and doubtful about themselves while learning. Moreover, Horwitz and

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[19] Elaine K. Horwitz, Language Anxiety and Achievement, Annual Review of Applied Linguistics, Vol. 21, p. 112.

[20] T. Scovel, The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research, Language Learning, Vol. 28, 1, p. 132

[21] Ebrahim G. Mohammadi, et. al., The Relationship between Foreign Language Anxiety and Language Learning Strategies among University Students, Theory and Practice in Language Studies, Vol. 3, 4, p. 638. 17

[22] Zhao Na, A Study of High School Students' English Learning Anxiety, The Asian EFL Journal, Vol. 9, 3, p. 23.

Cope proposed conceptual foundation of anxiety. According to them, there are three components of language anxiety that have been identified in order to break down the construct into researchable issues: communication apprehension, test anxiety, and fear of negative evaluation[23].

First, communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Difficulty in speaking in dyads or groups (oral communication anxiety) or in public (stage fright) or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension[24]. In foreign language learning, the focus is often on talking and listening to others. Communication anxiety becomes a significant part of the overall anxiety. This means students may feel uneasy and frustrated because they might struggle to understand others or worry about not being understood when they speak in the foreign language classroom.

The other component that is also relevant in foreign language learning anxiety is test anxiety. Test anxiety is about the feeling fear or failure of exams, quizzes, and other language assignments

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[23] Elaine K. Horwitz, et. al., Foreign Language Classroom Anxiety, The Modern Language Journal, Vol. 70, 2, p. 127.

[24] Elaine K. Horwitz, et. al., Foreign Language Classroom Anxiety, The Modern Language Journal,... P. 127

used to evaluate students _performance[25]. Students who feel anxious about tests might face a lot of challenges, especially if they have to take tests frequently. Even really smart and well-prepared students can make mistakes. Oral tests, in particular, can contribute to students feeling anxious. In Indonesian education, teachers often use various types of tests, like daily tests, mid-term tests, and final tests, either spoken or written, to check if students have understood the material.

The last component of anxiety is fear of negative evaluation. Howirtz defines fear of negative evaluation as the apprehension about people _s evaluation, avoidance of evaluative situations and the expectation that others would evaluate someone negatively.[26] It sounds similar with test anxiety yet it is in broader scope. This anxiety is not only in test taking situation but also may occur in any social situation, such as interviewing for a job. In line with Howirtz and the other, Brown stated that fear of negative evaluation appears from students need to make the other give positive social impression[27]. In the context of learning a foreign language, students might be afraid of being negatively judged by both their peers and the teacher if they are seen as someone who is proficient in the target language.

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[25] Elaine K. Horwitz, et. al., Foreign Language Classroom Anxiety, The Modern Language Journal,... P. 127

[26] Elaine K. Horwitz, et. al., Foreign Language Classroom Anxiety, The Modern Language Journal,... P. 127

[27] H. Douglas Brown, Principles of Language Learning and Teaching, p. 162

2.   English Language Teaching and Learning

Language as a complex, specialized skill which develops in the child spontaneously, without conscious effort of formal instruction is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is 13 distinct from more general abilities to process information of behave intelligently.[28]

On the other hand, there are syntheses of standard definitions of language ―Language is system of arbitrary or a given community to communicate intelligibly with one another.‖ Consolidations of a number of possible definitions of language are the following composite definitions[29] of : a) Language is systematic. b) Language is a set arbitrary symbol. c) Those symbols are primarily vocal but many also are visual. d) The symbol has conventionalized meanings to which they refer. e) Language is used for communication. f) Language operates in a speech community or culture. g) Language essentially human, although possibly not limited to humans. h) Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

Based on the explanation above, it is clear that language has crucial function in human live. Particularly. In social environment as universal

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[28] H. Douglass Brown, Principles of Language Learning and Teaching, (New York:Pearson Education,2002), p 7-8
[29] 2 H.Douglass Brown, Principles of Language Learning and Teaching, p 79

instrument in communication. Learning is relatively permanent change in a behavioral tendency and as the result of reinforced practice. Learning is an activity to gain knowledge or skill. Breaking down the components of the definition of learning, we can extract, as we did with language, domains of research and inquiry[30] a) Learning is acquisition or ―getting‖. b) Learning is retention of information or skill. c) Retention implies storage systems, memory, and cognitive organization. d) Learning involves active, conscious focus on, and acting upon events outside or inside organism. e) Learning is relatively permanent but subject to forgetting. f) Learning involves some form of practice, perhaps reinforced practice. g) Learning is a change in behaviors. These concepts can also give way to a number of subfields within the discipline of psychology: acquition process, perception, memory, system, recall, conscious, learning style and strategies, reinforcement and the role of practice[31].

English has been recognized as an International Language. That is, people who come from diverse backgrounds geography, religion and culture has had an agreed media to communicate with each other, namely English. In foreign language teaching and learning Edward Anthony (1963) said an approach is a set of assumption dealing with nature of language, learning, and teaching.

3.   **Definition of Reading**

a. **The Nature of Reading**

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[30] H.Douglass Brown, Principles of Language Learning and Teaching, p. 85
[31] H.Douglass Brown, Principles of Language Learning and Teaching, p 85

According to Grabe and Stoller, reading involves making sense of written text and interpreting its meaning appropriately[32]. Simply put, it is the skill of extracting information from written words. Brassel and Timothy also described reading as the capacity to comprehend or derive meaning from written text. In line with these perspectives, Ur defined reading as a process of decoding—translating written symbols (like letters or words) into sounds and grasping their significance. In other words, reading is the way people interpret groups of letters or words in a text and comprehend the meaning conveyed by those words[33]. It can be concluded from the insights of these experts that reading encompasses not only the ability to interpret written symbols but also the capacity to derive meaning and understanding from the words read.

b. **Reading Comprehension**

As said by John F Savage reading comprehension is — the process of acquiring or deriving meaning and understanding from printed language. Involves cognitive functioning related to what one read[34] Additionally, Linse in Nunan (ed) states that —Reading comprehension refers to reading for meaning, understanding and

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[32] William Grabe and Fredrick L. Stoller, Teaching and Researching Reading, (New York: Routledge, 2011) p. 3

[33] Danny Brassel and Timothy Rasinski, Comprehension That Works: Talking Students Beyond Ordinary Understanding to Deep Comprehension (Huntington Beach: Shell Education, 2008), P.15.

[34] John F Savage and Jean F Mooney, Teaching Reading to Children with Special Needs (Boston; Allyn and Bacon inc, 1997), p. 14

entertainment[35]. From those definitions it is clearly states that both authors emphasized on meaning and understanding. Thus, in the reading process the readers not only read the text but they need to comprehend and find out what the author tried to convey based on the text they need.

According to Dona M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, comprehension is an active process where the reader's ultimate understanding of the text is influenced by both the information directly stated in the text and the reader's existing knowledge about the text's topic[36]. This definition suggests that readers not only absorb new information by understanding the text but also need to connect this new information with what they already know.

The writer's conclusion from the given definition is that reading comprehension involves an active engagement from the reader in understanding the author's passage in written form. Moreover, during the reading process, the reader not only takes in new information but must also integrate it with their existing knowledge.

c. **The reading comprehension influence factors**

Larry A. Harris and Carl B. Smith identify several factors that can impact students' reading comprehension. These factors include background experience, language skills, thinking abilities, emotions

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[35] David Nunan (ed) Practical Language Teaching, Young Learners, (New York; McGraw-Hill Companies, inc, 2006), p. 71
[36] Dona M. Scanlon Kimberly L Anderson and Joan M Sweeney, Early Intervertion for Reading Difficulties (New York; The Gulford Press, 2010) p. 276

(interest, motivation, attitudes, beliefs, and feelings), and the purpose for reading[37].

4. Definition of Writing

a. The Nature of Writing

"Writing serves as a practical form of communication, enabling learners to construct their own imagined worlds. This implies that through writing, learners can articulate thoughts, feelings, ideas, and experiences with a specific purpose, primarily to convey information[38]."

Meyers said that writing is an action.40 This means that when we first write something down, we have already been thinking about what we are going to say and we are going to say it. Then after you have finished writing, we read over what we have written and make changes and corrections[39]

b. The Writing Influence factors

Students' writing skills are influenced by a combination of factors within their educational environment. The quality of the curriculum, teaching methods, and available resources plays a pivotal role, alongside constructive feedback and guidance from teachers. A strong connection between reading habits and writing skills exists, with

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[37] Ibid. P.23

[38] Richard Kern, Literacy and Language Teaching, (New York: Oxford University Press, 2000), p. 172.

[39] Larry A Harris and Carl B Smith, Reading Instruction Diagnostic Teaching in the Classroom (New York; Richard C. Owen Publisher, Inc, 1980) P. 207

regular reading contributing to vocabulary enrichment and improved understanding of sentence structures. Language proficiency, encompassing grammar, syntax, and vocabulary, is foundational for clear communication. Motivation and engagement in the writing process, driven by interest in the topic and a sense of purpose, contribute to sustained effort. Peer interaction through collaborative projects and feedback provides diverse perspectives and fosters a sense of community in learning. The home environment, including access to books and supportive discussions, influences skill development. Technology integration, such as word processors, can facilitate the writing process. Cultural background shapes writing styles, and individual learning styles guide tailored approaches to instruction. Regular writing practice, exposure to varied assignments, and a sense of accountability contribute to skill enhancement. Overall, a holistic consideration of these factors creates an environment conducive to the development of strong and effective writing skills among students.

5. The Definition of Speaking

a. The Nature of Speaking

Speaking involves using spoken language to communicate with others. This description indicates that speaking is a verbal form of communication. It is also referred to as oral production, representing the skill of producing organized verbal expressions to convey

meaning[40]

A lot of individuals find that speaking in a new language is more challenging than reading, writing, and listening, and this is attributed to two main reasons. Firstly, unlike reading, speaking occurs in real-time, where the person you are communicating with expects an immediate response. Additionally, when you speak, you can't edit and revise your words as you can in writing.

peaking is a skill that should receive attention from everyone, just like literary skills, in both first and second languages. Being able to speak confidently is essential for various situations, such as expressing oneself effectively and building connections with others. However, for students, communicating in English can be challenging because the rules of this language differ from those of their native language, and they may not be familiar with these new rules.

Speaking skill refers to the capability of using language in oral communication. In senior high school, this skill involves conducting basic conversations on various topics, such as expressing regret, gratitude, or certainty. As per Lado, speaking ability is defined as the skill to converse and express ideas fluently. Therefore, individuals aiming to speak a foreign language need to understand and apply the language's rules, including grammar, vocabulary, pronunciation, and word formation, effectively in communication.

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[40] Bailey, Kathleen M, Practical English Language Teaching; Speaking (Singapore, 2003), p. 119

6. **The Definition of Listening**

   a. **The Nature of Listening**

   Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop your listening skill. It is the active process of receiving and responding to spoken (and sometimes unspoken) messages.

   Rost defines listening as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening, then, is a complex, active processes of interpretation in which listeners match what they hear with what they have already known[41].

   b. **The Influence factor of listening**

   Listening skills are influenced by a variety of factors that collectively shape an individual's ability to comprehend and interpret spoken information. One key factor is the speaker's delivery, including their clarity, pace, and articulation, which can significantly impact how well a listener understands the message. The listener's level of concentration and focus also plays a crucial role; distractions or lack of

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[41] Rost, M. Teaching and Researching Listening. (London; UK, Longman. 2002) p. 177

attention can hinder effective listening. Cultural and linguistic factors, such as familiarity with accents and language nuances, contribute to the ease or difficulty of understanding spoken communication. Additionally, the context in which listening occurs, including the physical environment and the relevance of the information, influences the listener's engagement and comprehension. Personal attitudes, such as open-mindedness and receptivity, can either enhance or impede effective listening. Technology and the use of audio aids can either facilitate or hinder the listening process. Moreover, active listening skills, such as paraphrasing and seeking clarification, are essential in fostering accurate understanding. Overall, a combination of external factors, individual attributes, and communication dynamics collectively shapes the quality of listening skills.

B. Review of Relevant Studies

The researcher has found research that have relevance with the problem discussed in this research. First, Firman Aswandi Anwar (2023) conducted research on titled ―*the Influence of Anxiety and Students intereset in English Reading Comprehension at Junior High School Number 1 Metro Lampung"*. In this Research, the researcher aimed to find empirical evidence regarding whether there is an influence anxiety feeling on students‗ interest in learning reading comprehension. The research employed a survey method, specifically a correlation study, to investigate this potential relationship. The

product moment formula was used to assess if there is an impact of anxiety on students' interest in learning reading comprehension. The main instrument for this research was a questionnaire comprising 24 items. Furthermore, the researcher concluded that there is a big impact of students' anxiety to students' interest in learning reading comprehension. This study also shares similarities with other research in discussing students' language anxiety, while its distinctive aspect lies in exploring limitations.

In other occasions, Martina Ananta (2024) was done the research about The Study Between Students Anxiety and Reading Ability the First Grade Students OF SMA Negeri 1 Kabupaten Kolaka. The objective of this research was to examine the correlation between students' anxiety and their reading ability. Additionally, the study aimed to explore how different aspects of anxiety influence students' anxiety levels regarding reading abilities and to identify the aspect of reading that is most strongly correlated with students' anxiety. The research adopted a quantitative approach with an ex post facto design. The sample comprised 30 students from 2nd grade of SMAN 1 Kabupaten Kolaka, selected through simple random sampling. The data collection instruments included a questionnaire and a Reading comprehension test. The researcher analyzed the data by correlating the questionnaire results with the speaking test results using the Pearson Product Moment correlation.

This study shares a similarity with previous research in its focus on students' anxiety, but it differs in research design. Ghita's research employed a quantitative approach, while this study utilized a qualitative research design.

The next research is

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher opted for a qualitative method, recognizing the two fundamental types of research as qualitative and quantitative. The choice of a qualitative approach was motivated by the nature of the phenomena under investigation, requiring in-depth qualitative data. Unlike quantitative research, there is no explicit hypothesis statement in this study. McRoy's definition of qualitative research as a nonstatistical method of inquiry and analysis of social phenomena aligns with the researcher's approach in this study. Qualitative research typically involves a small, purposively selected sample and emphasizes detailed descriptions obtained directly from the perspective of research participants. In accordance with these principles, the researcher employed a field qualitative method, primarily utilizing interviews to gather information and insights from participants. This qualitative approach aims to provide a nuanced understanding of the issues and problems under study, reflecting a commitment to exploring the richness and complexity of the researched phenomena.

Moreover, Creswell said the qualitative method applies natural setting of the research, research as main instrument, and participant

meaning[42]. Natural setting means that qualitative researchers collect data in the field based on what naturally happened in the research field or there is no interruption and setting from the researcher. Then, researcher as a main key instrument means that qualitative researcher collect data by him/herself through examining documents, observing behavior, or interviewing participants. The researchers are the person who actually collects the information.

Building on this qualitative research approach, Yin emphasizes the importance of utilizing multiple sources of evidence rather than relying solely on a single source. In qualitative research, it is common practice for researchers to gather diverse forms of data, such as interviews, observations, documents, and audiovisual information. This multifaceted approach aims to enhance the robustness and reliability of the study's findings by triangulating information from various angles. By incorporating multiple data sources, the researcher seeks to minimize bias and increase the overall validity of the study. This methodological choice aligns with the broader principle in qualitative research of embracing methodological pluralism to capture the complexity and depth of the researched phenomena.

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[42] Jhon W. Cresell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approch Fourth Edition*, Los Angles, SAGE, P. 234

B. Subject of the Research

According to Huges, the subject was the people or something that hits the wish obtains information and being investigated[43]. The research was conducted at Darussalam Boarding School from September 1st, 2023 to November 28th, 2023. It consisted of interview, observation and documentation for around a month in Junior High School level at first grade.

To determine the participants of this research, the researcher confirmed a purposive sampling in order to assist the researcher understand the phenomenon being investigated. According to Creswell, purposive sampling is proposed to learn or understand the central phenomenon by selecting individuals and sites intentionally[44]. The participants of the research were a number of first grade of Darussalam boarding school 2023/24 academic year. There are 60 students who are registered in the first grade of Darussalam Boarding school. Before conducting the interview, the writer observed the class in order to find anxious students as the participants. The observation guide was followed, using the signs of language anxiety by Oxford:

1) General avoidance: showing carelessness, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simple questions

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[43] Hughes, P. (2007). Learning and Teaching for the Twenty-First Century. Springer Science and Bussiness Media.
[44] John W. Creswell, Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Fourth Edition, (Boston: Pearson Education, Inc.,2012), p.206

2) Physical actions: squirming, stuttering or stammering, displaying jittery behavior, conversational withdrawal, lack of eye contact, image protection or masking behavior (exaggerated smiling, laughing, nodding, joking) and being unable to reproduce the sounds or intonation of the target language even after repeated[45]

The researcher focused on the sign that appeared in every single phase of English learning took place in the classroom. Furthermore, the observation was used to find out when was students likely to feel anxious and in what situations that might trigger their anxiety in English class. Students who showed the signs of language anxiety were asked if they ever experienced anxiety in English class. The first step in conducting the interview was to obtain a poll of the students who considered themselves to be anxious in English class and were willing to be interviewed. fifteen participants were interviewed. From fifteen, four were eliminated from the study because their interview did not indicate that they experienced the anxiety or because they were unable to answer the interviewer's questions. The eleven remaining participants, nine were males and two were females

C. Technique Collecting Data

Researcher uses some technique to collect the data in the research field. To ensure the researcher works easier, systematic, effective and

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[45] Rebecca L. Oxford, "Anxiety and the Language Learner:New Insight", in Jane Arnold (ed), Affect in Language Learning, (Cambridge: University press,1999),p.60

intensive during the research. To collect data in this research, the researcher will use some technique to collect the data. According to Margono, in collecting the data in Qualitative research, the researcher will use instrument, such as: Observation, Interview, and Documentation[46]. To obtain the data, the researcher used in- depth interview techniques as the primary technique then Confirmed by classroom observation for validity check.

a. **Interview**

The interview instrument plays a crucial role in gathering data. In this research, the researcher utilized a structural interview with a set of questions for both students and teachers to collect information. An interview is a data collection technique involving direct face-to-face interactions with selected individuals as respondents. It aims to obtain reliable and valid measures through verbal responses from one or more respondents. According to Bungin, in-depth interview is a process to obtain information for the purpose of research by face-to-face questioning between the interviewer and informant with or without the use of an interview guide[47]

The interview technique involves communication between two people, where one person seeks information from another by posing questions related to English learning anxiety among First-grade students at Darussalam Boarding School Kepahiang. Each interview session

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[46] Margono. *Metode Penelitian Pendidikan*. (Jakarta : Rineka Cipta, 2005),. P. 161
[47] Burhan Bungin, Penelitian Kualitatif . Edisi Kedua (Jakarta: Kencana Prenasa Media Group, 2007), p. 111

lasted for approximately ten to fifteen minutes. All interviews were conducted in Indonesian and recorded with the participants' consent. Participants were assured that recordings would be deleted, and the information obtained would be kept confidential. The researcher employed a structural interview approach, using notes during the interview to guide the systematic exploration of data and ensure a focused discussion on relevant topics.

The researcher conducted the interview to the teachers on November 23rd, 2023. The researcher interview 7th grade students of Darrusallam Boarding School Kepahiang who learn English lesson

b. **Observation**

Observation is the ways of researcher to get some information in the teacher's formative assessment of English reading skill. According to Moeloeng, that observing is a place and people at research place for gain the data. Observation made by researcher in collecting data was obtained through utterances produced by the teacher[48]. In this research, the researcher used non participant as the observation technique. According to Moelong, the researcher presents at the scene of action but did not interact or participants or is referred to as passive participants or non-participants observation[49]. In this research, the researcher employed non-participation observation, indicating that they did not actively participate in the teaching and learning process in the class.

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[48] Moleong, L. . (2006). Metode Penelitian Kualitatif. Remaja Rosda Karya.
[49] Ibid. P.41

Instead, the researcher solely observed the teacher during the English reading lessons. The primary goal of these observations was to validate the instructions provided by the teacher and assess how effectively they were engaging students' higher-order thinking skills.

The students being observed occurred from November 10th to November 23rd, 2023. There are three observations during the time. The focus was specifically on the students who learn English in the class, emphasizing to the students who felt anxiety in learning English.

c.   **Documentation**

The documentation is the notes that includes on the past events. Umar states that documentation is the method to find the data about something or variable. The researcher needs some document for completely of observation and interview method in qualitative research. The documentation that researcher needed from teacher who taught at Darussalam Boarding School.

D. Instrument

A research instrument plays a crucial role in conducting qualitative research. To facilitate the data collection process, the researcher requires guidelines, such as a blueprint observation sheet and interview sheet. These tools provide a structured framework for the researcher and will be presented as follows.:

1. Interview Guidance

The researcher used this method to explore data deeper, valid and truthfulness. The student's voice during interview was recorded and after that researcher transcribed. The researcher constructs the interview adopted by Horwitz, Worde, and Price:

Table 3.1
The Blueprint of Interview Guidance

No	Theories	Indicators	Questions
1	Factor from teachers: a. Classroom Activities b. Inappropriate ways of teaching	a. Fears evaluation by teachers or peers: ridiculed b. Threating Acts; harsh correction c. Incomprehensible input	1. Please tell me something about how you have felt during English classes? 2. What bothers you the most about English classes?
2	Factors from Students: a. Believe about language learning b. Low self-esteem c. Stressful learning experience d. Lack of preparation e. Less vocabulary mastery f. Less grammar mastery g. Less Pronunciation	a. English is difficult b. Fear of peers and teachers' correction c. Feeling cannot understand the material (feel their English is weaker than others) d. Less learning preparation at home	3. Do you have any idea why you feel so anxious in your English classes? 4. How do you think people in your classroom will react if you make a mistake? 5. Do you think English is a difficult language to learn? 6. Has your teacher played a role in your feelings, either good or bad, about your

			English classes?
			7. Do you have any ideas of how English classes might be less stressful?

2. Observation Sheet

The observation sheet aimed to make easier in collecting the data that is related with the Students Anxiety in Learning English at 7th Grade of Darussalam Boarding School, Kepahiang. In this case, the observation conducted by observing students' behavior during teaching and learning Below, the observation sheet is proposed by the signs of language anxiety as suggested by Oxford (see chapter 2). The blueprint of observation sheet can be seen in the table below:

Table 3.1
Factors Contribute to Anxiety by Oxford

No	Factors contribute to Anxiety [AF]	Students Signs	Note
1	Speaking activities: speaking in front of the class [AF-TSP], being called on by teacher or waiting turn [AF-TSP], did not know how to answer teacher's question [AF-TSP], worried about grammatical mistake worried about pronunciation [AF-SB/LO]		

2	Ridiculed by others [AF-SR]		
	When teacher deliver a lesson: incomprehensible input [AF-TII], teacher speak too much fast [AF-TII], fear of getting left behind [AF-TII].		

E. Trustworthiness of the Data

Data triangulation is the use of a variety of data sources, including time, space and persons, in a study. Findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations.

F. Data Analysis Technique

In this research, researcher used Miles and Huberman's data analysis procedures, which are divided into the steps[50]:

a) Data Collection

In the data collection process, the researcher begins from the preparation stage to the execution of interviews. Initially, during the

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[50] Miles, M.B, Huberman, A.M, & Saldana, J. (2014). Qualitative Data Analysis, A Methods Sourcebook, Edition 3. USA: Sage Publications.

preparation stage, the researcher gathers information about students who are indicated to have anxiety in learning English. Subsequently, the researcher starts observing and interviewing them regarding their anxiety towards learning English. The researcher investigates the factors contributing to their anxiety when learning English.

b) Data Condensation

In data condensation, the process involves selecting, focusing, simplifying, abstracting, and transforming the data. The researcher must act selectively, determining which dimensions are more important, which relationships might be more meaningful, and consequently, what information can be collected and analyzed. The researcher conducts data selection from the data collected through two stages: interviews and observations. Data selection is performed by underlining each piece of data concerning the causes of anxiety occurring during the English learning process.

c) Data Display

Data presentation is carried out to facilitate the researcher's understanding of the problem and to enable progression to the next stage. Data presentation involves organizing and compiling condensed information in a manner that allows for drawing conclusions. After collecting data related to the factors causing students' anxiety in learning English, the researcher then groups the results of the

observations and interviews to be presented and discussed in more detail.

At this stage, the researcher presents the data through brief descriptions of each participant separately, based on the research problem, to convey the information obtained as an overview of the analysis of the factors causing anxiety in learning English.

d) Data verification/Conclusion

Drawing conclusion and verification data is the last phase in the research data analysis process. The preliminary findings researched are just tempory, and they will be revised it substantial evidence is not found to support the next step of data collecting. When the researcher return to the field to synthesize the data, the findings researched in the early phases are backed by reliable consistent evidence, and the conclusion reached are innovative.

CHAPTER IV

FINDINGS AND DISCUSSION

This section validates the research findings and discussions through the examination and interviews. Throughout the data collection phase, the researcher employed an observation checklist and interview guidance. The information gathered from both instruments aligns with the research's conclusions.

A. Findings

The researcher presented the results obtained from both the observation checklist and interviews. The objective of collecting this data was to Students English Learning Anxiety Level at 7th Grade of Darussalam Boarding School Kepahiang. The research employed a descriptive approach, characterized by a qualitative methodology to provide a detailed description of the findings.

1. The factors that caused student's anxiety in learning English at 7th Grade of Darussalam Boarding School Kepahiang.

a. The Interview Result

In this section, the researcher interviewed 10 students to answer research questions about the factors that caused students' anxiety in learning English at 7th Grade of Darrusallam Boarding School Kepahiang. The researcher conducted the interview to the teachers on November 23rd, 2023. The researcher interview 7th grade

students of Darrusallam Boarding School Kepahiang who learn English lesson.

The interview result is based on the indicators of the instrument blueprint in chapter III. The result of students tends to have various answer. Started from students one to ten. They have various indicator that caused them anxiety in learning English as the first grade of Junior high school in Darrusalam Boarding School Kepahiang. The result can be seen in the table below:

Table 4.1
The result of Interview

Students	Factors Caused Anxiety in Learning English
1	a. explain mostly in English b. asked to speak in front of the class c. ridiculed by peers d. limited vocabulary e. studying less f. asked by the teacher g. threatening attitude
2	a. Asked by the teacher b. unclear explanation c. ignored by the teacher d. getting left behind e. studying less f. do not understand what teacher said g. ridiculed by peers h. the way teacher acts and behave
3	a. Being called by the teacher b. asked by the teacher to speak in front of the class c. having turn to speak d. unclear explanation e. ridiculed by peers
4	a. English is difficult b. do not understand what teacher said c. explain too fast d. speak in front of the class

	e.	ridiculed by peers
5	a.	Ridiculed by peers
	b.	asked to speak in front of the class
	c.	limited vocabulary
	d.	English is difficult
6	a.	Unclear explanation
	b.	asked to speak in front of the class
	c.	ridiculed by peers
	d.	studying less
	e.	English is difficult
	f.	feel other students are better
	g.	explain too fast
7	a.	English is difficult
	b.	speak in front of the class
	c.	ridiculed by peers
8	a.	Being called by the teacher
	b.	asked to practice
	c.	do not understand what teacher said
	d.	ridiculed by peers
9	a.	English is difficult
	b.	do not understand what teacher said
	c.	ridiculed by peers
10	a.	Suddenly asked by the teacher
	b.	unclear explanation
	c.	fear of being ridiculed by others
	d.	feel other students are better
	e.	limited vocabulary
	f.	English is difficult
	g.	threatening attitude

Referring to table 4.1, participants expressed the highest level of discomfort in English class due to unclear explanations and speaking activities. Additionally, they voiced concerns about the fear of making mistakes and facing ridicule from their peers. Furthermore, when questioned about the source of their anxiety, participants indicated feeling uneasy when they couldn't comprehend the teacher's instructions and when they were inadequately prepared. As

students 1 said *"Sometimes, it's also because of the teacher's factor. Occasionally, when the explanation is not clear, it feels uncomfortable, and I don't understand well. As a result, it makes me feel anxious and uneasy. There are also times when we are asked to come forward, and I get confused about how to express myself. It's like, how to pronounce it correctly. Moreover, sometimes the teacher explains using English, and I don't fully grasp it, lacking understanding"*. Once again, the apprehension stemmed from the fear of being mocked by classmates. Students 2 said *"Usually, when friends react by laughing, it tends to undermine confidence. Moreover, there are times when they even jeer or mock, making it embarrassing. As for the teacher, sometimes they also exhibit behaviors like smiling awkwardly, which adds to the discomfort"* Additionally, they attributed their anxiety to a perceived lack of vocabulary and grammar proficiency, coupled with a sense of inferiority compared to their peers.

When inquired about people's reactions to mistakes, all participants consistently mentioned that their peers tend to laugh. The Writer also investigated the participants' perspectives on the English language. A majority of them acknowledged the difficulty of English, expressing the belief that they needed to be familiar with every word to comprehend spoken English. Additionally, they held

the perception that other students possessed superior proficiency in English compared to themselves.

Furthermore, when questioned about the influence of teachers on their emotions, participants conveyed that teachers can induce anxiety through their actions and demeanor. Factors such as using a harsh and threatening approach, speaking too rapidly, and pressuring them into excessive practice were cited as contributing to their unease. Students 7 said *"Hmm, it feels good, actually. Because during explanations, sometimes they ask questions one by one while providing explanations. But yeah, it does have an impact. It's better when the teacher asks questions but also provides assistance. Sometimes, there are teachers who just ask questions without offering any help, intentionally making it challenging whether we can answer or not. Sometimes, the teacher gets angry, and that makes it uncomfortable"*. In conclusion, participants recommended that teachers adopt a slower and more comprehensible teaching pace by using English in moderation. They expressed the desire for teachers to offer encouragement rather than enforcing practice. Additionally, participants argued that group learning and providing extra time to absorb the lessons would be highly beneficial.

b. **Observation Result**

In this section, the researcher participated in students as part of observations to validate the research inquiries related to the factors caused students' anxiety level in learning English at 7th grade of Junior High School of Darussalam Boarding House, Kepahiang. The students being observed occurred from November 10th to November 23rd, 2023. The focus was specifically on the students who learn English in the class, emphasizing to the students who felt anxiety in learning English. The observation confirmed the result of interview that had been conducted before. The researcher conducted the observations three times. The factors that being investigated was the factor that occurred during interview section. The factors that students mentioned being indicator that observed by the researcher during the class section.

Tabel 4.2
The Observation Result

No	Factors contribute to Anxiety	Students Signs		
		Observation 1	Observation 2	Observation 3
1	Learning activities: a. speaking in front of the class b. being called on by teacher or waiting turn c. did not know how to answer teacher's question d. worried about grammatical mistake e. Worried about pronunciation	a. Avoidance; lack of eye contact, pretend to be busy by reading a book or writing a note, refuse teachers instruction to practice. b. hysical;	a. Avoidance; lack of eye contact, pretend to be busy by reading a book or writing a note, refuse teachers instruction to practice. b. hysical;	a. Avoidance; lack of eye contact, pretend to be busy by reading a book or writing a note, refuse teachers instruction to practice. b. hysical;

		fidgeting, stuttering, stammering, lowering the voice, speak too much fast and sweating.	fidgeting, stuttering, stammering, lowering the voice, speak too much fast and sweating.	fidgeting, stuttering, stammering, lowering the voice, speak too much fast and sweating.
2	a. Ridiculed by others [AF-SR]	a. Physical; Lose focus, fidgeting, lowering the voice, squirming, stammering, stuttering, jittering, and sweating or smiling, laughing to cover anxiousness	a. Physical; Lose focus, fidgeting, lowering the voice, squirming, stammering, stuttering, jittering, and sweating or smiling, laughing to cover anxiousness	a. Physical; Lose focus, fidgeting, lowering the voice, squirming, stammering, stuttering, jittering, and sweating or smiling.
	When teacher deliver a lesson: a. incomprehensible input [AF-TII], b. teacher speak too much fast [AF-TII], c. fear of getting left behind [AF-TII].	a. Avoidance; Showing carelessness, lack of eye contact, chatting with peers, b. Physical; fidgeting, confusing, worried	a. Avoidance; Showing carelessnes s, lack of eye contact, chatting with peers, b. Physical; fidgeting, confusing, worried	a. Avoidance; Showing carelessnes s, lack of eye contact, chatting with peers, b. Physical; fidgeting, confusing, worried

According to the findings in table 4.2, it is evident that students experience anxiety in certain situations. The primary source of anxiety for students was identified as speaking activities, including presenting in front of the class, being singled out by the teacher, and waiting for their turn to speak. Additionally, concerns about making

grammatical and pronunciation mistakes also contributed to their anxiety. It also indicates that the sign confirmed students have anxiety when they learn English in the class section.

The findings also indicated that students frequently engaged in laughter when a peer made a mistake, causing anxiety for those who became the subject of ridicule. Additionally, it was observed that students might experience anxiety during lessons when the teacher was delivering instruction, particularly if they struggled to comprehend the material, leading to a sense of unease.

B. Discussion

The results proposed various elements that could potentially contribute to students' anxiety in their English class. Furthermore, they highlighted that these factors were not solely attributed to the teacher but also stemmed from the students themselves. In accordance with the findings, the contributing factors to anxiety could be categorized as follows:

1. **Factors Leading to Anxiety Arising from the Teacher**

   a. **Speaking In Front of Class**

   The majority of participants expressed significant apprehension regarding speaking in front of the class. They consistently conveyed that their anxiety heightened when the teacher instructed them to practice speaking before the class. Some participants also mentioned feeling a sense of panic when required to

speak in English. Additionally, many participants reported experiencing anxiety when the teacher unexpectedly posed questions to them. One student specifically mentioned that even being called on without warning can trigger feelings of anxiety.

Furthermore, several participants admitted to feeling uneasy due to the heightened attention from their classmates. They expressed a fear of negative evaluation from both the teacher and their peers, which could potentially expose their shortcomings. Additionally, participants believed that this unease might stem from their perceived limitations in vocabulary and grammatical knowledge.

The observations also revealed that students demonstrated anxiety when required to speak in front of others. Some lowered their voices or accelerated their speech to evade potential corrections from the teacher. In contrast, several students seemed inclined to avoid their teacher by pretending to be engrossed in writing notes or reading a book. A few even resisted the teacher's instructions to practice their speaking skills in front of the class, aiming to prevent potential humiliation or embarrassment associated with being called upon to speak.

Similar results were identified by McGinn, indicating that students encounter anxiety in specific situations. Notably, one of these contexts is speaking in front of the class. These findings align with the observations of Koch and Terrel, as cited in Oxford, who asserted that

oral presentations are among the most anxiety-inducing activities, with the added aspect of anxiety when called upon to respond orally. Horwitz et al. further emphasized that students often experience self-consciousness when speaking a foreign language in front of their peers, leading to feelings of fear or even panic. Additionally, they noted that challenges in speaking within dyads, groups, or public settings are all manifestations of communication apprehension.

b. Incomprehensible Input

As per the participants, unclear explanations also play a role in contributing to their anxiety while learning English. The interviews revealed that a significant number of participants find it troubling when they struggle to comprehend a lesson. They expressed a sense of unease, particularly when they are unable to understand the teacher's explanations. Some participants even shared that they fear not comprehending all the language input, heightening the likelihood of experiencing failure.

Numerous participants raised concerns about the teacher's fast-paced speech, expressing frustration. Additionally, some participants felt that the English class progressed too rapidly for them to keep up. Several others mentioned feeling intimidated when the teacher exclusively used English during lessons. One participant expressed annoyance when unable to grasp a lesson, while another

acknowledged that additional time would significantly assist in understanding and digesting the material.

Furthermore, the observation results indicated that certain students appeared confused during the teacher's lesson. A few even displayed a sense of indifference, engaging in conversations with their peers or doodling, possibly as a means to alleviate their anxiety.

Horwitz et al. suggest that challenges in listening to or understanding a spoken message are indicative of communication apprehension. Worde further supports this notion, noting that incomprehension triggers a significant amount of anxiety. Similarly, McGinn found similar results, indicating that difficulty in comprehending teachers' explanations contributes to feelings of anxiety.

c. **Teacher Personality and Attitude**

The two preceding factors discussed, namely speaking in front of the class and incomprehensible input, both highlight the significant role that the teacher plays in the level of anxiety experienced by the students. However, it is worth noting that other factors mentioned by the participants also seemed to be influenced or generated by the teacher

Certain participants expressed anxiety when the teacher excessively criticized students' mistakes, leading to feelings of intimidation. Additionally, participants mentioned feeling

uncomfortable or anxious when the teacher unexpectedly administered quizzes or tests. Furthermore, they suggested that teachers should demonstrate empathy and provide encouragement to their students to create a more supportive learning environment

Some students voiced concerns about teachers displaying apathetic attitudes. One shared an experience where, upon asking a question about a lesson, the teacher ignored them and instructed them to ask a classmate instead. Another student recounted a similar incident where the teacher declined to repeat an explanation, accusing the student of not paying attention and refusing to provide further clarification.

Price observed that certain teachers had the effect of heightening students' anxiety. These findings align with Oxford's classification of crucial teacher-learner interactions related to language anxiety, which includes harsh correction, ridicule, and uncomfortable handling of mistakes in front of the class. Similar conclusions were drawn by Worde, who noted that certain pedagogical and instructional practices employed by teachers can contribute to feelings of anxiety.

2. **Factors Leading to Anxiety Arising from the Students**

   a. **Being Laughed by the others students**

   Another significant factor contributing to the participants' feelings of anxiety is an unsupportive environment, including ridicule

by peers or teachers. The participants expressed concerns that their classmates would mock them if they made a mistake. In essence, they all shared a heightened apprehension about being laughed at or appearing foolish in front of class.

Furthermore, some participants harbored painful memories of being ridiculed by fellow students. They acknowledged instances where their peers would mock or even shout at them if they made a mistake, causing a loss of focus and overwhelming embarrassment. This discovery highlights why they experience heightened nervousness when required to speak in front of the class.

In addition, this finding is supported by the result of observation that indeed most students were likely to laughed at their peers when he or she made a mistake. The worst thing was the students who made mistake just started to lose their focus. Their mind went blank and remained silent for a moment. They fidgeting, squirming, stammering or stuttering. They looked so disturbed, worried and even sweating. While some of them just smiled or also laughed to cover their anxious feeling.

A similar outcome was identified by Price, who identified the fear of being laughed at by others as one of the primary sources of anxiety. Furthermore, this finding aligns with Oxford's observations, as he emphasized that ridicule is a crucial issue related to language anxiety.

b. Students believe about Language Learning

Certain beliefs were identified as factors contributing to students' anxiety. The interviews unveiled that English had acquired a notorious reputation as a challenging subject. Many participants perceived English as difficult, expressing self-doubt about their ability to speak correctly or understand the lessons. Additionally, they felt less competent than their peers, consistently viewing others as more proficient. In essence, these beliefs reflected low self-esteem among the students.

Some participants mentioned feeling overwhelmed by the language rules, expressing a challenge in grasping the complexities of English grammar. Additionally, several participants admitted to struggling with vocabulary, believing that comprehending every word was essential to understanding spoken English.

Furthermore, the observations brought to light that students were reluctant to actively engage in the classroom. Many of them exhibited a passive demeanor, choosing to wait for the teacher's instructions, following along, and doing whatever the teacher directed them to do.

These findings align with Horwitz et al., who noted that certain beliefs about language learning contribute to students' tension and frustration in the classroom. Additionally, Price discovered that anxious students often believed their language skills were weaker than

those of their peers, emphasizing that unsuccessful language learners tend to have lower self-esteem than their successful counterparts. Similarly, Marwan found a similar outcome, identifying a lack of confidence as one of the primary causes of students' anxiety.

c. **Lack of Preparation**

The findings pointed to a lack of preparation as a contributing factor to students' anxiety. Some participants admitted feeling very anxious when they were not adequately prepared for tests or speaking practices. One student attributed his excessive worry to studying less. This aligns with Marwan's (2007) findings, which identified a lack of preparation as a major contributor to students' anxiety. Furthermore, Iizuka (2010) also found that participating in class without sufficient preparation often led to anxiety

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher summarizes and validates the findings from the previous chapter. The conclusions are drawn based on the outcomes of the data analysis conducted earlier. This section addresses the research questions and offers recommendations for future researchers interested in delving more comprehensively into this field.

A. **Conclusion**

1. **Factors that caused student's anxiety in learning English at 7th Grade of Darussalam Boarding School Kepahiang**.

In contrast to other studies that predominantly focus on either college or high school levels, this present study centers on the junior secondary school level in Boarding school set, providing clear and compelling evidence regarding the causes of students' anxiety in learning English of 7th grade students of Junior High School at Darussalam Boarding School. Based on data analysis in Chapter IV and as reported by the students, there are several factors contributing to their anxiety, with at least six identified in this study: speaking in front of the class, the fear of being laughed at by others, incomprehensible input, teacher-related issues, students' beliefs, and lack of preparation. It is noteworthy that these factors originate not only from the teacher but also from the students themselves. The comprehensive discussion

of these factors in this study contributes to a deeper understanding of foreign language anxiety.

The students' experiences yield significant insights into the factors contributing to anxiety in learning English. Their perspectives shed light on what may trigger anxiety and also suggest potential strategies for teachers to alleviate it. In essence, students offer valuable information about their experiences with anxiety in learning English. Consequently, it is crucial to leverage their insights to cultivate a more supportive and relaxed learning environment.

B.   Suggestion

Finally, the suggestion for a better research in the future is proposed by the researcher. The suggestion are;

1. To the school

   It aims to improve our understanding of effective teaching methods for English in the context of the Tourism Major, with the goal of enhancing language learning outcomes for students pursuing careers in tourism. The research provides insights to refine the curriculum, ensuring it aligns with industry standards and meets the specific language needs of the dynamic tourism field.

2. The Teachers

   This study highlights the importance of teachers being cognizant of foreign language anxiety. The findings suggest that there is currently an insufficient

awareness among teachers regarding students' anxiety. Therefore, it becomes crucial to enhance teachers' awareness, as anxiety is a significant factor that impacts students' learning experiences. A proper acknowledgment of the existence of students' anxiety in learning English is likely to positively influence teachers and guide them in treating students more effectively.

3. The students

   To alleviate anxiety in the classroom, active involvement is crucial. Students should foster mutual respect to cultivate a friendly environment. Instead of ridiculing lower-level students, there should be a collaborative effort to provide assistance when difficulties arise, fostering a sense of comfort among peers. Furthermore, it's essential for anxious students to recognize that making mistakes is a natural aspect of language learning, and such errors should not discourage them from the process of learning English.

4. The others researcher.

   the research serves as a valuable resource for future scholars and researchers interested in enhancing our understanding of language anxiety on students in learning English. Future studies with a larger and more diverse population or different groups of students would be beneficial in providing a more comprehensive understanding of the issue of foreign language anxiety. Expanding the scope of research can contribute valuable insights and enhance the generalizability of findings to various educational contexts.

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LAMPIRAN

Nomor   205 Tahun 2024

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	a	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	1	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup.
	4	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi.
	5	Keputusan Menteri Agama RI Nomor 01955B/B.II.3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
	6	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tantang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	: 1	Permohonan Saudari Ruslan Mahfuz tanggal 18 Maret 2024 dan kelengkapan persyaratan pengajuan Pembimbing Skripsi
	2.	Berita Acara Seminar Proposal Pada Hari Selasa, 05 Desember 2023

MEMUTUSKAN:

Menetapkan		
Pertama	: 1.	**Jumatul Hidayah, M.Pd** **19780224 200212 2 002**
	2.	**Sarwo Edy, M.Pd** **19810807 202321 1 011**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing 1 dan II dalam penulisan skripsi mahasiswa :

N A M A	: **Ruslan Mahfuz**
N I M	: 17551060
JUDUL SKRIPSI	: **Students' Anxiety in Learning English**

Kedua	:	Proses bimbingan dilakukan sebanyak 12 kali pembimbing 1 dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 18 Maret 2024
Dekan,

Sutarto

BELAKANG

KARTU BIMBINGAN SKRIPSI

NAMA	:	Ruslan Mahfuz
NIM	:	17551060
PROGRAM STUDI	:	TBI
FAKULTAS	:	Tarbiyah
PEMBIMBING I	:	Jumatul Hidayah, M.Pd
PEMBIMBING II	:	Sarwo Edy - M.98
JUDUL SKRIPSI	:	Students' Anxiety in learning English at 7th Grade of Darussalam Boarding School.
MULAI BIMBINGANO	:	Desember 2023
AKHIR BIMBINGAN	:	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING II
1.	23/12-2023	Chapter 1 (Background)	
2.	27/2-2024	Chapter II (Systematic thery)	
3.	31/-1-2024	Chapter III (Systematic Metode)	
4.			
5.			
6.			
7.			
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12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI
SUDDAH DAPAT DIAJUKAN UJIAN SKRIPSI IAIN
CURUP

CURUP, ...202

PEMBIMBING I,

PEMBIMBING II,

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NIP.

Sarwo Edy . M.Pd
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DEPAN

KARTU BIMBINGAN SKRIPSI

NAMA	Ruslan Mahtu
NIM	17551060
PROGRAM STUDI	181
FAKULTAS	Tarbiyah
DOSEN PEMBIMBING I	Jumite Hidayat. M.pd
DOSEN PEMBIMBING II	Samu Edy. M.pd
JUDUL SKRIPSI	Language Students' Anxiety in Learning English at 7th grade of Darussola Bermani School,
MULAI BIMBINGAN	Januari 2013
AKHIR BIMBINGAN	

NO	TANGGAL	MATERI BIMBINGAN	PARAF PEMBIMBING I
1.	29/12-2022	chapter 1 (background)	
2.	27/12-2022	chapter II (Sinchronisasi teori)	
3.	9/01-2023	chapter III (Singhronisasi metode)	
4.			
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11.			
12.			

KAMI BERPENDAPAT BAHWA SKRIPSI INI SUDAH
DAPAT DIAJUKAN UJIAN SKRIPSI IAIN CURUP,

CURUP, ...2023

PEMBIMBING I,

PEMBIMBING II,

Jumite Hidayat M.Pd
NIP.

Samu Edy. M.Pd
NIP.

- Lembar Depan Kartu Biimbingan Pembimbing I
- Lembar Belakang Kartu Bimbingan Pembimbing II
- Kartu Ini harap dibawa pada setiap konsultasi dengan Pembimbing I dan Pembimbing II

Appendix 1

Transcript Interview Murid

Penulis :	Bagaimana perasaan kamu saat belajar bahasa Inggris?
Partisipan 1 :	Perasaannya ya, sebenarnya kalau tidak tahu arti kadang-kadang cemas, tapi misalnya kalau udah ngerti gitu rasanya santai.
Penulis :	Hal apa saja yang mengganggu kamu di kelas bahasa Inggris?
Partisipan 1 :	Kadang-kadang, masalahnya juga datang dari gurunya. Kadang-kadang penjelasan mereka kurang jelas, jadi saya sulit memahaminya. Ini membuat saya merasa gelisah dan tidak nyaman. Selain itu, jika disuruh maju ke depan kelas, saya sering kebingungan harus berbicara apa dan bagaimana cara mengucapkannya. Apalagi jika gurunya menjelaskan menggunakan bahasa Inggris, saya jadi semakin tidak mengerti.
Penulis :	Memang apa reaksi orang-orang sekitar kalau kamu salah?
Partisipan 1 :	Biasanya tuh kalau reaksi teman itu suka menertawakan, jadi tuh bikin gak percaya diri, udah gitu kadang-kadang disorak-sorakin juga, bikin malu jadinya. Kalau gurunya ya kadang-kadang gitu, senyum-senyum kaya gak enak hati gitu.
Penulis :	Apa menurut kamu bahasa Inggris itu pelajaran yang sulit?
Partisipan 1 :	Biasanya, reaksi teman-teman adalah menertawakan, membuat saya merasa kurang percaya diri. Kadang-kadang mereka juga bersorak, yang membuat saya malu. Sementara itu, gurunya kadang hanya tersenyum, tampak merasa tidak enak hati..
Penulis :	Menurut kamu sendiri, kenapa kamu begitu cemas saat belajar bahasa inggris?
Partisipan 1 :	Ya, ketika ditanya dan saya kurang mengerti, saya merasa cemas. Jika ada ulangan yang mendadak dan saya belum sempat belajar, saya juga merasa cemas. Kadang-kadang guru masuk kelas dan tiba-tiba ada ulangan, hanya diberi waktu lima atau sepuluh menit untuk belajar. Itu membuat saya deg-degan. Saat panik, justru jadi sulit untuk belajar. Kalau ditanya, saya takut salah karena teman-teman sering menertawakan kesalahan saya, dan itu membuat saya tidak percaya diri

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Penulis :	Apakah guru kamu mempengaruhi perasaan kamu saat belajar?
Partisipan 1 :	Saya merasa baik-baik saja karena gurunya sering menjelaskan dan kadang-kadang bertanya satu per satu sambil menjelaskan. Cara seperti itu bagus karena kita diberi pertanyaan sambil dibantu. Namun, ada juga guru yang hanya memberi pertanyaan tanpa bantuan, seolah-olah sengaja ingin tahu apakah kita bisa atau tidak. Kadang-kadang, guru juga marah, jadi situasinya jadi tidak menyenangkan
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?
Partisipan 1 :	Hmm seharunya sih belajar berkelompok aja gitu. Jadi misalnya ada yang gak ngerti ya jadi muridnya yang tanya ke gurunya kita bertanya gitu. Jangan gurunya yang bertanya ke murid kadang takut salah. Jadi kalau belajar bersama enak jadi sama teman-teman diskusi jadi tau. Semuanya jadi pada paham satu kelompok gitu. Saling sharing. Terus temen-temen seharusnya saling menghargai, biasa saja kalau ada yang salah. Belum tentu juga kan dia bisa. Kalaupun tertawa jangan berlebihan, jangan terbahak-bahak
Penulis :	Coba gambarkan perasaan kamu saat belajar bahasa Inggris?
Partisipan 2 :	Lumayan nyaman tapi ada gelisah sedikit
Penulis :	Hal apa saja yang paling mengganggu kamu di kelas bahasa Inggris?
Partisipan 2 :	Diajak ngobrol sama gurunya, kadang-kadang ehh kalau mau

	nanya itu gak dijawab. Terus gurunya kalau misalnya gak jelas, kita mau tanya kadang-kadang dicuekin, bikin resah malah. Waktu itu nanya, "bu ini maksudnya gimana?" "itu tanya aja ke teman" katanya. Jadi gurunya itu gak mau ngasih tau. Nah nanti takutnya pas ulangan ketinggalan gitu gak bisa jawablah. Hmm kalau maju ke depan udah ada persiapannya enggak cemas kecuali kalau nggak ada persiapannya, cemas. Kalau udah ada persiapannya sih ya sanggup - sanggup aja, pede-pede aja. Kalau misalnya udah tau artinya, apa yang dimaksudnya ya udah jelasin aja gitu
Penulis :	Menurut kamu sendiri, mengapa kamu begitu cemas saat belajar bahasa inggris?
Partisipan 2 :	Ya rasanya ya gitu, resah gara-gara kita mau tanya terus gurunya bilang, jawab "saya kan udah jelasin, tanya aja ke temen kamu." Kalau gitu kan kurang jelas juga, pengennya tanya ke guru biar lebih jelas. Terus misalnya juga kadang, kalau misalnya kita nggak ngerti gitu apa yang udah dijelasin guru. Hmm kadang juga itu, jelasinnya pakai bahasa inggris. Terus nanya-nanya pakai bahasa inggris. Padahal belum mengerti, jadinya cemas. Harusnya sih jelasinya itu campur, bahasa inggris sama bahasa Indonesia-nya. Jangan mentang-mentang bahasa inggris, bahasa inggris mulu. Padahal belum mengerti.
Penulis :	Menurut kamu apakah bahasa inggris itu pelajaran yang sulit?
Partisipan 2 :	Ya enggak juga. Kalau tau artinya itu bikin kita mudah untuk belajar dan mengerjakan soal-soal ulangan, ujian.
Penulis :	Menurut kamu bagaimana reaksi orang sekitar jika kamu salah?
Partisipan 2 :	Ya paling diliatin sama diketawain sama temen-temen, kadang-kadang guru juga sih. Ya guru ngasih tau yang bener.
Penulis :	Apakah guru kamu mempengaruhi perasaan kamu saat belajar?

Partisipan 2 :	Ya berperan lah, dari sikap dia ngomong, berbicara. Ya berbicaranya itu gak jelas kadang-kadang. Kita udah dengerin, malah dibilang enggak dengerin. Padahal memang belum jelas.

Penulis :	Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?
Partisipan 2 :	Seharusnya gurunya itu bisa mengerti, jelasin yang baik. Terus misalnya kita tanya tuh harus dijelasin yang baik. Ya misalnya kita tanya ke guru, terus gurunya jawab "kan tadi udah dijelasin" tanya ke temen lagi, jadinya tuh membalik pertanyaan. Terus baiknya itu pakai dua bahasa. Ya mentang-mentang bahasa inggris, bahasa inggris mulu ngomongnya, harus ada artinya lah, bahasa Indonesia tuh, biar paham lah. Jangan bahasa Inggris mulu, jadinya kita kurang paham gitu dengernya. Biar lebih nyaman dan percaya diri lah, kalau maju kedepan bareng-bareng, misalnya satu kelompok empat orang, maju. Terus kaya baca, ngerjain tugas kelompok gitu maju. Jangan ngetawain orang kalau salah, apa ngetawain penderitaan orang gitu. Ketawanya jangan berlebihan, apa bikin malu yang di depan ketika berbicara di depan kelas.
Penulis :	Coba gambarkan perasaan kamu pada saat belajar di kelas?
Partisipan 3 :	Hmm menurut saya sih menyenangkan, cuma tuh kadang-kadang gak jelas gitu. Itu yang bikin gak enak. Gak jelasnya kalau misalnya emm ada penjelasan dipapan tulis terus kalau misalnya disuruh baca tuh gak bisa, susah. Iya kadang-kadang ngerasa gak enak, tapi masih susahan matematika sama fisika.
Penulis :	Hal apa saja yang paling membuat kamu terganggu saat belajar bahasa Inggris?

	saya gak ngerti itu ganggu juga. Soalnya pas belajar sering gak ngertinya, kecepetan jelasinnya. Sama saya tuh kalau misalnya maju kedepan maju itu malu.
Penulis :	Menurut kamu bagaimana reaksi orang sekitar kalau kamu salah?
Partisipan 4 :	Pada ketawa, itu gak enak banget. Orang lagi belajar malah diketawain

Penulis :	Apakah guru mempengaruhi perasaan kamu?
Partisipan 4 :	Ya gurunya enggak galak malah dikasih tau yang bener. Enggak tegang, tapi ya kadang-kadang takut, kalau salah takut diomelin.
Penulis :	Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?
Partisipan 4 :	Ya dibawa bercanda, kalau ada yang salah enggak apa-apa, jangan ditertawakan.
Penulis:	Bagaimana perasaaan kamu pada saat belajar bahasa Inggris?
Partisipan 5 :	Apa ya? Hmm rasanya itu tegang, panik gitu, iya takut. Takut gak lancar gitu misalnya, takut salah. Takutnya gimana ya, ntar takut gak bisa gitu. Mau tanya juga itu, gak berani. Apa ya, malu gitu. Ya gak tau, dari dalam diri sendiri gitu takut gimana gitu. Takut itu diledekin.
Penulis:	Hal apa saja yang paling mengganggu kamu di kelas bahasa Inggris?
Partisipan 5 :	Waktu disuruh maju kedepan itu, iya biasanya itu sampai keluar keringat di seluruh tubuh. Nah itu bikin tambah malu lagi, tambah panik. Takut salah kalau maju ke depan, apalagi bahasa Inggris saya juga kurang lancar. Iya itu, masalahnya di vocabulary, arti-artinya banyak yang tidak tahu. Jadi takut ntar nilainya jelek. Karena kalau gurunya jelasinnya tidak jelas saya takut nilainya jelek.
Penulis :	Menurut kamu sendiri mengapa kau begitu cemas saat belajar bahasa Inggris?
Partisipan 5 :	Ya itu, gimana ya hmm takut salah aja, takut salah aja gitu udah. Takutnya itu mungkin diketawain teman-teman udah itu aja.
Penulis :	Memang bagaimana reaksi orang sekitar apabila kamu salah?
Partisipan 5 :	Disorakin gitu. Nah itu yang bikin takut, bikin cemas lagi. Jantung berdebar takut diketawain.
Penulis :	Apakah bahasa Inggris termasuk mata pelajaran yang sulit?
Partisipan 5 :	Iya sulit. Ya itu arti-artinya itu, masalah di kosakata nya. Kalau aturan-aturannya sih tidak terlalu.
Penulis :	Apakah guru mempengaruhi perasaan kamu saat belajar?

Partisipan 5 :	Iya mempengaruhi, misalnya lagi ngomong terus guru ngeliatin gitu, itukan bikin cemas. Takut salah. Kalau salah gak enak, diliat sama teman.
Penulis :	Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?
Partisipan 5 :	Cara belajarnya ya gurunya lebih berkomunikasi lagi sama siswanya, lebih aktif, lebih asik lagi gurunya gitu. Ya ngasih taunya yang jelas. Tapi seharusnya kan itu hmm apa ya.. pelan-pelan. Biasanya kan jelasinnya cepat kan bingung, harusnya pelan-pelan. Suka kecepetan jadi materinya belum mengerti tapi sudah lanjut.
Penulis :	Bagaimana perasaan kamu saat belajar bahasa Inggris?
Partisipan 6 :	Hmm kalau belajar bahasa inggris itu pas belajar itu biasa. Misalnya guru nerangin itu tidak apa-apa. Kecuali kalau disuruh maju gitu, saya itu agak-agak takut gitu rasanya. Takut, tegang gitu. Takutnya kalau salah nanti diketawain sama teman. Ya karena belum bisa gitu. Belum bisa jadinya kalau misalnya pas belajar diterangin guru belum jelas gitu, terus disuruh maju nah
	itu kan belum bisa jadinya bingung, apa gitu, kalau misalnya asal jawab nanti diketawain. Takut salah nulisnya, takut salah baca, pengucapannya.
Penulis :	Menurut kamu sendiri, mengapa kamu begitu cemas saat belajar bahasa inggris?
Partisipan 6 :	Karena kurang belajar. Kurang belajar jadinya guru udah jelasin juga gak nyambung, nah itu yang bikin blank. Ya cemas itu karena itu takut kalau salah diketawain, ya itu.
Penulis :	Memang bagaimana reaksi orang sekitar apabila kamu salah?
Partisipan 6 :	Kalau guru suruh diperbaiki, kalau murid-muridnya pada ketawa gitu.
Penulis :	Apakah bahasa Inggris termasuk mata pelajaran yang sulit?

Partisipan 6 :	Lumayan sulit. Sulitnya ya, dalam apanya tuh, kalimatnya itu kadang-kadang sering tertukar. Kosakatanya juga. Kalau bahasa Inggris itu kan berbeda, ada apa namanya, dalam menyusun kalimatnya itu ada rumus-rumusnya kadang-kadang terjebak. Kosakata belum semua tahu. Kurang apa namanya…hmm kurang menguasai jadinya masih kalah sama yang lain. Ada yang lebih pintar, ada yang sudah lancar gitu. Nah itu bikin takut juga. Yang lain sudah menguasai gitu, sudah pintar nah diri sendiri masih begitu, masih kurang, bikin takut.
Penulis :	Apakah guru mempengaruhi perasaan kamu saat belajar?
Partisipan 6 :	Ya mempengaruhi. Ya misalnya kalau disuruh maju itukan langsung, apa namanya reaksinya langsung takut cemas gitu kalau salah. Sampai berkeringat, nulis pakai spidol saja gemetar. Mau baca juga, jadinya itu udah tegang duluan, jadi salah malahan. Ya terus jelasinnya kecepetan, kitanya sendiri juga tidak memperhatikan. Jadinya yang bikin gak ngerti disitu.
Penulis :	Menurut kamu bagaimana agar pembelajaran bisa berjalan lebih nyaman?
Partisipan 6 :	Gurunya ya jelasinnya detail gitu, jadinya semuanya dirinci jadi murid kan kalau misalnya murid yang benar-benar tidak tahu gitu kan bisa mempelajari itu. Misalnya ini dapetnya dari mana, kata-kata ini. Jadinya harus detail gitu, jangan cepat-cepat. Nah kalau baca itu lebih baik kita di tempat kita sendiri. Jadi bacanya duduk supaya tidak grogi, jadi bacanya bisa lancar gitu enggak grogi. Kalau udah maju kan lain perasaannya, kita kalau didepan diliatin semua orang. Teman-teman juga harus stop menertawakan, kalau enggak ya mental kita jatuh. Seharusnya yang lain itu kalau misalnya kita baca salah, nulis salah itu jangan diketawain, yang mentertawakan itu juga belum tentu bisa padahal. Malah bisa lebih buruk, bisa jadi.
Penulis :	Bagaimana perasaan kamu saat belajar bahasa inggris di kelas?
Partisipan 7 :	Malu, kan susah bahasa inggrisnya. Sebenarnya gak juga sih, pas SD enggak pas disini susah. Malu ngomong bahasa inggrisnya doang.

Penulis :	Hal apa saja yang paling mengganggu kamu saat belajar di kelas?
Partisipan 7 :	Yang ganggu itu maju kedepan, soalnya kalau disuruh baca disuruh ngartiin enggak tau. Terus bikin males kalau salah ngomong diketawain.
Penulis :	Menurut kamu bagaimana reaksi teman-teman dan guru apabila kamu salah saat berbicara?
Partisipan 7 :	Iya, ketawa. Kalau dulu pas di SD mah enggak pada ketawa kalau ada yang salah. Hmm kalau guru biasanya disuruh ulangin lagi.
Penulis :	Apakah guru mempengaruhi perasaan kamu pada saat belajar?
Partisipan 7 :	Hmm lebih ke yang enak, tapi ya ada yang enggak enak ya pas disuruh praktekin gitu misalnya.
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?
Partisipan 7 :	Ya pokoknya pelan-pelan ngajarinnya. Diperhatikan semua siswanya udah pada ngerti atau belum. Terus jangan tiba-tiba suruh praktekin. Temen-temen juga harus santai lah gak boleh ketawain yang salah.
Penulis :	Bagaimana perasaan kamu pada saat belajar bahasa Inggris?
Partisipan 8 :	Rasanya sih itu agak berdebar-debar, gugup, takut aja gitu.
Penulis :	Hal apa saja yang paling mengganggu kamu pada saat belajar bahasa Inggris di kelas?
Partisipan 8 :	Saat dipanggil terus sama itu liat nilai. Ketika dipanggil dan dinilai, seperti dites. Terus disuruh ngomong gitu bahasa Inggris, kalau ditanya. Saat guru menjelaskan takut tidak mengerti, berisik juga sih.
Penulis :	Menurut kamu sendiri mengapa kamu begitu cemas pada saat belajar bahasa Inggris?
Partisipan 8 :	Karena tidak mengerti. Hmm, dari SD sih. Ya sudah dari SD susah. Gemetar terus jantungnya berdebar-debar gitu.
Penulis :	Menurut kamu bagaimana reaksi orang-orang sekitar, teman-teman kamu ketika kamu salah?
Partisipan 8 :	Pada menertawakan biasanya, itu yang bikin cemas.

Penulis :	Apakah guru mempengaruhi perasaan kamu saat belajar di kelas?
Partisipan 8 :	Guru itu membuat gugup kayaknya. Seperti bertanya-tanya, disuruh maju. Lalu pada saat memberikan hasil ulangan, takut jelek nilainya.
Penulis :	Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?
Partisipan 8 :	Gurunya mengajarnya supaya lambat saja, jangan cepat-cepat.
	Terus sama teman-teman tidak boleh menertawai jika ada yang salah.
Penulis :	Bagaimana perasaan kamu saat belajar bahasa inggris di kelas?
Partisipan 9 :	Enggak suka, soalnya susah. Susah bicaranya, susah bahasa inggrisnya
Penulis :	Hal apa saja yang paling mengganggu kamu saat belajar di kelas?
Partisipan 9 :	Berisik, banyak yang bercanda, sama pelajarannya, kadang-kadang susah kadang-kadang gampang. Udah dijelasin tapi belum ngerti. Terus mengganggu itu kalau maju kedepan susah takut, bingung gak tau mau ngomong apa. Kalau gampang gak takut.
Penulis :	Menurut kamu bagaimana reaksi teman-teman dan guru apabila kamu salah saat berbicara?
Partisipan 9 :	Takut, paling diketawain. Terus kalau guru disuruh ngulang juga, jadinya bisa ngikutin.
Penulis :	Apakah guru mempengaruhi perasaan kamu pada saat belajar?
Partisipan 9 :	Kalau saya biasa gak terlalu takut sih. Misalnya pas salah gak apa-apa, gak diomelin.
Penulis :	Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?
Partisipan 9 :	Emm penjelasannya yang mudah dipahami gitu misalnya. Terus jangan sering-sering praktek di depan. Atau berkelompok gitu kan gak terlalu gugup.
Penulis :	Coba gambarkan bagaimana perasaan kamu pada saat belajar bahasa inggris?

Partisipan 10 :	Bagaimana ya, hmm gugup sih gugup karena takut kalau ada tugas mendadak atau apa gitu, terus kalau ditanya pakai bahasa Inggris juga gugup takut karena tidak bisa.
Penulis :	Hal apa saja yang paling mengganggu kamu pada saat belajar di kelas?
Partisipan 10 :	Gurunya, kalau gurunya hmm membosankan gitu main langsung kasih tugas begitu saja terus kalau menjelaskannya kurang dapat dimengerti oleh kitanya disitunya yang bikin kita enggak nyaman. Kalau tidak jelas, cemas lah. Grogi gimana ya, takut lah maju kedepan. Gugup banget takut enggak bisa takut ditertawakan sama teman-teman yang lain terus takut nilainya jelek atau takut ada komentar yang tidak enak.
Penulis :	Menurut kamu bagaimana reaksi orang-orang sekitar kamu ketika kamu salah?
Partisipan 10 :	Diketawain, langsung diketawain kadang sampai ha-ha-ha keras gitu, kita jadi ikut ketawa tapi bikin nge-blank lupa, grogi
Penulis :	Menurut kamu sendiri mengapa kamu begitu cemas pada saat belajar bahasa Inggris?
Partisipan 10 :	Enggak bisa bahasa Inggris, karena merasa teman-teman itu lebih pintar dari pada kita. Terus kita juga belum terlalu bisa bahasa Indonesia dijadikan bahasa Inggris, masih kosakatanya masih belum banyak.
Penulis :	Apakah bahasa Inggris termasuk mata pelajaran yang sulit?
Partisipan 10 :	Sulit lah, sulit banget. Sulitnya itu ya, cara bicaranya sih masih bisa diikuti tapi menghafal seperti bikin kalimat kaya berbicara seperti biasa dalam bahasa inggris itu yang masih susah.
Penulis :	Menurut kamu apakah guru mempengaruhi perasaan kamu saat belajar di kelas?
Partisipan 10 :	Iya kalau pembawaan gurunya gitu, tampangnya misalnya lagi bad-mood gitu kitanya juga males kan, kalau gurunya baik, kalem gitu kitanya juga responnya baik juga.
Penulis :	Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?

Partisipan 10 :	Pertama sih dari gurunya, ya kalau gurunya keliataannya baik, asik gitu baru kita responnya juga asik. Ya dibawa bercanda gitu, jangan terlalu tegang, jangan terlalu serius, yang penting kita mengerti, yang dijelasin itu jelas. Terus kalau mengartikan itu perlu catatan juga, enggak bisa cuma ngomong saja langsung bahasa Inggris harus perlu diartikan terus ditulis kalau ada kata-kata sulit. Ya pelan-pelan gitu bertahap, enggak langsung ngomong bahasa Inggris kitanya kan bingung, terus jadinya udah males kedepan-depannya lagi.
Penulis :	Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?
Partisipan 10 :	Pertama sih dari gurunya, ya kalau gurunya keliataannya baik, asik gitu baru kita responnya juga asik. Ya dibawa bercanda gitu, jangan terlalu tegang, jangan terlalu serius, yang penting kita mengerti, yang dijelasin itu jelas. Terus kalau mengartikan itu perlu catatan juga, enggak bisa cuma ngomong saja langsung bahasa Inggris harus perlu diartikan terus ditulis kalau ada kata-kata sulit. Ya pelan-pelan gitu bertahap, enggak langsung ngomong bahasa Inggris kitanya kan bingung, terus jadinya udah males kedepan-depannya lagi.
Penulis :	Coba gambarkan bagaimana perasaan kamu pada saat belajar bahasa inggris?
Partisipan 11 :	Sebenarnya itu tidak terlalu cemas, cuma karena dari diri kitanya terus kadang gurunya juga kan kurang jelas bikin kita *bad-mood* gitu. Kadang yang membuat kesal itu gurunya selalu cepat jelasinnya jadi kita kadang ketinggalan, jadinya kan banyak yang ketinggalan itu saja.
Penulis :	Hal apa saja yang paling mengganggu kamu pada saat belajar di kelas?

Partisipan 11 :	Hmm gurunya kadang kalau misalnya lagi ulangan gurunya jelasinnya itu salah jelasinnya. Besoknya ulangannya tentang materi ini, cuman jelasinnya bukan yang ini gitu. Jadi kitanya kan pada bingung. Kalau maju kedepan pertama itu karena takut salah bicara, terus kedua itu takut sama temen-temen diketawain, jadi disitu tambah gemetaran, takut, bingung jadinya. Keluar keringat dingin gitu kadang kakinya gemetar, jantungnya berdebar-debar.
Penulis :	Menurut kamu sendiri mengapa kamu begitu cemas pada saat belajar bahasa Inggris?
Partisipan 11 :	Takut salah, udah gitu nanti diketawain sama teman-teman nah tambah gugup lagi. Takut ditanya, takut salah. Kadang kan dalam bahasa Inggris itu ada yang enggak ngerti.
Penulis :	Menurut kamu apakah guru mempengaruhi perasaan kamu saat belajar di kelas?
Partisipan 11 :	Apa ya hmm jelasinnya enggak jelas, terlalu cepat, terus gurunya juga kadang kalau misalkan dia juga lagi kebawa marah-marah, ngajarin kitanyakan juga kaya keras gitu. Jadinya kan bikin takut juga. Misalkan dialog gitukan pakai bahasa Inggris, dia nanya apa, enggak ngerti, aduh ini jawabnya kaya gimana ya kaya gitu, jadi bikin cemas.
Penulis :	Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?
Partisipan 11 :	Enak sih kalau misalkan dalam kelompok gitukan. Dalam satu kelompok gitu jadi rasa cemas kita enggak terlalu besar. Terus gurunya juga dibawanya santai aja, enggak terlalu tegang gitu, dibawa bercanda lah, jadi kita enak gitu kita enggak tegang gitu bawaannya enak. Terus jangan cepat-cepat kalau mengajarnya, pelan-pelan.

Appendix 2

Catatan Lapangan Observasi

Setting   : Kelas 7
Observer   : Ruslan Mahfuz
Peran   : Observer
Peran   : Mengamati subjek penelitian (siswa kelas 7 SMP Pesantren Darussalam)
Tanggal   : 23 November 2023
Durasi   : 80 menit

07:00 – 07:05 : Guru masuk membuka kelas dan kemudian menyapa siswa.

07:05 – 07:10 : Guru meminta siswa untuk berkumpul bersama kelompok dan mempersiapkan teks narrative yang sudah ditugaskan seminggu sebelumnya dan membagikan salinannya ke kelompok lain.

07:10 – 07:15 : Setelah siswa berkumpul dengan kelompok masing-masing, guru menjelaskan kegiatan belajar yang akan dilakukan. Setiap kelompok akan membacakan atau menceritakan teks naratif mereka, sementara kelompok lain mendengarkan dengan seksama. "Dengarkan dengan baik, lalu catat nama-nama tokoh dalam cerita tersebut dan bagian akhir ceritanya, yaitu resolusi," kata guru..

07:15 – 07:23 : Guru mempersilakan kelompok yang ingin membaca terlebih dahulu. Beberapa siswa terlihat saling menunjuk satu sama lain untuk membacakan teks. Ada yang mencoba menghindar dengan memalingkan pandangan atau menyibukkan diri dengan berbicara dengan teman, dan ada juga yang izin ke kamar kecil. Setelah beberapa menit, tidak ada kelompok yang bersedia membaca. Guru kemudian mengingatkan bahwa semua anggota kelompok harus mendapat kesempatan untuk membaca, lalu menunjuk salah satu kelompok.

07:23 – 07.33 : Kelompok yang ditunjuk terdiam sejenak, terlihat ragu-ragu. "Ayo, mulai, go go," seru guru meyakinkan mereka. Kemudian, satu per satu siswa mulai membaca teks naratif berjudul "The Legend of Lake Toba." Guru ikut menyimak sambil mengoreksi kesalahan pengucapan kata. Kelas sempat ramai ketika salah seorang siswa salah mengucapkan sebuah kata, dan teman-

temannya tertawa. Guru menenangkan mereka sambil berkata, "
No   Problem   Students,,   it's   Nice

tidak apa-apa" Kemudian salah seorang siswa membaca dengan suara yang pelan. Sementara beberapa siswa dari kelompok lain mulai terlihat tidak fokus, mulai sedikit ribut. Kemudian guru memintanya untuk membaca lebih keras. Siswa tersebut terlihat gugup, tangannya gemetar.

07:33 – 08.00 : Kelompok lain membaca narrative text dengan arahan guru, dan seterusnya. Selama aktivitas membaca, tidak sedikit siswa yang terlihat gugup, gelisah bahkan menolak saat sampai pada gilirannya, mereka berkata "aduh, jangan saya.." atau "saya gak bisa..". Suara mereka mengecil, ada juga yang membaca sangat cepat sehingga tidak jelas apa yang dikatakan. Sebagian kecil siswa sering kali salah dalam pengucapan bahkan setelah dikoreksi oleh guru. Meski terlihat kesulitan, dengan terbata-bata beberapa siswa berusaha dengan sangat keras, diantara mereka ada yang bertanya apakah kata yang diucapkan benar atau tidak "seperti itu, benar pak?" katanya. Sementara beberapa siswa yang menyimak, diantara mereka ada yang serius menyimak dengan baik ada juga yang tidak (berbicara dengan temannya, melamun, menggambar dll.)

08:00 – 08:10 : Setelah semua selesai, siswa dari masing-masing kelompok dipersilahkan untuk bertanya kepada kelompok lain apabila ada cerita yang terlewat atau tidak jelas.

08:10 – 08:15 : Guru meminta siswa untuk mengumpulkan hasil tulisan dari kegiatan menyimak yang mereka lakukan.

08:15 – 08.20 : Guru menutup kegiatan belajar hari itu

Catatan Lapangan Observasi

Setting   : Kelas 7
Observer   : Reza
Peran   : co. Observer
Peran   : Mengamati subjek penelitian (siswa kelas 7 SMP Pesantren Darussalam)
Tanggal   : 08 Desember 2023
Durasi   : 80 menit

07:00 – 07:05   : Guru masuk membuka kelas kemudian menyapa siswa.

07:05 – 07:10   : Guru memulai kegiatan belajar dengan menulis "Advertising" kemudian menjelaskan bahwa hari ini siswa akan belajar bagaimana melakukan announcement telepon dan menerima panggilan telepon dalam bahasa inggris.

07:10 – 07:20   : Guru meminta siswa untuk membuka buku teks "Real Time" hal. 96. Kemudian guru mengenalkan macam-macam ungkapan yang biasa digunakan dalam perakapan telepon. Guru membacakan ungkapan yang terdapat di buku teks tesebut dan meminta siswa untuk mengulangi sambil menterjemahkan ungkapan-ungkapan tersebut ke dalam bahasa indonesia. "*hello, this is smith residence, who is this? This is Amy, can I talk to jack? Wait a minute!*"dan seterusnya. Pertama-tama hanya sebagian siswa yang mengikuti ujaran yang diucapkan, lalu guru mengajak siswa yang lain untuk ikut belatih mengucapkan ujaran-ujaran tersebut. Beberapa siswa masih ada yang tidak mengikuti, terutama siswa yang duduk di barisan belakang, ada siswa yang berpura-pura mengikuti dengan hanya menggerakkan mulut, dan ada juga yang mengikuti sambil senyum-senyum atau tertawa kecil.

07:20 – 07:28   : Guru meminta salah satu siswa untuk mempraktikkan salah satu contoh percakapan telepon yang ada di buku teks. beberapa detik berselang tidak ada yang bersedia, lalu guru menunjuk salah satu siswa. Siswa tersebut bersedia dan mempraktikkan bersama guru.

07:28 – 07:35 : Sebagian besar siswa mempraktikkan percakapan tersebut dengan teman sebangku. Guru mengawasi dan menginstruksikan kepada siswa yang belum berbicara agar mempraktikkan percakapan tersebut.

07:35 – 07.43 : Guru kembali mengenalkan contoh lain yang didalamnya terdapat contoh ungkapan apabila orang yang dicari sedang tidak berada ditempat, *"I am afraid he is out at the moment. Do you want to leave a message?"* Kemudian mencontohkan percakapan tersebut bersama salah seorang siswa.

07:43 – 08:00 : Siswa membuat contoh percakapan telepon serupa dengan topik mengajak pergi atau menyampaikan suatu kabar, informasi. Beberapa siswa bertanya pada guru. Ada juga siswa yang bertanya pada temannya. Terlihat semua siswa berusaha menyelesaikan tugas mereka.

08:00 – 08:15 : Satu persatu siswa yang sudah selesai membuat percakapan mempraktikkannya di hadapan guru. Siswa terlihat lebih antusias dibanding pertemuan sebelumnya (pada observasi sebelumnya). Satu persatu siswa bersama teman sebangku mereka berbaris, mempraktikkan percakapan yang sudah mereka buat di hadapan guru mereka. Guru menyimak sambil mengoreksi ucapan siswa.

Setting   : Kelas 7
Observer   : Reza
Peran   : co. Observer
Peran   : Mengamati subjek penelitian (siswa kelas 7 SMP Pesantren Darussalam)
Tanggal   : 11 Desember 2023
Durasi   : 80 menit

07:00 – 07:05 : Guru masuk membuka kelas dan kemudian menyapa siswa.

07:05 – 07:10 : Guru meminta siswa untuk berkumpul bersama kelompok dan mempersiapkan teks narrative yang sudah ditugaskan seminggu sebelumnya dan membagikan salinannya ke kelompok lain.

07:10 – 07:15 : Setelah siswa sudah berkumpul dengan kelompoknya, guru menjelaskan kegiatan belajar yang akan dilakukan. Tiap kelompok akan membacakan/menceritakan teks narrative milik mereka dan pada saat yang bersamaan kelompok lain menyimak. "simak baik- baik lalu tulis nama-nama tokoh yang ada dalam cerita tersebut dan juga akhir ceritanya bagian resolution " kata guru.

07:15 – 07:23 : Guru mempersilahkan kelompok yang ingin membaca terlebih dahulu. Beberapa siswa terlihat saling menunjuk satu sama lain untuk membacakan teks. Ada yang coba menghindar dengan memalingkan pandangan, menyibukkan diri seperti berbicara dengan teman, ada juga yang izin ke kamar kecil. Selang beberapa menit tidak ada kelompok yang ingin membaca. Guru mengingatkan jika semua anggota kelompok harus mendapat kesempatan membaca, kemudian menunjuk salah satu kelompok.

07:23 – 07.33 : Kelompok yang ditunjuk diam sesaat. Mereka terlihat tidak yakin. "ayo mulai, *come on*" seru sang guru meyakinkan mereka. Lalu, satu persatu siswa mulai membaca narrative text berjudul *"The Legend of Surabaya"* guru ikut menyimak sambil mengoreksi apabila ada kesalahan dalam pengucapan kata. Kelas sempat ramai ketika salah seorang siswa salah mengucapkan sebuah kata, mereka tertawa. Guru menenangkan sambil berkata "ssst, *it's okay*

tidak apa-apa" Kemudian salah seorang siswa membaca dengan suara yang pelan. Sementara beberapa siswa dari kelompok lain mulai terlihat tidak fokus, mulai sedikit ribut. Kemudian guru memintanya untuk membaca lebih keras. Siswa tersebut terlihat gugup, tangannya gemetar.

07:33 – 08.00   : Kelompok lain membaca narrative text dengan arahan guru, dan seterusnya. Selama aktivitas membaca, tidak sedikit siswa yang terlihat gugup, gelisah bahkan menolak saat sampai pada gilirannya, mereka berkata "aduh, jangan saya.." atau "saya gak bisa..". Suara mereka mengecil, ada juga yang membaca sangat cepat sehingga tidak jelas apa yang dikatakan. Sebagian kecil siswa sering kali salah dalam pengucapan bahkan setelah dikoreksi oleh guru. Meski terlihat kesulitan, dengan terbata-bata beberapa siswa berusaha dengan sangat keras, diantara mereka ada yang bertanya apakah kata yang diucapkan benar atau tidak "seperti itu, benar pak?" katanya. Sementara beberapa siswa yang menyimak, diantara mereka ada yang serius menyimak dengan baik ada juga yang tidak (berbicara dengan temannya, melamun, menggambar dll.)

08:00 – 08:10   : Setelah semua selesai, siswa dari masing-masing kelompok dipersilahkan untuk bertanya kepada kelompok lain apabila ada cerita yang terlewat atau tidak jelas.

08:10 – 08:15   : Guru meminta siswa untuk mengumpulkan hasil tulisan dari kegiatan menyimak yang mereka lakukan.

08:15 – 08.20   : Guru menutup kegiatan belajar hari itu

Appendix 3
Interview Validation

The Blueprint of Interview Guidance

No	Theories	Indicators	Questions
1	Factor from teachers: a. Classroom Activities b. Inappropriate ways of teaching	a. Fears evaluation by teachers or peers: ridiculed b. Threating Acts; harsh correction c. Incomprehensible input	1. Please tell me something about how you have felt during English classes? 2. What bothers you the most about English classes? 3. Do you have any idea why you feel so anxious in your English classes? 4. How do you think people in your classroom will react if you make a mistake? 5. Do you think English is a difficult language to learn? 6. Has your teacher played a role in your feelings, either good or bad, about your English classes? 7. Do you have any ideas of how English classes might be less stressful?

Factors Contribute to Anxiety by Oxford

No	Factors contribute to Anxiety [AF]	Students Signs	Note
1	Speaking activities: speaking in front of the class [AF-TSP], being called on by teacher or waiting turn [AF-TSP], did not know how to answer teacher's question [AF-TSP], worried about		

	grammatical mistake worried about pronunciation [AF-SB/LO]		
2	Ridiculed by others [AF-SR]		
	When teacher deliver a lesson: incomprehensible input [AF-TII], teacher speak too much fast [AF-TII], fear of getting left behind [AF-TII].		

This interview guidence and observation checklist has been validated by Professional Judgment by giving some advice in many parts of them.

Validator

Nastiti Handayani, M.Pd