

**THE FACTORS CAUSING FOREIGN LANGUAGE  
ANXIETY (FLA) IN ENGLISH SPEAKING SKILL**  
(A Descriptive Case Study at Fifth Semester Students of  
Perbankan Syariah UIN Fatmawati Sukarno Bengkulu In  
Academic Year 2021/2022)

**THESIS**

Submitted as a partial requirements for the degree of  
*Sarjana Pendidikan* (S.Pd) In English Education Study  
Program Tarbiyah and Tadris Faculty UIN Fatmawati  
Sukarno Bengkulu.



**By:**

**TITA ASMARA**  
**SRN. 1811230002**

**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF TADRIS  
FACULTY OF TARBIYAH AND TADRIS  
UIN FATMAWATI SUKARNO BENGKULU  
2021/2022**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO**  
**FAKULTAS TARBİYAH DAN TADRIS**  
 Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
 Telepon (0736) 51171, 51172, 51276 Fax. (0736) 51171  
 Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

**ADVISORS SHEET**

**Subject** : TITA ASMARA  
**NIM** : 1811230002  
**To** : The Dean of Tarbiyah and Tadris Faculty  
 UIN Fatmawati Sukarno Bengkulu  
 In Bengkulu

*Assalamu'alaikum Wr. Wb*

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

**Name** : Tita Asmara  
**NIM** : 1811230002  
**Title** : The Factors Causing Foreign Language Anxiety  
 (FLA) in English Speaking Skill

Has already fulfilled the requirements to be presented for the Board of Examiners (*Munaqosah*) to gain Bachelor Degree in English Education.

Thank you for the attention.

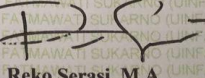
*Wassalamu'alaikum Wr. Wb.*

Bengkulu, **13 July 2022**

**First Advisor**

**Second Advisor**

  
**Dr. H. Ali Akbarjono, M.Pd**  
**NIP. 197509252001121004**

  
**Reko Serasi, M.A**  
**NIP.198711092018011002**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO  
FAKULTAS TARBİYAH DAN TADRIS  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51171, 51172, 51276 Fax. (0736) 51171  
Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

**RATIFICATION**

This is to certify the thesis entitled : **The Factors Causing Foreign Language Anxiety (FLA) in English Speaking Skill (A Descriptive Case Study at Fifth Semester Students of Perbankan Syariah UIN Fatmawati Sukarno Bengkulu in Academic Year 2021/2022)** by **Tita Asmara (1811230002)** has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education Program.

Chairman  
**Prof. Dr. Zubacdi, M.Ag., M.Pd** .....  
NIP. 196903081996031005

Secretary  
**Andri Saputra, M.Sc** .....  
NIP. 199106262019031014

Examiner I  
**M. Arif Rahman Hakim, Ph.D** .....  
NIP. 199012150320151007

Examiner II  
**Pebri Prandika Putra, M.Hum** .....  
NIP. 198902032019031003

Bengkulu, 26 July 2022

Approved by the Dean of Islamic and Tadris Faculty

**Dr. Mgs Mulyadi, M.Pd**  
NIP. 197005142000031004

## **MOTTO**

Sesungguhnya bersama kesukaran itu ada kemudahan.  
Karena itu bila kau telah selesai ( mengerjakan yang lain )  
dan kepada Tuhan, berharaplah

(Q.S Al Insyirah : 6-8)

*“The whole purpose of education is to turn mirrors into windows.”*

*(Tita Asmara)*



## DEDICATION

*This thesis is dedicated to:*

- ❖ *My Greatest God, Allah SWT, I really to you because without your blessing, I am nothing in this world.*
- ❖ *My beloved father (Yasman Hadi) and mother (Limina Sartini). Thank for yours prayer, advice, patient, love, and support to make my education succes.*
- ❖ *My beloved brother (Didi and Rohadi) and sister (Eka Maryana) who always give me support, laughing, smiling, and love. Thanks for your joke. I do love you.*
- ❖ *My first advisor (Dr. H. Ali Akbarjono) who always give me support till this thesis finished. Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.*

- ❖ *My second advisor (Reko Serasi, M.A) who always give me support till this thesis finished. Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.*
- ❖ *My beloved special friend ( Noni Purnama Sari, Neta Mela Sari, and Tiara sella Sutrisno) who always give me support and spirit.*
- ❖ *My friend all of friends of TBI 2018. Thanks for all the happiness we've passed together. I love you guys.*
- ❖ *My almamater UIN Fatmawati Sukarno Bengkulu.*

### PRONOUNCEMENT

Name : Tita Asmara  
NIM : 1811230002  
Program Study : English Study Program  
Faculty : Tarbiyah and Tadris

I Hereby sincerely state that the thesis titled " The Factors Causing Foreign Language Anxiety (FLA) in English Speaking Skill ( A Descriptive Case Study at Fifth Semester Students of Perbankan Syariah UIN Fatmawati Sukarno Bengkulu in Academic Year 2021/2022 ). The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Bengkulu, *13 July* 2022



TITA ASMARA  
SRN. 1811230002

## SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Tita Asmara  
Nim : 1811230002  
Program : Tadris Bahasa Inggris  
Judul Skripsi : The Factors Causing Foreign Language Anxiety (FLA) in English Speaking Skill

Telah melakukan verifikasi plagiasi melalui program <https://www.turnitin.com>.  
Skripsi ini memiliki indikasi plagiat sebesar 27% dan dinyatakan dapat diterima.

Demikian surat pernyataan ini di buat dengan sebenar-benarnya, dan untuk dipergunakan sebagaimana semestinya, apabila terdapat kekeliruan dengan verifikasi ini maka akan dilakukan peninjauan ulang kembali.

Mengetahui  
Ketua Tim Verifikasi,

**Dr. Edi Ansvah, M.Pd**  
NIP. 197007011999031002

Bengkulu, 5 Juli 2022  
Yang menyatakan,



**Tita Asmara**  
NIM. 1811230002



## ACKNOWLEDGMENTS

Assalamua'alaikum Wr.Wb

First, all praise be to Allah *Azza wa Jalla*, the almighty for the blessing and mercy that had been given to me, health, and inspiration during my study. Because of Him, I can complete this research as one of the requirements for getting the degree of *Sarjana Pendidikan (S.Pd)* at the English Education Study Program Department of Tadris Faculty of Tarbiyah and Tadris UIN Fatmawati Sukarno Bengkulu. Without Him, I could not stay patient and control in writing this research from the first page to the last page. Second, *Shalawat* and *Salam* always dedicated to our lovely Prophet Muhammad SAW, the last prophet who had guided us from the darkness to the lightness.

I would like to express my great gratitude to Dr. H. Ali Akbarjono, my first advisor, and thanks also goes to Reko Serasi, M.A, my second advisor, who has been patient in advising the writer.

In this opportunity, the writer here would like to express her profound gratitude, the writer would like to express gratitude to:

1. Prof. Dr. KH. Zulkarnain, M.Pd. as the rector of UIN Fatmawati Sukarno Bengkulu
2. Dr. Mus Mulyadi, M.Pd. as the Dean of Faculty of Tarbiyah and Tadris faculty
3. Risnawati, M.Pd. as the Head of Tadris Department of UIN Fatmawati Sukarno Bengkulu
4. Feny Martina, M.Pd. as the Head of Program Study of English Education of UIN Fatmawati Sukarno Bengkulu.

5. Dr. H. Ali Akbarjono as the first advisor, who had given the guidance till this thesis finished.
6. Reko Serasi, M.A. as the second advisor for his guidance, precious, advices, and motivator for the researcher
7. All lectures at Tarbiyah and Tadris Faculty especially the lectures of English department study program, who had given the valuable knowledge and guidance during my study.

Finally this research is expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher is pleased to accept more suggestion and contribution from the reader for the improvement of the research.

Bengkulu, 2022  
The researcher

Tita Asmara  
1811230002

## ABSTRACT

Tita Asmara, SRN.1811230002, 2022. ***THE FACTORS CAUSING FOREIGN LANGUAGE ANXIETY (FLA) IN ENGLISH SPEAKING SKILL*** ( A Case Study at Fifth Semester Students of Perbankan Syariah UIN Fatmawati Sukarno Bengkulu).

Advisor I : Dr. H. Ali Akbarjono, M.Pd

Advisor II : Reko Serasi, M.A.

This research is intended to know the level of students' anxiety and identify possible factors to contribute the anxiety in an English speaking skill. The writer took at fifth semester students of perbankan syariah in UIN Fatmawati Sukarno Bengkulu in academic year 2021/2022. This research used a descriptive qualitative method with case study approach. The writer use two kinds of instruments to collect the data. The first instrument is Foreign Language Anxiety Scale questionnaire, developed by Horwitz et al. (1986). It consists of 33 items with 5 point Likert-Scale. The second instrument is the semi-structured interview. The results of this research show that from psychological aspect more than half of students (58%) are in the level of moderate anxiety, 6 students (24%) are in the level of severe anxiety, and 6 (24%) are in the level of mild anxiety. This research also showed the result of interviews



namely, speaking in front of the class, being laughed at by others, incomprehensible input, students' beliefs about language learning, teacher personality, and lack of preparation were the six factors that may contribute to the students anxiety in learning English from ten anxious students were selected as the participants.

***Key words:*** *English speaking, FLA*

## ABSTRAK

Tita Asmara, NIM.1811230002, 2022. **FAKTOR-FAKTOR PENYEBAB KECEMASAN BAHASA ASING (FLA) DALAM KETERAMPILAN BERBICARA BAHASA INGGRIS** ( Studi Kasus Pada Mahasiswa Semester V Perbankan Syariah UIN Fatmawati Sukarno Bengkulu Tahun 2021/2022).

Pembimbing I : Dr.H. Ali Akbarjono, M.Pd

Pembimbing II : Reko Serasi, M.A.

Penelitian ini dimaksudkan untuk mengetahui tingkat kecemasan siswa dan mengidentifikasi faktor-faktor yang mungkin berkontribusi terhadap kecemasan dalam keterampilan berbicara bahasa Inggris. Penulis mengambil mahasiswa semester V perbankan syariah di UIN Fatmawati Sukarno Bengkulu tahun ajaran 2021/2022 . Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan studi kasus. Penulis menggunakan dua jenis instrumen untuk mengumpulkan data. Instrumen pertama adalah kuesioner *Foreign Language Anxiety Scale* yang dikembangkan oleh *Horwitz et al.* (1986). Terdiri dari 33 item dengan 5 poin Likert-Scale. Instrumen kedua adalah wawancara semi terstruktur. Hasil penelitian menunjukkan bahwa dari aspek psikologis, lebih dari separuh siswa (58%) berada pada tingkat kecemasan sedang, 6 siswa (24%) berada pada tingkat kecemasan

berat, dan 6 (24%) berada pada tingkat kecemasan ringan. Penelitian ini juga menunjukkan hasil wawancara yaitu, berbicara di depan kelas, ditertawakan oleh orang lain, masukan yang tidak dapat dipahami, keyakinan siswa tentang pembelajaran bahasa, kepribadian guru, dan kurangnya persiapan adalah enam faktor yang dapat berkontribusi atau mempengaruhi kecemasan pada siswa dalam belajar bahasa Inggris dari sepuluh siswa kecemasan dipilih sebagai peserta.

***Kata Kunci : Bahasa Inggris, Kecemasan bahasa asing***

## TABLE OF CONTENTS

### COVER

|                          |       |
|--------------------------|-------|
| ADVISOR SHEET .....      | ii    |
| RATIFICATION .....       | iii   |
| MOTTO .....              | iv    |
| DEDICATION.....          | v     |
| PRONOUNCEMENT .....      | vii   |
| ACKNOWLEDGMENT .....     | viii  |
| ABSTRACT .....           | xi    |
| ABSTRAK .....            | xiii  |
| TABLE OF CONTENT .....   | xv    |
| LIST OF TABLES .....     | xviii |
| LIST OF FIGURES .....    | xix   |
| LIST OF APPENDIXES ..... | xx    |

### CHAPTER I INTRODUCTION

|                                    |   |
|------------------------------------|---|
| A. Background of the Study.....    | 1 |
| B. Identification of Problems..... | 6 |
| C. Limitation of the Problem ..... | 7 |
| D. Research Questions .....        | 8 |



|                                   |    |
|-----------------------------------|----|
| E. Purposes of The Research ..... | 9  |
| F. Research Significances.....    | 9  |
| G. Definition of Key Term.....    | 10 |

**CHAPTER II LITERATURE REVIEW**

|                                            |    |
|--------------------------------------------|----|
| A. English Speaking Skill .....            | 12 |
| 1. The Definition of Speaking skill.....   | 12 |
| 2. Trend of ELT in Speaking Skill.....     | 16 |
| 3. Indicators English Speaking Skill ..... | 19 |
| 4. English Speaking Problem.....           | 20 |
| B. Foreign Language Anxiety.....           | 23 |
| 1. The Important of FLA.....               | 23 |
| 2. Speaking Anxiety .....                  | 26 |
| 3. Theories of Foreign Language .....      | 34 |
| 4. Impact of FLA.....                      | 37 |
| C. Previous of Study .....                 | 42 |
| D. Theoretical Framework .....             | 46 |

**CHAPTER III RESEARCH METHODOLOGY**

|                                       |    |
|---------------------------------------|----|
| A. Research Design.....               | 47 |
| B. Research Setting.....              | 48 |
| C. Technique of Collecting Data ..... | 50 |
| D. Research Instrument.....           | 51 |
| E. Technique of Data Analysis .....   | 53 |
| 1. Data Reduction.....                | 56 |
| 2. Data Display.....                  | 58 |

|                              |    |
|------------------------------|----|
| 3. Drawing Conclusion .....  | 58 |
| F. Research Procedures ..... | 58 |

## **CHAPTER IV FINDING AND DISCUSSION**

|                                                                          |    |
|--------------------------------------------------------------------------|----|
| A. Finding .....                                                         | 60 |
| 1. The Profile of Perbankan Syariah Students in<br>UINFAS Bengkulu ..... | 60 |
| 2. The Levels Students Anxiety .....                                     | 64 |
| 3. The Factors Students Speaking Anxiety .....                           | 83 |
| 4. The Solution for Students<br>Speaking anxiety .....                   | 86 |
| B. Discussion .....                                                      | 88 |
| 1. The Level of Students' Speaking<br>Anxiety .....                      | 88 |
| 2. The Factors Causing students anxiety .....                            | 92 |

## **CHAPTER V CONCLUSSIONS AND SUGGESTIONS**

|                       |     |
|-----------------------|-----|
| A. Conclusion .....   | 105 |
| B. Implications ..... | 107 |
| C. Suggestion .....   | 110 |

## **REFERENCES**

## **APPENDIX**

## LIST OF TABLES

|                                                                                                             |           |
|-------------------------------------------------------------------------------------------------------------|-----------|
| <b>Table 3.1 The Number of Students' Islamic Banking of the Year 2021-2022 .....</b>                        | <b>49</b> |
| <b>Table 3.2 Questionnaire Items Horwitz et al. (1986) .....</b>                                            | <b>52</b> |
| <b>Table 3.3 Adpoted From Horwitz et al. (1986).....</b>                                                    | <b>56</b> |
| <b>Table 3.4 Anxiety Scale Adapted From Oetting Scale.....</b>                                              | <b>56</b> |
| <b>Table 3.5 List of Codes Factors of Students' FLA .....</b>                                               | <b>57</b> |
| <b>4.1 The List Classes at Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu.....</b>                     | <b>62</b> |
| <b>Table 4.2 The List of English Lecturers at Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu .....</b> | <b>63</b> |
| <b>Table 4.3 The Result of Students Questionnaire's .....</b>                                               | <b>65</b> |
| <b>Table 4.4 Summarizing of Students' Response.....</b>                                                     | <b>70</b> |
| <b>Table 4.5 Student's Scoring and Categorizing .....</b>                                                   | <b>73</b> |
| <b>Table 4.6 The Summary of Students Scoring and Categorizing .....</b>                                     | <b>82</b> |
| <b>Table 4.7 Factors Causing to Anxiety .....</b>                                                           | <b>83</b> |
| <b>Table 4.8 The Summary of Student's Anxiety Level .....</b>                                               | <b>89</b> |

## LIST OF FIGURES

|                                                                                                          |           |
|----------------------------------------------------------------------------------------------------------|-----------|
| <b>Figure 2.1 Theoretical Framework.....</b>                                                             | <b>46</b> |
| <b>Figure 4.1 The Summary of Students' Response in<br/>FLAS in Positive and Negative Statement .....</b> | <b>71</b> |
| <b>Figure 4.2 The Summary of Students Anxiety Level .....</b>                                            | <b>82</b> |

## **LIST OF APPENDIXES**

**Appendix 1. Questionnaire**

**Appendix 2. Interview**

**Appendix 3. Validation**

**Appendix 4. Lesson Plan**

**Appendix 5. Documentation**

# CHAPTER I

## INTRODUCTION

### **A. Background of The Problem**

Anxiety among students is a serious issue that the majority of them confront when learning English as a foreign language. Some learners may claim to have a mental block against anxiety when learning a second foreign language, according to "Horwitz" (1986: 125). It reduces pupils' self-confidence, stress, and uneasiness, all of which obstruct their learning. To deal with the mental block, the psychological elements should be discovered early on and then reduced and controlled.

Anxiety is a familiar word that often happens to someone when doing something or meeting, interacting, and talking to people. The most important indicator of anxiety is feelings. These emotions can be divided into two, namely, negative emotions and positive emotions. A study that assessed the

role of negative emotions during the process of learning a foreign language was first conducted by “Horwitz, Horwitz and Cope(Tran, 2012)”. Anxiety is common when someone is about to do anything connected to their employment, such as answering exam questions or meeting people in public settings. Anxiety will be present at that moment. Even when it comes to other languages, many individuals are frightened to speak, and it can be because they are worried about saying the incorrect thing or not being able to respond effectively. This is what causes anxiety to increase because the person lacks confidence, while this could apply to anyone, this study focused on college students who had high anxiety when speaking of foreign language.

This is distinct from a general feeling of anxiousness, according to "Horwitz" (2001), because it prevents learners from achieving their objectives. Foreign language anxiety is defined as a complex of self-perceptions, attitudes, feelings, and behaviors that arise from the distinctiveness of the

language acquisition process in the classroom. According to this viewpoint, language anxiety is special because it concerns learners' self-concepts of being able to speak competently and authentically. There are numerous elements that contribute to anxiety, as described by "Horwitz, Horwitz & Cope" (1986). First, fear of communication, which stems from learners' incapacity to appropriately articulate adult thoughts and ideas. Second, fear of negative social evaluation, which arises from a learner's need to make a positive social impression on others. Third, test anxiety, an apprehension about academic evaluation. In the Qur'an Al-Kahf verse 10 mentions the anxiety that says "O our Lord. Have mercy on us from Your side and complete straight guidance for us in our affairs. And as for the hadith that says, "No Muslim suffers from fatigue, or pain, or worry (anxiety), or sadness, or annoyance, even a thorn that hurts him, except that Allah will erase his faults because of it," (Hadith narrated by Bukhari no. 5642 and Muslim) No. 2537).



Based on pra-observation factors that cause students of face the difficulties in learning to speak in English that is students lack confidence speak in English front of the class or when front others people, students have not able master vocabulary, lacking motivation in learning English, and then one of the factors famous in English speaking skill is the anxiety.

Based on interview with of the students Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu. As the researcher suspected, the cause of this foreign language anxiety in English speaking skill was that students lacked confidence in what they wanted to say, students' fear of being wrong, the students afraid to answer the question in English, low vocabulary, nervousness, negative environment, mental block, fear negative evaluation when speak in English with other people, test anxiety, communication apprehension, etc in the fifth-semester students of the Islamic banking study program. Specifically, the most common language anxiety

among students in this class, talking other people is the social effect where the class atmosphere sometimes encourages students to compete. The researcher choice this location because, ( i(f), personal communication in the home, February 27, 2022) .

Aside from that, other experts believe that worry can boost students' motivation. Abderrezag (2010) investigated the debilitating and facilitative aspects of anxiety. Stress, on the other hand, can serve as a powerful motivation for kids. It may serve as a motivator for students while also keeping them alert. Stress, on the other hand, can be disastrous, causing students to forget important details during a test. This is known as enabling anxiety, while the negative anxiety is known as crippling anxiety. The former does not obstruct test and exam preparation, and it can encourage students to learn and succeed. The researcher believes that the case of foreign language anxiety is worth to be analyzed, he assume that there are several factors causing foreign language anxiety in

English speaking skill. Students may suffer a variety of consequences as a result of these issues. They will be deprived of the opportunity to practice speaking in an English classroom setting. As a result, worry could be a barrier to pupils' English proficiency. They may also develop other undesirable behaviors, such as being passive students in class, sitting in the back row, or even skipping English sessions.

Students' anxiety to speak English will affect their participation in the learning process of English. Therefore this study is intended to find out the factors of anxiety in speaking English. So, researcher took the title "factors causing of foreign language anxiety (FLA) in English speaking skill.

## **B. Identification of The Problems**

Based on the background above the researcher concludes that identification of the problems were :

1. Students still have difficulty in fluency while speaking

2. Students have difficulties in determining the choice of English words
3. Students have difficulty in forming sentence structures, such as subject, predicate, object, complement and adverb
4. Some students have difficulty distinguishing meaning from intonation in communicating
5. Some students were less interested in learning English process
6. Students just keep silent when asked to speak in English
7. The Students has nervousness in learning English speaking skill
8. Students have been mental block when speak in English

## **B. Limitation of The Problems**

The limitation of the problem is based on the facts obtained by the researcher during the observation. The

decision was taken taking into account the importance of speaking English today. The author assumes that there are many causes of students experiencing anxiety in speaking in English. In this study the authors look for factors that cause anxiety in students. The focus of this research is to find out the level of student experience experiencing foreign language anxiety and to find out the factors that cause students to experience foreign language anxiety on English speaking skills at Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu.

### **C. Research Questions**

Based on the background above, the researcher concludes that identification of the problems were:

1. What are the levels of foreign language anxiety experiencing by the students' at Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu ?
2. What are the factors causing students experiencing foreign language anxiety ?

3. What are the implication for students experiencing foreign language anxiety ?

#### **D. Purposes of The Study**

1. To find the levels of foreign language anxiety experiencing by the students' at Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu.
2. To find the factors causing students experiencing foreign language anxiety.
3. To find the implication the students experiencing foreign language anxiety.

#### **E. Research Significances**

Significances of this study will be explained as follows:

1. Scientific significance: The outcomes of this study may help to clarify and reinforce the existing theory of foreign language anxiety in speaking classes, particularly at Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu..

2. Empirical significance: The procedures and findings of this study encourage interested researchers to conduct similar research, especially on the levels and factors that cause foreign language anxiety at Perbankan Syariah students in UIN Fatmawati Sukarno Bengkulu.
3. Pragmatic significance: The results of this study can be useful as information input for teachers, students, and managers, especially in designing and implementing the level and factors of foreign language anxiety in learning English education at perbankan syariah in UIN Fatmawati Sukarno Bengkulu.

#### **F. Definition of Key Terms**

The terms used by the researcher in this study are as follows:

##### 1) Foreign Language Anxiety

Foreign language anxiety (FLA) is a feeling of worry and apprehension experienced when learning or using the English language, which is caused by self-

perceptions, lack of confidence, environment factor, beliefs, feelings, and behaviors associated with individuals who are less confident in their abilities and assume that people will speak negatively about what they have said.

## 2) English Speaking Skill at College

Speaking is one of the most significant parts of language. According to “Chaney” (1998), speaking is the system of creating and sharing which means through the usage of the verbal and non-verbal images in special contexts. Talking with the aim of sharing information such as sharing knowledge, telling stories, experiences, ideas



## **CHAPTER II**

### **LITERATURE REVIEW**

The study was based on the relevant theories and concepts. The theories concepts for this study are described as follows:

#### **A. English Speaking Skill**

##### **1. The Definition of English Speaking Skill**

Speaking is a technique of conveying meaning in diverse circumstances by using verbal and nonverbal symbols (Leong & Ahmadi, n.d.). Speaking plays a big role in teaching and acquiring a second language. Despite its significance, teaching speaking has long been undervalued, with English teachers continuing to merely introduce speaking as a drill or dialogue memorization. (Resha et al., 2015)

Speaking is a type of oral communication that takes place between speakers and listeners. They present and

accept the concept. Successful oral communication, according to "Nunan" (1989: 32), entails:

- a. The ability to explain phonological characteristics of the language in a clear and understandable manner.
- b. The ability to explain to clearly and understandably express phonological aspects of the language.
- c. Stress, rhythm, and intonation patterns mastery
- d. Interpersonal and transactional skills
- e. A sufficient degree of fluency
- f. The ability to switch between short and extended speaking turns
- g. The ability to manage interactions
- h. Conversational listening skills (successful discussions involve both good listeners and strong speakers)
- i. Skills in understanding and negotiating a conversation's goal
- j. Using conversational equations and fillers that are appropriate for the situation

Furthermore, according to "Nunan" (1989), teachers can use bottom-up/top-down strategies for speaking. This means that students start with the smallest elements using language, such as individual sounds, and progress through the ability of words and sentences to speak discourse. The top-down approach, on the other hand, argues that learners start with large chunks of language embedded in a meaningful context and then draw on their understanding of the context to understand and properly apply the smaller chunks of language. Furthermore, according to "Nunan" (1989), teachers can use bottom-up/top-down strategies for speaking. This implies that kids begin by learning the basic building blocks of language, such as individual sounds, then work their way up to learning how to speak discourse using words and sentences. On the other hand, the top-down approach contends that students should begin with huge chunks of language embedded in meaningful context before drawing on their comprehension of the context to

grasp and effectively apply the smaller pieces of language.  
(Çakir, 2018)

Speaking involves the ability to cooperate in the management of speaking turns, according to "Thornbury" (2001). It usually happens in real time, with some time set aside for extensive planning. In this situation, a large number of lexical expressions that have been memorized are also required in spoken language. As a result, studying grammar may not be the most significant factor in achieving the most effective method of speaking preparation.

Speaking occurs when two people are conversing with each other, according to "Harmer" (2001). They are speaking for a variety of reasons, including knowledge sharing, asking or giving something, and other forms of communication.

In line with the theories, it comes to the conclusion that speaking is defined as the ability to express something via

the use of a spoken language. Speaking is the process of putting one's thoughts into words, which involves dealing with one's issues, views, and feelings in order for others to understand the meaning or message of the spoken language. One of the methods to express and transmit ideas is to speak. Speaking is an essential skill in learning English, because speaking can determine a person's level of language competence. Speaking is also the process of learning someone to share the meaning of language in a certain context. Moreover, speaking is beneficial for conveying something meaning or words to the other person about something general to specific.

## 2. Trends of ELT in Speaking Skill

### a. Using English to communicate with the world

There is no doubt that English is an indispensable tool for international communication today. Whether our learners are posting on social media, creating video-sharing platforms or working in international project

teams, the English language provides them with the opportunity to communicate not just with people who use English as a first language, but also those who use English as a second or foreign language.

b. Life skills

As we provide our learners with opportunities to practice communicating in English, there is flexibility not only in the content of the texts we use but also in the tasks that we get learners to perform. Through these tasks, learners not only have the chance to enhance their language skills, but they are also able to develop other life skills.

c. Rapid development and integration of information technology in ELT

The recent rapid development of technology and the use of cell phones and different multimedia devices have opened endless possibilities for teachers to teach English and access information. Now, with ready-made

materials at the touch of a keyboard button, it is a lot easier to bring real life issues to the classroom and have a meaningful discussion.

### 3. Characteristics of Speaking

The first function of the overall appearance of speech is fluency and that is by far the main goal of the instructor in practicing speaking skills. Fluency, according to "Hughes" (2002), is the ability of a newcomer to speak in an incoherent way without interrupting the conversation because the listener may lose interest. Fluency, by definition, is the ability to respond coherently by connecting words and sentences, pronouncing sounds clearly, and using stress and intonation.

The speaker's overall performance accuracy is a secondary function. To learn a foreign language, students must be fluent in it. results, educators must carry out their coaching methods. Learners must pay attention to the accuracy and completeness of language forms when

speaking, including grammatical structure, vocabulary, and pronunciation. (*The Application of Synectics Model To Improve*, n.d.)

According to "Thornbury" (2005), the correct use of grammatical forms requires the length and complexity of speech, as well as the presence of beautiful dependent clauses. To improve vocabulary approach accuracy by selecting acceptable phrases in appropriate settings. Learners now and again observe comparable phrases or expressions in diverse contexts which do now no longer imply comparable things. So newbies need to be capable of using phrases and expressions correctly. (Kayi, 2006)

#### 4. Indicators English Speaking Skill

According to Van Duzer, English speaking skill is an important language that learners should acquire. It is because, as an official international language, English has an essential role in language communication. Problems



finding in the students' Islamic banking in UIN Fatmawati Sukarno Bengkulu in the process of speaking practice were having difficulties in responding to English conversation. They were also afraid to answer the question in English, lacking self confidence in sharing the thoughts, feeling nervous when speaking English in front of the class, or when interacting with others people, and lacking motivation in learning English speaking, then students still have difficulty in fluency while speaking.

##### 5. English Speaking Problems

There are several obstacles in speaking skills that can be experienced by instructors in helping students to speak in the lecture hall. These are inhibition, loss of topical knowledge, low participation, and use of mother tongue. The inhibition of speech is the main problem that students face in beauty. When they need to mention something in the lecture hall, they are sometimes stymied. They worry about making mistakes and fear criticism.

The first problem is that students do not have the motivation to be specific on their own. This is supported by "Rivers" (1968) who think that beginners usually don't mention anything due to the fact that their instructors have decided on topics that are not always suitable for them or they have adequate statistics. Also helps the above concept and says that it is very difficult for beginners to answer while their instructor asks them to inform things in a foreign language because they have little critique of what to say, which vocabulary to apply, or how to use grammar effectively accurate.

The second problem is that students are only silent when asked to speak English. students have different characteristics, each student may have little or no time to speak because only students speak at a time. and alternative students try and listen to it. In speaking, some beginners dominate the whole while others communicate little or no or no speech at all.

The last problem related to speaking ability is that students, while some beginners use the same mother tongue, they try to apply it in speaking because it is very easy to understand for them.

According to “Harmer” (1991), there are a few motives why novices use mother-tongue of their speaking classes. The first purpose is that after instructors ask their novices to speak approximately a subject that they do now no longer have sufficient knowledge, they'll try and use their language. The second purpose is that the utility of mother-tongue could be very herbal for novices to apply. If instructors do now no longer urge their novices to speak in English, novices will mechanically use their first language to give an explanation for something to their classmates. (Mahmoodzadeh, 2012)).

Based on the theories above, the researcher concludes that English speaking skill for perbankan syariah in this research contexts is the ability to communicate something

in a spoken language, the action of conveying ideas, thoughts, and meaning directly towards the listener through systematic verbal utterances. Talking with the aim of sharing information such as sharing knowledge, telling stories, experiences, ideas, etc. Then, in which, English speaking skill at college has some indicators, namely:

- a. Fluency of Speech
- b. Word choice accuracy
- c. Sentence structure
- d. Intonation patterns

## **B. Foreign Language Anxiety In Learning English**

### **1. The Importance of Foreign Language Anxiety**

In the literature, numerous definitions of foreign languages anxiety are available. Definition language anxiety is caused by self-perceptions, beliefs, feelings, and behaviors associated with individuals who are less confident in their abilities and assume that people will speak negatively about what they have said. This statement

is one of the most common anxiety factors. “Ortega” (2009), he explains the definitions of anxiety, because of the subjective feeling of tension, apprehension, anxiety, and fear related to the arousal of the worried system. “Similarly, MacIntyre” (1999) they describe that language tension as a sense of stress, anxiety, emotional reaction, and fear that is related to language.

Anxiety is limited to language learning situations, it belongs to the category of typical anxiety reactions. Psychologists use the term specific anxiety reaction to distinguish people who are generally anxious in various situations from those who are only excited in certain situations. Researchers have identified a number of anxieties, such as those related to schoolwork such as taking exams and with academic subjects such as math or science. Anxiety is frequently linked to language learning, according to psychologists and theorists who study second languages. Most teachers and students agree that anxiety is

a significant barrier to overcome when learning a language, and several more contemporary strategies for teaching foreign languages, such as community language learning and suggestopedia, are specifically designed to help students feel less anxious. As a result, anyone involved in language learning and instruction should be able to recognize the signs and effects of foreign language anxiety. "Horwitz" (1986).

However, Horwitz, Horwitz, and Cope also contend that anxiety related to learning a foreign language is not just a result of performance anxiety brought on by such situations. In addition, they suggest that "foreign language anxiety is a discrete complex of self-perceptions, beliefs, attitudes, and actions related to language acquisition in the classroom and results from the particularities of the language learning process.

Based on the description above, it can be said that foreign language anxiety is a feeling or anxiety, anxiety,

worry and fear experienced when learning or using the target language.

## 2. Speaking Anxiety

### a) The definition of Anxiety

Anxiety is one of the affective variables in mastering language. This is related to psychological phenomena where the effects of this situation work well in the response of the human body. According to "Brown", foreign language anxiety is a feeling of intimidation and inadequacy at the prospect of learning a foreign language. In addition, Oxford defines language anxiety as a fear or fear that occurs when a learner is expected to appear in the target language. In addition, "MacIntyre and Gradner assume that language anxiety represents several potential problems for foreign language learners because of the way they acquire language that impacts the production of new languages. Thus, it can affect the quality of their spoken production and proficiency in the target language. Although

some learners think that they need a lot of time to learn a new language, “Horwitz” emphasizes that it doesn't take much time to master the target language. Two years or less is enough to master the language for a strong believer in it.

#### b) Speaking Anxiety

One of the most important aspects of language learning is speaking. Speaking anxiety is very important to know in language learning and second language acquisition because of its significant influence on language learning. Speaking, according to “Placious” (1998), is the most frightening aspect of learning. Speaking anxiety, one of the most important affective variables affecting foreign language learning, has a negative impact on students' English speaking ability. He categorizes the reasons for speaking nervousness into four types, according to "Aydin" (2001).

1) personal motives, 2) classroom teachers, 3) students' beliefs, and 4) testing and teaching processes. Speaking anxiety is a common problem in learning a foreign



language, it is a subjective feeling of tension, fear, nervousness, and worry associated with disorders of the autonomic nervous system.

c) Kinds of Language Anxiety

Horwitz et al. classified foreign language anxiety into three components as follows;

a. Communication apprehension

Communication apprehension is a type of anxiety that arises from students' inability to adequately articulate their thoughts, develop communication with others, and ensure that they understand what the speaker has stated. According to "Masood" as quoted by Cubukcu, communication apprehension in foreign language classes stems from the breadth of individual knowledge, which causes difficulties in conveying messages through speaking activities, and listening to English courses is one of communication apprehensions.

Communication apprehension, on the other hand, is defined by “Tanveer” as a type of shyness characterized by fear or anxiety about communicating with others. The teacher and classmates in the language class keep an eye on the speaker in this situation, causing communication problems. Communication anxiety is related to a lack of self-confidence among students. In this situation, students feel less confident in their ability to appear in front of their friends for fear of making mistakes and being misunderstood by others.

b. Fear of Negative Evaluation

Regarding the fear of unfavorable evaluation, Young argues that students are more concerned with their own mistakes than with the correction of errors that must be given. Because of one's answers or comments about the abilities of one's peers, one's fear of negative evaluations develops. As a result, foreign language students must make a good first impression. Fear of

negative judgment can occur in any social scenario, such as a job interview, foreign language class, or participation in a competition. "Tanveer" assumes another student's attitude in this situation. Furthermore, "Kitano" claims that students with unfavorable dispositions and attitudes will have a significant level of anxiety during speaking practice in class.

c. Test Anxiety

According to "Horwitz", the challenge of foreign language learners is not only to convey or speak fluently to others, but also to understand the content of the message conveyed by the speaker and use grammar in speaking. When facing test anxiety, students feel pressured to speak a foreign language because they have to develop a lot of English grammar at the same time.

#### d) Categories of Anxiety

##### a. Trait Anxiety

Trait anxiety is a personality trait and habit that is often ingrained in a person's soul and is difficult to change. Students who are unable to convey feelings, emotions, or ideas are included in this category because they are unable to control their anxiety. As a result, their participation in class activities is still debated in terms of improving their speaking skills. They prefer silence than talking or sharing their thoughts in front of the class. It can happen in any scenario or in any subject in school.

##### b. State Anxiety

The tentative feeling of anxiety that is produced by changes in one's emotional state as a result of external stimuli is known as state anxiety. It occurs when students are exposed to certain emotions, tensions, and pressures while in class. Furthermore, students can enjoy

class activities if they can control their thoughts and emotions.

c. Specific-Situation Anxiety

Situation-Specific Anxiety is the sensation of fear brought on by certain situations or events while learning a language. In this case, circumstances may arise when students take exams, participate in classes, join English community clubs, or give public speeches.

e) Level of Anxiety

From a psychological point of view, anxiety is divided into three levels, namely as follows:

a. Mild Anxiety

Mild anxiety is a sensation that something isn't quite right, and those with mild anxiety require extra care. Mild anxiety is linked to the stress of daily life occurrences. People with mild anxiety have a hard time sitting still, are a bit irritated, like to be alone, have

wrinkled faces, trembled lips, increased pulse and blood pressure, etc.

b. Moderate Anxiety

Moderate anxiety is a disconcerting emotion brought on by anything different that causes people to become uneasy or irritated. Feelings of discomfort, sensitivity, unconsciousness, sound alterations, sweating, headaches, back pain, and other symptoms are common in people with moderate anxiety.

c. Severe Anxiety

This is the most anxious state possible. Severe anxiety is a feeling that arises from the belief that something is wrong, and that they are being threatened by their environment. This is frequently a result of a fear or distress response. People with extreme anxiety include behaviors or feelings that include always wanting to be free, being highly nervous, agitated,

confused, poor eye contact, withdrawal, denial, the desire for more space, shaking, etc.

### 3. Theories of Foreign Language Anxiety

To recognize language anxiety, a second/foreign language acquisition model or theory provides useful insight into this phenomenon. The following foreign language anxiety theories are discussed: Krashen's (1982) Affective Filter Hypothesis, Horwitz, Horwitz and Cope's Foreign Language Anxiety Theory.

#### a) Karshen's Affective Filter Hypothesis

“Karshen's Affective Filter Hypothesis” (1982) is this concept stresses how affective elements accomplice with the second one language acquisition process. “Karshen's” (1982) nation that the affective elements are emotional variables, which may be classified are: 1) Motivation. 2) environment, 3) Anxiety. These elements cannot directly affect learning by stopping entry from reaching the language acquisition apparatus in the brain.

More precisely, this concept explains the relationship between emotional variables and the fulfillment or failure of mastery of a second language. This concept offers language teachers a new way, were to overcome anxiety while studying the teacher must prepare a comfortable room and environment. Thus, students' tension will be reduced further, by following positive technical techniques on messages, ignoring forms, and not forcing students really ready. By using this concept, foreign languages are predicted to advance because they can overcome any anxiety in their students. (Naser Oteir & Nijr Al-Otaibi, 2019).

b) Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety

According to "Horwitz, Horwitz, and Cope" (1986), foreign language anxiety is described as a collection of self-perceptions, attitudes, feelings, and actions related to classroom language acquisition that



result from the particularities of the language learning process. They contend that rather than being a general concern brought on by the desire to learn a foreign language, anxiety associated to learning a foreign language is a situation-specific form that originates from the uniqueness of foreign language acquisition. This theory outlined the elements that contributed to this type of anxiety. The first is nervousness about communicating, which stems from learners' failure to appropriately articulate adult thoughts and ideas. Second, a learner's urge to make a positive social impression on others leads to a fear of bad social judgment. Finally, there is test anxiety, which is a fear of academic evaluation. Other academic disciplines of study, according to this idea, do not have the same level of self-concepts and self-expression as foreign language acquisition, which distinguishes this sort of worry from other academic worries. When it came to learning a

foreign language, even students who excelled in other courses felt anxious. Numerous studies adopted this idea and each one generated evidence to back it up. For instance, "MacIntyre and Gardner" (1989) used nine anxiety scales to look at anxiety dimensions in relation to several learning metrics. In their investigation, it was not shown that test characteristics or academic learning background were drivers of foreign language anxiety, proving that this type of anxiety is separate from other types. These results supported the idea that anxiety associated with learning a foreign language is a particular type of anxiety resulting from the challenge of doing so. (Naser Oteir & Nijr Al-Otaibi, 2019).

#### 4. Impact of Foreign Language Anxiety

Feelings of discomfort and worry during the learning process are familiar to students. This has a significant impact on student achievement and learning outcomes. Students who have anxiety are more likely to make

mistakes in what they say. In addition, individuals have to work harder to complete the task because anxiety causes them to be afraid and interferes with their learning process.

Educators have long identified anxiety as a potential problem in foreign language classes. Because anxiety impacts cognition processing, anxious students will struggle with language learning. Anxiety, according to “Ormrod”, is something that interferes with various areas of cognition during the learning process, such as, Anxious students may have difficulty paying attention to what to learn, obtaining or producing information correctly, and demonstrating previously acquired skills. In other words. Foreign language anxiety is included in the anxiety that weakens a person because it can interfere with language learning.

According to “Ormrod”, “MacIntyre”, who was mentioned in Young, worry can disrupt students' cognitive functioning. He presented a three-stage variant of the Tobias model of anxiety's impacts on learning through

instruction: input, processing, and output. Furthermore, anxiety can have an impact on pupils' cognitive performance at any of the three stages. It means that if worry interferes with cognitive function at one stage, information is not passed on to the next.

Foreign language anxiety operates as a filter at the input stage, preventing some information from entering cognitive processing. This is akin to the well-known "affective filter" notion popularized by "Krashen." Anxiety can raise the affective filter and create a mental block that hinders a comprehensible input from being used for language acquisition, according to "Krashen." An nervous learner, for example, may be unable to gather information about language rules and terminology because anxiety impairs their ability to absorb data. (Era Wahyu Ningsih, 2017).

Anxiety serves as a distraction during the processing stage. It prevents students from adequately processing

information. Anxious students may learn less and be unable to absorb new words, phrases, syntax, and so on, or they may take longer to understand the lesson when they are frightened.

Anxiety greatly affects the quality of student performance and the foreign language learning process. Students that are anxious at this level may not be able to demonstrate their knowledge.

Furthermore, "anxiety hurts learners through worry and self-doubt, as well as by limiting involvement and producing overt-avoidance of the language," according to Oxford. He also identified certain characteristics of language learning that have a negative link with anxiety, such as language course grades, proficiency tests, speaking and writing task tests, in language learning. Based on the previous description, it is possible to conclude that foreign language anxiety can influence a learner's speech fluency and learning in general. (Sağlamel & Kayaoğlu, 2013)

Based on the theories above, the researchers concludes that foreign language anxiety in learning English in this research contexts is a feeling of uneasiness and apprehension experienced when learning or using the English language, which is caused by self-perceptions, lack of confidence, environment factor, beliefs, feelings, and behaviors associated with individuals who are less confident in their abilities and assume that people will speak negatively about what they have said. Then, in which foreign language anxiety in learning English at college has some indicators, namely:

- a. Students just keep silent when asked to speak in English
- b. Students forget the utterances they have prepared
- c. Some students were uninterested in the English learning process.
- d. Nervousness
- e. And, Mental block

### **C. Previous of Study**

Fitriah & Hayatul Muna. (2019) entitled “Foreign Language Speaking Anxiety”. In a previous study, he analyzed students' speaking anxiety. Therefore, the purpose of this study was to determine several factors that influence student anxiety and also to determine the type of anxiety experienced by students. A case study, one of the descriptive designs in qualitative research was used in this study, and the data were analyzed descriptively to answer research questions. It is used to describe phenomena that existed in the past and present. It describes the facts found in the research field. In addition, descriptive qualitative research can be used to identify and classify the elements and characteristics of the subject. (Fitriah & Muna, 2019)

The similarity of the research with the research that the researcher will do is that the the method used is descriptive qualitative and the data collection techniques. However, what makes the difference is that in the research above, the

researcher in previous study used English students as the object in senior high school. While the writer use perbankan syariah students as a object in UIN Fatmawati Sukarno Bengkulu.

(Herwanto, 2013) entitled “Factors That Cause Language Anxiety in The English Classroom Speaking Performance”. In previous study, He discussed the variables that contribute to linguistic anxiety. The first factor is the type of task that necessitates a presentation in the classroom. Students were concerned that their flaws would be exposed in front of the rest of the class. The second anxiety is that students would make mistakes during their speaking performance, which most typically occur in the areas of pronunciation, grammar, and vocabulary. The third responsibility of language teachers is related to the ability of teachers to sustain appropriate teaching and learning processes for pupils. The fourth factor is self-esteem or self-perception. It is about the pupils' perceptions and assessments of their own capacity to grasp the speaking



skill. The second topic is competence gap, which refers to how well pupils speak in comparison to others. Last but not least, there is a lack of English exposure. It has to do with pupils' lack of speaking practice and experience, which has an impact on their confidence and ability to talk.

"Factors generating speaking foreign language anxiety (FLA), (Akbar et al., 2018). The goal of the previous study was to identify the elements producing speaking anxiety when utilizing a foreign language. This study used a descriptive quantitative design, and the sample consisted of 79 students enrolled in an English education study program. There were 29 questions about anxiety in the questionnaire that was used to collect the data.

From those previous studies, the research also will conduct by the researcher to analyzing the factors causing of foreign language anxiety (FLA) in English speaking skills. The researcher will focus level anxiety and factors that cause anxious the students in English speaking skill at perbankan

syariah in UIN Fatmawati Sukarno Bengkulu. The writer uses different object of analysis, if the previous studies above use English students' as the object, in this research the writer uses perbankan syariah as a object. The previous study used quantitative method, in this research writer will use descriptive qualitative method for analysis the data. Therefore, this research is entitled "Factors Causing of Foreign Lnguage Anxiety (FLA) in English Speaking Skill at Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu".

#### D. Theoretical Framework

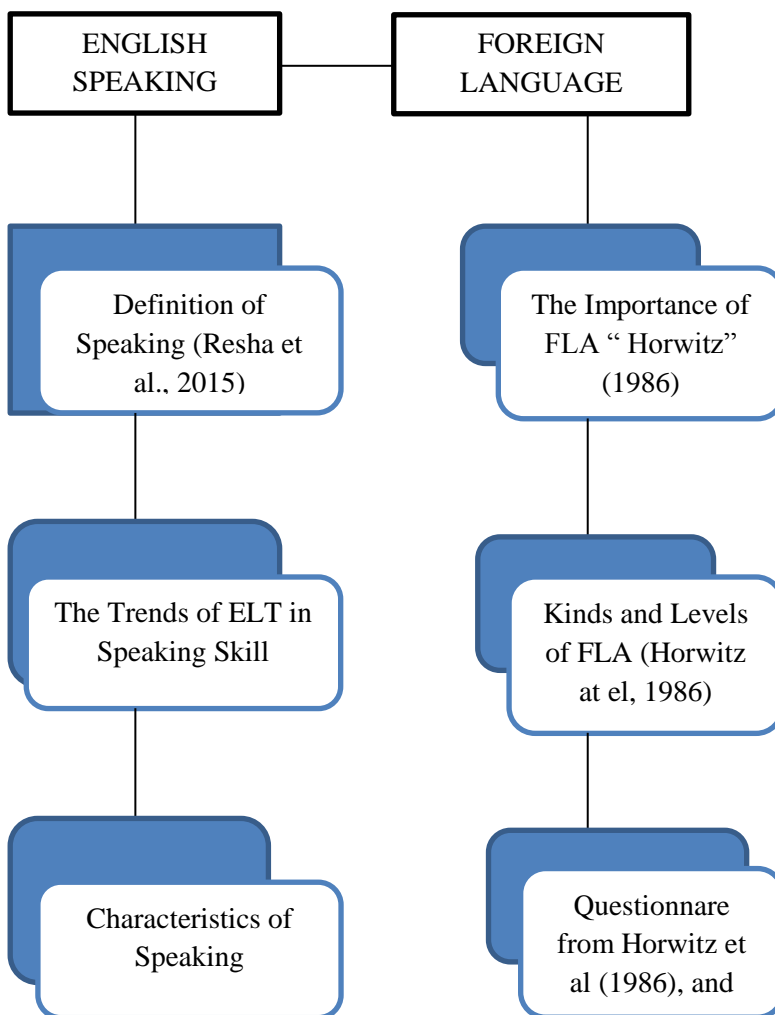


Figure 2.1 Theoretical Framework

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this study, the author relies on qualitative studies to get data. The researcher makes use of a questionnaire as a studies device and conducts interviews (open questions). According to Bogdan & Biklen, (2007), they expressed the opinion that qualitative studies are a study step that produces descriptive information within side the shape of writing or speech, in addition to the conduct of the human beings being observed. This research targets to benefit preferred information of social truth from the participant's factor of view. According to “Nasution” (2003:5) he explains that qualitative research is observing people in the environment, interacting with them, and interpreting their opinions about the world around them.

According to "Creswell" (1998), the qualitative method is a research and comprehension process based on a technique that explores a social phenomenon and human problems. The

researchers create a complicated picture, analyses words, provide detailed reports based on the responses, and perform experiments in natural settings. The main characteristic of concern in qualitative research is the meaning. About the views of life from different people. The concluded that qualitative research is research that is carried out through expressions whose results are based on questionnaire from “Horwitz” and several interviews in the field. (Nassaji, 2015)

## **B. Research Setting**

In this current study, the research conducted at UIN Fatmawati Sukarno Bengkulu which is located on Raden Fatah Street, Pagar Dewa, Bengkulu City. The subjects of this research is the fifth semester students of perbankan syariah in UIN Fatmawati Sukarno Bengkulu.

### **1. Population**

According to Mackey and Gass (2005) in Khoiriyah & Rasikin (2020) the population includes all instances of individuals or situation that have characteristics. As a

result, this study's population includes all students in the fifth semester at Islamic banking of the academic year 2021-2022. It has six classes and a total of 160 students. The number of fifth semester at Perbankan Syariah students' is a follows:

**Table 3.1 The Number of Students' Islamic banking of The Year 2021-2022**

| No    | Class | Total |
|-------|-------|-------|
| 1     | 5A    | 33    |
| 2     | 5B    | 34    |
| 3     | 5C    | 32    |
| 4     | 5D    | 33    |
| 5     | 5E    | 33    |
| 6     | 5F    | 28    |
| Total |       | 160   |

## 2. Sample

In this current study, the researcher used the probability sampling techniques ( simple random sampling). There are six classes in fifth semester of Islamic banking, namely (A, B, C,D, E, F). But the researcher will choose a class class D, because the sample already represents the population,

it's easier, avoids considerations etc. The researcher find out the problems foreign language anxiety in English speaking skill, and in this class there is an English course for speaking class, namely English conversation II.

### **C. Technique of Collecting Data**

In this research, will be collect by giving questionnaires, documentation, and conducting the observation. First, the researcher give questionnaire for students at perbankan syariah in UIN Fatmawati Sukarno Bengkulu. Then the researcher was observation for students. And the last the researcher use documentation. Basically, the process of collecting data is specific below :

1. To answer research questions about what is the factors causing students experiencing foreign language anxiety, the researcher analyzed the questionnaire and interviews.
2. To answer research question about what are the levels of foreign language anxiety, the researcher analyzed the questionnaire.

#### **D. Research Instrument**

The research instrument was a questionnaire and interviews. Horwitz et al. produced FLA (Foreign Language Anxiety) in English speaking capability, which was adapted and translated into the questionnaire (1986). The questionnaire will consist of 33 questions and will be written in Indonesian to aid students in understanding the material. This measure includes 33 question items that ask respondents to respond to scenarios involving foreign language anxiety and reflect the three components of foreign language anxiety: communication apprehension, test anxiety, and fear of poor evaluation (Ganschow & Sparks, 1996:199). They inquire about students' fear in scenarios such as speaking in front of a language class, taking tests in a language course, and perceiving other students' opinions of them, for example. There are 24 items that are favourably worded and 9 that are adversely worded. The score was recalculated because the items 2,5,8,11,14,18,22, 28, 32 are negative. The instrument is



tweaked in a minor way. "Foreign language," for example, was replaced with "English language." The following table (1.2) shows the distribution of these items.

**Table 3.2 Questionnaire Items Horwitz et al. (1986)**

| Variabel                 | Domains                     | No. Items                            |                 | Total    |
|--------------------------|-----------------------------|--------------------------------------|-----------------|----------|
|                          |                             | (+)                                  | (-)             |          |
| Foreign Language Anxiety | Communication Apprehension  | 1, 4, 9, 15, 24, 27, 29, 30          | 14, 18, 32      | 11 items |
|                          | Test Anxiety                | 3, 6, 10, 12, 16, 17, 20, 21, 25, 26 | 5,8, 11, 22, 28 | 15 items |
|                          | Fear of Negative Evaluation | 7, 13, 19, 23, 31, 33                | 2               | 7 items  |
|                          |                             | 24 items                             | 9 items         | 33 items |

Based on the table above, the total questions from "Horwitz et. al (1986) has 33 questions, where the questions are divided into two statements, namely positive statements and negative statements. 11 items of questions related to

“communication apprehension, 15 items of “Test Anxiety” and 7 items of questions related to “Fear of Negative Evaluation. To see the question, you can open appendix 1.

### **E. Technique of Data Analysis**

In this study, the researcher make use of a qualitative records evaluation technique. Data evaluation in qualitative studies is a time-ingesting and tough procedure. It is the procedure wherein researchers systematically seek and set up their records with the intention to boom their information of the records and to permit to give the end result to others. Meleong (2010) nation that "records evaluation is the procedure of dealing with the records, organizing it into an awesome pattern, class and primary unit.

Data analysis is required to answer the research questions. It addresses the students' anxiety levels in speaking English as a foreign language, their sources of anxiety in speaking English, and their solutions for overcoming it.

#### **1. The Anxiety Levels of students' when Speaking**

Foreign language anxiety (FLA) has two types of statements, such as positive and negative. Positive statements ranged from 1-5 with answers from “Strongly Agree” to “Strongly Disagree”. While the negative statements ranged from 5-1 with the answer "Strongly Agree" to "Strongly Disagree". There are 9 positive statements in the questionnaire, namely numbers 2, 5, 8, 11, 14, 18, 22, 28, and 32. While negative statements are numbered 1, 3, 4, 6, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33.

a. Arrange the data

To prevent students from misinterpreting the questionnaire. The researcher divides two items so that they can be understood well, positive items are grouped together and negative items are grouped together. As a result, positive statements are 1, 2, 3, 4, 5, 6, 7, 8, 9, while negative statements are 10, 11, 12, 13, 14, 15, 16,

17, 18, 19, 20, 21 , 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, and 33.

b. Calculate the Data

Data is calculated manually, with a minimum score of 33 to 165 questions. the results of the factors and levels of anxiety in students can be obtained after each score is collected and all questions are answered through questionnaires

c. Categorized the Data

The data were categorized into several levels of anxiety ranging from “Very Anxious”, “Prevent”, “Slightly Anxious”, “Relaxed” and “Very Relaxed” based on the Oetting scale.

The Likert rating scale table for measuring students' anxiety levels is shown below:

**Table 3.3 Table adopted from Horwitz et al. (1986)**

| Statement | Scoring        |       |                            |          |                   |
|-----------|----------------|-------|----------------------------|----------|-------------------|
|           | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
| Positive  | 1              | 2     | 3                          | 4        | 5                 |
| Negative  | 5              | 4     | 3                          | 2        | 1                 |

**Table 3.4 Anxiety Scale Adapted from Oetting's Scale**

| Range   | Level          |
|---------|----------------|
| 124-165 | Very Anxious   |
| 108-123 | Anxious        |
| 87-107  | Mildly Anxious |
| 66-86   | Relaxed        |
| 33-65   | Very Relaxed   |

## 2. Factors Affecting Students' Fear of Learning a Foreign

### Language Anxiety

#### a. Data Reduction

First, the massive amount of data must be categorized and reduced or reconfigured in some way.

Data reduction is defined by "Miles and Huberman" as

the process of choosing, concentrating, simplifying, abstracting, and manipulating data.

The author determines that the aspects of the data in the interview transcription and field notes must be relevant and collected in a data manner, entirely for research purposes when reducing data. In addition, based on the code list, the authors coded each meaningful unit (table 3.3). The author then looks at all available data sources for descriptions and topics to include in the research findings.

**Table 3.5 List of Codes Factors of Students' FLA**

| Factors of Students' FLA           | Codes    |
|------------------------------------|----------|
| AF: Factors from teacher           | AF-T     |
| AF: Teachers' Personality          | AF-TP    |
| AF: Speaking in front of the class | AF-TSP   |
| AF: Incomprehensible Input         | AF-TII   |
| AF: Factors From students          | AF-S     |
| AF: Ridiculed by peers             | AF-SR    |
| AF: Beliefs about English          | AF-SB    |
| English difficult                  | AF-SB/DF |
| Low self-esteem                    | AF-SB/LO |
| AF: Lack of preparation            | AF-SLK   |

#### b. Data display

The presentation of data is the second component of Miles and Huberman's (2016) qualitative data analysis method. This phase generates a well-organized and condensed data set from which conclusions can be drawn. To make data interpretation easier, the writer presented data that had been simplified. It was laid up in a table containing the fundamental categories, such as factors that contribute to students' anxiety about learning a foreign language. (Donovan, 2016)

#### c. Drawing Conclusion

Drawing conclusions entails taking a step back to assess what the analyzed data represent and their implications for the research issue. The writer deduced meaning from the data in a display during this phase.

### **F. Research Procedures**

Research is a systematic, directed, and purposeful scientific activity. Data collection techniques used document

studies also require procedure or steps. The procedures conducted done in this by the research are as follows:

1. The researcher collected the data from the object of the study. The students of Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu use as the objects researchers.
2. The researcher used questionnaires and interviews instruments for collecting the data.
3. The researcher gave questionnaire for students perbankan syariah in UIN Fatmawati Sukarno Bengkulu.
4. The researcher asked the students to read the questions and interview thoroughly.
5. The researcher analyzed the data carefully.
6. The researcher organized all the data in the table to make it easier to analyze
7. The result of the data analyzed did provide a detailed explanation in the form of table questionnaires and interviews.
8. The researcher documented some photos with students Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Finding**

The researcher was conducted to identify the factors causing foreign language anxiety (FLA) in English speaking at Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu. The method of this study was qualitative descriptive. This research involved 31 student's at Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu. This study's data came from questionnaires and interviews.

#### **1. The Profile of Perbankan Syariah Students in UINFAS Bengkulu**

The Faculty of Islamic Economy and Business (FEBI) is one of the faculties at UIN Fatmawati Sukarno Bengkulu based on the Regulation of the Minister of Religion of the Republic of Indonesia (PMA RI) Number 30 of

2015. This faculty was inaugurated on Saturday, January 16, 2015. The Faculty of Islamic Economics and Business (FEBI) has several study programs, one of which is Perbankan Syariah.

Perbankan Syariah is one of the study programs at UIN Fatmawati Sukarno Bengkulu, which is located on Jalan Raden Fatah, Pagar Dewa, Bengkulu City. It is bachelor degree education level (S1) and have B accredited. Perbankan Syariah was build on August 13, 2012. There are 37 lecturers in this Faculty Economy and Business and 965 of Perbankan Syariah students. In this study program, students also learn English, where the subject is an additional course in the Perbankan Syariah study program. Based on the data obtained, those who took additional English courses in the Perbankan

Syariah study program were in semesters 2,4,5,6.

The List of students and lectures data of Perbankan Syariah and in UIN Fatmawati Sukarno Bengkulu includes:

**Table 4.1 The List Classes at Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu**

| NO | Class | Total of Students | Subject                                    |
|----|-------|-------------------|--------------------------------------------|
| 1  | 2A    | 33                | Bahasa Inggris                             |
|    | 2B    | 33                |                                            |
|    | 2C    | 32                |                                            |
|    | 2D    | 34                |                                            |
|    | 2E    | 33                |                                            |
| 2  | 4A    | 33                | English Conversation I,<br>Public Relation |
|    | 4B    | 34                |                                            |
|    | 4C    | 32                |                                            |
|    | 4D    | 31                |                                            |
|    | 4E    | 33                |                                            |
| 3  | 5A    | 33                | English Conversation II                    |
|    | 5B    | 34                |                                            |
|    | 5C    | 32                |                                            |
|    | 5D    | 33                |                                            |
|    | 5E    | 33                |                                            |
| 4  | 6A    | 32                | English Conversation III                   |
|    | 6B    | 35                |                                            |
|    | 6C    | 30                |                                            |
|    | 6D    | 31                |                                            |
|    | 6E    | 29                |                                            |

**Table 4.2 The List of English Lecturers at Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu**

| NO | Lectures                          | Subject                  |
|----|-----------------------------------|--------------------------|
| 1  | Kania Mezariani<br>Guzaimi, M. Sc | Bahasa Inggris           |
| 2  | Alfi Kurniawansah,<br>M.Pd        | Bahasa Inggris PBS       |
| 3  | Krisna Gamawa, SE                 | Public Relation          |
| 4  | Hanura Febriani, M.Pd             | English Conversation I   |
| 5  | Amimah Oktarina, M.M              | English Conversation II  |
| 6  | Alfi Kurniawansah,<br>M.Pd        | English Conversation III |
| 7  | Yosi Marita, M.Pd                 | Bahasa Inggris           |
| 8  | Reko Serasi, M.A                  | Public Relation          |

Based on data above, there are eight lectures English of Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu. There is one lecturer explained the situation of students in learning English while in class. According to Amimah Oktarina, M.M, there are some of them who know they want to explain and speak English but are afraid to express and there are also of them who just pay attention without understanding the lesson. Learning English in the Perbankan Syariah study program is still normal, why is that, the students only lack practice,

therefore the learning lecturers must be more creative to motivate students to be comfortable and enthusiastic during the learning process. The problems of students anxiety in Perbankan Syariah include, students lack of interest in learning foreign language, lack of confident, and caused by the lectures. She also explained that their English might be much better if there was a lot of practice, so she formed a study group to make his students more active.

## 2. The levels students anxiety

The researcher used a questionnaire adapted from Horwitz and Cope to measure how anxious students were during English class. The first tool used by researchers in this study was a questionnaire. The 33-item FLAS (Foreign Language Anxiety Scales) questionnaire measures the level of anxiety experienced by foreign language students in the classroom. All students of

Islamic Banking class 5D UIN Fatmawati Sukarno Bengkulu who participated in the research and provided feedback filling out the questionnaire. This level displays student responses to the FLAS questionnaire.

**Table 4.3 The Result of Students Questionnaire's Answer**

| R  | Questionnaire Number |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|----|----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|    | 1                    | 2      | 3      | 4      | 5      | 6      | 7      | 8      | 9      | 10     | 11     | 12     | 13     | 14     | 15     | 16     | 17     |
| 1  | S<br>D               | D      | A      | S<br>A | S<br>A | S<br>A | A      | S<br>D | S<br>A | S<br>A | S<br>A | S<br>A | S<br>A | S<br>D | S<br>A | S<br>D | S<br>A |
| 2  | D                    | S<br>A | D      | D      | S<br>D | S<br>A | S<br>D | N<br>A | N<br>A | D      | S<br>D | D      | A      | D      | D      | S<br>D | N<br>A |
| 3  | A                    | N<br>A | A      | N<br>A | D      | D      | A      | N<br>A | S<br>A | D      | D      | A      | A      | A      | N<br>A | A      | A      |
| 4  | N<br>A               | A      | A      | D      | A      | N<br>A | N<br>A | A      | N<br>A | A      | D      | A      | A      | A      | D      | D      | A      |
| 5  | A                    | N<br>A | A      | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A |
| 6  | A                    | A      | A      | S<br>A | N<br>A | S<br>A | A      | A      | A      | N<br>A | S<br>D | S<br>A | S<br>A | S<br>A | N<br>A | S<br>A | S<br>A |
| 7  | A                    | A      | D      | D      | A      | D      | D      | A      | D      | D      | A      | A      | D      | A      | D      | D      | D      |
| 8  | D                    | A      | A      | D      | A      | D      | N<br>A | A      | D      | D      | D      | N<br>A | N<br>A | A      | D      | D      | D      |
| 9  | S<br>A               | A      | S<br>A | A      | A      | A      | A      | A      | A      | A      | D      | A      | A      | A      | D      | A      | A      |
| 10 | A                    | S<br>D | A      | S<br>D | S<br>A | S<br>D | D      | S<br>A | S<br>D | S<br>D | D      | S<br>D | S<br>D | S<br>A | S<br>D | A      | D      |
| 11 | N<br>A               | N<br>A | A      | D      | N<br>A | D      | N<br>A | A      | N<br>A | A      | N<br>A | N<br>A | N<br>A | A      | D      | D      | N<br>A |

|    |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|----|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 12 | A      | D      | D      | D      | A      | D      | A      | A      | D      | D      | D      | A      | A      | A      | D      | A      | D      |
| 13 | D      | A      | D      | D      | A      | D      | D      | A      | D      | D      | A      | D      | D      | D      | D      | D      | S<br>D |
| 14 | A      | A      | A      | A      | A      | A      | A      | A      | A      | A      | D      | A      | A      | A      | A      | A      | A      |
| 15 | A      | D      | A      | N<br>A | A      | A      | A      | D      | A      | N<br>A | D      | A      | D      | N<br>A | D      | A      | A      |
| 16 | A      | A      | S<br>A | S<br>D | D      | S<br>D | S<br>A | N<br>A | N<br>A | S<br>D | S<br>D | N<br>A | S<br>A | S<br>A | N<br>A | N<br>A | S<br>A |
| 17 | A      | D      | A      | N<br>A | D      | A      | A      | N<br>A | A      | S<br>D | D      | A      | S<br>A | S<br>A | D      | S<br>A | S<br>A |
| 18 | N<br>A | N<br>A | N<br>A | S<br>D | D      | D      | D      | D      | D      | D      | N<br>A | D      | D      | D      | D      | D      | D      |
| 19 | A      | S<br>A | A      | D      | A      | D      | A      | A      | D      | A      | N<br>A | N<br>A | A      | S<br>A | D      | D      | A      |
| 20 | A      | D      | D      | D      | N<br>A | D      | D      | A      | A      | D      | D      | D      | A      | D      | D      | A      | A      |
| 21 | N<br>A | S<br>D | D      | N<br>A | N<br>A | S<br>D | D      | A      | N<br>A | S<br>D | D      | N<br>A | S<br>A | S<br>A | S<br>D | D      | A      |
| 22 | N<br>A | N<br>A | N<br>A | S<br>D | S<br>A | S<br>D | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | A      | A      | S<br>D | N<br>A | N<br>A |
| 23 | D      | S<br>A | A      | A      | S<br>A | D      | S<br>D | A      | A      | S<br>D | D      | S<br>D | S<br>A | S<br>A | S<br>D | S<br>D | S<br>D |
| 24 | D      | A      | A      | D      | A      | D      | D      | N<br>A | A      | D      | D      | A      | A      | N<br>A | D      | A      | A      |
| 25 | A      | D      | S<br>A | D      | N<br>A | D      | A      | N<br>A | S<br>A | D      | D      | N<br>A | A      | A      | D      | D      | D      |
| 26 | D      | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | D      | N<br>A | D      | D      | N<br>A |
| 27 | D      | S<br>D | A      | N<br>A | N<br>A | D      | A      | A      | A      | N<br>A | N<br>A | A      | A      | A      | A      | A      | A      |
| 28 | A      | A      | N<br>A | A      | A      | S<br>D | D      | A      | D      | A      | S<br>D | N<br>A | A      | A      | D      | D      | N<br>A |
| 29 | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | A      | N<br>A | N<br>A | N<br>A | N<br>A | A      | N<br>A | A      | D      | N<br>A | N<br>A |
| 30 | A      | A      | A      | A      | A      | A      | A      | A      | A      | A      | A      | A      | A      | A      | A      | A      | A      |
| 31 | N<br>A | N<br>A | D      | D      | N<br>A | D      | D      | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | N<br>A | D      | N<br>A | D      |





|        |        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--------|--------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1<br>3 | S<br>D | D | D | D | A | D | D | D | D | D | A | D | D | D | A | D |
| 1<br>4 | A      | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| 1<br>5 | A      | D | A | N | A | A | N | D | A | N | A | S | N | D | A | N |
|        |        |   |   | A |   |   | A |   |   | A | D | A |   |   | A |   |
| 1<br>6 | N      | D | A | N | N | N | N | D | N | N | N | S | N | N | A | N |
|        | A      |   |   | A | A | A | A |   | A | A | A | A | A | A | A | A |
| 1<br>7 | A      | A | S | A | A | S | S | D | N | N | S | S | A | S | A | S |
|        |        |   | A |   |   | D | D |   | A | A | A | D |   | D |   | D |
| 1<br>8 | D      | S | S | S | D | D | D | D | D | S | S | D | D | D | S | D |
|        |        | D | D | D |   |   |   |   |   | D | D |   |   |   | D |   |
| 1<br>9 | N      | D | N | A | N | A | A | N | D | D | D | N | A | A | A | A |
|        | A      |   | A |   | A |   |   | A |   |   |   | A |   |   |   |   |
| 2<br>0 | D      | A | A | A | D | D | A | A | N | D | D | A | D | A | N | A |
|        |        |   |   |   |   |   |   |   | A |   |   |   |   |   | A |   |
| 2<br>1 | N      | A | N | N | N | D | D | A | A | S | A | S | S | A | N | D |
|        | A      |   | A | A | A |   |   |   |   | D |   | A | A |   | A |   |
| 2<br>2 | N      | D | D | N | D | S | N | N | D | N | N | S | N | N | N | D |
|        | A      |   |   | A |   | D | A | A |   | A | A | A | A | A | A |   |
| 2<br>3 | S      | S | S | S | S | S | S | S | S | S | S | S | A | S | S | S |
|        | D      | D | D | D | A | D | D | D | D | D | A | D |   | D | A | D |
| 2<br>4 | N      | A | A | A | N | A | D | A | A | D | N | A | N | A | N | D |
|        | A      |   |   |   | A |   |   |   |   |   | A |   | A |   | A |   |
| 2<br>5 | N      | A | A | A | S | S | A | A | D | D | S | S | N | A | D | A |
|        | A      |   |   |   | D | D |   |   |   |   | D | A | A |   |   |   |

|    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 26 | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N | N |
| 7  | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A | A |
| 8  | A | D | D | A | A | A | A | S | A | A | A | A | D | A | A | A |
| 9  | N | N | N | N | N | A | A | N | N | N | N | N | N | N | D | N |
| 0  | A | A | N | D | A | D | D | D | A | A | A | A | A | A | A | A |
| 1  | N | D | N | N | N | N | N | N | N | D | N | N | N | N | N | N |
|    | A |   | A | A | A | A | A | A | A |   | A | A | A | A | A | A |

Grey columns : Positive Statements

White columns : Negative Statements

SA : Strongly Agree

A : Agree

NA : Neither Disagree

D : Disagree

SA : Strongly Disagree

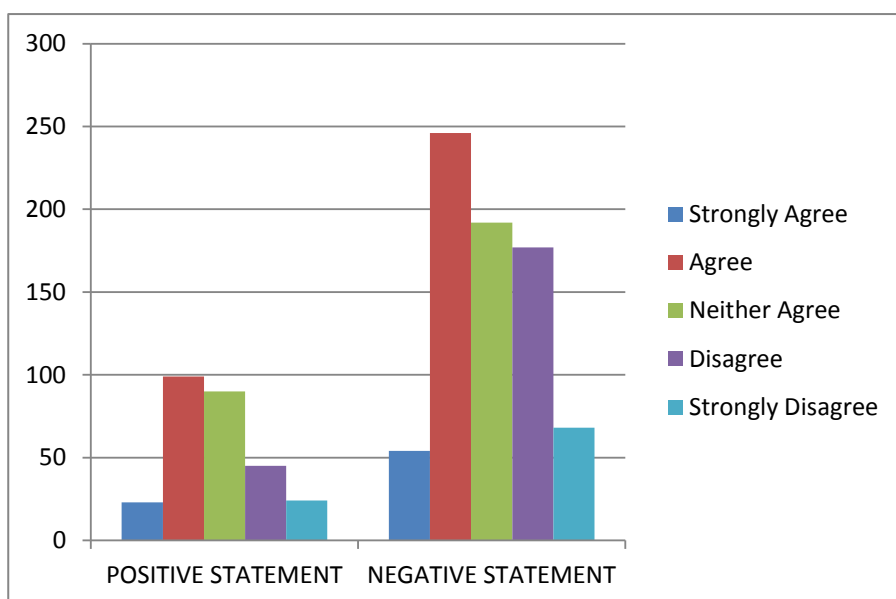
The researcher summarized the findings and categorized them into positive and negative responses as shown in the table below, making it simple for readers to grasp the students' comments:

**Table 4.4 Summarizing of Students' Response**

| Respondent   | Positive Statement |           |           |           |           |            | Negative Statement |            |            |            |           |            |
|--------------|--------------------|-----------|-----------|-----------|-----------|------------|--------------------|------------|------------|------------|-----------|------------|
|              | SA                 | A         | NA        | D         | SD        |            | SA                 | A          | NA         | D          | SD        |            |
| 1            | 2                  | -         | -         | 1         | 6         |            | 19                 | 2          | -          | -          | 3         |            |
| 2            | 1                  | -         | 2         | 4         | 2         |            | 1                  | 5          | 5          | 8          | 5         |            |
| 3            | -                  | 1         | 4         | 4         | -         |            | 1                  | 11         | 8          | 4          | -         |            |
| 4            | -                  | 5         | 1         | 3         | -         |            | -                  | 13         | 8          | 3          | -         |            |
| 5            | -                  | -         | 8         | 1         | -         |            | -                  | 6          | 18         | -          | -         |            |
| 6            | 1                  | 3         | 4         | -         | 1         |            | 11                 | 9          | 4          | -          | -         |            |
| 7            | -                  | 9         | -         | -         | -         |            | -                  | 6          | -          | 18         | -         |            |
| 8            | -                  | 8         | -         | 1         | -         |            | -                  | 2          | 10         | 12         | -         |            |
| 9            | -                  | 8         | -         | 1         | -         |            | 2                  | 21         | -          | 1          | -         |            |
| 10           | 5                  | -         | -         | 1         | 3         |            | 1                  | 3          | -          | 3          | 17        |            |
| 11           | -                  | 2         | 7         | -         | -         |            | -                  | 8          | 11         | 5          | -         |            |
| 12           | -                  | 5         | 4         | -         | -         |            | -                  | 7          | 17         | -          | -         |            |
| 13           | 1                  | 7         | -         | 1         | -         |            | -                  | -          | -          | 23         | 1         |            |
| 14           | -                  | 8         | -         | 1         | -         |            | -                  | 24         | -          | -          | -         |            |
| 15           | -                  | 5         | 1         | 3         | -         |            | 1                  | 10         | 7          | 5          | 1         |            |
| 16           | 1                  | 2         | 4         | 1         | 1         |            | 5                  | 2          | 12         | 2          | 3         |            |
| 17           | 2                  | 3         | 1         | 3         | -         |            | 4                  | 9          | 3          | 2          | 6         |            |
| 18           | -                  | -         | 2         | 5         | 2         |            | -                  | -          | 2          | 17         | 5         |            |
| 19           | 2                  | 3         | 3         | 1         | -         |            | -                  | 12         | 4          | 8          | -         |            |
| 20           | -                  | 1         | 2         | 6         | -         |            | -                  | 13         | 1          | 10         | -         |            |
| 21           | 1                  | 2         | 4         | 1         | 1         |            | 3                  | 5          | 6          | 6          | 4         |            |
| 22           | 1                  | 1         | 6         | 1         | -         |            | 1                  | 1          | 14         | 4          | 4         |            |
| 23           | 6                  | 1         | -         | 1         | 1         |            | 1                  | 4          |            | 2          | 17        |            |
| 24           | -                  | 2         | 6         | 1         | -         |            | -                  | 14         | 1          | 9          | -         |            |
| 25           | -                  | 1         | 3         | 3         | 2         |            | 3                  | 10         | 2          | 8          | 1         |            |
| 26           | -                  | -         | 9         | -         | -         |            | -                  | -          | 20         | 4          | -         |            |
| 27           | -                  | 5         | 3         | -         | 1         |            | -                  | 14         | 6          | 4          | -         |            |
| 28           | -                  | 8         | -         | -         | 1         |            | 1                  | 12         | 3          | 7          | 1         |            |
| 29           | -                  | 1         | 7         | 1         | -         |            | -                  | 4          | 19         | 1          | -         |            |
| 30           | -                  | 9         | -         | -         | -         |            | -                  | 19         | 1          | 4          | -         |            |
| 31           | -                  | -         | 9         | -         | -         |            | -                  | -          | 16         | 8          | -         |            |
| <b>TOTAL</b> | <b>23</b>          | <b>99</b> | <b>90</b> | <b>45</b> | <b>24</b> | <b>281</b> | <b>54</b>          | <b>246</b> | <b>192</b> | <b>177</b> | <b>68</b> | <b>737</b> |

**Positive statements are in number : 2, 5, 8, 11, 14, 18, 22, 28, and 32**

**Negative statements are in number : 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33.**



**Figure 4.1 The Summary of Students' Response in FLAS in Positive and Negative Statement**

The positive statement has the highest score in "Agree" (99 Responses) and the lowest score in "Strongly Agree," according to the researcher's analysis of the table and the

aforementioned graphic (23 responses). The negative statement therefore has the lowest score in "Strongly Agree" and the greatest score in "Agree" (246 response) (54 responses).

Furthermore, the researcher will show another data about the percentage of students preference towards 33 items of FLAS (Foreign Language Anxiety Scale). This is to gain the most student's responses for each statement in FLAS questionnaire. It present in the following appendix three.

The researcher scored and categorized each student based on their responses to the FLAS questionnaire to determine the level of students' foreign language anxiety in speaking ability, as shown in table 4-2 below:

**Table 4.5 Student's Scoring and Categorizing**

| Respondent | Questionnaire Number |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | Table Score | Level of Anxiety |
|------------|----------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------------|------------------|
|            | 1                    | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |             |                  |
| 1          | 5                    | 4  | 2  | 1  | 1  | 1  | 2  | 5  | 1  | 1  | 1  | 1  | 1  | 5  | 1  | 5  | 1  | 74          | Relaxed          |
|            | 18                   | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |             |                  |
|            | 5                    | 1  | 1  | 1  | 5  | 1  | 1  | 1  | 1  | 1  | 5  | 1  | 5  | 1  | 5  | 1  |    |             |                  |
|            |                      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |             |                  |
| 2          | 4                    | 1  | 4  | 4  | 5  | 2  | 5  | 3  | 3  | 4  | 5  | 4  | 2  | 4  | 4  | 5  | 3  | 123         | Anxious          |
|            | 18                   | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |             |                  |
|            | 3                    | 5  | 2  | 4  | 2  | 2  | 3  | 5  | 3  | 4  | 4  | 2  | 5  | 4  | 4  | 4  |    |             |                  |
|            |                      |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |             |                  |

|   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |                   |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-------------------|
| 3 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 93 | Mildly<br>Anxious |
|   | 2  | 3  | 2  | 3  | 4  | 4  | 2  | 3  | 1  | 4  | 4  | 2  | 2  | 2  | 3  | 2  | 2  |    |                   |
|   | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |    |                   |
|   | 4  | 3  | 4  | 2  | 4  | 4  | 2  | 3  | 3  | 2  | 3  | 2  | 3  | 3  | 3  | 3  |    |    |                   |
| 4 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 89 | Mildly<br>Anxious |
|   | 3  | 2  | 2  | 4  | 2  | 3  | 3  | 2  | 3  | 2  | 4  | 2  | 2  | 2  | 4  | 4  | 2  |    |                   |
|   | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |    |                   |
|   | 2  | 3  | 2  | 2  | 4  | 3  | 2  | 3  | 2  | 2  | 4  | 2  | 2  | 2  | 3  | 3  |    |    |                   |
| 5 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 94 | Mildly<br>Anxious |
|   | 3  | 3  | 2  | 4  | 3  | 4  | 3  | 2  | 3  | 2  | 3  | 3  | 3  | 2  | 4  | 4  | 3  |    |                   |
|   | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |    |                   |
|   | 3  | 3  | 3  | 2  | 3  | 3  | 2  | 2  | 2  | 2  | 3  | 3  | 2  | 4  | 3  | 3  |    |    |                   |
| 6 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 64 | Relaxed           |
|   | 2  | 2  | 2  | 1  | 3  | 1  | 2  | 2  | 2  | 3  | 5  | 1  | 1  | 1  | 3  | 1  | 1  |    |                   |
|   | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |    |                   |

|   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |                   |  |  |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-------------------|--|--|
|   | 3  | 2  | 2  | 1  | 3  | 2  | 2  | 2  | 3  | 3  | 2  | 1  | 1  | 1  | 3  | 1  |    |     |                   |  |  |
| 7 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 102 | Mildly<br>Anxious |  |  |
|   | 2  | 2  | 4  | 4  | 2  | 4  | 4  | 2  | 4  | 4  | 2  | 2  | 4  | 2  | 4  | 4  | 4  |     |                   |  |  |
|   | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |  |  |
|   | 2  | 2  | 2  | 4  | 2  | 4  | 4  | 2  | 4  | 2  | 2  | 4  | 4  | 4  | 2  | 4  |    |     |                   |  |  |
| 8 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 105 | Mildly<br>Anxious |  |  |
|   | 4  | 2  | 2  | 4  | 2  | 4  | 3  | 2  | 4  | 4  | 4  | 3  | 3  | 2  | 4  | 4  | 4  |     |                   |  |  |
|   | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |  |  |
|   | 2  | 4  | 3  | 3  | 2  | 3  | 3  | 3  | 3  | 4  | 2  | 2  | 4  | 4  | 2  | 3  |    |     |                   |  |  |
| 9 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 67  | Relaxed           |  |  |
|   | 1  | 2  | 1  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 3  | 2  | 2  | 2  | 4  | 2  | 2  |     |                   |  |  |
|   | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |  |  |
|   | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  |    |     |                   |  |  |
|   | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |     | Very              |  |  |
|   | 2  | 5  | 2  | 5  | 1  | 5  | 4  | 1  | 5  | 5  | 4  | 5  | 5  | 1  | 5  | 2  | 4  |     |                   |  |  |



|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |                   |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-------------------|
| 10 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    | 138 | Anxious           |
|    | 1  | 4  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 5  | 1  | 5  | 5  | 5  | 1  | 5  |    |     |                   |
| 11 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 93  | Mildly<br>Anxious |
|    | 2  | 3  | 2  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  |     |                   |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |
|    | 3  | 3  | 3  | 3  | 3  | 2  | 2  | 3  | 2  | 3  | 3  | 2  | 3  | 3  | 3  | 3  |    |     |                   |
| 12 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 110 | Mildly<br>Anxious |
|    | 2  | 4  | 4  | 4  | 2  | 4  | 2  | 2  | 4  | 4  | 4  | 2  | 2  | 2  | 4  | 2  | 4  |     |                   |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |
|    | 2  | 4  | 2  | 4  | 4  | 4  | 2  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  | 4  |    |     |                   |
| 13 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 119 | Very<br>Anxious   |
|    | 4  | 2  | 4  | 4  | 2  | 4  | 4  | 2  | 4  | 4  | 2  | 4  | 4  | 4  | 4  | 4  | 5  |     |                   |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |
|    | 4  | 4  | 4  | 2  | 4  | 4  | 4  | 4  | 4  | 2  | 4  | 4  | 4  | 4  | 2  | 4  |    |     |                   |
|    | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |     |                   |

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |                   |         |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-------------------|---------|
| 14 | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 4  | 2  | 2  | 2  | 2  | 2  | 2  |     | 68                | Relaxed |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |         |
|    | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  |    |     |                   |         |
| 15 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 98  | Mildly<br>Anxious |         |
|    | 2  | 4  | 2  | 3  | 2  | 2  | 2  | 4  | 2  | 3  | 4  | 2  | 4  | 3  | 4  | 2  | 2  |     |                   |         |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |         |
|    | 2  | 4  | 2  | 3  | 2  | 2  | 3  | 4  | 2  | 3  | 2  | 5  | 3  | 4  | 2  | 3  |    |     |                   |         |
| 16 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 101 | Mildly<br>Anxious |         |
|    | 2  | 2  | 1  | 5  | 4  | 5  | 1  | 3  | 3  | 5  | 5  | 3  | 1  | 1  | 3  | 3  | 1  |     |                   |         |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |         |
|    | 3  | 4  | 2  | 3  | 3  | 3  | 3  | 4  | 3  | 3  | 3  | 1  | 3  | 3  | 2  | 3  |    |     |                   |         |
| 17 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 95  | Mildly<br>Anxious |         |
|    | 2  | 4  | 2  | 3  | 4  | 2  | 2  | 3  | 2  | 5  | 4  | 2  | 1  | 1  | 4  | 1  | 1  |     |                   |         |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |         |
|    | 2  | 2  | 5  | 5  | 4  | 3  | 3  | 1  | 5  | 2  | 1  | 5  | 2  | 5  | 2  | 5  |    |     |                   |         |

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |                   |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-------------------|
| 18 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 89  | Mildly<br>Anxious |
|    | 2  | 1  | 2  | 4  | 2  | 4  | 2  | 2  | 4  | 2  | 3  | 3  | 2  | 1  | 4  | 4  | 2  |     |                   |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |
|    | 3  | 4  | 3  | 2  | 3  | 2  | 2  | 3  | 4  | 4  | 4  | 3  | 2  | 2  | 2  | 2  |    |     |                   |
| 19 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 135 | Very<br>Anxious   |
|    | 3  | 3  | 3  | 5  | 4  | 4  | 4  | 4  | 4  | 4  | 3  | 4  | 4  | 4  | 4  | 4  | 4  |     |                   |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |
|    | 4  | 5  | 5  | 5  | 4  | 4  | 4  | 4  | 4  | 5  | 5  | 4  | 4  | 4  | 5  | 4  |    |     |                   |
| 20 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 101 | Mildly<br>Anxious |
|    | 2  | 4  | 4  | 4  | 3  | 4  | 4  | 2  | 2  | 4  | 4  | 4  | 2  | 4  | 4  | 2  | 2  |     |                   |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |
|    | 4  | 2  | 2  | 2  | 4  | 4  | 2  | 2  | 3  | 4  | 4  | 2  | 4  | 2  | 3  | 2  |    |     |                   |
| 21 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 101 | Mildly<br>Anxious |
|    | 3  | 5  | 4  | 3  | 3  | 5  | 4  | 2  | 3  | 5  | 4  | 3  | 1  | 1  | 5  | 4  | 2  |     |                   |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |
|    | 3  | 2  | 3  | 3  | 3  | 4  | 4  | 2  | 2  | 5  | 2  | 1  | 1  | 2  | 3  | 4  |    |     |                   |

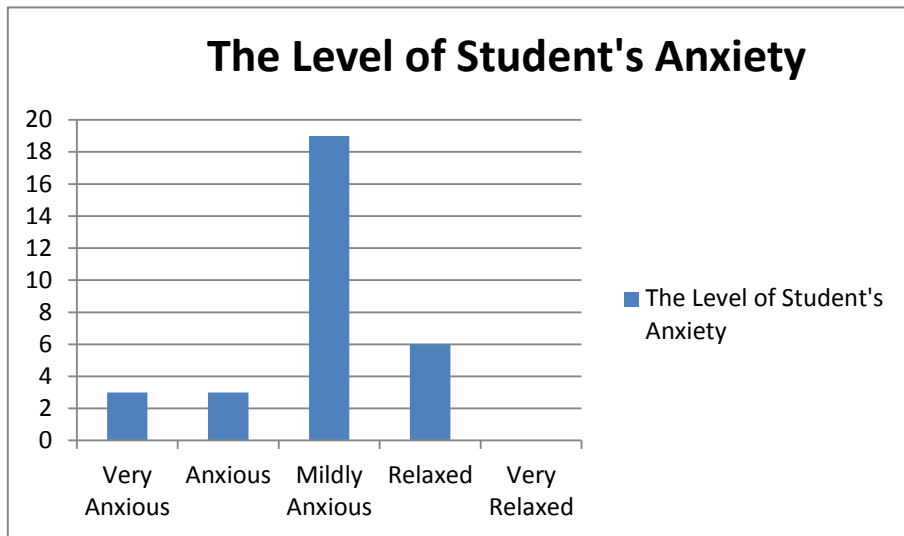
|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |                   |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|-------------------|
| 22 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 106 | Mildly<br>Anxious |
|    | 3  | 3  | 3  | 5  | 1  | 5  | 3  | 3  | 3  | 3  | 3  | 3  | 2  | 2  | 5  | 3  | 3  |     |                   |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |
|    | 3  | 4  | 4  | 3  | 4  | 5  | 3  | 3  | 4  | 3  | 3  | 1  | 3  | 3  | 3  | 4  |    |     |                   |
| 23 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 119 | Anxious           |
|    | 4  | 1  | 2  | 2  | 1  | 4  | 5  | 2  | 2  | 5  | 4  | 5  | 1  | 1  | 5  | 5  | 5  |     |                   |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |
|    | 5  | 5  | 5  | 5  | 1  | 5  | 5  | 5  | 5  | 5  | 1  | 5  | 2  | 5  | 1  | 5  |    |     |                   |
| 24 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 93  | Mildly<br>Anxious |
|    | 4  | 2  | 2  | 4  | 2  | 4  | 4  | 3  | 2  | 4  | 4  | 2  | 2  | 3  | 4  | 2  | 2  |     |                   |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |
|    | 3  | 2  | 2  | 2  | 3  | 2  | 4  | 2  | 2  | 4  | 3  | 2  | 3  | 2  | 3  | 4  |    |     |                   |
| 25 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 93  | Mildly<br>Anxious |
|    | 2  | 4  | 1  | 4  | 3  | 4  | 2  | 3  | 1  | 4  | 4  | 3  | 2  | 2  | 4  | 4  | 4  |     |                   |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                   |

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |                |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|----------------|
|    | 3  | 2  | 2  | 2  | 5  | 1  | 2  | 2  | 4  | 4  | 5  | 1  | 3  | 2  | 4  | 2  |    |     |                |
| 26 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 104 | Mildly Anxious |
|    | 4  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 4  | 4  | 4  | 4  | 3  |     |                |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                |
|    | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  |    |     |                |
| 27 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 86  | Relaxed        |
|    | 4  | 5  | 2  | 3  | 3  | 4  | 2  | 2  | 2  | 3  | 3  | 2  | 2  | 2  | 2  | 2  | 2  |     |                |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                |
|    | 2  | 2  | 2  | 2  | 3  | 4  | 4  | 3  | 3  | 3  | 2  | 2  | 2  | 2  | 2  | 3  |    |     |                |
| 28 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 88  | Mildly Anxious |
|    | 2  | 2  | 3  | 2  | 2  | 5  | 4  | 2  | 4  | 2  | 5  | 3  | 2  | 2  | 4  | 4  | 3  |     |                |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |                |
|    | 2  | 4  | 4  | 2  | 2  | 2  | 2  | 1  | 2  | 2  | 2  | 2  | 4  | 2  | 2  | 2  |    |     |                |
|    | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |     | Mildly         |
|    | 3  | 3  | 3  | 3  | 3  | 3  | 2  | 3  | 3  | 3  | 3  | 2  | 3  | 2  | 4  | 3  | 3  |     |                |

|    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |     |         |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|---------|
| 29 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    | 96  | Anxious |
|    | 3  | 3  | 3  | 3  | 3  | 2  | 2  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 4  | 3  |    |     |         |
| 30 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 75  | Relaxed |
|    | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  |     |         |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |         |
|    | 2  | 2  | 3  | 4  | 2  | 4  | 4  | 4  | 2  | 2  | 2  | 2  | 2  | 2  | 2  | 2  |    |     |         |
| 31 | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 110 | Anxious |
|    | 3  | 3  | 4  | 4  | 3  | 4  | 4  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 4  | 3  | 4  |     |         |
|    | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 |    |     |         |
|    | 3  | 4  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 4  | 3  | 3  | 3  | 4  | 4  | 4  |    |     |         |

**Table 4.6 The Summary of Students Scorin and Categorizing**

| Range   | Level          | Result                                |
|---------|----------------|---------------------------------------|
| 124-165 | Very Anxious   | Very Anxious : 3 Respondents (9%)     |
| 108-123 | Anxious        | Anxious : 3 Respondents (9%)          |
| 87-107  | Mildly Anxious | Mildly Anxious : 19 Respondents (58%) |
| 66-86   | Relaxed        | Relaxed : 6 Respondents (24%)         |
| 33-65   | Very Relaxed   | -                                     |

**Figure 4.2 The Summary of Students Anxiety Level**

### 3. The Factors Students Speaking Anxiety

The participants in the structured interviews who were thought to be apprehensive in English class provided the information. The data from the interview are displayed in the table below. It demonstrates what elements contribute to pupils' concern about learning a foreign language.

**Table 4.7 Factors Causing to Anxiety**

| Respondents                | Participants Answer/Factors Contribute to Anxiety (AF)                                                                                                       |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 <sup>st</sup> Respondent | English is Difficult [AF- SB/DF], Ridiculed by peers [AF-SR], teacher personality [AF-TP], speaking in front of the class [AF-TSP]                           |
| 2 <sup>nd</sup> Respondent | Low self esteem [AF-SB/LO, lack of preparation [AF-SLK]                                                                                                      |
| 3 <sup>rd</sup> Respondent | Speaking in front of the class [AF-TSP], unclear explanation [AF-TII], Low self-esteem [AF-SB/LO], Lack of preparation [AF-SLK], teacher personality [AF-TP] |
| 4 <sup>th</sup> Respondent | Lack of preparation [AF-SLK], beliefs about English [AF-SB], English difficult [AF-SB/DF]                                                                    |
| 5 <sup>th</sup> Respondent | Being called by the teacher [AF-TSP], asked by the teacher to speak in front of the class [AF-TSP], unclear explanation [AF-TII]                             |
| 6 <sup>th</sup> Respondent | Limited vocabulary [AF-SB/LO], English is difficult [AF-SB/DF], ridiculed by peers [AF-SR]                                                                   |



|                             |                                                                                                                                                                      |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 <sup>th</sup> Respondent  | Unclear explanation [AF-TII], studying less [AF-SLK], feel other students are better [AF-SB/LO], explain too fast [AF-TII]                                           |
| 8 <sup>th</sup> Respondent  | Teacher personality [AF-TP], being called by the teacher [AF-TSP], asked to practice [AF-TSP], do not understand what teacher said [AF-TII], ridiculed peers [AF-SR] |
| 9 <sup>th</sup> Respondent  | English is difficult [AF-SB/DF], unclear explanation [AF-TII], ridiculed peers [AF-SR]                                                                               |
| 10 <sup>th</sup> Respondent | Feel other students are better [AF-SB/LO], unclear explanation [AF-TII], limited vocabulary [AF-SB/LO], English difficult [AF-SB/DF], Teacher personality [AF-TP]    |

The full interviews transcript can also be seen in Appendix 2. Based on table 5.1, it can be seen that unclear explanations are the most disturbing aspect of participants in English class. They also talked about their fear of making mistakes and their fear of being made fun of by their classmates when speaking English. Furthermore, when asked why they felt so anxious, the participants answered that they felt anxious when they did not understand what the lecturer was saying, and were not

prepared enough. In addition, they feel anxious because they only have limited knowledge of vocabulary and grammar. They also feel that other students are better than them.

When asked how their friends would react if they committed a mistake, all of the students said that they would laugh. The writers also looked into the participants' perceptions of English. The majority of interviewees also acknowledged that English is challenging. They believe that to comprehend what is stated in English, they must know every word. They believe that other students are superior to them as well.

The interviewer inquired about the lecturer's impact on their emotions. They retorted that lecturers might induce fear if they spoke too quickly, were unpleasant and intimidating, or made students do practice exercises. The participants also recommended that lecturers use moderate English and educate in a slower,

more understandable manner. They also desire encouragement from the instructor rather than being compelled to practice. They also discovered that group study and extra time to fully process teachings would be very beneficial..

### 3. The solution for students speaking anxiety

The solution to overcome anxiety according to (Dornyei, 2001) is that a teacher must create a comfortable and friendly atmosphere so that it can prevent or at least reduce the anxiety experienced by students. According to “Woodrow” (2006), second language or foreign language anxiety may be due to the learner's lack of skills. In this case, he proposed that a teacher should pay closer attention to the development of student skills by providing real everyday English resources for students both in the classroom and outside.

According to Amimah Oktaria, based on interviews, she explained several factors that caused

anxiety she found during class teaching, namely, students' lack of interest in learning foreign languages, lack of confident, very influential classroom environment, and lastly these factors are caused by the lecturer. The solution to this problem is the first to increase students' motivation by providing interesting English vlogs about learning English, secondly, there must be direct speaking exercises in order to train students' self-confidence. Third, create a learning pattern in groups so that students are not afraid, anxious and all speak even though they stutter, and the measure must be more creative in finding forms of assignments or during exams to assess students' abilities..

Based on the theories above, the researcher concluded the solution so that students are not anxious when studying or speaking in English namely, students must prepare themselves before learning begins, practice speaking with classmates, and be confident.

## **B. Discussion**

In this section, the writer discusses the result of interview and questionnaire. The writer uses qualitative approach in analyzing the results.

### **1. The Level of Students' Speaking Anxiety**

The responses from all respondents varied based on the 33 statement items in the FLAS questionnaires. The researcher discovered that 31 students displayed varying degrees of speaking nervousness. [1] The range of scores for "Anxious" level was from 108 to 123, and there were 3 students (8%) who experienced this level. [2] A total of 19 students (58%) were classified as "Mildly Anxious," which means that 50% of respondents fell within the 87–107 range. [3] The range score for the "Relaxed" level, which ranges from 66 to 86, was 6 pupils (or

24%). [4] Only 3 children (8%) out of 31 students, whose scores ranged from 124 to 165, were in the "Very Anxious" level. The study's researcher discovered that none of the respondents fell into the "Very Relaxed" category.

In the table below, the researcher also displays the highest and lowest scores for each level of anxiety.

**Table 5.2 The Summary of student's Anxiety Level**

| No | Level of Anxiety | The Highest Score | Respondent | The Lowest Score | Respondent |
|----|------------------|-------------------|------------|------------------|------------|
| 1  | Very Anxious     | 138               | 10,13      | 119              | 13         |
| 2  | Anxious          | 123               | 2          | 110              | 31         |
| 3  | Mildly Anxious   | 110               | 12         | 88               | 28         |
| 4  | Relaxed          | 86                | 27         | 64               | 6          |

Anxiety is classified psychologically into three levels: mild anxiety, moderate anxiety, and severe anxiety.

Out of a total of 31 respondents, only 3 students (8%) and 3 students (8%) reported feeling "very anxious," with the majority of respondents reporting normal levels of anxiety. The most anxious state is this one. When a person feels extremely anxious, they assume that something is different and that their surroundings are threatening them. Usually, anxiety and distress trigger a reaction like this. People with severe anxiety often exhibit behaviors or feelings that include wanting to be free all the time, being extremely nervous, irritated, and confused, as well as withdrawing, denying the need for more space, trembling, and poor eye contact.

More over half of the students (58%) are experiencing mild anxiety. When many people experience tension or anxiety before performing in front of others, especially the lecturer or teacher, it may be considered typical. People with moderate anxiety have unsettling feelings that are brought on by unrelated events and lead them to feel

uneasy or agitated. People with moderate anxiety are characterized by sensations of unease, sensitivity, unconsciousness, changes in sound, perspiration, headaches, back discomfort, etc.

Meanwhile, students (24%) who were at the relaxed level and their scores were in the satisfactory and very good category were 6 students. That is, they have no problem with their anxiety level. They have low stress level in speaking, so their English production is good. Mild anxiety is the perception that something is off, and those who experience it require extra care. The strain of ordinary life occurrences is linked to mild anxiety. People with minor anxiety disorders sometimes have difficulty sitting still, are a little impatient, have a tendency to be distant, have wrinkled faces, trembling lips, an elevated heart rate, and other symptoms.



## 2. The factors causing students anxiety

The results show that there are a number of factors that contribute to students' anxiety when speaking English. This demonstrates that students are also a source of these characteristics in addition to professors. According to the results, the causes of anxiety can be divided into the following categories:

1. Factors Causing to Anxiety comes from Teacher/Lecurer
  - a. Speaking in front of the class

Participants were asked if they were nervous about speaking in front of the class, and 50% of them said 'yes'. When their lecturer invited students to practice speaking in front of the class, they regularly said that they began to panic. The second person claimed that they began to fear when they had to communicate in English. Many people also mentioned how

nervous they feel when the lecturer asks them a question out of the blue. One student claimed that even the prospect of being called upon can cause anxiety. The following comment from the interview supports the observational evidence of these anxiety-related factors:

*“Waktu disuruh maju dan nama di panggil untuk maju kedepan itu, iya biasanya itu sampai keluar keringat dingin diseluruh tubuh. Nah, itu bikin tambah malu lagi, tambah panic. Takut salah kalau maju ke depan, takut ditertawakan teman, apalagi bahasa inggris saya juga kurang lancar.” (Respondent 4).*

In addition, several participants (5 respondents) admitted that they felt uncomfortable because all the students in the class were paying attention to them.

They are afraid of being negatively evaluated by lecturers and peers who could expose their shortcomings. Furthermore, they thought it might be due to their limited vocabulary and grammatical knowledge.

During the observation it was also found that the students looked anxious when speaking in front of other people. Some of them lower their voices or read faster to avoid the lecturer's correction. While some others tend to avoid their lecturers by pretending to be busy writing notes or reading books. Even a few who refuse the teacher's instructions to practice speaking skills in front of the class in an effort to avoid embarrassment or embarrassment being called to speak.

b. Incomprehensible Input

Uncertain explanations, according to fifty percent of participants (50%), can also increase student anxiety. Based on to the interview, most of the participants became very frustrated when they did not understand the lesson. They claim that when they don't understand what the teacher is saying, they start to feel nervous. Some of them went on to say that they were afraid they might not understand all of the language input, which would only increase the chances that they would fail. One of the respondents' statements below shows this:

*“iya mbak kadang-kadang faktornya juga karena gurunya, kadang-kadang apa yang mereka sampaikan kurang jelas, dan kami kebanyakan ada yang tidak berani untuk*

*bertanya. Jadinya tuh merasa gelisah, ga enak rasanya.”* (Respondent 2)

Many people criticized the lecturer for speaking too quickly. Others concurred that the English class moved by so swiftly. Many additional participants acknowledged that they frequently experience intimidation when a lecturer uses just English to deliver a lesson. One responded that he found it really frustrating not to understand a lesson. The other person acknowledged that he would benefit greatly from more time to process the lesson.

In addition, the results of observations showed that some students looked confused when the lecturer gave lessons. Some even show carelessness by chatting with the friend next to them or drawing something maybe to reduce their anxiety.

### c. Lecturer Personality and Attitude

The two factors previously discussed, speaking in front of the class and incomprehensible input, both indicate that it is clear that the teacher plays an important role in the amount of anxiety. However, other factors mentioned by the participants were also raised by the lecturer.

Several participants (4 respondents) admitted that they were anxious when the lecturer criticized students' mistakes excessively. It made them feel very intimidated. Additionally, they claimed that when the lecturer abruptly administered a quiz or test, they felt uneasy or anxious. They also advocated for teachers to support and encourage their students. This can be seen clearly in the statement below:

*“kadang ada guru yang cuman kasih pertanyaan terus tapi gak dibantuin, sengaja gitu dikasih pertanyaan bisa atau enggak. Kadang juga gurunya marah gitu kan jadi cemas, gek enak suasana belajarnya.”* (Respondent 3).

Several other students complained about the attitude of the lecturer who was sometimes apathetic. Someone shared their personal experience of asking the lecturer a question regarding the course one day, but getting no response. Instead of providing answers, the lecturer told him to pose questions to his classmates. Others have comparable tales to relate. The instructor was reluctant to recapitulate his justification. The instructor allegedly claimed that he did not hear the explanation, and as a result, the lecturer declined to repeat it, the student said.

## 2. Factors Causing to Anxiety comes from Students

### a. Being laughed at by others

Another factor that plays a major role in causing students' feelings of anxiety is unsupportive attitudes such as ridicule from peers or lecturers (10 respondents). They all believed that if they made a mistake, their classmates would make fun of them. In other words, they were all highly concerned about making people laugh or embarrassing themselves in front of others. This anxiety factor is proven in observations and confirmed in interviews with the following statements:

*“sering banget temen kelas suka menertawakan ketika ada yang maju kedepan, dan hal tersebut yang membuat tidak percaya diri kak.”* (respondent 2).



In addition, they admit that they are often ridiculed or sometimes even scolded if they make a mistake. It just makes them lose focus and feel very embarrassed. This finding also shows that they become very nervous when they have to speak in front of the class.

Additionally, this conclusion is confirmed by the observational data showing that the majority of students did indeed laugh at their colleagues when they made mistakes. The worst part was that the kids who made mistakes had already begun to lose focus. They were silent for a brief period as their thinking went blank. They are squirming, stammering, stuttering, or fidgeting. They appeared to be upset, anxious, and even perspiring. While others chose to conceal their anxiety by just smiling or laughing.

b. Students' beliefs about the Language Learning

Additionally, it was discovered that particular beliefs could have a role in the anxiousness of students. According to interviews, English has developed a reputation as a popular subject. sixty individuals, or 60%, thought that English was a challenging topic. They frequently believe that they are unable to understand the instruction or talk clearly. In comparison to other pupils, they also feel less competent. They persisted in believing that other students were far superior to them. In other words, they don't value themselves. This can be seen in one of the respondents' statements below:

*“sulit kak, sulitnya itu dibagian pengucapannya, cara bicaranya yang masih kaku. Dan sulitnya juga karena belum banyak menguasai kosa kata bahasa inggrisnya,*

*sehingga saya kesulitan untuk berbicara apa dan bingung kak.*” (Respondent 9).

In addition, some of them added that they felt controlled by linguistic norms. While some others admit that they have vocabulary problems. They are of the view that they must understand every word spoken in English to understand what is being said.

Additionally, it came to light during observation that students were too terrified to participate in class. Most pupils exhibited passivity. They chose to hold out for the teacher. Simply do what the teacher instructed them to do.

c. Lack of Preparation

The results showed that the pupils' anxiousness was also caused by a lack of preparedness (3 respondents). Few acknowledged that they frequently experience extreme anxiety

when they didn't adequately prepare for a test or speaking practice. One blamed himself for becoming so anxious as a result of doing less studying. This is amply demonstrated in the following assertion:

*“mmm kalau disuruh tiba tiba maju ke depan tanpa persiapan atau mendadak saya sangat cemas kak, tapi kalau sudah di prepare saya tidak akan cemas, pede-pede aja.”*

(Respondent 9).

The researcher deduced from the discussion above that there are four distinct states of speaking anxiety among students at Perbankan Syariah at UIN Fatmawati Sukarno Bengkulu: somewhat anxious, anxious, and highly anxious. Mildly anxious, which is represented by 19 responders (58%) or more, has the highest percentage among the four levels. Speaking in front of the class, getting made fun of by other students, receiving unclear

input, the teacher or lecturer, and lack of preparation are also contributing factors. The researcher offers a remedy for lectures in an effort to lessen the anxiety felt by students by using the group discussion approach because the lecturer is not the sole source of these elements. His approach to learning is intriguing because it can motivate students to talk to one another and share ideas. At the very least, utilizing this approach can help pupils feel less anxious while they are studying.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

This section provides conclusions and suggestions related to the study of foreign language anxiety experienced by the students Perbankan Syariah in UIN Fatmawati Sukarno Bengkulu, regarding levels of anxiety and possible factors to causing the anxiety.

#### **A. Conclusions**

Based on the data analysis and the result of the study, it can be concluded as followed:

1. The levels at which students are There are 3 (8%) students who report feeling "Very Anxious," 3 (8%) students who report feeling "Anxious," 19 (58%) students who report feeling "Mildly Anxious," and just 6 (24%) of 31 students report feeling "Relaxed." The study's findings indicate that from a psychological perspective, 58 percent of students fall into the moderate anxiety category,

while 6 students (or 24 percent) go into the severe anxiety category, and 6 students (or 24 percent) fall into the mild anxiety category. In the FLA, many students reported feeling anxious, which had a negative impact on them. Thus, it is crucial for the English instructor to be aware of the students' worry.

2. The things that make them anxious. Speaking in front of the class, being made fun of by others, unclear input, the lecturer's personality, lack of preparation, and English difficulty are at least six of the issues identified in this study. Both the lecturer and the pupils are the sources of these elements. Additionally, those elements were covered in this study, which expanded our knowledge of language anxiety.
3. The solution for students' speaking anxiety is to use the group discussion method. This method was

chosen by researchers because at least using this method can reduce student anxiety during the learning process, because during the learning process they interact, exchange opinions and practice speak in English.

## **B. Implications**

Implication is a direct result of the findings of a study. The results of this study are about the level and factors that cause anxiety in speaking a foreign language in Perbankan Syariah at UIN Fatmawati Sukarno Bengkulu. Based on the results of the study, it is known that the speaking variable has a significant influence on the level and factors of student anxiety. Based on the statement above, the conclusions drawn certainly have implications for education and further research. In this regard, the implications are as follows:



1. Based on the results of the research above, the level of anxiety of students in speaking a foreign language is classified into several levels, namely "Very Anxious", Anxious, and "Slightly Anxious". Therefore, it is necessary to make efforts so that students are not anxious when speaking and facing exam situations and so on. The efforts made are as follows:

- a. Students must prepare for foreign language classes so as not to be nervous, for example studying at night, repeating material that has been conveyed by the lecturer.
- b. Students must be confident to speak, not afraid of being criticized and laughed at by friends
- c. Students must memorize every word every time they learn a foreign language to increase

their knowledge so that when speaking they do not lose the meaning of the word.

2. Based on the results of the research above, the anxiety factor of students in speaking a foreign language also greatly influences students' anxiety when speaking. Therefore, the efforts made to overcome the causes of anxiety are:
  - a. Lecturers who teach should pay more attention to their students, don't just give material that is just monotonous without more detailed explanations and without repetition using Indonesian.
  - b. Enjoy the lecturer who teaches, then you will understand and understand the material he conveys. It can also reduce our anxiety and fear of something.
  - c. Lecturers must use learning methods, one of which can use group discussions, this effort

can also reduce students' anxiety levels and at the same time can train their confidence in speaking in their groups when the discussion begins.

### **3. Suggestions**

Even though this study only included a limited number of participants and was completed quickly, the results offer some helpful information that institutions and students can utilize to enhance the quality of English teaching and learning, particularly in the area of speaking ability.

#### **1. For Lecturer**

Since anxiety has become a significant component influencing how well students learn languages, the lecturer needs to be aware of FLA. Thus, in order to appropriately manage the students' learning process, English lecturers must be aware of the initial level of

student concern. A good understanding of pupils' anxiety will unquestionably affect the teacher's approach to teaching English. The lecturer will be able to gauge each student's degree of anxiety by giving them the FLCAS (Foreign Language Class Anxiety Scale) at the start of the semester. Thus, the instructor can come up with a way to assist students in lowering their nervousness. Additionally, they can arrange the materials so that they are appropriate for the pupils, which will enhance the effectiveness of the English learning process.

## 2. For Students

Each student undoubtedly experiences anxiousness to varying degrees. High anxiety children must participate in order to lower anxiety in the classroom. To establish a

welcoming atmosphere in the classroom, the students should work together. Students who experience less anxiety should support others who have more anxiety instead of making fun of them. They need to understand that making mistakes when learning a new language is normal and usual.

### 3. For Institution

The researcher believes that future researchers would do a better study about language anxiety in many skill areas, such as writing, reading, and listening, due to the limitations of this study. Language anxiety is a persistent issue since it affects the majority of people learning foreign languages. Therefore, more research into specific techniques that can help students lower their anxiety while learning English is desperately needed.

## REFERENCES

- Akbar, A., Sofyan, D., & Damayanti, I. (2018). Factors Causing Foreign Language Anxiety (Fla) in Speaking. *Journal of English Education and Teaching*, 2(2), 46–57. <https://doi.org/10.33369/jeeet.2.2.46-57>
- Bogdan, R., & Biklen, S. (2007). *Qualitative research for education: An introduction to theories and methods*.
- Çakir, I. (2018). Is Listening Instruction Neglected Intentionally or Incidentally in Foreign Language Teaching Contexts? *Journal of Language and Linguistic Studies*, 14(2), 154–172. <https://www.jlls.org/index.php/jlls/article/view/865>
- Donovan, D. (2016). Mental health nursing is stretched to breaking point. *Nursing Standard (Royal College of Nursing (Great Britain) : 1987)*, 30(25), 33. <https://doi.org/10.7748/ns.30.25.33.s40>
- Era Wahyu Ningsih. (2017). Kecemasan dalam Berbicara Bahasa Inggris Mahasiswa Semester Keempat Akademi Bahasa Asing Balikpapan. *Snitt*, 2(1), 277–287. <https://jurnal.poltekba.ac.id/index.php/prosiding/article/view/410>
- Fitriah, & Muna, H. (2019). Foreign Language Speaking Anxiety: A Case Study at English Foreign Language Speaking Anxiety. *Jurnal Ilmiah DIDAKTIKA*, 19(2), 141–158.
- Herwanto, R. (2013). Factors That Cause Language Anxiety in the English. *Thesis*, i–125.
- H, Kayi. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*,

XII(11), pg 1. <http://www.iteslj.org>  
Leong, L., & Ahmadi, S. M. (n.d.). *c r v i h o e f*.

H, Nassaji. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, 19(2), 129–132. <https://doi.org/10.1177/1362168815572747>

Mahmoodzadeh, M. (2012). Investigating Foreign Language Speaking Anxiety within the EFL Learner's Interlanguage System: The Case of Iranian Learners. *Journal of Language Teaching and Research*, 3(3). <https://doi.org/10.4304/jltr.3.3.466-476>

Naser Oteir, I., & Nijr Al-Otaibi, A. (2019). Foreign Language Anxiety: A Systematic Review. *Arab World English Journal*, 10(3), 309–317. <https://doi.org/10.24093/awej/vol10no3.21>

Resha, P. W., Mawardin, M. S., & Waris, A. (2015). Developing speaking skill of grade VIII students through short conversation. *Journal of English Language Teaching Society (ELTS)*, 3(1), 1–13. <https://media.neliti.com/media/publications/244500-none-65dd45e8.pdf>

Sağlamel, H., & Kayaoğlu, M. N. (2013). Creative drama: A possible way to alleviate foreign language anxiety. *RELC Journal*, 44(3), 377–394. <https://doi.org/10.1177/0033688213500597>

Sugiono. (2018). *Methodologi Penelitian Kuantitatif Kualitatif dan R&D*. (Bandung: Alfabeta, 2018), hal. 9

*the Application of Synectics Model To Improve*. (n.d.). 2, 27–38.

Tran, T. T. T. (2012). A review of Horwitz, Horwitz and Cope's theory of foreign language anxiety and the challenges to the theory. *English Language Teaching*, 5(1), 69–75. <https://doi.org/10.5539/elt.v5n1p69>



**A  
P  
P  
E  
N  
D  
I  
X  
E  
S**

APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa Inggris di kelas English conversation                       |   | ✗ | ✓ |   |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa Inggris                                            |   | ✗ | ✓ |   |   |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa Inggris                                    |   | ✗ |   | ✓ |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa Inggris berlangsung                              |   | ✗ |   | ✓ |   |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       |   |   | ✓ |   |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa Inggris                                                |   | ✗ |   | ✗ | ✓ |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   | ✗ |   | ✓ |   |
| 8  | Saya sangat senang belajar bahasa Inggris saat mata kuliah English conversation berlangsung                                   |   |   | ✓ | ✗ |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   |   | ✓ | ✗ |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa Inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   |   | ✓ | ✗ |   |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa Inggris tanpa persiapan                                                   |   |   | ✓ |   |   |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa Inggris                                                   |   |   | ✓ |   |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 |   |   | ✓ |   |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa Inggris                                 |   |   | ✓ |   |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   |   |   | ✓ |   |

|        | bahasa inggris                                                                                                |  |  |   |   |  |
|--------|---------------------------------------------------------------------------------------------------------------|--|--|---|---|--|
| 16     | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                |  |  | ✓ |   |  |
| 17     | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         |  |  |   | ✓ |  |
| 18     | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             |  |  | ✓ |   |  |
| 19     | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  |  |  |   | ✓ |  |
| 20     | Saya merasa merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                        |  |  | ✓ |   |  |
| 21     | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             |  |  | ✓ |   |  |
| 22     | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                |  |  | ✓ |   |  |
| 23     | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   |  |  | ✓ |   |  |
| 24     | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        |  |  | ✓ |   |  |
| 25     | Saya takut gagal berbicara didepan kelas dengan menggunakan bahasa inggris                                    |  |  | ✓ |   |  |
| 26     | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                |  |  | ✓ |   |  |
| 27     | Saya merasa kevalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          |  |  |   | ✓ |  |
| 28     | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                |  |  | ✓ |   |  |
| 29     | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   |  |  | ✓ |   |  |
| 30     | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    |  |  | ✓ |   |  |
| 31     | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung |  |  | ✓ |   |  |
| 32     | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              |  |  | ✓ |   |  |
| 33     | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     |  |  | ✓ |   |  |
| Jumlah |                                                                                                               |  |  |   |   |  |

APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa inggris di kelas English conversation                       |   | ✓ |   |   |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa inggris                                            |   | ✓ |   |   |   |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris                                    |   | ✓ |   |   |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa inggris berlangsung                              |   | ✓ |   |   |   |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       |   | ✓ |   |   |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa inggris                                                |   | ✓ |   |   |   |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   | ✓ |   |   |   |
| 8  | Saya sangat senang belajar bahasa inggris saat mata kuliah English conversation berlangsung                                   |   | ✓ |   |   |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   | ✓ |   |   |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   | ✓ |   |   |   |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa inggris tanpa persiapan                                                   |   | ✓ |   |   |   |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa inggris                                                   |   | ✓ |   |   |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 |   | ✓ |   |   |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa inggris                                 |   | ✓ |   |   |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   | ✓ |   |   |   |

|        |                                                                                                               |   |  |   |   |  |
|--------|---------------------------------------------------------------------------------------------------------------|---|--|---|---|--|
|        | bahasa inggris                                                                                                |   |  |   |   |  |
| 16     | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                | ✓ |  |   |   |  |
| 17     | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         | ✓ |  |   |   |  |
| 18     | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             | ✓ |  |   |   |  |
| 19     | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  | ✓ |  |   |   |  |
| 20     | Saya merasa merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                        |   |  | ✓ |   |  |
| 21     | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             |   |  |   | ✓ |  |
| 22     | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                | ✓ |  |   |   |  |
| 23     | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   |   |  |   | ✓ |  |
| 24     | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        |   |  |   | ✓ |  |
| 25     | Saya takut gagal berbicara didepan kelas dengan menggunakan bahasa inggris                                    |   |  |   | ✓ |  |
| 26     | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                | ✓ |  |   |   |  |
| 27     | Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          | ✓ |  |   |   |  |
| 28     | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                | ✓ |  |   |   |  |
| 29     | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   | ✓ |  |   |   |  |
| 30     | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    | ✓ |  |   |   |  |
| 31     | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung | ✓ |  |   |   |  |
| 32     | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              | ✓ |  |   |   |  |
| 33     | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     | ✓ |  |   |   |  |
| Jumlah |                                                                                                               |   |  |   |   |  |



|        |                                                                                                               |  |  |   |  |   |   |  |
|--------|---------------------------------------------------------------------------------------------------------------|--|--|---|--|---|---|--|
|        | bahasa inggris                                                                                                |  |  |   |  |   |   |  |
| 16     | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                |  |  |   |  | ✓ |   |  |
| 17     | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         |  |  |   |  | ✓ |   |  |
| 18     | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             |  |  |   |  | ✓ |   |  |
| 19     | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  |  |  |   |  | ✓ |   |  |
| 20     | Saya merasa merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                        |  |  |   |  | ✓ |   |  |
| 21     | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             |  |  |   |  | ✓ |   |  |
| 22     | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                |  |  |   |  | ✓ |   |  |
| 23     | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   |  |  | ✓ |  |   |   |  |
| 24     | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        |  |  | ✓ |  |   |   |  |
| 25     | Saya takut gagal berbicara didepan kelas dengan menggunakan bahasa inggris                                    |  |  |   |  | ✓ |   |  |
| 26     | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                |  |  |   |  | ✓ |   |  |
| 27     | Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          |  |  |   |  | ✓ |   |  |
| 28     | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                |  |  |   |  | ✓ |   |  |
| 29     | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   |  |  |   |  | ✓ |   |  |
| 30     | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    |  |  |   |  | ✓ |   |  |
| 31     | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung |  |  |   |  | ✓ |   |  |
| 32     | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              |  |  |   |  |   | ✓ |  |
| 33     | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     |  |  |   |  | ✓ |   |  |
| Jumlah |                                                                                                               |  |  |   |  |   |   |  |

APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa inggris di kelas English conversation                       |   | ✓ |   |   |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa inggris                                            |   | ✓ |   |   |   |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris                                    |   |   | ✓ |   |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa inggris berlangsung                              |   | ✓ |   |   |   |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       |   | ✓ |   |   |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa inggris                                                |   |   |   |   | ✓ |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   |   |   | ✓ |   |
| 8  | Saya sangat senang belajar bahasa inggris saat mata kuliah English conversation berlangsung                                   |   | ✓ |   |   |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   |   |   | ✓ |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   | ✓ |   |   |   |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa inggris tanpa persiapan                                                   |   |   |   |   | ✓ |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa inggris                                                   |   |   | ✓ |   |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 |   | ✓ |   |   |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa inggris                                 |   | ✓ |   |   |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   |   |   | ✓ |   |

|        |                                                                                                               |   |   |   |  |   |  |
|--------|---------------------------------------------------------------------------------------------------------------|---|---|---|--|---|--|
|        | bahasa inggris                                                                                                |   |   |   |  |   |  |
| 16     | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                |   |   |   |  | ✓ |  |
| 17     | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         |   |   | ✓ |  |   |  |
| 18     | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             | ✓ |   |   |  |   |  |
| 19     | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  |   |   |   |  | ✓ |  |
| 20     | Saya merasa merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                        |   |   |   |  | ✓ |  |
| 21     | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             |   | ✓ |   |  |   |  |
| 22     | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                | ✓ |   |   |  |   |  |
| 23     | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   |   | ✓ |   |  |   |  |
| 24     | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        |   | ✓ |   |  |   |  |
| 25     | Saya takut gagal berbicara di depan kelas dengan menggunakan bahasa inggris                                   | ✓ |   |   |  |   |  |
| 26     | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                |   | ✓ |   |  |   |  |
| 27     | Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          |   | ✓ |   |  |   |  |
| 28     | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                |   | ✓ |   |  |   |  |
| 29     | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   |   | ✓ |   |  |   |  |
| 30     | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    |   |   |   |  | ✓ |  |
| 31     | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung |   | ✓ |   |  |   |  |
| 32     | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              |   | ✓ |   |  |   |  |
| 33     | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     |   | ✓ |   |  |   |  |
| Jumlah |                                                                                                               |   |   |   |  |   |  |



APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa inggris di kelas English conversation                       |   |   |   | ✓ |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa inggris                                            |   |   |   |   | ✓ |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris                                    |   | ✓ |   |   |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa inggris berlangsung                              |   |   | ✓ |   |   |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       |   |   | ✓ |   |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa inggris                                                |   |   |   | ✓ |   |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   | ✓ |   |   |   |
| 8  | Saya sangat senang belajar bahasa inggris saat mata kuliah English conversation berlangsung                                   |   | ✓ |   |   |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   | ✓ |   |   |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   |   | ✓ |   |   |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa inggris tanpa persiapan                                                   |   |   | ✓ |   |   |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa inggris                                                   |   | ✓ |   |   |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 |   | ✓ |   |   |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa inggris                                 |   | ✓ |   |   |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   | ✓ |   |   |   |

|        |                                                                                                               |   |   |   |   |  |
|--------|---------------------------------------------------------------------------------------------------------------|---|---|---|---|--|
|        | bahasa inggris                                                                                                |   |   |   |   |  |
| 16     | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                | ✓ |   |   |   |  |
| 17     | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         | ✓ |   |   |   |  |
| 18     | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             | ✓ |   |   |   |  |
| 19     | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  | ✓ |   |   |   |  |
| 20     | Saya merasa merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                        | ✓ |   |   |   |  |
| 21     | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             | ✓ |   |   |   |  |
| 22     | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                |   | ✓ |   |   |  |
| 23     | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   |   |   |   | ✓ |  |
| 24     | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        |   |   |   | ✓ |  |
| 25     | Saya takut gagal berbicara didepan kelas dengan menggunakan bahasa inggris                                    |   | ✓ |   |   |  |
| 26     | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                |   | ✓ |   |   |  |
| 27     | Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          |   | ✓ |   |   |  |
| 28     | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                | ✓ |   |   |   |  |
| 29     | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   | ✓ |   |   |   |  |
| 30     | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    | ✓ |   |   |   |  |
| 31     | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung | ✓ |   |   |   |  |
| 32     | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              | ✓ |   |   |   |  |
| 33     | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     |   |   | ✓ |   |  |
| Jumlah |                                                                                                               |   |   |   |   |  |

APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa inggris di kelas English conversation                       |   |   |   | ✓ |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa inggris                                            |   |   | ✓ |   |   |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris                                    |   |   | ✓ |   |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa inggris berlangsung                              |   |   | ✓ |   |   |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       |   |   | ✓ |   |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa inggris                                                |   |   | ✓ |   |   |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   |   | ✓ |   |   |
| 8  | Saya sangat senang belajar bahasa inggris saat mata kuliah English conversation berlangsung                                   |   |   | ✓ |   |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   |   | ✓ |   |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   |   | ✓ |   |   |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa inggris tanpa persiapan                                                   |   |   | ✓ |   |   |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa inggris                                                   |   |   | ✓ |   |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 |   |   |   | ✓ |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa inggris                                 |   |   | ✓ |   |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   |   |   | ✓ |   |





APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa Inggris di kelas English conversation                       |   | ✓ |   |   |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa Inggris                                            |   |   |   | ✓ |   |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa Inggris                                    | ✓ |   |   |   |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa Inggris berlangsung                              |   |   |   | ✓ |   |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       |   |   | ✓ |   |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa Inggris                                                |   |   |   | ✓ |   |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   | ✓ |   |   |   |
| 8  | Saya sangat senang belajar bahasa Inggris saat mata kuliah English conversation berlangsung                                   |   |   | ✓ |   |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   | ✓ |   |   |   |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa Inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   |   |   | ✓ |   |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa Inggris tanpa persiapan                                                   |   |   |   | ✓ |   |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa Inggris                                                   |   |   | ✓ |   |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 |   | ✓ |   |   |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa Inggris                                 |   | ✓ |   |   |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   |   |   | ✓ |   |

|        |                                                                                                               |   |   |   |  |   |   |
|--------|---------------------------------------------------------------------------------------------------------------|---|---|---|--|---|---|
|        | bahasa inggris                                                                                                |   |   |   |  |   |   |
| 16     | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                |   |   |   |  | ✓ |   |
| 17     | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         |   |   |   |  | ✓ |   |
| 18     | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             |   |   | ✓ |  |   |   |
| 19     | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  |   | ✓ |   |  |   |   |
| 20     | Saya merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                               |   | ✓ |   |  |   |   |
| 21     | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             |   | ✓ |   |  |   |   |
| 22     | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                |   |   |   |  |   | ✓ |
| 23     | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   | ✓ |   |   |  |   |   |
| 24     | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        |   | ✓ |   |  |   |   |
| 25     | Saya takut gagal berbicara di depan kelas dengan menggunakan bahasa inggris                                   |   | ✓ |   |  |   |   |
| 26     | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                |   |   |   |  | ✓ |   |
| 27     | Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          |   |   |   |  | ✓ |   |
| 28     | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                |   |   |   |  |   | ✓ |
| 29     | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   | ✓ |   |   |  |   |   |
| 30     | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    |   |   | ✓ |  |   |   |
| 31     | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung |   | ✓ |   |  |   |   |
| 32     | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              |   |   |   |  | ✓ |   |
| 33     | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     |   | ✓ |   |  |   |   |
| Jumlah |                                                                                                               |   |   |   |  |   |   |

APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa inggris di kelas English conversation                       |   |   |   | ✓ |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa inggris                                            |   | ✓ |   |   |   |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris                                    |   | ✓ |   |   |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa inggris berlangsung                              |   |   |   | ✓ |   |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       |   | ✓ |   |   |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa inggris                                                |   |   |   | ✓ |   |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   |   |   | ✓ |   |
| 8  | Saya sangat senang belajar bahasa inggris saat mata kuliah English conversation berlangsung                                   |   |   | ✓ |   |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   | ✓ |   |   |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   |   |   | ✓ |   |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa inggris tanpa persiapan                                                   |   |   |   | ✓ |   |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa inggris                                                   |   | ✓ |   |   |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 |   | ✓ |   |   |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa inggris                                 |   |   | ✓ |   |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   |   |   | ✓ |   |

|        |                                                                                                               |  |   |   |  |   |  |
|--------|---------------------------------------------------------------------------------------------------------------|--|---|---|--|---|--|
|        | bahasa inggris                                                                                                |  |   |   |  |   |  |
| 16     | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                |  | ✓ |   |  |   |  |
| 17     | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         |  | ✓ |   |  |   |  |
| 18     | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             |  |   | ✓ |  |   |  |
| 19     | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  |  | ✓ |   |  |   |  |
| 20     | Saya merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                               |  | ✓ |   |  |   |  |
| 21     | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             |  | ✓ |   |  |   |  |
| 22     | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                |  |   | ✓ |  |   |  |
| 23     | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   |  | ✓ |   |  |   |  |
| 24     | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        |  |   |   |  | ✓ |  |
| 25     | Saya takut gagal berbicara di depan kelas dengan menggunakan bahasa inggris                                   |  | ✓ |   |  |   |  |
| 26     | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                |  | ✓ |   |  |   |  |
| 27     | Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          |  |   |   |  | ✓ |  |
| 28     | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                |  |   | ✓ |  |   |  |
| 29     | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   |  | ✓ |   |  |   |  |
| 30     | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    |  |   | ✓ |  |   |  |
| 31     | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung |  | ✓ |   |  |   |  |
| 32     | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              |  |   | ✓ |  |   |  |
| 33     | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     |  |   |   |  | ✓ |  |
| Jumlah |                                                                                                               |  |   |   |  |   |  |



APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa inggris di kelas English conversation                       |   |   |   | ✓ |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa inggris                                            | ✓ |   |   |   |   |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris                                    |   | ✓ |   |   |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa inggris berlangsung                              |   | ✓ |   |   |   |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       | ✓ |   |   |   |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa inggris                                                |   |   |   | ✓ |   |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   |   |   |   | ✓ |
| 8  | Saya sangat senang belajar bahasa inggris saat mata kuliah English conversation berlangsung                                   |   | ✓ |   |   |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   | ✓ |   |   |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   |   |   |   | ✓ |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa inggris tanpa persiapan                                                   |   |   |   | ✓ |   |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa inggris                                                   |   |   |   |   | ✓ |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 | ✓ |   |   |   |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa inggris                                 | ✓ |   |   |   |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   |   |   |   | ✓ |

|        |                                                                                                               |   |   |  |  |  |   |
|--------|---------------------------------------------------------------------------------------------------------------|---|---|--|--|--|---|
|        | bahasa inggris                                                                                                |   |   |  |  |  |   |
| 16     | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                |   |   |  |  |  | ✓ |
| 17     | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         |   |   |  |  |  | ✓ |
| 18     | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             |   |   |  |  |  | ✓ |
| 19     | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  |   |   |  |  |  | ✓ |
| 20     | Saya merasa merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                        |   |   |  |  |  | ✓ |
| 21     | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             |   |   |  |  |  | ✓ |
| 22     | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                | ✓ |   |  |  |  |   |
| 23     | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   |   |   |  |  |  | ✓ |
| 24     | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        |   |   |  |  |  | ✓ |
| 25     | Saya takut gagal berbicara didepan kelas dengan menggunakan bahasa inggris                                    |   |   |  |  |  | ✓ |
| 26     | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                |   |   |  |  |  | ✓ |
| 27     | Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          |   |   |  |  |  | ✓ |
| 28     | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                | ✓ |   |  |  |  |   |
| 29     | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   |   |   |  |  |  | ✓ |
| 30     | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    |   | ✓ |  |  |  |   |
| 31     | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung |   |   |  |  |  | ✓ |
| 32     | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              | ✓ |   |  |  |  |   |
| 33     | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     |   |   |  |  |  | ✓ |
| Jumlah |                                                                                                               |   |   |  |  |  |   |

APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa inggris di kelas English conversation                       |   |   | ✓ |   |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa inggris                                            |   |   | ✓ |   |   |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris                                    |   |   | ✓ |   |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa inggris berlangsung                              |   |   |   |   | ✓ |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       | ✓ |   |   |   |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa inggris                                                |   |   | ✓ |   | ✓ |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   |   | ✓ |   |   |
| 8  | Saya sangat senang belajar bahasa inggris saat mata kuliah English conversation berlangsung                                   |   |   | ✓ |   |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   |   | ✓ |   |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   |   | ✓ |   |   |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa inggris tanpa persiapan                                                   |   |   | ✓ |   |   |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa inggris                                                   |   |   | ✓ |   |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 |   | ✓ |   |   |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa inggris                                 |   | ✓ |   |   |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   |   |   |   | ✓ |



|        |                                                                                                               |   |  |   |   |   |  |
|--------|---------------------------------------------------------------------------------------------------------------|---|--|---|---|---|--|
|        | bahasa inggris                                                                                                |   |  |   |   |   |  |
| 16     | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                |   |  | ✓ |   |   |  |
| 17     | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         |   |  | ✓ |   |   |  |
| 18     | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             |   |  | ✓ |   |   |  |
| 19     | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  |   |  |   | ✓ |   |  |
| 20     | Saya merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                               |   |  |   | ✓ |   |  |
| 21     | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             |   |  | ✓ |   |   |  |
| 22     | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                |   |  |   | ✓ |   |  |
| 23     | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   |   |  |   |   | ✓ |  |
| 24     | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        |   |  | ✓ |   |   |  |
| 25     | Saya takut gagal berbicara di depan kelas dengan menggunakan bahasa inggris                                   |   |  | ✓ |   |   |  |
| 26     | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                |   |  |   | ✓ |   |  |
| 27     | Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          |   |  | ✓ |   |   |  |
| 28     | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                |   |  | ✓ |   |   |  |
| 29     | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   | ✓ |  |   |   |   |  |
| 30     | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    |   |  | ✓ |   |   |  |
| 31     | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung |   |  | ✓ |   |   |  |
| 32     | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              |   |  | ✓ |   |   |  |
| 33     | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     |   |  |   | ✓ |   |  |
| Jumlah |                                                                                                               |   |  |   |   |   |  |

APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa inggris di kelas English conversation                       |   |   | ✓ |   |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa inggris                                            |   |   |   |   | ✓ |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris                                    |   |   |   | ✓ |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa inggris berlangsung                              |   |   | ✓ |   |   |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       |   |   | ✓ |   |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa inggris                                                |   |   |   |   | ✓ |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   |   |   | ✓ |   |
| 8  | Saya sangat senang belajar bahasa inggris saat mata kuliah English conversation berlangsung                                   |   | ✓ |   |   |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   |   | ✓ |   |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   |   |   |   | ✓ |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa inggris tanpa persiapan                                                   |   |   |   | ✓ |   |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa inggris                                                   |   |   | ✓ |   |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 | ✓ |   |   |   |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa inggris                                 | ✓ |   |   |   |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   |   |   |   | ✓ |

|        |                                                                                                               |   |   |   |   |  |   |   |
|--------|---------------------------------------------------------------------------------------------------------------|---|---|---|---|--|---|---|
|        | bahasa inggris                                                                                                |   |   |   |   |  |   |   |
| 16     | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                |   |   |   |   |  | ✓ |   |
| 17     | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         |   | ✓ |   |   |  |   |   |
| 18     | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             |   |   |   | ✓ |  |   |   |
| 19     | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  |   | ✓ |   |   |  |   |   |
| 20     | Saya merasa merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                        |   |   |   | ✓ |  |   |   |
| 21     | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             |   |   |   | ✓ |  |   |   |
| 22     | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                |   |   |   | ✓ |  |   |   |
| 23     | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   |   |   |   |   |  | ✓ |   |
| 24     | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        |   |   |   |   |  | ✓ |   |
| 25     | Saya takut gagal berbicara di depan kelas dengan menggunakan bahasa inggris                                   |   | ✓ |   |   |  |   |   |
| 26     | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                |   | ✓ |   |   |  |   |   |
| 27     | Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          |   |   |   |   |  |   | ✓ |
| 28     | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                |   |   | ✓ |   |  |   |   |
| 29     | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   | ✓ |   |   |   |  |   |   |
| 30     | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    | ✓ |   |   |   |  |   |   |
| 31     | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung |   | ✓ |   |   |  |   |   |
| 32     | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              |   |   |   | ✓ |  |   |   |
| 33     | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     |   |   |   |   |  | ✓ |   |
| Jumlah |                                                                                                               |   |   |   |   |  |   |   |



APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa inggris di kelas English conversation                       |   | ✓ |   |   |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa inggris                                            |   |   |   | ✓ |   |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris                                    |   |   |   | ✓ |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa inggris berlangsung                              |   |   |   | ✓ |   |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       |   |   | ✓ |   |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa inggris                                                |   |   |   | ✓ |   |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   |   |   | ✓ |   |
| 8  | Saya sangat senang belajar bahasa inggris saat mata kuliah English conversation berlangsung                                   |   | ✓ |   |   |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   | ✓ |   |   |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   |   |   | ✓ |   |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa inggris tanpa persiapan                                                   |   |   |   | ✓ |   |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa inggris                                                   |   |   |   | ✓ |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 |   | ✓ |   |   |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa inggris                                 |   |   |   | ✓ |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   |   |   | ✓ |   |

|        |                                                                                                               |   |  |   |   |  |
|--------|---------------------------------------------------------------------------------------------------------------|---|--|---|---|--|
|        | bahasa inggris                                                                                                |   |  |   |   |  |
| 16     | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                | ✓ |  |   |   |  |
| 17     | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         | ✓ |  |   |   |  |
| 18     | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             |   |  |   | ✓ |  |
| 19     | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  | ✓ |  |   |   |  |
| 20     | Saya merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                               | ✓ |  |   |   |  |
| 21     | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             | ✓ |  |   |   |  |
| 22     | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                |   |  |   | ✓ |  |
| 23     | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   |   |  |   | ✓ |  |
| 24     | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        | ✓ |  |   |   |  |
| 25     | Saya takut gagal berbicara didepan kelas dengan menggunakan bahasa inggris                                    | ✓ |  |   |   |  |
| 26     | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                |   |  | ✓ |   |  |
| 27     | Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          |   |  |   | ✓ |  |
| 28     | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                |   |  |   | ✓ |  |
| 29     | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   | ✓ |  |   |   |  |
| 30     | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    |   |  |   | ✓ |  |
| 31     | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung | ✓ |  |   |   |  |
| 32     | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              |   |  |   | ✓ |  |
| 33     | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     | ✓ |  |   |   |  |
| Jumlah |                                                                                                               |   |  |   |   |  |



APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa inggris di kelas English conversation                       |   | ✓ |   |   |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa inggris                                            | ✓ |   |   |   |   |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris                                    |   | ✓ |   |   |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa inggris berlangsung                              |   |   |   | ✓ |   |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       |   | ✓ |   |   |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa inggris                                                |   |   |   | ✓ |   |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   | ✓ |   |   |   |
| 8  | Saya sangat senang belajar bahasa inggris saat mata kuliah English conversation berlangsung                                   |   | ✓ |   |   |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   |   |   | ✓ |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   | ✓ |   |   |   |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa inggris tanpa persiapan                                                   |   |   | ✓ |   |   |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa inggris                                                   |   |   | ✓ |   |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 |   | ✓ |   |   |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa inggris                                 | ✓ |   |   |   |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   |   |   | ✓ |   |



APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa inggris di kelas English conversation                       |   |   | ✓ |   |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa inggris                                            |   |   | ✓ |   |   |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris                                    |   |   | ✓ |   |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa inggris berlangsung                              |   |   |   |   | ✓ |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       |   |   |   | ✓ |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa inggris                                                |   |   |   | ✓ |   |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   |   |   | ✓ |   |
| 8  | Saya sangat senang belajar bahasa inggris saat mata kuliah English conversation berlangsung                                   |   |   |   | ✓ |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   |   |   | ✓ |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   |   |   | ✓ |   |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa inggris tanpa persiapan                                                   |   |   | ✓ |   |   |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa inggris                                                   |   |   |   | ✓ |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 |   |   |   | ✓ |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa inggris                                 |   |   |   | ✓ |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   |   |   | ✓ |   |

|        |                                                                                                               |  |  |  |  |   |   |
|--------|---------------------------------------------------------------------------------------------------------------|--|--|--|--|---|---|
|        | bahasa inggris                                                                                                |  |  |  |  |   |   |
| 16     | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                |  |  |  |  | ✓ |   |
| 17     | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         |  |  |  |  | ✓ |   |
| 18     | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             |  |  |  |  | ✓ |   |
| 19     | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  |  |  |  |  |   | ✓ |
| 20     | Saya merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                               |  |  |  |  |   | ✓ |
| 21     | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             |  |  |  |  |   | ✓ |
| 22     | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                |  |  |  |  | ✓ |   |
| 23     | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   |  |  |  |  | ✓ |   |
| 24     | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        |  |  |  |  | ✓ |   |
| 25     | Saya takut gagal berbicara di depan kelas dengan menggunakan bahasa inggris                                   |  |  |  |  | ✓ |   |
| 26     | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                |  |  |  |  | ✓ |   |
| 27     | Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          |  |  |  |  |   | ✓ |
| 28     | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                |  |  |  |  |   | ✓ |
| 29     | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   |  |  |  |  | ✓ |   |
| 30     | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    |  |  |  |  | ✓ |   |
| 31     | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung |  |  |  |  | ✓ |   |
| 32     | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              |  |  |  |  |   | ✓ |
| 33     | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     |  |  |  |  | ✓ |   |
| Jumlah |                                                                                                               |  |  |  |  |   |   |



APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa inggris di kelas English conversation                       |   | ✓ |   |   |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa inggris                                            |   |   |   | ✓ |   |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris                                    |   | ✓ |   |   |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa inggris berlangsung                              |   |   | ✓ |   |   |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       |   |   |   | ✓ |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa inggris                                                |   | ✓ |   |   |   |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   | ✓ |   |   |   |
| 8  | Saya sangat senang belajar bahasa inggris saat mata kuliah English conversation berlangsung                                   |   |   | ✓ |   |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   | ✓ |   |   |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   |   |   |   | ✓ |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa inggris tanpa persiapan                                                   |   |   |   | ✓ |   |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa inggris                                                   |   | ✓ |   |   |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 | ✓ |   |   |   |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa inggris                                 | ✓ |   |   |   |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   |   |   | ✓ |   |

|        | bahasa inggris                                                                                                |   |   |   |   |   |
|--------|---------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 16     | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                | ✓ |   |   |   |   |
| 17     | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         | ✓ |   |   |   |   |
| 18     | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             |   | ✓ |   |   |   |
| 19     | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  |   | ✓ |   |   |   |
| 20     | Saya merasa merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                        | ✓ |   |   |   |   |
| 21     | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             |   | ✓ |   |   |   |
| 22     | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                |   | ✓ |   |   |   |
| 23     | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   |   |   |   |   | ✓ |
| 24     | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        |   |   |   |   | ✓ |
| 25     | Saya takut gagal berbicara di depan kelas dengan menggunakan bahasa inggris                                   |   |   |   | ✓ |   |
| 26     | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                |   |   | ✓ |   |   |
| 27     | Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          |   |   | ✓ |   |   |
| 28     | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                | ✓ |   |   |   |   |
| 29     | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   |   |   |   |   | ✓ |
| 30     | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    |   | ✓ |   |   |   |
| 31     | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung |   |   |   |   | ✓ |
| 32     | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              |   | ✓ |   |   |   |
| 33     | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     |   |   |   |   | ✓ |
| Jumlah |                                                                                                               |   |   |   |   |   |

APPENDIX 1

Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa inggris di kelas English conversation                       |   | ✓ |   |   |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa inggris                                            |   | ✓ |   |   |   |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris                                    | ✓ |   |   |   |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa inggris berlangsung                              |   |   |   |   | ✓ |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       |   |   |   | ✓ |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa inggris                                                |   |   |   |   | ✓ |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          | ✓ |   |   |   |   |
| 8  | Saya sangat senang belajar bahasa inggris saat mata kuliah English conversation berlangsung                                   |   |   | ✓ |   |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   |   | ✓ |   |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   |   |   |   | ✓ |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa inggris tanpa persiapan                                                   |   |   |   |   | ✓ |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa inggris                                                   |   |   |   | ✓ |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 | ✓ |   |   |   |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa inggris                                 | ✓ |   |   |   |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   |   | ✓ |   |   |

|        |                                                                                                               |   |   |   |  |   |  |
|--------|---------------------------------------------------------------------------------------------------------------|---|---|---|--|---|--|
|        | bahasa inggris                                                                                                |   |   |   |  |   |  |
| 16     | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                |   |   | ✓ |  |   |  |
| 17     | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         | ✓ |   |   |  |   |  |
| 18     | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             |   |   | ✓ |  |   |  |
| 19     | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  |   |   |   |  | ✓ |  |
| 20     | Saya merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                               |   | ✓ |   |  |   |  |
| 21     | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             |   |   | ✓ |  |   |  |
| 22     | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                |   |   | ✓ |  |   |  |
| 23     | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   |   |   | ✓ |  |   |  |
| 24     | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        |   |   | ✓ |  |   |  |
| 25     | Saya takut gagal berbicara di depan kelas dengan menggunakan bahasa inggris                                   |   |   |   |  | ✓ |  |
| 26     | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                |   |   | ✓ |  |   |  |
| 27     | Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          |   |   | ✓ |  |   |  |
| 28     | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                |   |   | ✓ |  |   |  |
| 29     | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   | ✓ |   |   |  |   |  |
| 30     | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    |   |   | ✓ |  |   |  |
| 31     | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung |   |   | ✓ |  |   |  |
| 32     | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              |   | ✓ |   |  |   |  |
| 33     | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     |   |   | ✓ |  |   |  |
| Jumlah |                                                                                                               |   |   |   |  |   |  |



APPENDIX 1  
Questionnaires From Horwitz et al. (1986)

Kode pertanyaan

1 : Sangat Setuju

2 : Setuju

3 : Ragu-ragu

4 : Tidak Setuju

5 : Sangat Tidak Setuju

| No | Pertanyaan                                                                                                                    | 1 | 2 | 3 | 4 | 5 |
|----|-------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1  | Saya tidak pernah merasa cukup yakin ketika saya berbicara bahasa inggris di kelas English conversation                       |   | ✓ |   |   |   |
| 2  | Saya tidak takut untuk membuat kesalahan saat berbicara menggunakan bahasa inggris                                            |   |   |   | ✓ |   |
| 3  | Saya merasa takut ketika saya tidak mengerti apa yang diucapkan dosen dalam bahasa inggris                                    |   | ✓ |   |   |   |
| 4  | Saya merasa takut tanpa alasan yang jelas, ketika proses pembelajaran bahasa inggris berlangsung                              |   |   | ✓ |   |   |
| 5  | Saya biasanya merasa tenang selama tampil di kelas English conversation                                                       |   | ✓ |   |   |   |
| 6  | Saya merasa panik saat mendengarkan dosen berbicara menggunakan bahasa inggris                                                |   | ✓ |   |   |   |
| 7  | Saya tidak pernah merasa percaya diri ketika saya berbicara di kelas public speaking                                          |   | ✓ |   |   |   |
| 8  | Saya sangat senang belajar bahasa inggris saat mata kuliah English conversation berlangsung                                   |   |   |   | ✓ |   |
| 9  | Dikelas English conversation, saya bisa sangat gugup sampai saya lupa hal-hal yang saya tau                                   |   | ✓ |   |   |   |
| 10 | Saya hanya diam ketika dosen menyuruh berbicara bahasa inggris karena, saya takut salah dan juga kosa kata saya masih sedikit |   |   |   | ✓ |   |
| 11 | Saya tidak panik ketika saya harus berbicara bahasa inggris tanpa persiapan                                                   |   | ✓ |   | ✓ |   |
| 12 | Saya malu untuk menjawab pertanyaan dosen dengan menggunakan bahasa inggris                                                   |   | ✓ |   | ✓ |   |
| 13 | Saya merasa kesal ketika saya tidak mengerti apa yang di koreksi dengan dosen                                                 |   |   |   | ✓ |   |
| 14 | Saya tidak takut di kritik oleh teman ketika saya salah mengucapkan kata dalam bahasa inggris                                 |   |   | ✓ |   |   |
| 15 | Saya merasa tidak ingin mengikuti kelas mata kuliah                                                                           |   |   |   | ✓ |   |

|    |                                                                                                               |   |  |   |   |   |  |
|----|---------------------------------------------------------------------------------------------------------------|---|--|---|---|---|--|
|    | bahasa inggris                                                                                                |   |  |   |   |   |  |
| 16 | Saya selalu berpikir bahwa bahasa inggris siswa lain lebih baik dari pada saya                                | ✓ |  |   |   |   |  |
| 17 | Saya merasakan hati berdebar kencang ketika saya akan di panggil di kelas saat belajar bahasa inggris         | ✓ |  |   |   |   |  |
| 18 | Ketika saya akan mengikuti pelajaran bahasa inggris, saya merasa santai dan yakin                             | ✓ |  |   |   |   |  |
| 19 | Saya merasa lebih tegang dan gugup saat belajar bahasa inggris dari pada mata kuliah lainnya                  |   |  |   | ✓ |   |  |
| 20 | Saya merasa merasa sangat canggung ketika berbicara bahasa inggris di depan siswa lain                        | ✓ |  |   |   |   |  |
| 21 | Saya merasa gugup ketika saya tidak mengerti setiap kata yang diucapkan oleh dosen bahasa inggris             |   |  | ✓ |   |   |  |
| 22 | Saya selalu tenang ketika mengikuti ujian lisan bahasa inggris                                                | ✓ |  |   |   |   |  |
| 23 | Saya merasa takut apabila siswa lain akan menertawakan saya ketika berbicara bahasa inggris                   | ✓ |  |   |   |   |  |
| 24 | Saya merasa gugup ketika dosen mengajukan pertanyaan dengan menggunakan bahasa inggris                        |   |  | ✓ |   |   |  |
| 25 | Saya takut gagal berbicara di depan kelas dengan menggunakan bahasa inggris                                   |   |  |   | ✓ |   |  |
| 26 | Saya takut mengemukakan pendapat karena dosennya membuat cemas                                                | ✓ |  |   |   |   |  |
| 27 | Saya merasa kewalahan dengan beberapa aturan yang harus saya pelajari untuk berbicara bahasa inggris          |   |  | ✓ |   |   |  |
| 28 | Saya tidak akan merasa gugup untuk berbicara bahasa inggris dengan penutur asli bahasa inggris                | ✓ |  |   |   |   |  |
| 29 | Saya sangat gugup dan cemas ketika ujian lisan bahasa inggris di laksanakan secara mendadak                   |   |  |   |   | ✓ |  |
| 30 | Bahkan apabila saya sudah mempersiapkan untuk kelas English conversation, saya tetap cemas                    |   |  | ✓ |   |   |  |
| 31 | Saya merasa sangat cemas ketika dosen bahasa inggris menatap mata saya ketika proses pembelajaran berlangsung |   |  |   | ✓ |   |  |
| 32 | Saya merasa sangat percaya diri saat menjawab pertanyaan dosen dengan menggunakan bahasa inggris              | ✓ |  |   |   |   |  |
| 33 | Saya merasa lebih gelisah dan cemas saat berbicara di depan teman-teman dengan menggunakan bahasa inggris     |   |  | ✓ |   |   |  |
|    | Jumlah                                                                                                        |   |  |   |   |   |  |

| No | Questionnaire                                                                              | The Percentage of Students' Preference                            |       |    |       |    |       |    |       |    |       | Total |
|----|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------|----|-------|----|-------|----|-------|----|-------|-------|
|    |                                                                                            | $\frac{\text{Students Answer} \times 100}{\text{Total Students}}$ |       |    |       |    |       |    |       |    |       |       |
|    |                                                                                            | SA                                                                | %     | A  | %     | NA | %     | D  | %     | SD | %     |       |
| 1  | I never feel quite sure of myself when I am speaking in my foreign language                | 1                                                                 | 3%    | 15 | 48%   | 7  | 22%   | 7  | 22%   | 1  | 3%    | 31    |
| 2  | I don't worry about making mistakes in language class                                      | 3                                                                 | 9%    | 11 | 35%   | 7  | 22%   | 6  | 19%   | 4  | 12%   | 31    |
| 3  | I feel scared when I don't understand what the lecturer is saying in English               | 4                                                                 | 12,9% | 15 | 48,4% | 5  | 16,1% | 7  | 22,6% | -  | -     | 31    |
| 4  | It frightens me when I don't understand what the lecture is saying in the foreign language | 2                                                                 | 6,5%  | 5  | 16%   | 7  | 22%   | 12 | 38%   | 5  | 16%   | 31    |
| 5  | I usually feel calm when I appear in English conversation class                            | 2                                                                 | 6,5%  | 6  | 19,4% | 4  | 12,9% | 14 | 45,2% | 5  | 16,1% | 31    |
| 6  | During language class, I find myself thinking about                                        | 2                                                                 | 6,5%  | 5  | 16,1% | 8  | 25,8% | 12 | 38,7% | 4  | 12,9% | 31    |

|    | things that have nothing to do with the course                                                                                           |   |       |    |       |    |       |    |       |   |       |    |
|----|------------------------------------------------------------------------------------------------------------------------------------------|---|-------|----|-------|----|-------|----|-------|---|-------|----|
| 7  | I keep thinking that the other students are better at language than I am                                                                 | 3 | 9,7%  | 10 | 32,3% | 5  | 16,1% | 11 | 35,5% | 2 | 6,5%  | 31 |
| 8  | I m usually at ease during test in my language class                                                                                     | 1 | 3,2%  | 10 | 32,3% | 11 | 35,5% | 6  | 19,4% | 3 | 9,7%  | 31 |
| 9  | I start to panic when I have to speak without preparation in language class                                                              | 5 | 16,1% | 14 | 45,2% | 9  | 29%   | 3  | 9,7%  | - | -     | 31 |
| 10 | I was only silent when the lecturer told me to speak English because, I was afraid of being wrong and also my vocabulary was still small | 1 | 3,2%  | 7  | 22,6% | 8  | 25,8% | 10 | 32,3% | 5 | 16,1% | 31 |
| 11 | I don't panic when I have to speak English without preparation                                                                           | 5 | 16,1% | 14 | 45,2% | 9  | 29%   | 3  | 9,7%  | - | -     | 31 |
| 12 | In language class, I can get so nervous I forget things I know                                                                           | 3 | 9,7%  | 10 | 32,3% | 10 | 32,3% | 7  | 22,6% | 1 | 3,2%  | 31 |
| 13 | It embarrasses me to volunteer answer in my language class                                                                               | 2 | 6,5%  | 11 | 35,5% | 12 | 38,7% | 4  | 12,9% | 2 | 6,5%  | 31 |



|    |                                                                               |   |       |    |       |    |       |    |       |   |       |    |
|----|-------------------------------------------------------------------------------|---|-------|----|-------|----|-------|----|-------|---|-------|----|
| 14 | I would not be nervous speaking in the foreign language with native speakers  | 3 | 9,7%  | 11 | 35,5% | 9  | 29%   | 5  | 16,1% | 3 | 9,7%  | 31 |
| 15 | I get upset when I don't understand what the lecture is correcting            | 6 | 19,4% | 14 | 45,2% | 5  | 16,1% | 5  | 16,1% | 1 | 3,2%  | 31 |
| 16 | Even if I am well prepared for language class, I feel anxious about it        | 3 | 9,7%  | 9  | 29%   | 10 | 32,3% | 8  | 25,8% | 1 | 3,2%  | 31 |
| 17 | I often feel like not going to my language class                              | 1 | 3,2%  | 4  | 12,9% | 6  | 19,4% | 15 | 48,4% | 5 | 16,1% | 31 |
| 18 | I feel confident when I speak in foreign language class                       | 2 | 6,5%  | 12 | 38,7% | 12 | 38,7% | 3  | 9,7%  | 2 | 6,5%  | 31 |
| 19 | I am afraid that my language lecture is ready to correct every mistake I make | 7 | 22,6% | 13 | 41,9% | 6  | 19,4% | 4  | 12,9% | 1 | 3,2%  | 31 |
| 20 | I can feel my heart pounding when I'm going to be called on in language class | 4 | 12,9% | 11 | 35,5% | 7  | 22,6% | 8  | 25,8% | 1 | 3,2%  | 31 |
| 21 | I feel very anxious when the lecturer looks me in                             | 2 | 6,5%  | 11 | 35,5% | 8  | 25,8% | 6  | 19,4% | 4 | 12,9% | 31 |

|    |                                                                                           |   |      |    |       |    |       |    |       |   |      |    |
|----|-------------------------------------------------------------------------------------------|---|------|----|-------|----|-------|----|-------|---|------|----|
|    | the eyes during the learning process                                                      |   |      |    |       |    |       |    |       |   |      |    |
| 22 | I am very happy and not pressured when I study in English conversation class              | 2 | 6,5% | 15 | 48,4% | 11 | 35,5% | 2  | 6,5%  | 1 | 3,2% | 31 |
| 23 | I always feel that other students speak the foreign language better than I do             | 3 | 9,7% | 10 | 32,3% | 5  | 16,1% | 11 | 35,5% | 2 | 6,5% | 31 |
| 24 | I feel very self-conscious about speaking the foreign language in front of other students | 1 | 3,2% | 12 | 38,7% | 8  | 25,8% | 8  | 25,8% | 2 | 6,5% | 31 |
| 25 | I am afraid of failing to speak the language in front of the class using English          | 2 | 6,5% | 10 | 32,3% | 11 | 35,5% | 6  | 19,4% | 2 | 6,5% | 31 |
| 26 | I feel more tense and nervous in my language class than in my other classes               | 1 | 3,2% | 11 | 35,5% | 6  | 19,4% | 10 | 32,3% | 3 | 9,7% | 31 |
| 27 | I get nervous and confused when I am speaking in my language class                        | 2 | 6,5% | 7  | 22,6% | 11 | 35,5% | 8  | 25,8% | 3 | 9,7% | 31 |
| 28 | When I'm on my way to                                                                     | 2 | 6,5% | 12 | 38,7% | 12 | 38,7% | 3  | 9,7%  | 2 | 6,5% | 31 |

|    |                                                                                             |   |      |    |       |    |       |   |       |   |       |    |
|----|---------------------------------------------------------------------------------------------|---|------|----|-------|----|-------|---|-------|---|-------|----|
|    | language class, I feel very sure and relaxed                                                |   |      |    |       |    |       |   |       |   |       |    |
| 29 | I get nervous when I don't understand every word the language lecturer says                 | 2 | 6,5% | 11 | 35,5% | 11 | 35,5% | 4 | 12,6% | 3 | 9,7%  | 31 |
| 30 | I feel overwhelmed by the number of rules you have to learn to speak a foreign language     | 1 | 3,2% | 6  | 19,4% | 12 | 38,7% | 8 | 25,8% | 4 | 12,9% | 31 |
| 31 | I am afraid that the other students will laugh at me when I speak the foreign language      | 2 | 6,4% | 9  | 29%   | 7  | 22,6% | 9 | 29%   | 4 | 12,9% | 31 |
| 32 | I would probably feel comfortable around native speakers of the foreign language            | 3 | 9,7% | 11 | 35,5% | 9  | 29%   | 5 | 16,1% | 3 | 9,7%  | 31 |
| 33 | I get nervous when the language lecturer asks questions which I haven't prepared in advance | 1 | 3,2% | 11 | 35,5% | 8  | 25,8% | 8 | 25,8% | 3 | 9,7%  | 31 |

## APPENDIX II

### List of Questions in Interview

The following questions were asked for interview:

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. Have 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?



### TRANSCRIPT INTERVIEW

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Peneliti :     | Bagaimana perasaan kamu saat belajar bahasa inggris?                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Respondent 1 : | Perasaan saya, kadang-kadang cemas kalau tidak mengerti apa yang di sampaikan dosen, tapi kalau paham santai aja.                                                                                                                                                                                                                                                                                                                                                                                          |
| Peneliti :     | Hal apa saja yang mengganggu kamu di kelas bahasa inggris?                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Respondent 1 : | Ada beberapa faktor mbak, salah satunya yaitu faktor dosennya, kadang kalau jelasin suka cepat-cepat, dan sampai saya tidak memahami apa yang beliau sampaikan. Sering juga di suruh maju ke depan tiba-tiba, bingung mau ngomong apa, dan dosen juga bicara menjelaskan menggunakan bahasa inggris saja tidak ada translatenya, jadi kurang paham                                                                                                                                                         |
| Peneliti :     | Memang apa reaksi orang sekitar kalau kamu salah dalam berbicara bahasa inggris?                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Respondent 1 : | Biasanya tu kalau di kelas di suruh maju, salah dikit aja dalam pengucapan teman-teman kelas pada ketawa dan itu membuat semakin cemas dan takut untuk berbicara.                                                                                                                                                                                                                                                                                                                                          |
| Peneliti :     | Apa menurut kamu bahasa inggris itu pelajaran yang sulit ?                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Respondent 1 : | Sebenarnya sih ngga mbak, tapi terkadang kalau saya pribadi balik lagi siapa yang menyampaikan materinya. Kalau bahasa inggris itu harus lebih banyak practice dan ngomong, jadi harus ada intraksi antara dosen dan mahasiswanya                                                                                                                                                                                                                                                                          |
| Peneliti :     | Menurut kamu sendiri, kenapa kamu begitu cemas saat belajar bahasa inggris?                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Respondent 1 : | Kalau mendadak disuruh bicara bahasa inggris tanpa persiapan, trus tiba-tiba juga ulangan lisan mendadak, trus kalau ditanya takut salah jawab dan salah arti aja gitu, kalau udah salah nantinya teman-teman kelas pada ketawa, jadi tambah ngga percaya diri lagi deh.                                                                                                                                                                                                                                   |
| Peneliti :     | Apakah dosen kamu mempengaruhi perasaan kamu saat belajar?                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Respondent 1 : | Kadang-kadang sih mbak, kalau missal dia nanya terus saya ngga bisa jawab terus tiba-tiba dia marah, jadinya tambah gugup, tapi kadang-kdang juga kalau dosennya ngejelasinya pelan-pelan dan santai jadi enak belajarnya.                                                                                                                                                                                                                                                                                 |
| Peneliti :     | Apakah kamu punya ide bagaimana supaya pembelajaran lebih rileks?                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Respondent 1 : | Belajarnya santai aja mbak, terus kalau sudah di jelasin pakai bahasa inggris di jelasin lagi pakai bahasa Indonesia supaya kami tau dan paham, terus bisa juga dibentu kelompok supaya bisa melatih conversation kami agar bisa sharing-sharing tentang pembelajaran. Terus untuk teman-teman yang sering menertawakan, belum tentu juga mereka bisa, walaupun mau tertawa jangan berlebihan, setidaknya saling menghargai, kalau udah di olok-olok sama temen proses pembelajaran jadi ngga nyaman mbak. |
| Peneliti :     | Coba gambarkan perasaan kamu saat belajar bahasa inggris?                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Respondent 2 : | Nyaman, tapi gelisah terkadang jantung deg-deg gitu hehe                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Peneliti :     | Hal apa saja yang paling mengganggu kamu di kelas bahasa Inggris?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Respondent 2 : | Dosenya terlalu sibuk menjelaskan dengan menggunakan bahasa Inggris, tanpa mengetahui kalau kami tidak paham atas apa yang dia sampaikan, tiba-tiba langsung bertanya. Dan ada juga kadang jarang masuk tiba-tiba ulangan lisan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Peneliti :     | Menurut kamu sendiri, mengapa kamu begitu cemas saat belajar bahasa Inggris?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Respondent 2 : | Ya rasanya ya gitu, resah gara-gara kita mau tanya terus gurunya bilang, jawab "saya kan udah jelasin, tanya aja ke teman 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 jelasinnya itu campur, bahasa Inggris sama bahasa Indonesia-nya. Jangan mentang-mentang bahasa Inggris, bahasa Inggris mulu. Padahal belum mengerti.                                                                                                                                                                                                                             |
| Peneliti :     | Menurut kamu apakah bahasa Inggris itu pelajaran yang sulit?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Respondent 2 : | Ya enggak juga. Kalau tau artinya itu bikin kita mudah untuk belajar dan mengerjakan soal-soal ulangan, ujian.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Peneliti :     | Menurut kamu bagaimana reaksi orang sekitar jika kamu salah?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Respondent 2 : | Ya paling diliatin sama diketawain sama teman-teman, kadang-kadang guru juga sih. Ya guru ngasih tau yang bener.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Peneliti :     | Apakah dosen kamu mempengaruhi perasaan kamu saat belajar?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Respondent 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Peneliti :     | Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Respondent 2 : | Seharusnya dosennya itu bisa mengerti, jelasin yang baik. Terus misalnya kita tanya tuh harus dijelasin yang baik. Ya misalnya kita tanya ke dosen, terus dosennya jawab "kan tadi udah dijelasin" tanya ke teman 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. |
| Peneliti :     | Coba gambarkan perasaan kamu pada saat belajar di kelas?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Respondent 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 susah                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Peneliti :     | matematika sama fisika.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Respondent 3 : | Hal apa saja yang paling membuat kamu terganggu saat belajar bahasa Inggris?<br>Hmm kalau belajar bahasa Inggris tuh yang sangat mengganggu tuh kalau misalnya disuruh maju ke depan terus enggak bisa bacanya, terus kalau misalnya diajari di papan tulis kadang-kadang tuh enggak jelas. Terus kalau pas dapet giliran maju gitu takut. Pengennya sih misalnya kalau belajar bahasa Inggris yang mudah dipelajari sama semua temen-temen juga. Itu belajarnya kurang puas soalnya gak ngerti. Jadi harusnya tuh waktunya diluangin lagi biar belajarnya dapat dimengerti. |
| Peneliti :     | Menurut kamu bagaimana reaksi orang sekitar kalau kamu salah?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Respondent 3 : | Pada ketawa. Misalnya ada yang salah ngucapin nya nanti yang lain pada ketawa. Emm itu padahal kalau mereka disuruh maju kedepan belum tentu mau, giliran kita maju diketawain.                                                                                                                                                                                                                                                                                                                                                                                              |
| Peneliti :     | Apakah dosen mempengaruhi perasaan kamu?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Respondent 3 : | Kalau dosen si enak aja, misalnya saya salah malah dibawa santai bercanda.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Peneliti :     | Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Respondent 3 : | Emm pengennya sih kalau belajar bahasa Inggris yang mudah dipelajari sama teman-teman juga. Sama itu waktunya sedikit, jadi belajarnya itu kurang puas enggak ngerti. Sama waktunya itu harus 80 diluangin lagi supaya belajarnya puas juga, bisa ngerti                                                                                                                                                                                                                                                                                                                     |
| Peneliti :     | Coba gambarkan perasaan kamu pada saat belajar di kelas?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Respondent 4 : | Kalau saya, kadang-kadang menjengkelkan hmm karena saya gak bisa bahasa Inggris. Abis bahasa Inggris itu susah                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Peneliti :     | Hal apa saja yang paling membuat kamu terganggu saat belajar bahasa Inggris?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Respondent 4 : | Yang ganggu itu kalau ditanya sama guru, tiba-tiba ditanya terus aduh gak tau mau jawab apa. Terus kalau guru jelasin gak jelas saya gak ngerti itu ganggu juga. Soalnya pas belajar sering gak ngertinya, kecepatan jelasinnya. Sama saya tuh kalau misalnya maju kedepan maju itu malu.                                                                                                                                                                                                                                                                                    |
| Peneliti :     | Menurut kamu bagaimana reaksi orang sekitar kalau kamu salah?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Respondent 4 : | Pada ketawa, itu gak enak banget. Orang lagi belajar malah Diketawain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Peneliti :     | Apakah dosen mempengaruhi perasaan kamu?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Respondent 4 : | Ya dosennya enggak galak malah dikasih tau yang bener. Enggak tegang, tapi ya kadang-kadang takut, kalau salah takut diomelin.                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Peneliti :     | Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Respondent 4 : | Ya dibawa bercanda, kalau ada yang salah enggak apa-apa, jangan ditertawakan.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Peneliti :     | Bagaimana perasaan kamu pada saat belajar bahasa Inggris?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Respondent 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                                                                                                                                                                                                                                                                                         |
| Peneliti :     | Hal apa saja yang paling mengganggu kamu di kelas bahasa Inggris?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |



|                |                                                                                                                                                                                                                                                                                                                                                                      |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | rumusnya kadang-kadang terjebak. Kosakata belum semua tahu.                                                                                                                                                                                                                                                                                                          |
| Peneliti :     | Apakah dosennya mempengaruhi perasaan kamu saat belajar?                                                                                                                                                                                                                                                                                                             |
| Respondent 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 kecepatan, kitanya sendiri juga tidak memperhatikan. Jadinya yang bikin gak ngerti disitu. |
| Peneliti :     | Menurut kamu bagaimana agar pembelajaran bisa berjalan lebih nyaman?                                                                                                                                                                                                                                                                                                 |
| Respondent 6 : | Dosennya ya jelasinnya detail gitu, jadinya semuanya dirinci jadi murid kan kalau misalnya murid yang benar-benar tidak tahu gitu kan bisa mempelajari itu.                                                                                                                                                                                                          |
| Peneliti :     | Bagaimana perasaan kamu saat belajar bahasa inggris di kelas?                                                                                                                                                                                                                                                                                                        |
| Respondent 7 : | Malu, karena ngga PD                                                                                                                                                                                                                                                                                                                                                 |
| Peneliti :     | Hal apa saja yang paling mengganggu kamu saat belajar di kelas?                                                                                                                                                                                                                                                                                                      |
| Respondent 7 : | Yang ganggu itu maju kedepan, soalnya kalau disuruh baca disuruh ngartiin enggak tau. Terus bikin males kalau salah ngomong diketawain.                                                                                                                                                                                                                              |
| Peneliti :     | Menurut kamu bagaimana reaksi teman-teman dan dosen apabila kamu salah saat berbicara?                                                                                                                                                                                                                                                                               |
| Respondent 7 : | Pastinya ketawa, senyum-senyum seperti meng olok – olok, hal ini lah terkadang membuat tidak nyaman dan tidak percaya diri.                                                                                                                                                                                                                                          |
| Peneliti :     | pakah dosen mempengaruhi perasaan kamu pada saat belajar?                                                                                                                                                                                                                                                                                                            |
| Respondent 7 : | Iya pasti!!                                                                                                                                                                                                                                                                                                                                                          |
| Peneliti :     | Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?                                                                                                                                                                                                                                                                                                       |
| Respondent 7 : | Ya pokoknya pelan-pelan ngajarannya. 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.                                                                                                                                                               |
| Peneliti :     | Bagaimana perasaan kamu pada saat belajar bahasa Inggris?                                                                                                                                                                                                                                                                                                            |
| Respondent 8 : | Rasanya sih itu agak berdebar-debar, gugup, takut aja gitu.                                                                                                                                                                                                                                                                                                          |
| Peneliti :     | Hal apa saja yang paling mengganggu kamu pada saat belajar bahasa Inggris di kelas?                                                                                                                                                                                                                                                                                  |
| Respondent 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.                                                                                                                                                       |
| Peneliti :     | Menurut kamu sendiri mengapa kamu begitu cemas pada saat belajar bahasa Inggris?                                                                                                                                                                                                                                                                                     |
| Respondent 8 : | Karena saya ngga bisa berbicara bahasa inggris mbak, takut salah pengucapannya maka dar itu saya gugup dan timbul rasa cemas                                                                                                                                                                                                                                         |
| Peneliti :     | Menurut kamu bagaimana reaksi orang-orang sekitar, temanteman kamu ketika kamu salah?                                                                                                                                                                                                                                                                                |
| Respondent 8 : | Tertawa mbak                                                                                                                                                                                                                                                                                                                                                         |
| Peneliti :     | Menurut kamu bagaimana agar pembelajaran berjalan lebih nyaman?                                                                                                                                                                                                                                                                                                      |
| Respondent 8 : | Gurunya mengajarnya supaya lambat saja, jangan cepat-cepat. Terus sama teman-teman tidak boleh menertawai jika ada yang salah.                                                                                                                                                                                                                                       |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Peneliti :      | Bagaimana perasaan kamu saat belajar bahasa inggris di kelas?                                                                                                                                                                                                                                                                                                                                                      |
| Respondent 9 :  | Enggak suka, soalnya susah. Susah bicaranya, susah Bahasa inggrisnya                                                                                                                                                                                                                                                                                                                                               |
| Peneliti :      | Hal apa saja yang paling mengganggu kamu saat belajar di kelas?                                                                                                                                                                                                                                                                                                                                                    |
| Respondent 9 :  | Berisik, banyak yang bercanda, sama pelajarannya, kadangkadang 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.                                                                                                                                                                       |
| Peneliti :      | Menurut kamu bagaimana reaksi teman-teman dan guru apabila kamu salah saat berbicara?                                                                                                                                                                                                                                                                                                                              |
| Respondent 9 :  | Takut, paling diketawain. Terus kalau guru disuruh ngulang juga, jadinya bisa ngikutin.                                                                                                                                                                                                                                                                                                                            |
| Peneliti :      | Apakah dosen mempengaruhi perasaan kamu pada saat belajar?                                                                                                                                                                                                                                                                                                                                                         |
| Respondent 9 :  | Kalau saya biasa gak terlalu takut sih. Misalnya pas salah gak apaapa, gak diomelin.                                                                                                                                                                                                                                                                                                                               |
| Peneliti :      | Apa kamu punya ide bagaimana supaya pembelajaran lebih rileks?                                                                                                                                                                                                                                                                                                                                                     |
| Respondent 9 :  | Emm penjelasannya yang mudah dipahami gitu misalnya. Terus jangan sering-sering praktek di depan. Atau berkelompok gitu kan gak terlalu gugup.                                                                                                                                                                                                                                                                     |
| Peneliti :      | Coba gambarkan bagaimana perasaan kamu pada saat belajar bahasa inggris?                                                                                                                                                                                                                                                                                                                                           |
| Respondent 10 : | Gimana ya mbak, 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.                                                                                                                                                                                                                                              |
| Peneliti :      | Hal apa saja yang paling mengganggu kamu pada saat belajar di kelas?                                                                                                                                                                                                                                                                                                                                               |
| Respondent 10 : | Dosennya, kalau dosennya 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 tertawakan sama teman-teman yang lain terus takut nilainya jelek atau takut ada komentar yang tidak enak. |
| Peneliti :      | Menurut kamu bagaimana reaksi orang-orang sekitar kamu ketika kamu salah?                                                                                                                                                                                                                                                                                                                                          |
| Respondent 10 : | Diketawain, langsung diketawain kadang sampai ha-ha-ha keras gitu, kita jadi ikut ketawa tapi bikin nge-blank lupa, grogi                                                                                                                                                                                                                                                                                          |
| Peneliti :      | Menurut kamu sendiri mengapa kamu begitu cemas pada saat belajar bahasa Inggris?                                                                                                                                                                                                                                                                                                                                   |
| Respondent 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.                                                                                                                                                                                                         |
| Peneliti :      | Apakah bahasa Inggris termasuk mata pelajaran yang sulit?                                                                                                                                                                                                                                                                                                                                                          |
| Respondent 10 : | Sulit lah, sulit banget kalau menurut saya mbak                                                                                                                                                                                                                                                                                                                                                                    |
| Peneliti :      | Menurut kamu apakah dosen mempengaruhi perasaan kamu saat belajar di kelas?                                                                                                                                                                                                                                                                                                                                        |
| Respondent 10 : | Iya kalau pembawaan dosennya gitu, tampangnya misalnya lagi bad-mood gitu kitanya juga males kan, kalau gurunya baik, kalem gitu kitanya juga responnya baik juga.                                                                                                                                                                                                                                                 |

## SURAT KETERANGAN

Hal : Validasi Instrumen

Yang bertanda tangan dibawah ini :

Nama : Risnawati, M.Pd

NIP : 197405231999032002

Telah memvalidasi intrument dari penelitian yang berjudul “ *The Factors Causing Foreign Language Anxiety (FLA) in English Speaking Skill*” oleh peneliti :

Nama : Tita Asmara

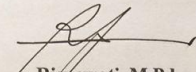
Nim : 1811230002

Prodi : Tadris Bahasa Inggris

Setelah memperhatikan Instrumen yang digunakan pada penelitian ini, maka evaluasi terhadap media pembelajaran tersebut tercantum dalam lampiran.

Demikian surat keterangan ini saya buat untuk digunakan semestinya.

Bengkulu, 15 April 2022  
Validator Instrumen



Risnawati, M.Pd  
NIP.197405231999032002





INSTITUT AGAMA ISLAM NEGERI BENGKULU  
FAKULTAS EKONOMI DAN BISNIS ISLAM  
PROGRAM STUDI PERBANKAN SYARIAH

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH               | KODE                                                                                                               | Rumpun MK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | BOBOT (sks)            | SEMESTER | Tgl Penyusunan    |
|---------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------|-------------------|
| English Conversation 2    | PSY5202<br>5                                                                                                       | 1. Mata Kuliah Umum (MKU)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2                      | 5        | 15 Agustus 2019   |
| OTORISASI                 | Pengembang RPS                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Koordinator MK         |          | Ka. PRODI         |
|                           | 1. Alfi Kurniawansah, M.Pd<br>2. Dede Putri Sania, M.Pd<br>3. Debby Mulya, M.Pd<br>4. Kania Mezariani Guzaimi, MSc |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Drs. M. Syakroni, M.Ag |          | Yosy Arisandy, MM |
| Capaian Pembelajaran (CP) | CPL:                                                                                                               | Diakhir pembelajaran mahasiswa diharapkan mampu secara individu /kelompok berkomunikasi bahasa Inggris dengan baik serta menguasai kosakata dan istilah bahasa Inggris Perbankan.                                                                                                                                                                                                                                                                                                                                                                                                                           |                        |          |                   |
|                           | 3.a                                                                                                                | <b>a. Pengetahuan Bahasa</b> : - Menguasai konsep teoritis, keterampilan dan aspek kebahasaan dalam konteks Inggris Perbankan dan akademis.<br>- Menguasai teknik berkomunikasi lisan dan tulisan dalam Bahasa Inggris dalam konteks bahasa Inggris Perbankan dan akademis.<br><b>a. Keterampilan</b> : - Mampu mendengarkan dan menangkap makna/gagasan lisan dan tulisan dalam bahasa Inggris dalam konteks umum/Perbankan dan akademis.<br>- Mampu menggunakan tata bahasa dalam bahasa Inggris dalam lisan dan tulisan.<br>- Mampu menggunakan teknologi informasi dan komunikasi (sumber belajar) yang |                        |          |                   |

|                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                        | <p>menggunakan bahasa Inggris sebagai bahasa pengantar untuk pengembangan mutu pendidikan.</p> <p>b. <b>Sikap</b> : - Menginternalisasi nilai, norma, etika akademik.<br/>         - Menyadari pentingnya penguasaan Bahasa Inggris bagi karir dan masa depan mahasiswa.<br/>         - Mempunyai rasa percaya diri dalam performa berbahasa.</p>                                                                                                               |
| CPL<br>-MK                                             | Mata kuliah ini merupakan mata kuliah umum universitas yang membekali para mahasiswa dengan keterampilan berbicara ( <i>speaking</i> ) dan aspek dasar Bahasa Inggris. Mahasiswa diharapkan mampu menguasai dalam keterampilan berkomunikasi dalam Bahasa Inggris baik secara lisan dan tulisan dalam konteks bahasa Inggris Perbankan dan akademik, diajarkan secara terintegrasi melalui pendekatan komunikatif.                                              |
| M1<br>M2<br>M3                                         | M1 Mahasiswa mampu memperkenalkan diri dengan Bahasa Inggris.<br>M2 Mahasiswa mampu melakukan percakapan seputar pengelolaan keuangan pribadi (Personal Finance)<br>M3 Mahasiswa mampu melakukan percakapan seputar pekerjaan di bank (Jobs in Banking)<br>Mahasiswa mampu mengetahui istilah-istilah perbankan syariah dalam Bahasa Inggris (Islamic Retail Products)                                                                                          |
| Diskripsi Singkat<br>MK/ Capaian<br>Pembelajaran<br>MK | Diakhir pembelajaran mahasiswa diharapkan mampu secara individu /kelompok berkomunikasi bahasa Inggris dengan baik serta menguasai kosakata dan istilah bahasa Inggris Perbankan.                                                                                                                                                                                                                                                                               |
| Capaian<br>Pembelajaran<br>Akhir                       | <p>b. <b>Pengetahuan</b> : - Menguasai konsep teoritis, keterampilan dan aspek kebahasaan dalam konteks Bahasa Inggris Perbankan dan akademis.<br/>         - Menguasai teknik berkomunikasi lisan dan tulisan dalam Bahasa Inggris dalam konteks bahasa Inggris Perbankan dan akademis.</p> <p>c. <b>Keterampilan</b> : - Mampu mendengarkan dan menangkap makna/gagasan lisan dan tulisan dalam bahasa Inggris dalam konteks umum/Perbankan dan akademis.</p> |

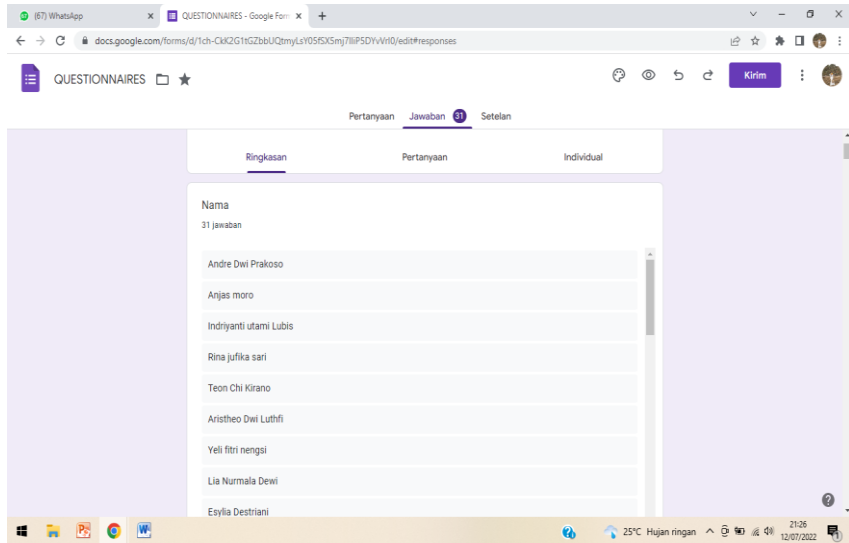


|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | <ul style="list-style-type: none"> <li>- Mampu menggunakan tata bahasa dalam bahasa Inggris dalam lisan dan tulisan.</li> <li>- Mampu menggunakan teknologi informasi dan komunikasi (sumber belajar) yang menggunakan bahasa Inggris sebagai bahasa pengantar untuk pengembangan mutu pendidikan.</li> </ul> <p>d. Sikap : - Menginternalisasi nilai, norma, etika akademik.</p> <ul style="list-style-type: none"> <li>- Menyadari pentingnya penguasaan Bahasa Inggris bagi karir dan masa depan mahasiswa.</li> <li>- Mempunyai rasa percaya diri dalam performa berbahasa.</li> <li>-</li> </ul>                                                                                                                                                                                                                                                                                                                                                            |
| Bahan Kajian/<br>Materi<br>Pembelajaran | <ol style="list-style-type: none"> <li>1. Pertemuan 1: Learning Contract</li> <li>2. Pertemuan 2: Greeting &amp; Introductions</li> <li>3. Pertemuan 3: Personal Finance ( Paying For Things)</li> <li>4. Pertemuan 4: Personal Finance ( Managing your Money)</li> <li>5. Pertemuan 5 : Jobs in Banking (What do you do Every day?)</li> <li>6. Pertemuan 6: Jobs in Banking ( What's your job?)</li> <li>7. Pertemuan 7: Jobs in Banking (Customer Care)</li> <li>8. Pertemuan 8: MID-Term</li> <li>9. Pertemuan 9: Vocabulary Islamic Retail Products Part 1</li> <li>10. Pertemuan 10: Vocabulary Islamic Retail Products Part 2</li> <li>11. Pertemuan 11: Simulation Paying for Things</li> <li>12. Pertemuan 12: Simulation Managing your Money</li> <li>13. Pertemuan 13: Simulation Banking Transaction</li> <li>14. Pertemuan 14: Simulation Jobs in Banking</li> <li>15. Pertemuan 15: Review</li> <li>16. Pertemuan 16: Final Examination</li> </ol> |
| Pustaka                                 | <p><b>A. REFERENSI :</b></p> <ol style="list-style-type: none"> <li>1. Marks, Jon. <i>Check Your Vocabulary For Banking and Finance</i>. A &amp; C Black Publishers Ltd, London, 2007.</li> <li>2. Mita M.A, Angelina. <i>Simple Master: English Conversation: Cara Baru dan Asyik Menguasai</i></li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                              |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
|                    | <p>Percakapan Bahasa Inggris. Scritto Books, 2018.</p> <p>3. Richey, R. and Bonamy, D. <i>English for Banking and Finance Level 1 Coursebook, Volume 1.</i> Pearson Longman, 2011.</p> <p>4. Rosenberg, Marjorie. <i>English for Banking and Finance Level 2 Coursebook, Volume 2.</i> Oxford University Press, 2012.</p> <p>5. Sofyan M.Hum, Ir Fahmi. <i>Conversation and Correspondence in Business English.</i> Pustaka Tarbiyah Baru, 2017.</p> |                              |
| Media Pembelajaran | Perangkat lunak :                                                                                                                                                                                                                                                                                                                                                                                                                                    | Perangkat keras :            |
|                    | Aplikasi MS Office, Power Point, Video                                                                                                                                                                                                                                                                                                                                                                                                               | Laptop, LCD, dan Smart Phone |
| Team Teaching      | <p>1. Alfi Kurniawansah, M.Pd</p> <p>2. Dede Putri Sania, M.Pd</p> <p>3. Debby Mulya, M.Pd</p> <p>4. Kania Mezariani Guzaimi, MSc</p>                                                                                                                                                                                                                                                                                                                |                              |
| Mata kuliah syarat |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                              |

| Mg Ke<br>(1) | Sub-CP-MK<br>(sebagai<br>kemampuan akhir<br>yang diharapkan)<br>(2) | Indikator<br>(3)                                | Kriteria &<br>Bentuk<br>Penilaian<br>(4)        | Metode<br>Pembelajaran dan<br>Tugas Mhs<br>[2X 50"]<br>(5)                                   | Materi Pembelajaran<br>(6) | Bobot<br>Penilaian (%)<br>(7)                                             |
|--------------|---------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------|----------------------------|---------------------------------------------------------------------------|
| 1            | Pendahuluan                                                         | Mahasiswa mampu memahami kontrak kuliah dan RPS | Mahasiswa mampu memahami kontrak kuliah dan RPS | Mahasiswa mendengarkan dan menyimak dengan baik pemaparan dosen tentang gambaran umum proses | Learning Contract          | A => 80 - 100<br>B => 70 - 79<br>C => 60 - 69<br>D => 50 - 55<br>E = < 50 |

# DOCUMENTATION



## 1.1 Questionnaire from google form





**2.2 Interview with students Perbankan Syariah  
UIN Fatmawati Sukarno Bengkulu**







**3.3 Interview with English lecturer at Perbankan Syariah**

05/2022  
07  
Hamira Febriani  
CEK TURNITIN PROPOSAL TITA ASMARA

ORIGINALITY REPORT

27% SIMILARITY INDEX  
25% INTERNET SOURCES  
4% PUBLICATIONS  
8% STUDENT PAPERS

PRIMARY SOURCES

|   |                                                                 |    |
|---|-----------------------------------------------------------------|----|
| 1 | repository.uinbanten.ac.id<br>Internet Source                   | 7% |
| 2 | jurnal.ar-raniry.ac.id<br>Internet Source                       | 2% |
| 3 | repository.uinjkt.ac.id<br>Internet Source                      | 2% |
| 4 | repository.uinsu.ac.id<br>Internet Source                       | 2% |
| 5 | repository.iainbengkulu.ac.id<br>Internet Source                | 2% |
| 6 | eprints.walisongo.ac.id<br>Internet Source                      | 1% |
| 7 | ojs.uniska-bjm.ac.id<br>Internet Source                         | 1% |
| 8 | repository.ar-raniry.ac.id<br>Internet Source                   | 1% |
| 9 | Submitted to Fachhochschule<br>Nordwestschweiz<br>Student Paper | 1% |

|    |                                                                                               |      |
|----|-----------------------------------------------------------------------------------------------|------|
| 10 | repository.uin-suska.ac.id<br>Internet Source                                                 | 1 %  |
| 11 | files.eric.ed.gov<br>Internet Source                                                          | 1 %  |
| 12 | eprints.uny.ac.id<br>Internet Source                                                          | 1 %  |
| 13 | e-journal.undikma.ac.id<br>Internet Source                                                    | <1 % |
| 14 | 123dok.com<br>Internet Source                                                                 | <1 % |
| 15 | Submitted to University of Nottingham<br>Student Paper                                        | <1 % |
| 16 | ebin.pub<br>Internet Source                                                                   | <1 % |
| 17 | repository.iainpare.ac.id<br>Internet Source                                                  | <1 % |
| 18 | Submitted to Universitas Negeri Surabaya The<br>State University of Surabaya<br>Student Paper | <1 % |
| 19 | repository.upi.edu<br>Internet Source                                                         | <1 % |
| 20 | core.ac.uk<br>Internet Source                                                                 | <1 % |
| 21 | eprints.umm.ac.id<br>Internet Source                                                          | <1 % |



|    |                                                                       |      |
|----|-----------------------------------------------------------------------|------|
|    |                                                                       | <1 % |
| 22 | riset.unisma.ac.id<br>Internet Source                                 | <1 % |
| 23 | translate.joyofbaking.com<br>Internet Source                          | <1 % |
| 24 | Submitted to Birzeit University Main Library<br>Student Paper         | <1 % |
| 25 | Submitted to Universitas Riau<br>Student Paper                        | <1 % |
| 26 | repo.iain-tulungagung.ac.id<br>Internet Source                        | <1 % |
| 27 | Submitted to Higher Education Commission<br>Pakistan<br>Student Paper | <1 % |
| 28 | repository.ub.ac.id<br>Internet Source                                | <1 % |
| 29 | www.languagetestingasia.com<br>Internet Source                        | <1 % |
| 30 | www.scribd.com<br>Internet Source                                     | <1 % |
| 31 | Submitted to University of Edinburgh<br>Student Paper                 | <1 % |
| 32 | Submitted to Naresuan University<br>Student Paper                     |      |

|    |                                                                                                                                                                                 |      |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|    |                                                                                                                                                                                 | <1 % |
| 33 | ejournal.unis.ac.id<br>Internet Source                                                                                                                                          | <1 % |
| 34 | ojs.uho.ac.id<br>Internet Source                                                                                                                                                | <1 % |
| 35 | Dspace.Uii.Ac.Id<br>Internet Source                                                                                                                                             | <1 % |
| 36 | Submitted to Centurion University of<br>Technology & Management<br>Student Paper                                                                                                | <1 % |
| 37 | Supriyani Supriyani, Fitriani Dwi Kartikasari.<br>"STUDENTS' ANXIETY FACTORS IN SPEAKING<br>ENGLISH", Journal of English Language and<br>Literature (JELL), 2022<br>Publication | <1 % |
| 38 | Submitted to Essex<br>Student Paper                                                                                                                                             | <1 % |
| 39 | Submitted to Universitas Brawijaya<br>Student Paper                                                                                                                             | <1 % |
| 40 | ejournal.unib.ac.id<br>Internet Source                                                                                                                                          | <1 % |
| 41 | eprints.iain-surakarta.ac.id<br>Internet Source                                                                                                                                 | <1 % |
|    | Submitted to Sheffield Hallam University                                                                                                                                        |      |

|    |                                                                                                                                                                                                          |      |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 42 | Student Paper                                                                                                                                                                                            | <1 % |
| 43 | Submitted to Universitas Muhammadiyah<br>Makassar<br>Student Paper                                                                                                                                       | <1 % |
| 44 | Submitted to University of Malaya<br>Student Paper                                                                                                                                                       | <1 % |
| 45 | ghaudit.org<br>Internet Source                                                                                                                                                                           | <1 % |
| 46 | Gürsoy, Esim, and Feride Akin. "Is Younger Really Better? Anxiety About Learning a Foreign Language in Turkish Children", Social Behavior and Personality An International Journal, 2013.<br>Publication | <1 % |
| 47 | Submitted to Middle East Technical University<br>Student Paper                                                                                                                                           | <1 % |
| 48 | Submitted to Trinity College Dublin<br>Student Paper                                                                                                                                                     | <1 % |
| 49 | repository.out.ac.tz<br>Internet Source                                                                                                                                                                  | <1 % |
| 50 | hdl.handle.net<br>Internet Source                                                                                                                                                                        | <1 % |
| 51 | journal.uin-alauddin.ac.id<br>Internet Source                                                                                                                                                            | <1 % |

|    |                                                    |     |
|----|----------------------------------------------------|-----|
| 52 | text-id.123dok.com<br>Internet Source              | <1% |
| 53 | conference.ulm.ac.id<br>Internet Source            | <1% |
| 54 | digilib.iain-palangkaraya.ac.id<br>Internet Source | <1% |
| 55 | digilibadmin.unismuh.ac.id<br>Internet Source      | <1% |
| 56 | ir.uitm.edu.my<br>Internet Source                  | <1% |
| 57 | digitalcommons.wayne.edu<br>Internet Source        | <1% |

Exclude quotes  On  
Exclude bibliography  Off

Exclude matches  Off





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**FATMAWATI SUKARNO BENGKULU**  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

**SURAT PENUNJUKAN PEMBIMBING SKRIPSI**

Nomor : 0922 /Un.23/F.II/PP.00.9/01/2022

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno dengan ini menunjuk Bapak/Ibu dosen:

| No | Nama-NIP                                            | Jabatan | Mahasiswa/NIM             | Prodi | Judul                                                                                                                    |
|----|-----------------------------------------------------|---------|---------------------------|-------|--------------------------------------------------------------------------------------------------------------------------|
| 1  | Dr. H. Ali Akbarjono,<br>M.Pd<br>197509252001121004 | P I     | Tita Asmara<br>1811230002 | TBI   | Students Perceptions of Foreign Language Anxiety in Speaking Classes at Perbankan Syariah Study Program of IAIN Bengkulu |
| 2  | Reko Serasi, M.A.<br>198711092018011002             | P II    |                           |       |                                                                                                                          |

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 24 Januari 2022

Dekan,

Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu  
38211 Telepon (0736) 51276-51171-51172-Faksimili (0736) 51171-

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi  
Lamp : -

Kepada Yth. Ketua Jurusan  
Tadris Bahasa Inggris  
UIN FAS Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Tita Asmara  
NIM : 1811230002  
Jurusan/Prodi : Tadris/Bahasa Inggris  
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.

Adapun judul saya sebelumnya adalah: "**Factors Causing of Foreign Language Anxiety (FLA) in English Speaking Skill at Perbankan Syariah Study Program in UIN Fatmawati Sukarno Bengkulu**" (A Descriptive Qualitative Case Study for the Fifth Semester of Perbankan Syariah UIN Fatmawati Sukarno Bengkulu in Academic Year 2021/2022)

Menjadi: "**The Factors Causing Foreign Language Anxiety (FLA) in English Speaking Skill**" (A Descriptive Case Study at Fifth Semester of Perbankan Syariah UIN Fatmawati Sukarno Bengkulu in Academic Year 2021/2022)


Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

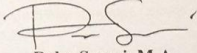
Bengkulu, 1 April 2022

Disetujui oleh,

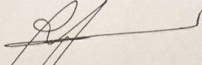
Pembimbing I,

Pembimbing II,

  
Dr. H. Ali Anwarjono, M.Pd  
NIP.197509252001121004

  
Reko Serasi, M.A  
NIP.198711022018011002

Diketahui oleh,  
Kajur Bahasa

  
Rishawati, M.Pd  
NIP.197405231999032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: www.uinfasbengkulu.ac.id

Nomor: 1626 /Un.23/F.II/PP.00.9/03/2022

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Risnawati, M.Pd (Penyeminar I)
2. Feny Martina, M.Pd (Penyeminar II)

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris UIN FAS Bengkulu pada:

Hari/Tanggal : Kamis, 31 Maret 2022

Tempat : Ruang Munaqasah Bahasa Lantai 3 Dekanat

| NO. | NAMA/NIM                              | WAKTU (WIB)        | JUDUL                                                                                                                                                      |
|-----|---------------------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Ines Anjelita<br>(1811230074)         | 08.00-09.00<br>WIB | Teacher's Strategies in Teaching Reading to Students at the Second Grade of SMPN 5 Kota Bengkulu                                                           |
| 2.  | Tita asmara<br>(1811230002)           | 09.00-10.00<br>WIB | Factor Causing of Foreign Language Anxiety (FLA) in English Speaking Skill at Perbankan Syariah Study Program in UIN Fatmawati Sukarno Bengkulu            |
| 3.  | Desy Tri Wahyuni<br>(1811230165)      | 10.00-11.00<br>WIB | The Effect of Using Digital StoryTelling with Bottom-Up and Top-Down Strategy in Developing Active Listening and Creative Thinking Skills                  |
| 4.  | Rahma Jayanti<br>(1811230149)         | 11.00-12.00<br>WIB | The Effect of Short Animated Stories on Students' Writing Ability of Narrative Text                                                                        |
| 5.  | Yosi Okta Romania<br>(1811230147)     | 13.30-14.30<br>WIB | A Content Analysis on Listening Materials in English Textbook Based on 2013 Curriculum for the Tenth Grade Students at Senior High School 04 Bengkulu City |
| 6.  | Muhammad Ismail Kadas<br>(1611230126) | 14.30-15.30<br>WIB | Investigating cross linguistic Influence of EFL Learners in learning Germany language (a case study at INSTUDIA Bandung)                                   |

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkulu, 31 Maret 2022  
Dekan,





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jln. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

DAFTAR HADIR UJIAN SEMINAR PROPOSAL  
FAKULTAS TARBIYAH DAN TADRIS PROGRAM STUDI TADRIS BAHASA INGGRIS  
HARI/TANGGAL : KAMIS, 31 MARET 2022

| NO | Nama Mahasiswa              | Judul Skripsi                                                                                                                                   | Pembimbing                                             | Tanda Tangan |
|----|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------|
| 1  | Tita asmara<br>(1811230002) | Factor Causing of Foreign Language Anxiety (FLA) in English Speaking Skill at Perbankan Syariah Study Program in UIN Fatmawati Sukarno Bengkulu | 1.Dr.H. Ali Akbarjono, M. Pd<br><br>2.Reko Serasi, M.A |              |

| No | Nama Dosen Penyeminar | NIP                | Tanda Tangan |
|----|-----------------------|--------------------|--------------|
| 1  | Risnawati, M.Pd       | 197405231999032002 |              |
| 2  | Feny Martina, M.Pd    | 198703242015032002 |              |

SARAN PENYEMINAR

|   |               |
|---|---------------|
| 1 | PENYEMINAR 1: |
| 2 | PENYEMINAR 2: |

AUDIEN

| Nama Audien | Tanda Tangan | Nama Audien | Tanda Tangan |
|-------------|--------------|-------------|--------------|
| 1.          |              | 6.          |              |
| 2.          |              | 7.          |              |
| 3.          |              | 8.          |              |
| 4.          |              | 9.          |              |
| 5.          |              | 10.         |              |

Tembusan:

1. Dosen penyeminar 1 dan 2
2. Pengelola Penguji
3. Subbag AAK
4. Pengelola data umum
5. Yang bersangkutan



Bengkulu, 31 Maret 2022  
Dekan FIT,

M. Mus Mulyadi, M.Pd  
NIP. 197005142000031004





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Tita Asmara, NIM : 1811230002 yang berjudul **"THE FACTORS CAUSING FOREIGN LANGUAGE ANXIETY (FLA) in ENGLISH SPEAKING SKILL (A Descriptive Case Study at Fifth Semester Students of Perbankan Syariah UIN Fatmawati Sukarno Bengkulu)"**. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 31 Maret 2022

Pukul : 14.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Penyeminar I

**Rishawati, M.Pd**  
NIP. 197405231999032002

Bengkulu, 13 April 2022

Penyeminar II

**Feny Martina, M.Pd**  
NIP. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172  
Website: www.uinfasbengkulu.ac.id

Nomor : 2180 / Un.23/F.II/TL.00/04/2022  
Lampiran : 1 (satu) Exp Proposal  
Perihal : **Mohon izin penelitian**

22 April 2022

Kepada Yth,  
Koordinator Prodi Perbankan Syariah UIN FAS Bengkulu  
Di -  
Bengkulu

*Assalamu'alaikum Warahmatullah Wabarakatuh.*

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*The Factors Causing Foreign Language Anxiety (FLA) In English Speaking Skill (A Descriptive Case Study at Fifth Semester Students Of Perbankan Syariah UIN Fatmawati Sukarno Bengkulu In Academic Year 2021/2022)*".

Nama : Tita Asmara  
NIM : 1811230002  
Prodi : Tadris Bahasa Inggris (TBI)  
Tempat Penelitian : Prodi Perbankan Syariah UIN FAS Bengkulu  
Waktu Penelitian : 26 April s/d 20 Juni 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullah Wabarakatuh.*

Dekan,





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: www.iainbengkulu.ac.id

**SURAT TUGAS**  
DEKAN FAKULTAS TARBIYAH DAN TADRIS  
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU

Nomor : 345/Un.23/F.II/PP.00.9/03/2022

Tentang

Penetapan Dosen Penguji

Ujian komprehensif mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu atas:

Nama Mahasiswa : Tita Asmara  
NIM : 1811230002  
Jurusan/Prodi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu, dekan Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu dengan ini memberi tugas kepada nama-nama yang tercantum pada kolom 2 untuk menguji ujian komprehensif dengan aspek mata uji sebagaimana tercantum pada kolom 3 dengan indicator sebagaimana tersebut pada kolom 4 atas nama mahasiswa tersebut di atas

| NO | PENGUJI                         | ASPEK                    | INDIKATOR                                                                                                                                                                                                                                                |
|----|---------------------------------|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Abdul Azis Bin Mustamin, M.Pd.I | Kompetensi UIN           | a. Kemampuan membaca alqur'an<br>b. Kemampuan menulis arab<br>c. Hafalan surat-surat pendek (Ad-Dhuha s/d An-Nas)                                                                                                                                        |
| 2  | Risnawati, M.Pd                 | Kompetensi Jurusan/Prodi | a. Hafalan ayat dan hadis yang berhubungan dengan pendidikan<br>b. Language skill, vocabulary, grammar, speaking, writing, reading<br>c. Linguistics: psycholinguistics, sociolinguistics, phonology, semantic<br>d. Teaching skill, TEFL, LTR, ESP, CMD |
| 3  | Dr.Edi Ansyah, M.Pd             | Kompetensi Keguruan      | a. Kemampuan memahami UU/ PP yang berhubungan dengan Sistem Pendidikan Nasional<br>b. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran<br>c. Kemampuan memahami Metodologi, Media, dan Sistem Evaluasi Pembelajaran.                   |

Adapun pelaksanaan ujian komprehensif tersebut dilaksanakan dengan ketentuan sebagai berikut:

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji setelah mahasiswa menghadap dan menyatakan kesediannya untuk diuji.
2. Pelaksanaan ujian dimulai paling lambat 1( satu) minggu setelah diterimanya SK Pembimbing skripsi dan surat tugas penguji komprehensif dan nilai diserahkan kepada ketua program studi paling lambat 1 ( satu) minggu sebelum ujian munaqasyah dilaksanakan
3. Skor nilai ujian komprehensif adalah 60 s/d 100
4. Dosen penguji berhak menentukan LULUS atau TIDAK LULUS mahasiswa dan jika belum dinyatakan lulus, dosen diberi kewenangan dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan sehingga mahasiswa dinyatakan LULUS
5. Angka kelulusan ujian komprehensif adalah kelulusan setiap aspek (bukan nilai rata-rata)  
Demikianlah surat tugas ini dikeluarkan dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Tembusan :  
Yth, Wakil Rektor 1



Bengkulu, 27 Maret 2022

Dekan,

Mus. Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
**FAKULTAS EKONOMI DAN BISNIS ISLAM**

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172-Faksimili (0736) 511171-511172  
Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

**SURAT KETERANGAN SELESAI PENELITIAN**

Nomor: 0719/Un.23/F.IV.1/PP.00.9/6/2022

Dekan Fakultas Ekonomi dan Bisnis Islam (FEBI) Universitas Islam Negeri Fatmawati Sukarno Bengkulu dengan ini menerangkan bahwa:

Nama : Tita Asmara  
NIM : 1811230002  
Prodi : Tadris Bahasa Inggris (TBI)

Benar telah melakukan penelitian di Fakultas Ekonomi dan Bisnis Islam (FEBI) Universitas Islam Negeri Fatmawati Sukarno Bengkulu.

Judul Penelitian : *"The Factors Causing Foreign Language Anxiety In English Speaking Skill (A Descriptive Case Study at Fifth Semester of Perbankan Syariah UIN Fatmawati Sukarno Bengkulu in Akademik Year 2021/2022)*  
Tempat Penelitian : Fakultas Ekonomi dan Bisnis Islam  
Objek Penelitian : Mahasiswa Perbankan Syariah Fakultas Ekonomi dan Bisnis Islam  
Waktu Penelitian : 26 April 2022 s.d 20 Juni 2022

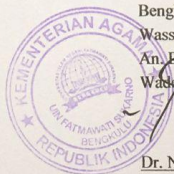
Demikianlah Surat Keterangan ini dibuat untuk dipergunakan sebagai mana mestinya.

Bengkulu, 21 Juni 2022

Wassalam,

An. Dekan

Wadek I



Dr. Nurul Hak, MA.

NIP. 196606161995031002





KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117  
Website: www.uinfasbengkulu.ac.id

Bengkulu, Juli 2022

Nomor : 2097 /Un.23/F.II/PP.00.9/07/2022

Lamp. :-

Perihal : Ujian Skripsi

Kepada Yth.

1. Prof.Dr. Zubaedi, M.Ag, M.Pd (Ketua)
2. Andri Saputra, M.Sc (Sekretaris)
3. M.Arif Rahman Hakim,Ph.D (Penguji Utama)
4. Pebri Prandika Putra,M.Hum (Penguji II)

di -

Bengkulu

Assalamu 'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jum'at, 15 Juli 2022

Waktu : 08.00 s/d selesai

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

| No | Nama/Nim                           | WAKTU (WIB)     | Judul                                                                                                                                                                                                              |
|----|------------------------------------|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Winda Putri Anisa<br>1811230082    | 08.00-09.00 WIB | The Influence of the Mimicry-Memorization (MIM-MEM) Method on EFL Young Learners' Vocabulary Mastery (A Quasi-Experimental Study in SDIT AL-Ahsan Selama)                                                          |
| 2  | Vera Kurnia Wati<br>1811230079     | 09.00-10.00 WIB | An Analysis of Students Ability in Answering Higher Order Thinking Skill Questions in Reading (A Descriptive Qualitative Study at the Eight Grade of SMP Negeri 7 Bengkulu City in Academic Year 2021/2022)        |
| 3  | Tiara Sella Sutrisno<br>1811230046 | 10.00-11.00 WIB | An analysis of the Cohesion and Coherence of EFL Learners's Essay Writing in UIN FAS Bengkulu                                                                                                                      |
| 4. | Tita Asmara<br>1811230002          | 11.00-12.00 WIB | The Factors Causing Foreign Language Anxiety (FLA) In English Speaking Skill ( A Descriptive Case Study At Fifth Semester Students of Perbankan Syariah UIN Fatmawati Sukarno Bengkulu In Academic Year 2021/2022) |

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,  
  
Mulyadi



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117  
Website: www.uinfasbengkulu.ac.id

**BERITA ACARA**

Berita Acara Sidang Munaqosyah Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu  
Bengkulu Jurusan TADRIS, Pada :

- I. Hari / Tanggal : Jum'at, 15 Juli 2022  
Nama : Tita Asmara  
NIM : 1811230002  
Program Tahun : 2022  
Tempat : Ruang Sidang Munaqosah TBI

II. Team Penguji

| No | Nama                         | Jabatan         | Tanda Tangan |
|----|------------------------------|-----------------|--------------|
| 1. | Prof.Dr. Zubaedi, M.Ag, M.Pd | Ketua           |              |
| 2. | Andri Saputra, M.Sc          | Sekretaris      |              |
| 3. | M.Arif Rahman Hakim, Ph.D    | Penguji Utama   |              |
| 4. | Pebri Prandika Putra, M.Hum  | Penguji Anggota |              |

I. Catatan Yang Dianggap Penting

.....  
.....  
.....  
.....

Bengkulu, 15 Juli 2022  
SIDANG TERBUKA MUNAQOSYAH SKRIPSI  
UIN FAS BENGKULU JURUSAN TADRIS

Ketua

Prof.Dr. Zubaedi, M.Ag, M.Pd

Sekretaris

Andri Saputra, M.Sc



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117  
Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

**DAFTAR HADIR SIDANG MUNAQOSYAH SKRIPSI**

Hari / Tanggal : Jum'at, 15 Juli 2022  
Waktu : 08.00 WIB s/d selesai  
Tempat : Ruang Sidang Munaqosah TBI

I. Mahasiswa Yang Munaqosyah

| Nomor Induk Mahasiswa | Nama        | Tanda Tangan | Keterangan |
|-----------------------|-------------|--------------|------------|
| 1811230002            | Tita Asmara |              |            |

II. Team Penguji

| No | Nama                         | Jabatan         | Tanda Tangan |
|----|------------------------------|-----------------|--------------|
| 1. | Prof.Dr. Zubaedi, M.Ag, M.Pd | Ketua           |              |
| 2. | Andri Saputra, M.Sc          | Sekretaris      |              |
| 3. | M.Arif Rahman Hakim, Ph.D    | Penguji Utama   |              |
| 4. | Pebrri Prandika Putra, M.Hum | Penguji Anggota |              |

Bengkulu, 15 Juli 2022

SIDANG TERBUKA MUNAQOSYAH SKRIPSI  
UIN FAS BENGKULU JURUSAN TADRIS

Ketua

Prof.Dr. Zubaedi, M.Ag, M.Pd

Sekretaris

Andri Saputra, M.Sc



KEMENTERIAN AGAMA REPUBLIK INDONESIA

UNIVERSITAS ISLAM NEGERI

FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-5117  
Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

### YUDISIUM

Nomor :

Setelah Ketua/Pimpinan Sidang Munaqosyah Skripsi musyawarah bersama Anggota/Team Penguji hasil sidang Munaqosyah pada :

Hari / Tanggal : Jum'at, 15 Juli 2022

Nama Mahasiswa : Tita Asmara

Nomor Induk Mahasiswa : 1811230002

Jurusan / Prodi : TADRIS / TBI

Judul Skripsi : The Factors Causing Foreign Language Anxiety (FLA) In English Speaking Skill ( A Descriptive Case Study At Fifth Semester Students of Perbankan Syariah UIN Fatmawati Sukarno Bengkulu In Academic Year 2021/2022)

Selanjutnya dengan memperhatikan nilai-nilai teori, KKN, nilai pembimbing I dan II serta nilai sidang munaqosyah skripsi, maka dengan ini saudara yang tersebut di atas dinyatakan **Lulus Ujian Strata Satu (SI)** dengan peringkat ..... IPK : ..... oleh karenanya diberi hak untuk memakai gelar Sarjana Pendidikan (S.Pd.) dalam Ilmu Tadris.

Ditetapkan : Bengkulu

Pada Tanggal : 15 Juli 2022

Nilai Sidang Munaqosyah :

Pembimbing I : 80  
Pembimbing II : 80  
Ketua : 80  
Sekretaris : 78  
Penguji Utama : 77  
Penguji Anggota : 85  
Jumlah : 80

Pimpinan Sidang

Prof.Dr. Zubaedi, M.Ag, M.Pd





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51278-51171-51172- Faksimili (0736) 51171-51172  
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : TITA ASMARA Pembimbing I/II : Dr. H. Ali Akbarjono, M.Pd  
NIM : 1811230002 Judul Skripsi : factors causing of foreign  
Jurusan : Bahasa Language (FLA) in English speaking skill at  
Program Studi : Tadris bahasa Inggris perbandingan Semantik Study Program in UIN  
Fatmawati Sukarno Bengkulu

| No | Hari/Tanggal  | Materi Bimbingan | Saran Pembimbing I/II                                                   | Paraf Pembimbing |
|----|---------------|------------------|-------------------------------------------------------------------------|------------------|
| 1  | 22 Feb 2022   | -                | Derubahan Judul, "student perception, → factors causing                 | ✓                |
| 2  | 9 Maret 2022  | Bab 1-2          | Sintesa dan Indicators                                                  | ✓                |
| 3  | 09 Maret 2022 | -                | Perbaiki Sintesa dan Indicator                                          | ✓                |
| 4  | 10 Maret 2022 | -                | Cek lagi pendahuluan, kesimpulannya, dan daftar isi<br>Ace. dan lengkap | ✓                |

Mengetahui,  
Dekan



Dr. H. Ali Akbarjono, M.Pd  
NIP. 19750925200031004

Bengkulu, 10 Maret 2022

Pembimbing I/II

Dr. H. Ali Akbarjono, M.Pd  
NIP. 197509252001121004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0738) 51276-51171-51172- Faksimili (0738) 51171-51172  
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : TITA ASMARA

Pembimbing I/II : Reko Serasi, M.A.

NIM : 1811230002

Judul Skripsi : Student perception of Foreign Language anxiety in Speaking Classes

Jurusan : Bahasa

Perbankan Syariah Study Program of UIN Fatmawati Sukarno Bengkulu

Program Studi : Tadris Bahasa Inggris

| No | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing I/II         | Paraf Pembimbing |
|----|--------------|------------------|-------------------------------|------------------|
| 1  | 1 Feb 2022   | bab 1-3          | cek grammar, format Penulisan | [Signature]      |
| 2  | 8 Feb 2022   | —                | iden!                         | [Signature]      |
| 3  | 15 Feb 2022  | —                | grammar etc.                  | [Signature]      |
| 4  | 22 Feb 2022  | —                | OK!                           | [Signature]      |

Bengkulu, 22 February 2022

Mengetahui,  
Dekan

Pembimbing I/II



[Signature]

Reko Serasi, M.A  
NIP. 198711092018011002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172- Faksimili (0736) 51171-51172  
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : TITA ASMARA Pembimbing <sup>III</sup> : Dr. H. Ali Akbarjono, M.Pd  
NIM : 1811230002 Judul Skripsi : The Factors Causing Foreign  
Jurusan : Bahasa Language Anxiety (FLA) in English  
Program Studi : Tadris Bahasa Inggris Speaking Skill.

| No | Hari/Tanggal  | Materi Bimbingan | Saran Pembimbing I/II                                                                                                                                                                                                                                                                              | Paraf Pembimbing |
|----|---------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1. | 21/2022<br>10 | Bab 1-5          | <ul style="list-style-type: none"><li>- Tambah One more research questions</li><li>- Bab 4 Setiap temuan harus komprehensif dan faktual</li><li>- Temuan <math>\exists</math> sesuai apa yang terjadi bukan rekayasa.</li><li>- Uraikan profil Perbankan Syariah secara spesifik porous.</li></ul> |                  |

Mengetahui,  
Dekan



Dr. H. Mulyadi, M.Pd  
NIP. 197005192000031009

Bengkulu, 21 Juni 2022

Pembimbing <sup>III</sup>

Dr. H. Ali Akbarjono, M.Pd  
NIP. 197509252001121009



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
FATMAWATI SUKARNO BENGKULU  
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0738) 51276-51171-51172- Faksimili (0738) 51171-51172  
Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa : TITA ASMARKA Pembimbing(II) : Dr. H. Ali Akbarjono  
NIM : 1811230002 Judul Skripsi : The factors causing  
Jurusan : Bahasa foreign language Anxiety (FLA) in  
Program Studi : Tadris Bahasa Inggris English Speaking Skill

| No | Hari/Tanggal  | Materi Bimbingan | Saran Pembimbing I/II                                                                                                                                                  | Paraf Pembimbing |
|----|---------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 2. | 22/2022<br>06 | Bab 4-5          | - Perbaiki struktur bab 4<br>- Tambahkan description<br>profil Perbankan Syariah<br>(nama Dosen, mahasiswa).<br>↳ related to<br>proses teaching-learning<br>experience | J                |
| 3. | 27/2022<br>06 | Bab 4-5          | Complete ulkukleku<br>etc needs                                                                                                                                        | J                |
| 3. | 28/2022<br>06 | Bab 9            | check again more source<br>of writing source<br>free to process<br>rumahku                                                                                             | J<br>J           |

Mengetahui,  
Dekan



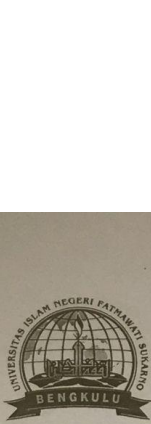
Dr. Mas Mulyadi, M.Pd  
NIP.197005142000031009

Bengkulu, 28 Juni 2022

Pembimbing(II)

Dr. H. Ali Akbarjono  
NIP.197509252001121009





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 UNIVERSITAS ISLAM NEGERI  
 FATMAWATI SUKARNO BENGKULU  
 Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
 Telepon (0736) 51278-51171-51172- Faksimili (0736) 51171-51172  
 Website: [www.uinfasbengkulu.ac.id](http://www.uinfasbengkulu.ac.id)

Nama Mahasiswa : TITA ASMARA Pembimbing I/II : Reko Serasi, M.A.  
 NIM : 1811230002 Judul Skripsi : The factors Causing Foreign  
 Jurusan : Bahasa Language Anxiety (FLA) in English  
 Program Studi : Tadris bahasa Inggris Speaking Skill

| No | Hari/Tanggal | Materi Bimbingan | Saran Pembimbing I/II                                        | Paraf Pembimbing |
|----|--------------|------------------|--------------------------------------------------------------|------------------|
| 1  | 15/6/22      | Bab 4-5          | diteliti poin <sup>2</sup> awal & Gen Ulag grammar structure | ☐                |
| 2  | 17/6/22      | ---              | diteliti minor errors                                        | ☐                |
| 3  | 20/6/22      | ---              | OK. Selesaikan lanjut ke proses selanjutnya                  | ☐                |

Mengetahui,  
 Dekan



Dr. Mus. Mulyadi, M.Pd  
 NIP.1973005142000031009

Bengkulu, 20 Juni 2022

Pembimbing I/II

Reko Serasi, M.A  
 NIP.198711092018011002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172  
Website: www.iainbengkulu.ac.id

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : TITA ASMARAH  
NOMOR INDUK MAHASISWA : 1811230002  
PRODI : TADRIS BAHASA INGGRIS

| NO | Hari / Tanggal        | Jam   | Nama Mahasiswa Seminar | NIM        | Judul Proposal                                                                                     | TTD Dosen Penguji  |
|----|-----------------------|-------|------------------------|------------|----------------------------------------------------------------------------------------------------|--------------------|
| 1  | Jumat<br>9 April 2021 | 08:00 | Hijah Tu'ala Syudal    | 1711230050 | High-Achieving Students Strategies toward E-Learning practice during covid-19 pandemic             | <i>[Signature]</i> |
| 2  |                       | 08:00 | Novalia Ranjayati      | 1711230023 | Students perspective of Google Classroom (GCR) online learning during covid-19 pandemic.           | <i>[Signature]</i> |
| 3  |                       | 08:00 | Destia Darna Ulan      | 1711230071 | Student ability in translating collection from the play Fernan written by Federico Garcia Lorca.   | <i>[Signature]</i> |
| 4  |                       | 08:00 | Rein Karlina           | 1711230069 | The Herms analysis of Summative test of the eight grade of SMPN 12 Bengkulu                        | <i>[Signature]</i> |
| 5  |                       | 08:00 | lise Margareta         | 1711230095 | The effect of think - talk - write (TTW) strategy on students writing ability in descriptive text. | <i>[Signature]</i> |
| 6  |                       |       |                        |            |                                                                                                    |                    |