

**A STUDY ON ENGLISH LEARNING ANXIETY AT THE ELEVENTH
GRADE STUDENTS OF SMA MA'ARIF NU 04 KANGKUNG KENDAL
IN THE ACADEMIC YEAR OF 2017/2018**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor in
English Language Education



by

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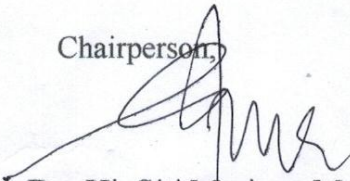
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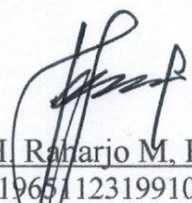
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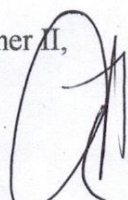

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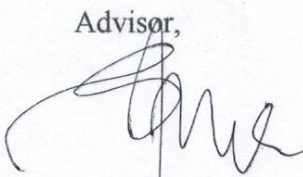

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DEDICATION

Praise be to the almighty Allah SWT who has been blessing the writer continual mercies, so that the writer could finish the thesis.

This thesis is dedicated to English teacher in EFL classrooms and everyone who supported me to accomplish this thesis. Especially dedicated to my beloved father and mother who always pray, give me the endless love and support. Also my beloved brother for their never ending support, motivation, spirit and pray to the writer.

MOTTO

سلامة الإنسان في حفظ اللسان

“SAFETY human is them who could guard their SPEECH”¹

¹ Mukh Mathory, Saiful Anwar., *50 Mutiara Hikmah*, (Jakarta: CV.Nurul Ilmu,1984),p.11

ABSTRACT

SITI KUMAEROH (133411025) “A Study on English Learning Anxiety at the Eleventh Grade Students of SMA Ma’arif NU Kungkung Kendal in the Academic Year of 2017/2018.

Anxiety is described by psychologists as a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system. Feeling anxiety is commonly expressed by us in our daily live, from workplace, classrom or even in our personal relationship. This study was carried out to explain foreign Language anxiety of EFL at eleventh grade of SMA Ma’arif NU O4 Kungkung, Kendal. Specifically, it sought to know how is students English learning anxiety also identify what factors that may contribute to anxiety in English learning environment based on the students perspectives. The method was used in this study was descriptive qualitative method. Twenty students were selected as the participants. The data were gathered through interview and classroom observations. The findings of this research showed that an EFL at the eleventh grade of SMA Ma’arif NU Kungkung, Kendal in the academic year 2017/2018 had feeling anxiety which has been manifested such as nervous, fidgeting, stuttering, sleeping, stammering, speaking too much and sweating when they study. Almost of them not interest with English lesson so they are lazy to learn and its impact they have limited vocabulary they also afraid to make mistake so they are not brave to speak up. While the factors that may contribute to anxiety, they are two factors such as internal and external factors. Internal factors from self-belief, lack preparation, linguistic aspect such as vocabulary, grammar and pronunciation. External factors can be from teacher, environment , speaking in front of class asked by teacher, incomprehensible input such as the way of teaching or learning, facility in classroom.

Keyword: English language anxiety, foreign language learning, English second language anxiety .

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Finally, the researcher realizes that this thesis is far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin

Semarang

The writer,

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CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, reason for choosing topic, research question, objectives of the study, limitation of the study and significances of the study.

A. Background of The Study

Language is primarily a means of communicating thought from one person to another. With the language, people can express their feelings and thought. People use language as a means of international communication among the nations all over the world. It is important for us to learn language especially English since it is used as a means of communication among nation in the world. Although English is not the largest number of native or 'first' language speakers, it is widely used by many people all over the world as their 'second' language.¹ In the age of 'Globalism' the status of English on the international level is a major factor that contributes to the increase in importance of English in Indonesia. The aim of teaching English in Indonesia as Foreign Language is to enable learners to communicate using English.

Learning English is something interesting to discuss and enables people to have many opinions. Some people may feel that

¹ J Harmer, *The Practice of English Language Teaching Longman Handbooks for Language Teacher*, (London: Longman Ninth Impression, 2001)

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

Every student has different psychological condition to learn English. In learning second language learners need more practice to four skills, those are speaking, listening, reading and writing. One of factors that influence in learning English that learners most faced is feeling anxiety. Emotion and physic stress can cause the students feeling of anxiety. Students may have

anxiety reaction which interfere their ability to perform successfully in a class. Anxiety is defined as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system".² Foreign language (hereafter FL) anxiety is defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviour related to classroom language learning arising from the uniqueness of the language learning process".³

The phenomenon of fear of negative evaluation, nervousness of making mistakes and worry of other higher-mastering language-friend are symptoms of anxiety. This anxiety is in the scope of foreign language learning, English. This finding implicitly says that another factor that undeniably influence on students' language learning is foreign language anxiety. Considering what had been explained above, the researcher investigated student's foreign language anxiety in lerning English at the eleventh grade students of SMA Ma'arif NU 04 Kungkung, Kendal.

² Elaine K. Horwitz, et. al., Foreign Language Classroom Anxiety, *The Modern Language Journal*, (Vol. 70, No. 2, Summer/1986 p. 125)

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

B. Reason for Choosing Topic

The writer decided this topic due to the following reasons:

1. To expose the phenomenon of anxiety in English teaching learning, so that teacher must be able to aware of such a kind of anxiety that may occur.
2. Despite it may be necessary for foreign language teachers to be more aware of helping students make use of and reduce their anxieties, and help students improve their attitude towards language learning.
3. This study investigates the impact that anxiety may have on the assessment of public speaking proficiency and on how students feel about their performance.

C. Research Questions

Based on the brief review of the research background as explained above, the reseach question of this research can be formulated as:

1. How is the student English learning anxiety at the eleventh grade students of SMA Ma'arif NU 04 Kangkung Kendal?
2. What are the factors that caused student's anxiety in learning English at the eleventh grade of SMA Ma'arif NU 04 Kangkung Kendal?

D. Objectives of The Study

Based on the research questions, the objective of the study are:

1. To explain students English learning anxiety at eleventh grade students of SMA Ma'arif NU 04 Kangkung Kendal

2. To explain the factors that cause English anxiety EFL classroom in eleventh grade students of SMA Ma'arif NU 04 Kangkung Kendal

E. Limitation of The Study

In this study, the writer limited on description language anxiety in learning English and the factors that caused language anxiety for EFL at eleventh grade SMA Ma'arif NU 04 Kangkung Kendal in the academic year of 2017/2018

F. Significances of The Study

Based on the objectives of the research, the significance of this reasearch will address as follow:

1. Theoretically: The study is to optimize for teachers and learners to be aware of anxiety and how deal with that.
2. Practically:
 - a. For the teacher, the teachers in order to understand and to effectively diagnose indication of anxiety in the learners.
 - b. For the learners, the learners will know how to cope with anxiety situation in a positive way.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents previous study also review of related literature. Review of related literature they are definition of anxiety, definition of reading, definition of writing, definition of speaking and definition of listening.

A. Previous Study

- 1. Sita Pradita, “The Relationship Between Students Anxiety and Their English Reading Comprehension” (1110014000026 The Departement of English Education The Faculty of Education and Teacher Training of Syarif Hidayatullah State Islamic University 2014)**

In this research, the researcher was to find empirical evidence of whether or not there is any significant relationship between students anxiety and their English descriptive reading comprehension. This study used survey method employing correlation study for investigating whether there is any significant relationship between students anxiety and their English descriptive reading comprehension score or not by using product moment formula. The instrument of this study are questionnaire that is designed by Saito et al namely Foreign Language and Reading Comprehension (FLRAC) that contain 20 items and made another 20 items questionnaire with same indicator as FLRAC further 20 items of descriptive

reading test are being used in order to get students English descriptive reading comprehension. The researcher recognized that there is no significant relationship between students anxiety and their English descriptive reading comprehension.⁴ The similarities of this study discussed about students language anxiety and the differences this study is about the limitation.

2. Utami Fauziah, “ The Relationship Between Students Anxiety and Their English Reading skill” (1111014000084 The Departement of English Education The Faculty of Education and Teacher Training of Syarif Hidayatullah State Islamic University 2015)

This study described the relationship between students anxiety and their English reading skill. There were two instruments in collecting data. The first instrument was to measure students anxiety in learning English as foreign language. In this case, Foreign Language Classroom Anxiety Scale (FLAS) which was developed by Horwitz; the second instruments was to measure students reading skill, in this study reading test was implemented. Based on research analysis using product moment the result there is negative significant corelation between students anxiety and their

⁴ Sita Pradita (1110014000026), *“The Relationship Between Students Anxiety and Their English Reading Comprehension (A Correlation Study at the Eight Grade Students of SMP Islamiyah Ciputat).Skripsi.* Teacher Training and Education Faculty of UIN Syarif Hidayatullah Jakarta, Jakarta,2014

english reading skill. It was concluded that students with higher anxiety got lower ability in their English reading skill and vice versa.⁵

The similarities with Utami Fauziyah's research is about students anxiety and the differences this study on research design used quantitative research while this research uses qualitative research.

3. Ghita Calvina Izumi, “ The Study Between Students Anxiety and Speaking Ability at the First Grade Students OF SMA Negeri 1 Kabupaten Tangerang” (2017)

The aim of this research was to find out the correlation between students anxiety and speaking ability. Besides, to investigate the aspect of anxiety affects student's anxiety toward speaking ability and to know the aspect of speaking correlated the most to the the students anxiety. Quantitative research was the method of this research which utilized *ex post facto design*. The sample was X MIA 1 at SMAN 1 Kabupaten Tangerang consisting of 26 students taken by simple random sampling technique. The instruments in collecting the data were questionnaire and speaking test. In analyzing the data, the researcher correlated the result of

⁵ Utami Fauziyah (1111014000084) “ *The Relationship Between Students Anxiety and Their English Reading Skill .(A Correlation Study at the Tenth Year Students of SMKN 3 Kota Tangerang. Skripsi. Teacher Training and Education Faculty of UIN Syarif Hidayatullah Jakarta, Jakarta, 2017*

questionnaire and the result of speaking test by using Pearson Product Moment correlation.

The similarity of this research with Ghita's research on subject of the research that is about students anxiety and the differences this research on research design. Ghita's research used quantitative research while this research uses qualitative research.⁶

B. Review of Related Literature

1. Definition of Anxiety

a. Nature anxiety

Anxiety is one of the psychology phenomenon which is commonly identified as a feeling of threatened, apprehension, worry and tension. Anxiety appears from human body as a response to specific situation. It can start at an earlier age or later. The writer found several definitions about anxiety. The first definition comes from Ormrod who said that anxiety is someone's feeling of uneasiness and apprehension about situation since they are not sure what its outcome will be.⁷ When someone is not sure about what will happen in the future, they

⁶ Ghita Calvinia Izumi (1313042037) , *The Study Between Students Anxiety and Speaking Ability At The First Grade Students of SMA Negeri 1 Kabupaten Tangerang.*" Skripsi. Teacher Training and Education Faculty of Lampung University, Bandar Lampung,2017

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

become anxious. In addition, the feeling of uneasiness and the apprehension appear. While according to Passer and Smith, anxiety is the condition of apprehension and tension which is as a natural response to feel threat.⁸ It means that the anxiety naturally arises when someone is threatened by any specific situation. In addition, Halgin and Whitbourne stated anxiety as a cause of people effort to avoid uncomfortable reaction which unease people to enjoy many ordinary situations.⁹ People become anxious when they try to avoid unpleasant situations in their life. Conolly and friends stated that anxiety is common feeling of worry and fear and is a normal part of someone's development but it may become problem when he/she grows and becomes a distraction in daily life.¹⁰ Every people has this reaction and they should be professional to control such reaction. It may become disadvantages for them if they place this reaction in high level. Furthermore, Hilgard and his colleagues defined anxiety as a psychological construct that is described as a state of

⁸ Michael W. Passer and Ronald E. Smith, *Psychology: The Science of Mind and Behavior*, (New York: McGraw-Hill, 2009), p. 546.

⁹ Richard P. Halgin and Susan K. Whitbourne, *Abnormal Psychology: Clinical Perspectives on Psychological Disorders*, 5th Ed., (New York: McGraw-Hill, 2007), pp. 148-149.

¹⁰ Sucheta Conolly, et. al, *Anxiety Disorders*, (New York: Chelsea House, 2006), p. 1.

apprehension, a indefinite fear that is only indirectly associated with an object.¹¹ Another expert argues that anxiety is an adaptive response, described by feeling fear, in particular situation which may motivate and sometimes become abnormal if it is excessive in given situation or interferes with functional ability.¹² Based on some definitions above, the writer concluded that anxiety is a natural psychological reaction towards what we are worry or fear about something in particular situation or something that might happened in the future. It may affect positively, such as motivate us to study before exam. Nevertheless, it can cause negative effect, such as becoming careless and absent-minded when doing exam. Hence, it depends on how we can handle this reaction and prevent this reaction to give the bad effect for our daily life.

b. Types of Anxiety

There are several kinds of anxiety. The two most well-known anxieties are state anxiety and trait anxiety.

¹¹ E. R. Hilgard, et. al, "Introduction to Psychology," in Rochelle Irene Lucas, Edna Miraflores, & Dianne Go *English Language Learning Anxiety among Foreign Language Learners in the Philippines*, Phillipine ESL. Journal, Vol. 7 July 2011, p. 97.

¹² Jeffrey S. Nevid, *Psychology: Concepts and Applications*, 3rd ed., (New York: Houghton Mifflin Company, 2009), p. 526. 7 Paul Bennett, *Abnormal and Clinical Psychology*, 2nd ed., (New York: Open University Press, 2006), p. 170.

State anxiety is commonly experienced in relation to some particular occasion or act and it momentary happened.¹³ It has been known as normal anxiety by most people. This type of anxiety occurs only in stressful event or particular situation so that it is not permanent. It will disappear when the stressful situation goes away. Meanwhile, trait anxiety is more permanent predisposition to be anxious where people are predictably and generally anxious about many things. People with such anxiety tend to feel worry and inappropriately threatened by several things in environment over time than other people. It usually comes more intense and lasted for long time. In other words, this kind of anxiety makes people become more vulnerable to stress in many things and tend to feel state anxiety reaction more intense and with greater frequency. Besides, it also believed that anxiety can give positive effect such as motivating them.

Alpert and Haber in Brown's distinguish facilitative and debilitating anxiety which also called helpful and harmful anxiety. Facilitative anxiety is seen as a trigger to improve people performance, closely related to competitiveness—the pressure to defeat their

¹³ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Pearson Education. Inc., 2007), p. 161.

classmates hence they are motivated to study harder.¹⁴ However, the competitiveness sometimes hinders people's progress—they prefer to retreat and skip the class, and it is namely debilitating anxiety. Anxiety is likely to interfere with the process of language learning. In such situation, they may be possible doing poorly in what they need to accomplish. Thus, it is important to know how to control our anxiety.

c. Anxiety and Foreign Language Learning

1) Foreign Language Anxiety

Acquiring second language is not only focused on the cognitive factors but also affective factors. The affective factor is emotional side of human behavior which involves variety of personality factors.¹⁵ Emotion or feeling becomes as the sample. One of the affective factors is anxiety.

Gardner said anxiety is an influential restraint to second/foreign language achievement that fear feeling would interfere with language achievement. He added people who become anxious achieve lower

¹⁴ H. Douglas Brown, *Principles of Language Learning and Teaching*, p. 162

¹⁵ H. Douglas Brown, *Principles of Language Learning and Teaching*, p. 152

level of achievement than people who do not become anxious.¹⁶

The term Language Anxiety and Foreign Language Anxiety are frequently used interchangeably by many linguists. Foreign Language anxiety is a specific anxiety which is related to language acquisition. As said by Horwitz, Foreign Language Anxiety is a multifaceted concept from uniqueness of the language learning process comprised of difficulty in authentic self-perception and various language teaching practices.¹⁷ In contrast with the other experts, Scovel argued that it is still premature to relate anxiety to the global and comprehensive task in language acquisition because he thought that there are many incomplete correlation researches between anxiety and language proficiency.¹⁸ However, many researchers agreed that anxiety has influenced language learning and language performance, in this case reading, like Mohammadi stated from Onwuegbuzie, Bailey, &

¹⁶ R. C. Gardner, *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*, (London: Edward Arnold, 1985), p. 33.

¹⁷ Elaine K. Horwitz, *Language Anxiety and Achievement*, *Annual Review of Applied Linguistics*, Vol. 21, p. 112.

¹⁸ T. Scovel, *The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research*, *Language Learning*, Vol. 28, 1, p. 132.

Daley's.¹⁹ In addition, Zhao Na also agreed that affective factors, such as attitudes, motivation and anxiety have been accounted a lot for successful language learning outcomes in different contexts.²⁰ Since 1970's, anxiety as an influential factor has been explored and examined among a wide community of language learners, especially foreign language learners in many contexts.

Based on various explanations above, the writer can conclude that although there are pro and contra ideas, anxiety is one of the psychological factors influencing students in learning English as a foreign language that is characterized with feeling uneasiness, apprehension, self-doubt, and worry. Moreover, Horwitz and Cope proposed conceptual foundation of anxiety. According to them, there are three components of language anxiety that have been identified in order to break down the construct into

¹⁹ Ebrahim G. Mohammadi, et. al., *The Relationship between Foreign Language Anxiety and Language Learning Strategies among University Students, Theory and Practice in Language Studies*, Vol. 3, 4, p. 638. 17

²⁰ Zhao Na, *A Study of High School Students' English Learning Anxiety, The Asian EFL Journal*, Vol. 9, 3, p. 23.

researchable issues: communication apprehension, test anxiety, and fear of negative evaluation.²¹

First, communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Difficulty in speaking in dyads or groups (oral communication anxiety) or in public (stage fright) or in listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension.²² Since interpersonal interactions become the major emphasis in foreign language learning, communication apprehension plays a large role in foreign language anxiety. In this component, students are required to communicate using the target language in their foreign language classroom through speaking and listening. Their limited competences in target language may lead them to frustration and apprehension. In this component, students think that they will have difficulty understanding what people say to them and making the other understood with what students say.

²¹ Elaine K. Horwitz, et. al., *Foreign Language Classroom Anxiety, The Modern Language Journal*, Vol. 70, 2, p. 127.

²² Elaine K. Horwitz, et. al., *Foreign Language Classroom Anxiety, The Modern Language Journal*,... P. 127

The other component that is also relevant in foreign language learning anxiety is test anxiety. Test anxiety is about the feeling fear or failure of exams, quizzes, and other language assignments used to evaluate students' performance.²³ Students with test anxiety probably experience substantial difficulty if the tests and quizzes are frequently given even the cleverest and well-prepared students often make errors. Generally, oral tests become potential factors to stimulus students' test anxiety. In Indonesian education, the teacher mostly uses many tests such as, daily test, mid-term test, and final test orally or written, to evaluate whether the students have master the material or not.

The last component of anxiety is fear of negative evaluation. Howirtz defines fear of negative evaluation as the apprehension about people's evaluation, avoidance of evaluative situations and the expectation that others would evaluate someone negatively.²⁴ It sounds similar with test anxiety yet it is in broader scope. This anxiety is not only in test taking situation but also may occur in any social

²³ Elaine K. Horwitz, et. al., *Foreign Language Classroom Anxiety, The Modern Language Journal*,... P. 127

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

situation, such as interviewing for a job. In line with Howirtz and the other, Brown stated that fear of negative evaluation appears from students need to make the other give positive social impression.²⁵ In foreign language learning context, students may have a fear of negative evaluation from both their classmates and teacher as the one who fluently master the target language.

2) Factors that cause foreign language anxiety

a) Internal factors

(1) Self- perception

According to Horwits et.al., they believe that any performance in foreign language is likely to challenge and individual's self –concept is the totality of an individual thought, perceptions, beliefs, attitudes, and values. This self-concept forms the basis of distinction made by Horwittz et.al. “The term self –esteem has been used in much same meaning as self-concept and has

²⁵ H. Douglas Brown, *Principles of Language Learning and Teaching*, p. 162

been found strongly linked with language anxiety.”²⁶

Self-esteem is probably the most pervasive aspect of any human behaviour. It could easily be claimed that there is no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and belief on your own capabilities for that activity²⁷

(2) Learners belief about Language learning

The researcher tries to give brief explanation about language learning. It seems like learner’s perception about what should be in language learning. Students thought that when we are learning English language, they should speak with perfectly without any errors.

Horwitz et.al (1987:127) cited in Muhammad Tanveer mentioned that language learning proces a threat to learners self-

²⁶Shu – Feng Tseng “*The Factors Cause Language Anxiety for ESL/EFL Learners in learning Speaking*”. *An Interdisciplinary Journal*, vol, 63 2012 pg 78

²⁷ H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: Addison Wesley Longman inc. 2002) 4th Ed. pg 145

concept, in response learners may generate some particular beliefs about language learning and its use. Research on ‘language anxiety’ suggests that certain beliefs about language learning also contribute to the students tension and frustration in class.²⁸

b) External Factors

(1) Social Environment in Classroom Learning

In indonesia, English as foreign Language may only learn in classroom environment. Students practice English only when they are in class.

“The use of communicative language teaching approaches demand students to speak English who may not be used to it in their previous learning experience and therefore feel stress when they are called upon to answer a question.²⁹

²⁸ Muhammad Tanveer “*Investigation of the Factors that Cause Language Anxiety for ESL/EFL Learners in learning Speaking Skills and the Influence it cats on Communication in the Target Language*” Dissertation (University of Glassgow: Degree of master of University of Glasgow, 2007) g. 15

²⁹ Shu – Feng Tseng “*The Factors Cause Language Anxiety for ESL/EFL Learners in learning Speaking*”. *An Interdisciplinary Journal*, vol, 63 2012 pg 79

(2) Strict and formal classroom environment

According to the Tsu-Feng journal , one of factors that cause anxiety was strict and formal environment. From her research before, the findings of her research was participants viewed the classroom a place where their mistakes were noticed and their deficiencies were pointed out. These perceptions above suggest that learners feel more anxious and under stress in the classroom environment that follow the traditional behaviourist theories of learning, such as the classroom where the students as a whole class constantly drill or repeat the learning tasks like machine and only hear what teacher said.

d. Foreign Language Classroom Anxiety Scale (FLCAS)

Since anxiety affects many aspects of foreign language learning, it is important to be able to identify students who are anxious in foreign language class. Howirtz developed Foreign Language Classroom anxiety Scale (FLCAS) to measure students' anxiety. This scale has been widely used by researchers to measure foreign language learners' anxiety and examine the effect of anxiety on learning in different contexts. The items

presented at FLCAS reflect the three components mentioned in the previous explanation: communication apprehension, test anxiety, and fear of negative evaluation in the foreign language classroom. The FLCAS consists of 33 statements divided into communication anxiety, fear of negative evaluation, test anxiety, and anxiety of English classes. The respondents are asked to rate each item on five-point Likert scale ranging from 1 ‘strongly disagree’ to 5 ‘strongly agree’.

The FLCAS was administered by Horwitz, in a number of separate studies, to approximately 300 students in introductory undergraduate foreign language classes at the University of Texas at Austin.³⁰ The result of the study suggested that foreign language anxiety can be reliably and validly measured and that it plays an important role in language learning.³¹ Hence, FLCAS can be an alternative to measure students’ anxiety because, *firstly*, it was reliable and valid measure, and *secondly*, many researchers have used this kind of anxiety measurement

³⁰ Elaine K Horwitz *Preliminary Evidence for the Reliability and Validity of a foreign Language Anxiety Scale, TESOL Quarterly*, Vol. 20,3, P.560

³¹ Elaine K Horwitz *Preliminary Evidence for the Reliability and Validity of a foreign Language Anxiety Scale, TESOL Quarterly*, P. 561`

2. Definition of Reading

a. Nature of Reading

As defined by Grabe and Stoller, Reading is the competence to describe meaning from the printed text and appropriately interpret the meaning.³² Briefly, reading is the ability to transfer the meaning from the written text to the form of information. In addition, Brassel and Timothy explained that reading is the capability to comprehend or create meaning from written text.³³ In line with previous explanations, Ur pointed reading as a process of decoding—translating the written symbols (letters or words) into corresponding sounds and understanding what it means.³⁴ In other word, reading is the way people interpret the group of letters of words in a text and understand the meaning of those words in the text. It cannot be said reading if people cannot understand what they have read. From the definitions of the experts above, the writer concludes that reading is not only the ability to interpret the written symbols, such as letters or words, but

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

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

³⁴ Penny Ur, *A course in Language Teaching Practice* (Cambridge: Cambridge University Press. 1991)p. 138

also the way of getting meaning and understanding from the words that have been read.

b. Understanding reading comprehension

As said by John F Savage reading comprehension is “ the process of acquiring or deriving meaning and understanding from printed language. Involves cognitive functioning related to what one reads”³⁵ Additionally, Linse in Nunan (ed) states that “Reading comprehension refers to reading for meaning, understanding and entertainment.³⁶ From those definitions it is clearly states that both author emphasized on meaning and understanding. Thus, in the reading proccess the readers not only read the text but they need to comprehend and find out what the author tried to convey based on the text they need.

Dona M. Scanlon Kimberly L Anderson and Joan M Sweeney states that “comprehension is an active process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader’s preexisting knowledge related to

³⁵ John F Savage and Jean F Mooney, *Teaching Reading to Children With Special Needs* (Boston; Allyn and Bacon inc, 1997), p. 14

³⁶ David Nunan (ed) *Practical Language Teaching, Young Learners*, (New York; McGraw-Hill Companies, inc, 2006), p. 71

the topic of the text .³⁷ From that definition it can be concluded that the reader not only absorb new information with their understanding toward the text, but also the reader also needs to relate the new information with their prior knowledge.

Based on definition above the writer concludes that reading comprehension is an active interaction from the reader in comprehending the author passage in the writer form. In addition, while reading the reader not only absorb new information but the reader also needs to combine it with their prior knowledge.

c. The reading comprehension influence factors

There are some factors that can influence students reading comprehension, according to Larry A Harris and Carl B Smith mention some factors that has been identified as primary determinants of reading comprehension, they are : background experience, language abilities, thinking abilities, affection (interest and motivation, attitudes and beliefs and feelings) and reading purpose.³⁸

³⁷ Dona M. Scanlon Kimberly L Anderson and Joan M Sweeney, *Early Intervention for Reading Difficulties* (New York; The Guilford Press, 2010) p. 276

³⁸ Larry A Harris and Carl B Smith, *Reading Instruction Diagnostic Teaching in the Classroom* (New York; Richard C. Owen Publisher, Inc, 1980) P. 207

The writer sums up that students or the reader will get difficulties in comprehending reading text if they don't have background knowledge, poor vocabulary mastery or curiously to read a text.

3. Definition of Writing

a. Definition of Writing

“Writing is functional communication, making learners possible to create imagined worlds of their own design.”³⁹ It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.

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

b. Writing Process

Writing is a never one-step action. And there are many steps of writing process, those are;

³⁹ Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

⁴⁰ Alan Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (New York: Pearson Education, Inc, 2005), p. 2.

1) Prewriting

“Prewriting is the thinking, talking, reading and writing you do about your topic before you write a first draft. Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise”.⁴¹

In prewriting step, you gather ideas to write about. Taking notes in one of way to gather ideas. There are several ways to warm up before you write.

2) Writing

After you have finished in prewriting, you can continue to the next step (writing). As you write, the first draft on your paragraph, use the ideas you generated from prewriting as a guide. As you write, remember to:

- a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
- b) Stick the topic does not include information that does not directly support the main idea.
- c) Arrange the sentences so that the other ideas make sense.
- d) Use signal words to help the reader understand how the ideas in your paragraph are connected.⁴²

⁴¹ Karen Blanchard and Christine Root, *Ready to Write*, (New York: Pearson Education, Inc, 2003), 3rd Ed., p. 41.

⁴² Karen Blanchard and Christine Root,, p. 43.

3) Revising

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

- a) Add new ideas to support the topic.
- b) Cross out sentences that do not support the topic.
- c) Change the order of the sentences.
- d) Using the following checklist to revise your paragraph.
 1. Make sure you have a topic sentence.
 2. Cross out sentences that do not relate to the main idea.
 3. Check to see if the sentences are in the right order.
 4. Add new ideas if they support the topic sentences.
 5. Make sure you have included signal words to help guide the reader.
 6. Check the punctuations, spelling and grammar.⁴³

4. Definition of speaking

Speaking is the verbal use of language to communicate with other. The statement shows that speaking is used to communicate with other verbally. Speaking is also called as the oral production. Speaking is the productive, oral skill that

⁴³ Karen Blanchard and Christine Root, *Ready to Write* p. 44.

consists of producing systematic verbal utterance to convey meaning.⁴⁴

Many people feel that speaking in a new language is harder than reading, writing, and listening for two reasons. First, unlike reading, speaking happens in a real time. Usually the person you are talking to is waiting for you to speak right. Then when you speak, you can not edit and revise what you wish to say, as you can if you are writing.

Speaking is a skill which deserved attention from everybody as much as literary skill. In both first and second language. We often need to be able to speak with confidence order to carry out of their most and through which they make or loose friends. Now, it is uneasy work for the students to communicate in English due to the fact that rules of that language are different from those of their own language, and they have not been familiar to the new rules.

According to Oxford Learner's Dictionary, speaking is making use of word in an ordinary voice, uttering words, knowing and being able to use a language expressing one self in words; making a speech. While skill is the ability to do something well. In conclusion, the definition of speaking skill lexically is the ability to utter words or sounds with the

⁴⁴ Bailey, Kathleen M, *Practical English Language Teaching; Speaking* (Singapore, 2003), p. 119

ordinary voice or the ability to communicate vocally or have conversation through practice, training or talent.⁴⁵

Speaking skill is the ability to use the language in oral form. In senior high school, this skill is limited to the ability to conduct a simple conversation on some subject (e.g. expressing regret, gratitude, certainty, etc.). In line with it Lado says that speaking ability is described as the ability to converse or to express the sequence of idea fluently. So, someone who wants to speak a foreign language has to know the rules of that language, for example, grammar, vocabulary pronunciation, word formation, and to apply them properly in communication.

5. The Definition of Listening

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

Helgesen (2003:24) states that listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, although listening is receptive, it is very active

⁴⁵ Hornby, *Advance Learners Dictionary*, (Oxford: Oxford University Press, 1995), p.13

because listeners can think and understand things at higher levels than what they have heard. As they listen, they process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge and experiences, in a very real sense, they are figuring or creating some kinds of meaning in their own mind.

Rost (2002:177) defines listening as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening, then, is a complex, active processes of interpretation in which listeners match what they hear with what they have already known.⁴⁶

Rivers in Hasyuni (2006: 8) states that listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create significance. So, we can say that listening is like a cooking process, there is the recipe, and then we gather the

⁴⁶ Rost, M. *Teaching and Researching Listening*. (London; UK, Longman. 2002) p. 177

ingredients, start to process to cook and finally we eat that. The process will be successful if we prepare the right dose, as well as listening, we can get the right words if we listen well and know all of the sentences. From the definition above, it can be concluded that listening is a complex, active process of interpretation in which listeners match what they have heard with what they have already known. It is a process to start mind. We must pay attention first with the listening, then we can easily study the other skills.⁴⁷

C. Theoretical Framework

The researcher tried to find out whether the students have an anxiety in learning English language or not. Also, the research is attracted to explain the factors that caused students anxiet in learning English at the eleventh grade students of SMA Ma'arif NU 04 Kangkung Kendal. And the participants of the research is students of eleventh grade. The research was conducted at SMA Ma'arif NU 04 Kangkung Kendal from Desember 4,2017 to Januari 11, 2018.

Based on literature review above, anxiety is an important thing that must be noted by teachers and students.

⁴⁷Hasyuni, *The Students' Preferred Activities for English Listening Classes* (A Survey Conducted to the Second and Fourth Semester Students of English Department of FKIP Universitas Bengkulu Academic Year 2005/2006). Unpublished Thesis of Teacher Training and Education Faculty of Universitas Bengkulu. p. 8

Moreover in English lesson. Because some of students did not understand English deeply. In English lesson some skills are learnt by students such as speaking, reading, writing and listening, and all of it needs an extra skills in English lesson use full of English language certainly. Whereas, some of students are lack of mastering English language skills.

This research may give some affect to the students, they need to get involved to reduce anxiety in classroom. They should respect each other in order to create a friendly environment. They should help a lower level students when have a difficulty instead of ridiculed them. This would make them feel comfortable with each other. In addition, anxious students should realize that mistakes are a natural part of language learning, therefore, it should not discourage them in learning English.

CHAPTER III

RESEARCH METHOD

This chapter describes the method of the study. The description includes: research design, time and setting of research focus of research, data collection technique, data analysis techniques and validity of data.

A. Research Design

There are two basic types of research; qualitative and quantitative. In doing this research, the researcher chose qualitative method. The researcher used qualitative method, because this research deals with phenomena that need qualitative data. There is no hypothesis statement in this research. Relating to this study, Mc Roy stated that qualitative research concerned with nonstatistical method of inquiry and analysis of social phenomena. Sample is usually small and is often purposively selected. Qualitative used detailed description from the perspective of the research participants themselves as a means of examining specific issues and problems under study.⁴⁸ Supporting to this research of the study, the researcher uses field qualitative that will obtain from interview.

⁴⁸ Ruth G Mcroy, “*Qualitative Research*”, <http://www.unc.edu/home/marson/qualitative-research.html>. Retrieved on Agustus 10, 2017

B. Time and Setting of Research

The setting of the research is SMA Ma'arif NU 04 Kungkung Kendal. It is a senior high school which located in Jalan Majid Al Huda, Laban, Kungkung, Kendal. The school was established in 2006. There are six classes registered from grade X until XII. English is taught as compulsory subject. There are three meetings in a week with time allocation 80 minutes for each meeting.

The research was conducted at SMA Ma'arif NU 04 Kungkung Kendal from Desember 4,2017 to Januari 11, 2018. It consisted of interview, observation and documentation for around a month in class XI.

To determine the participans of this research, the researcher used a purposive sampling in order to help the researcher understand the phenomenon being studied. According to creswell, purposefull sampling is aimed to learn or understand the central phenomenon by selecting individuals and sites intentionally.⁴⁹ The participants of the research were a number of SMA Ma'arif NU 04 Kungkung Kendal in class XI.

49 John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (Boston: Pearson Education,Inc.,2012),p.206

C. Focus of Research

This research focused on student's anxiety that may happened at eleventh grade students of SMA Ma'arif NU 04 Kangkung Kendal while learning English in Academic Year of 2017/2018. Focusing on English learning anxiety and also finding out the factors that may cause anxiety.

D. Data Collection Technique

To obtain the data, the researcher used in- depth interview techniques as the primary technique And then followed by classroom observation for validity check.

1. Depth Interview

The interview instrument has an important role in collecting the data, in this research, the researcher used structural interview with several questions for the students and teachers to find out data. Interview is a data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable an valid measures in the form of verbal responses from one or more respondents. According to Bungin, in-depth interview is a process to obtain information for the purpose of research by face to face questioning

between the interviewer and informant with or without the use of an interview guide.⁵⁰

Technique interview is a communication between two people involved which one person who wanted to get an informantion from another by asking some questions related English learning anxiety at the eleventh grade students of SMA Ma'arif NU 04 Kangkung Kendal. Each interview spent for about ten until fifteen minutes. All interviewers were conducted in Indonesian and were recorded with participants' permission. They were ensured that all recordings would be deleted and the information gained through them would be kept strictly confidential. The researcher used structural interview, the note in interview as useful guiding for researcher to explore data systematically and to understand points that asked during interview which avoid out of topics.

The researcher used this method to explore data deeper, valid and truthfullness. The student's voice during interview was recorded and after that researcher transcribed.

2. Observation

Another data collection technique is observation. Suharsimi stated that observation is the act of collecting data about the performance of a subject through the five senses; sight,

50 Burhan Bungin, *Penelitian Kualitatif* . Edisi Kedua (Jakarta: Kencana Prenasa Media Group, 2007), p. 111

smelling, hearing, touching and taste.⁵¹ In this case, the observation was conducted by observing students behavior during teaching and learning English.

The researcher observed all of the students in class XI, especially the twenty participants who had an interview with the writer before. Each observation lasted approximately 80 minutes, following the duration of a meeting. The researcher observed the sign of language anxiety as suggested by Oxford, such as

- General avoidance: showing carelessness, low levels of verbal production, lack of volunteering in class, seeming inability to answer even the simple questions.
- Physical actions: squirming, stuttering or stammering, displaying jittery behavior, conversational withdrawal, lack of eye contact, image protection or masking behavior (exaggerated smiling, laughing, nodding, joking) and being unable to reproduce the sounds or intonation of the target language even after repeated.⁵²

The researcher focused on the sign that appeared in every single phase of English learning took place in the

51 Suharsimi Arikunto, *prosedur penelitian sebuah pendekatan praktek* page 156

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

classroom. Furthermore, the observation was used to find out when was students likely to feel anxious and in what situations that might trigger their anxiety in English class.

3. Documentation

Documentation is a technique of data collection by gathering and analyzing documents, whether written documents and pictures. It is done to obtain the written data, such as note, transcript, newspaper, magazine, etc.⁵³ The researcher used this method to obtain documents which is related to this research.

E. Data Analysis Techniques and Validity of Data

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman: data reduction, data display, and conclusion drawing and verification

1. Data Reduction

First , the Mass of the data has to be organized and somehow meaningful reduced or reconfigured. According to Miles and Huberman, data reduction refers to the process of selecting ,focusing, simplifying, abstracting, and transforming the data⁵⁴

53 Nana Syauhid Sukma Dinata, *Metodology Penelitian Pendidikan* (Bandung: PT Remaja Rosda Karya,2004), p.221

54 Matthew, B Milles and A. Michael Hiberman, *Qualitatif data Analysis: An Expanded Sourcebook, second Edition* (thousand Oaks: SAGE Publications, 1994),p. 10

In reducing the data, the researcher chose which aspects of the data that appeared in the interview transcriptions and field notes, should be emphasized, minimized or set aside completely for the purposes of the research. Further, the researcher put code on each meaningful unit based on the list of codes (table 1) then, the researcher examined all the relevant data sources for description and themes which will be used for the research findings.

Table 1
List of codes

No	Factors Contribute to Anxiety	Codes
1	AF: Factors from Teacher - AF: Teachers personality - AF: Speaking in front of the class - AF: Incomprehensible input	AF-T - AF- TP - AF- TSP - AF- TII
2.	AF: Factors from Students - AF: Ridiculed by peers - AF: Beliefs about English English is Difficult Low self-esteem - AF: Lack of Preparation - AF: Less Vocabulary - AF: Less Pronunciation - AF: Less Grammar	AF-S - AF- SR - AF-SB - AF-SB/DF - AF-SB/LO - AF-SLK - AF- SVB - AF-PR - AF-GR

3. Data display

The second step after reducing data is displaying data. This phase provided an organized and compressed assembly of information that permits for conclusion drawing.

The researcher displayed the data that have been reduced in order to facilitate for data interpretation. It displayed in a table with the basic categories such as factors to contribute to longer anxiety.

4. Conclusion drawing and verification

Conclusion drawing involves stepping back to consider what analyzed data mean and to assess their implication for the research question. In this phase, the researcher drew meaning from the data in a display.

Furthermore, the data have to be checked for their studieness and confirmability. The researcher checked the validation of the data using triangulation strategy. According to Miles and Huberman, triangulating is a tactic for verifying or confirming findings by using multiple sources and modes of evidence.⁵⁵

The researcher examined multiple sources, such as interview responses and observational data as many times as necessary to obtain the valid findings of this study.

55 Matthew, B Milles. A. Michael Hiberman, *Qualitatif data Analysis: An Expanded Sourcebook, second Edition* (thousand Oaks: SAGE Publications, 1994),p. 267

CHAPTER IV

RESEARCH FINDINGS

This chapter describes general description of data gained during the research. The data were collected through structured interview with the participants and Classroom observation.

A. School Profile

This research was conducted in eleventh grade of SMA NU 04 kangkung kendal. This school is located in Laban, Kangkung, Kendal. School area was surrounded by the field and the yard. Because this school was only established for about 12 years, so it still need more time to develop all about the school, include the infrastructure of the school in order to get a higher accreditation value. The school has 6 classrooms, 1 teacher's room, 1 principal's office, 1 administration office, 5 bathrooms, 1 laboratory room, 1 school yard and 1 storehouse.

And the staff of school consisted of principal school, 16 teachers. The number of educators and education personnel can be seen in the table below.

Jumlah Pendidik dan Tenaga Kependidikan	Jumlah	Tingkat Pendidikan				Ket
		≤ SLTA	Diploma	S 1	S 2	
Guru Tetap	6			6		
Guru Tidak Tetap	10			10		
PNS	0			0		
Non PNS	16			16		
Karyawan Tetap	2	2				
Karyawan Tidak Tetap	4	4				
PNS	0	0				
Non PNS	6	6				
Jumlah		6		16		

In the academic year of 2017/2018, the member of students was 198 students. The tenth grade consisted of 67 students, eleventh grade consisted of 75 students and the twelfth consisted of 58 students.

B. Data Description

1. The result of Interview

In this part the researcher will explain about the result of research. In the result of research there are some heterogen answer from participants that has been summarized in table.

The table is explain about some codes that reseacher used to described the answers from each participant.

List of codes

No	Factors Contribute to Anxiety	Codes
1	AF: Factors from Teacher - AF: Teachers personality - AF: Speaking in front of the class - AF: Incomprehensible input	AF-T - AF- TP - AF- TSP - AF- TII
1.	AF: Factors from Students - AF: Ridiculed by peers - AF: Beliefs about English English is Difficult Low self-esteem - AF: Lack of Preparation - AF: Less Vocabulary - AF: Less Pronunciation - AF: Less Grammar	AF-S - AF- SR - AF-SB - AF-SB/DF - AF-SB/LO - AF-SLK - AF- SVB - AF-PR - AF-GR

Table 2

Result of interview

Interview	Participants answers
Participant 1	<ul style="list-style-type: none">- Boring because it is hard lesson (AF-SB/DF),- Learning atmosphere that is not supportif such as noisy (AF-TII),- -Ridiculed by peers (AF- SR), English is difficult (AF-SB/DF),- Not interested in English lesson (AF-SB),- Limited vocabulary (AF-SV)
Participant 2	<ul style="list-style-type: none">- Boring because it is hard lesson (AF-SB/DF),- Rowdy class are so difficult to Learn (AF-TII),- Ridiculed by peers (AF- SR), Shame (AF-SB/LO),- English is difficult (AF-SB/DF), Less concentration (AF-SLK)- English is difficult (AF-SB/DF),- Rowdy class (AF-TII),- Sleepy (AF-S),- difficult to decipher (AF-SV)

Participant 3	<ul style="list-style-type: none"> - English is difficult (AF-SB/DF), - noisy class so difficult to concentration (AF-TII), - Ridiculed by peers (AF- SR), - English is difficult (AF-SB/DF), - unannounced test (AF-TP), - Limited vocabulary (AF-SV)
Participant 4	<ul style="list-style-type: none"> - Boring because it is hard lesson (AF-SB/DF), - Noisy class (AF-TII), - Ridiculed by peers (AF- SR), - English is difficult (AF-SB/DF) - difficult to decipher (AF-SV), - students are afraid to make a mistake (AF-SB/LO), - Lazy to Learn (AF-SLK), - less understood when explained (AF-SLK)
Participant 5	<ul style="list-style-type: none"> - Students are afraid to make a mistake (AF-SB/LO), - Rowdy class are so difficult to concentration (AF-TII), - Ridiculed by peers (AF- SR), - Shame (AF-SB/LO), - English is difficult (AF-SB/DF),

	<ul style="list-style-type: none"> - less learning (AF-SLK), - Limited vocabulary (AF-SV) - Limited pronunciation (AF-SPR), - Less grammatical (AF-SGR), - The way teacher acts and behave (AF-TP)
Participant 6	<ul style="list-style-type: none"> - Rowdy class are so difficult to concentration (AF-TII), - Ridiculed by peers (AF- SR), - Shy to answer questions (AF-SB/LO), - English is difficult (AF-SB/DF), - Less understood and confused the lesson (AF-SLK), - Confusing because they do know to study with whom (AF-SLK), - English is difficult (AF-SB/DF)
Participant 7	<ul style="list-style-type: none"> - Sometimes bored because hard (AF-SB/DF), - Rowdy class (AF-TII), - Ridiculed by peers (AF- SR), - English is difficult (AF-SB/DF), - Limited vocabulary (AF-SV), - Limited pronunciation (AF-SPR), - Afraid to make mistake (AF-SB/LO), Limited vocabulary (AF-SV)

	<ul style="list-style-type: none"> - Unclear explanation (AF-TII)
Participant 8	<ul style="list-style-type: none"> - Afraid (AF-SB/LO), - Rowdy class (AF-TII), - Ridiculed by peers (AF- SR), - English is difficult (AF-SB/DF), - Difficult to memorize vocabulary (AF-SV), - Not understanding material (AF-SLK), - Limited vocabulary (AF-SV), - Limited pronunciation (AF-SPR), - Less grammatical (AF-SGR)
Participant 9	<ul style="list-style-type: none"> - Rowdy class so difficult to concentration (AF-TII), - Ridiculed by peers (AF- SR), - Asked by the teacher (AF-TSP), - Not finished homework (AF-SLK), - Limited vocabulary (AF-SV), - The teacher's voice slowly (AF-TII)
Participant 10	<ul style="list-style-type: none"> - English is difficult (AF-SB/DF), - -Rowdy class (AF-TII), - Ridiculed by peers (AF- SR), - Shy to answer questions (AF-SB/LO), - Rowdy class (AF-TII) - Ridiculed by peers (AF- SR), - Not comfortable studying in the class

	<p>(AF-TII),</p> <ul style="list-style-type: none"> - Negatif appreciation (AF- SR), - Difficult to decipher (AF-SV)
Participant 11	<ul style="list-style-type: none"> - Rowdy class (AF-TII), - - Ridiculed by peers (AF- SR), - Asked by the teacher (AF-TSP), - Less understood the material (AF-SLK), - Memorize vocabulary (AF-SV)
Participant 12	<ul style="list-style-type: none"> - English is difficult (AF-SB/DF), - Rowdy class are so difficult to concentration (AF-TII), - English is difficult (AF-SB/DF), - Getting left behind (AF-TII), - Memorize vocabulary (AF-SV), - the teacher's voice slowly (AF-TII)
Participant 13	<ul style="list-style-type: none"> - English is difficult (AF-SB/DF), - Rowdy class are so difficult to concentration (AF-TII), - Ridiculed by peers (AF- SR), - English is difficult because not mastery in English lesson (AF-SB/DF), - Afraid (AF-SB/LO) - Memorize vocabulary (AF-SV), - The teacher's voice slowly (AF-TII)

Participant 14	<ul style="list-style-type: none"> - English is difficult (AF-SB/DF), - Rowdy class (AF-TII), - Ridiculed by peers (AF- SR), - English is difficult (AF-SB/DF), - Lazy to learn (AF-SLK), - Limited vocabulary (AF-SV), - - Factors from teacher (AF-TP)
Participant 15	<ul style="list-style-type: none"> - English is difficult (AF-SB/DF), - - Rowdy class (AF-TII), - Ridiculed by peers (AF- SR), - English is difficult (AF-SB/DF), - Unannounced test (AF-TP), - Lazy to learn (AF-SLK), - Difficult to decipher (AF-SV), - Less grammatical (AF-SGR)
Participant 16	<ul style="list-style-type: none"> - English is difficult (AF-SB/DF), - Rowdy class are so difficult to concentration (AF-TII), - Ridiculed by peers (AF- SR), - English is difficult (AF-SB/DF), - test (AF-TP), - lazy to learn (AF-SLK), - Memorize vocabulary (AF-SV), - Limited pronunciation (AF-SPR),

	teacher's voice slowly (AF-TII)
Participant 17	<ul style="list-style-type: none"> - English is difficult (AF-SB/DF), - lazy to learn (AF-SLK) - Rowdy class (AF-TII), - Ridiculed by peers (AF- SR), - English is difficult (AF-SB/DF), - asked by teacher (AF-TP), - less seriously when learning (AF-SLK), - limited vocabulary (AF-SV), teacher's voice slowly (AF-TII)
Participant 18	<ul style="list-style-type: none"> - English is difficult (AF-SB/DF), - Rowdy class (AF-TII), - Ridiculed by peers (AF- SR), - English is difficult (AF-SB/DF), - limited vocabulary (AF-SV), - less attention (AF-SLK)
Participant 19	<ul style="list-style-type: none"> - English is difficult (AF-SB/DF), - Rowdy class are so difficult to concentration (AF-TII), - Ridiculed by peers (AF- SR), - English is difficult (AF-SB/DF), - Lazy to learn (AF-SLK), - Less understanding learn (AF-SLK),
Participant 20	<ul style="list-style-type: none"> - Rowdy class are so difficult to concentration (AF-TII),

	<ul style="list-style-type: none"> - Ridiculed by peers (AF- SR), - Students are afraid to make a mistake (AF-SB/LO), - English is difficult (AF-SB/DF), - Less seriously when learning (AF-SLK), - Limited vocabulary (AF-SV), - Limited pronunciation (AF-SPR), - Less grammatical (AF-SGR) - Factors from teacher (AF-TP)
Teacher	<ul style="list-style-type: none"> - Students dont enthusiastic with English (AF-TII) - Students felt that English is difficult (AF-SB/DF) - Students have trouble when they speak up (AF-TSP) - Students rarely open dictionary (AF-TII) - Students are lazy to study (AF-SLK) - Students have limited vocabulary (AF-SV) - Students are less of self confidence (AF-SB/LO) - Students are afraid to make mistake (AF-SB/LO)

From interview section it indicate that anxiety does exist among students of SMA Ma'arif NU 04 Kungkung Kendal. From 20 participants 18 said that they feel anxious when studying English in the class. Further, when they asked why felt anxious, the participants responded that they feel anxious when do not understand the material and do not prepare enough. they also spoke of their fear of making mistake and being ridiculed by peers. Moreover, they thought that they feel anxious because only had limited vocabulary, grammar knowledge and pronunciation.

When asked how people react if someone make a mistake, they all responded that their peers would laugh. The writer also examined the participants beliefs about English language. Most of the participants also admitted that English was difficult. Further, the interviewee also asked how teacher influenced their feelings, they responded that the teacher can give clear explanation and do not give announced test. They also wanted the teacher to encourage them and do not forced them to practice.

2. The result of observation

The table below is a data display compiled from classroom observation.

Table 3

Factors contribute anxiety	Signs
Speaking activities : speaking in front of the class (AFTSP)being called on by teacher or waiting run (AFTSP) did not know how to answer teacher's say question (AFTSP), worried about grammatical mistake worried about pronunciation (AF-SB/LO)	Avoidance ; lack of eye contact pretend to be busy by reading a book or writing a note, refuse teachers instruction to practice. Physical; fidgeting ,stuttering, stammering, lowering the voice , speak too much, fast and sweating
Ridiculed by others (AF- SR)	Physical ; lose focus, fidgeting, stuttering, stammering, lowering the voice , speak too much, fast and sweating or smiling, laughing to cover anxiousness
When teachers deliver a lesson; incomprehensible input (AF-	Avoidance; showing carelessness, lack of eye

TII) teachers speak too much and fast (AF-TII)	<p>contact, chatting with peers.</p> <p>Physical; fidgeting , confusing , worried.</p>
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Based on the table 2, it shows that students might feel anxious at some situations. Students were mostly anxious in speaking in front of the class, being called on by teacher or waiting turn to speak. They also worried about grammatical and pronunciation mistake. It also revealed that students often laughed at students who made a mistake. Some students appeared to be anxious when their peer ridiculed them. Further, it also appeared that students might feel anxious when the teacher delivered a lesson. They began to feel uneasy when they do not understand the lesson.

C. Discussion

The findings suggested several factors that possibly contribute to the students' anxiety in their English class. Based on the findings, the factors that contribute to anxiety could be classified as follows:

1. Speaking in front of the class

Most of the participants responded that they were very concerned about having to speak in front of the class. They frequently answered that they started to worry when their teacher asked them to practice their speaking or reading in front of the class. While the other said that they started to panic when have to speak English. Many also commented that they get anxious when suddenly teacher asked them a question. One student reported that just simply being called on can produce anxiety. Moreover, some of participants confessed that they felt uneasy because the students pay attention to them. They fear of being negatively evaluated by both teacher and peers which can expose their inadequacies. Furthermore, they thought it might happen because of their limited vocabulary and grammatical knowledge.

During observation it also found that students appeared to be anxious when speaking in front of others. Some of them lowered their voices or read faster to avoid the teacher correction. While several other were likely to avoid their teacher by pretended to be busy writing a note or read a book. Few even refuse the teacher's instruction to practice their speaking skill in front of the class in an effort to avoid

humiliation or embarrassment of being called to speak.

Similar result was found by Horwitz et al. (1986) that students are very self-conscious about speaking foreign language in front of others students, those feeling often lead to fear or even panic. Moreover, according to them difficulty in speaking in peers or groups or in public are all manifestations of communication apprehension.

2. Incomprehensible input

The interview indicated that most of the participants get so bothered when they don't understand a lesson. They told that they started to feel uneasy when they don't understand what teacher said. Some of them added that they fear they would not understand all the language input which simply increased the probability of their failure.

The result of the observation revealed that some students looked confused when the teacher gave a lesson. A few even showed carelessness by chatting with their friend next to them or drawing something maybe to reduce their anxiousness.

According to Horwitz *et al.* (1986) difficulty in listening to or learning a spoken message are manifestations of communication apprehension.

Worde (2003) also noted that incomprehension provoked considerable amount of anxiety. Moreover, similiar result was found by Iizukka (2010) that difficulty in following teachers' talk lead to anxiety.

3. Vocabulary

Vocabulary becomes one of factors that caused anxiety in learning English. That is also what students of SMA Ma'arif NU 04 Kungkung Kendal experienced. Most of them said that they felt anxious cause they did not mastery the vocabulary, they are also difficult to dechiper and memorize the vocabulary.

The result of the obervation revealed that some students looked confused when the teacher asked them to decipher a text. They read in a low voice and also asked with his friend the meaning of the text. Some of them also answered the question tentatively. They are also confused by the questions given by the teacher. So, the teacher should repeat it in Indonesian. This shows that they are very difficult in learning English without knowing the meaning of the word. As said by Richard and Renandya in the book *Methodology in Language Teaching*;

“Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and

write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and maybe discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, and using language in different contexts, reading or watching television.”⁵⁶

From statement above, it clearly indicates that lacking of vocabulary becomes anxiety for learners because they believed that in order to understand what being said in English they must understand every word.

4. Grammar

Another factor that caused anxiety for an EFL learners is grammar. Grammar becomes one of factors that caused anxiety in learning English. They are four students that have grammar as a problem in learning English. When asked what they felt difficulties while learning English they answered that grammar is one of the things that are difficult to learn. According to Richard and Renandya is

“Knowledge of the grammatical system of the language, it was argued, was but one of the many components which underlay the notion of communicative competence. To be

⁵⁶ E-book: Jack C Richards and Willy A. Renandya, *Methodology in Language Teaching; An Anthology Of Current Practice*, (Cambridge: University Press, 2002), p. 255

considered a competent user of a language, one needs to know not only the rules of grammar, but also how rules are used in real communication. During this period, grammar teaching became less prominent, and in some cases, was abandoned. People now agree that grammar is too important to be ignored and that without a good knowledge of grammar, learners' language development will be severely constrained⁵⁷

Grammar is one of factors that caused anxiety for EFL learners in SMA NU Maarif Kungkung, Kendal. Students believe that they should know and have a good grammar skill to write and speak in learning English.

5. Pronunciation

Pronunciation becomes a factor that caused anxiety in learning English. Some learners said that they cannot ignore their accent and sometimes always slip of the tongue when they speak or read in English. Another students felt that they have deficiencies in their pronunciation so they feel ashamed to read or speak aloud when asked by the teacher. Like Richard and Renandya mentioned that

“Pronunciation (also known as phonology) includes the role of individual sounds and sounds segments , that is, features at the

⁵⁷ E-book: Jack C Richards and Willy A. Renandya, *Methodology in Language Teaching; An Anthology Of Current Practice.*(Cambridge: University Press,2002), p.255

segmental level, as well as supra segmental features such as stress, rhythm, and intonation. The fact that few second language learners are able to speak a second language without showing evidence of the difficulty of acquiring a native like pronunciation, but also of the goals learners set for themselves.⁵⁸

The observation also showed, when the teacher asked students to read the text, they cannot pronounce it clearly. Most of them are still affected by their accent.

6. Being laughed at by others

Another factor that played great role in contributing the participants into anxious feeling is unsupportive manner such as ridicule by peers or teacher. They all thought that people in their classroom will laugh at them if they make a mistake. In other words they all were very concerned about being laughed at by others or making fool of themselves in public.

Moreover, some of them had painful memories of being ridiculed by other students. They admitted that their peers often ridiculed or even sometimes shouted at them if they makes a mistake.

⁵⁸ E-book: Jack C Richards and Willy A. Renandya, *Methodology in Language Teaching; An Anthology Of Current Practice*.(Cambridge: University Press,2002), p.145

It just makes them lose their focus and felt so embarrassed. This findings also indicated that is why they get so nervous when had to speak.

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

Similar result was found by Price (1991) that fear of being laughed at by other as one of the greatest sources of anxiety. Moreover, this finding is also consistent with Oxford (1999), he noted that ridicule is one of the most important issue related to language anxiety.

7. Students; beliefs about the language learning

Certain beliefs were also found as factors as factor that may contribute to students' anxiety. The interview revealed that English has gained reputation as notorious lesson. Many of the participants felt that English was a difficult subject. Other students

admitted they had a problem with their vocabulary. Moreover, during observation it also revealed that students were too afraid to become active in their classroom. Most students were passive. They preferred to wait for the teachers, just followed, and did whatever the teacher told them to do.

These findings were consistence with Horwitz *et al.* (1986) that certain beliefs about language learning also contributes to the students' tension and frustation in the classroom. In addition, Price (1991) found that anxious students believed their language skill were weaker than any other students. He added that unsuccesful language learner often have lower self-esteem than succesful language learner. Similar result was found by Marwan (2007) that lack of confidence is one of the primary cause of students' anxiety.

8. Lack of Preparation

The findings indicated that lack of preparation was also factors that contribute to the students' anxiety. Few admitted that they usually get very anxious when they didn't prepare enough for test or speaking practice. One blamed himself for get so much worried because he was studying less. Similar result was found by Marwan (2007) that lack of

preparation was the major contributor of students' anxiety. In addition, Iizuka (2010) also found that participating in class without enough preparation often lead to anxiety.

9. Environment

Class is the place where learning taken, anything that happens in the class will affect what the students will gain. Environment in classroom learning becomes one of factors that caused anxiety. It is clearly from interview, most of the participants said that they felt disturbed when the class became crowded and rowdy. They also said that they less comfortable learning in the classroom. This findings supported by result of observation when teacher explained the matterial they chatting with others and made class rowdy.

School area was surrounded by the field and the yard. It caused the students felt sleepy while learning. And the result they didn't get a clear enough the explanation of the lesson. Finally, they will be worried all the time when they asked about english lesson.

10. Teacher and the way teaching

Many students told some factors that caused anxiety in learning English lesson. when they were

interviewed, they mentioned that “Teacher” was one of factor that caused their anxiety in learning English lesson. Some of them said that teacher’s voice was too low and soft which couldn’t be heard by the whole students in the class, moreover who sat far from the teacher. Therefore, the students felt so worry if the teacher called their name and asked them to come in front of class for explaining or summarizing or answering some questions. because they didn’t understand clearly about the explanation from the teacher for her low voice. The way of learning was also complained by the students. In this school the way of learning which was used by the teacher was lecture method, it was the method that the students only hear the explanation from the teacher. The students said that this method was unappropriate way in learning.

11. Facility

The Facilities at SMA Ma’arif NU 04 Kungkung Kendal consist of 6 classrooms, 1 teacher's room, 1 principal's office, 1 administration office, 5 bathrooms, 1 laboratory room, 1 school yard and 1 storehouse. While, for the learning process, they had not use Lcd in their classroom and also, it didn’t completed with the fan. Moreover, the school didn’t

have laboratorium of language, that can support students' ability in learning English language. Therefore, It caused students unenthusiastically in their learning.

From some factors above the researcher concluded there were two factors that cause anxiety among students in SMA Ma'arif NU 04 Kangkung Kendal in academic year 2017/2018 such as internal and external factors. Internal factors come be from self-belief, lack of preparation, linguistic aspect such as vocabulary, grammar and pronunciation. External factors can be from teacher, environment , speaking in front of class asked by teacher, incomprehensible input such as the way of teaching or learning, facility in clasroom

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher presents about conclusions and suggestions of what have been discussed in the previous chapter.

A. Conclusion

The research conclusion is presented according to the data which has been analyzed in the previous chapter. From all the data analysis about a study on English learning at SMA NU Ma'arif NU 04 Kangkung, Kendal in the academic year of 2017/2018. It can be concluded that:

1. First, almost all participant subjects in this research feel nervous with English lesson. The manifestation of feeling anxiety that students have such as nervous, fidgeting, stuttering, sleeping, stammering, speaking too much and sweating when they study. Almost of them are not interested with English lesson so they are lazy to learn and its impact they have limited vocabulary they are also afraid to make mistake so they are not brave to speak up.
2. Second, they are two factors that cause anxiety among students such as internal and external factors. Internal factors can be from self-belief, lack of preparation, linguistic aspect such as vocabulary, grammar and pronunciation. External factors can be from teacher, environment, speaking in front of class asked by teacher, incomprehensible input such as the

way of teaching or learning, facility in classroom The result of this research there are English language anxiety in SMA Ma'arif NU 04 Kangkung, Kendal in the academic year of 2017/2018.

B. Suggestions

Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by both teacher and stake holders to improve the quality of English teaching and learning. Based on the result of this study, there are a number suggestion can be made to reduce anxiety in English class. First, the teacher should be aware of foreign language anxiety. This study indicated that teachers' awareness of students' anxiety is insufficient. Therefore, it is necessary to raise teachers' awareness since anxiety is an important factor which affects students in learning. Good acknowledgement of the existence of student's anxiety in learning English will absolutely influence the teacher in treating the students properly.

As for the students, they need to get involved to reduce anxiety in classroom. Students should respect each other in order to create a friendly environment. They should help a lower level students when have a difficulty instead of ridiculed them. This would make them feel comfortable with

each other. In addition, anxious students should realize that mistakes are a natural part of language learning, therefore, it should not discourage them in learning English.

However the teacher also need some suggestion they must give an attention in it. Such as, she must up her voice when she teach and she can manage the class well. Finally, due to the limitations of this study, further investigation is necessary to explore the students' anxiety in learning English. Future similar studies with with a larger population or different group of students will be useful to give a better understanding of the issue of foreign language anxiety. In addition, this study indicated that classroom activities or methods are also important component in making students feel anxious or not. This issue, however, is not specifically addressed in this present study. Therefore, further investigations about certain approaches or methods that can minimize anxiety in learning English are needed.

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Appendix 1

Interview Guideline

A. Untuk Siswa

1. Berapa lama kamu belajar Bahasa Inggris ?
2. Bagaimana perasaanmu belajar Bahasa Inggris ?
3. Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
4. Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
5. Apa menurutmu pelajaran Bahasa Inggris itu susah ?
6. Apa kamu merasa cemas atau panik ketika belajar Bahasa Inggris dikelas ?
7. Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa Inggris ?
8. Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
9. Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
10. Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa Inggris ?

B. Untuk Guru

1. Apa sajakah kesulitan yang anda alami ketika mengajar Bahasa Inggris khususnya kelas XI ? Kemudian dampaknya

dalam pengajaran Bahasa Inggris dikelas bagaimana ?
jelaskan.

2. Bagaimana anda melihat peran dari kecemasan berbahasa asing dalam belajar bahasa Inggris ?
3. Jenis situasi dan aktifitas yang seperti apa yang membuat siswa merasakan kecemasannya ?
4. Menurut anda apa faktor yang dapat mempengaruhi kecemasan siswa dalam belajar bahasa Inggris ?
5. Apakah menurut anda kecemasan dalam belajar bahasa Inggris dapat terkontrol dengan baik oleh siswa ?

Appendix 2

Interview Transcripts

Name : Zalidatur Rohmah

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 1	Sudah sekitar enam tahun, sejak saya kelas empat SD
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 1	Membosankan bikin males kalau materi yang dipelajari sulit jadi tidak suka.
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 1	Faktornya temen satu kelas, karena yang lain seing ngobrol dan bicara sendiri-sendiri jadi males juga buat memperhatikan pelajarannya
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 1	Kadang ditertawai kadang diejek seakan-akan mereka sudah yang paling intar dan benar sendiri . apalagi kalau disuruh maju kedepan mereka sering menyalahkan padahal mereka sendiri belum tentu mau maju dan jawabannya benar
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu

	susah ?
Partisipan 1	Aslinya mudah mbak cuman karena temen-temen susah dikondisikan jadi ikutan males jadi susah deh hehe
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa Inggris di kelas ?
Partisipan 1	Ya itu mbak merasa cemas kalau pas mau ulangan atau waktu ketinggalan materi padahal materi satu belum menguasai tai malah sudah ganti materi lagi
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa Inggris ?
Partisipan 1	Merasa cemas karena pelajaran bahasa Inggris nggak terlalu suka
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 1	Memahami kosakatanya
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 1	Tidak
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa Inggris ?
Partisipan 1	Dengan belajar yang rajin mbak misalnya menghafal kosakata lagi biar tidak susah mengartikan.

Appendix 3

Interview Transcripts

Name :Moh. sulton

Date : 8/12/17

peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 2	Sejak kelas 4 SD
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 2	Sangat membosankan karena harus mencari artinya terlebih dahulu dikamus
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 2	Saat kelas rame dan teman sebangku yang kadang-kadang berbicara yang membuat sulit mempelajarinya
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 2	Diejek dan dihujat yang membuat saya kadang merasa malu
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 2	Iya, karena sangat membosankan
Peneliti	Apa kamu merasa cemas atau panik ketika belajar

	Bahasa inggris dikelas ?
Partisipan 2	Kadang kadang iya, karena susah dipelajari
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa inggris ?
Partisipan 2	Karena susah dipelajari dan susah berkonsentrasi pada pelajaran bahasa inggris
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 2	Faktornya karena ramai dikelas, kadang juga dari saya sendiri misalnya ngantuk dan sulit mengartikan
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 2	Kadang-kadang suaranya kurang keras dan tidak terdengar dari belakang jadi sering mengantuk juga
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa inggris ?
Partisipan 2	Bersungguh – sungguh belajar mbak hehe sering membaca kamus gitu

Appendix 4

Interview Transcripts

Name :M. Alfian Dwi

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 3	Dari sejak kelas 4SD
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris?
Partisipan 3	Sulit
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 3	Karna dikelas terlalu ramai jadi mengganggu saat pelajaran bahasa inggris
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 3	Disorak'i dan ditertawai
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 3	Susah mbak
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa inggris dikelas ?
Partisipan 3	Iya merasa cemas karena tidak bisa
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat

	belajar Bahasa Inggris ?
Partisipan 3	Takut gitu mbak kalau ga bisa pas ulangan atau pas ada PR takut kalau nilainya jelek
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 3	Kalau disuruh ngomong ga tau kata-katanya apa
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 3	Tidak
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa Inggris ?
Partisipan 3	Belajar menghafal arti kata yang menurut saya sulit

Appendix 5

Interview Transcripts

Name :Nur Aini

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 4	Mulai dari kelas 4 SD sampai sekarang
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 4	Menyenangkan kadang membosankan
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 4	Teman teman sekelas yang suka bermain dan bergurau sendiri saat jam pelajaran
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 4	Ditertawai
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 4	Susah-susah gampang mbak, yang bikin pusing itu arti katanya jd sulit mengartikan teksnya
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa Inggris dikelas ?
Partisipan 4	Takut dan cemas kalau disuruh maju kedepan dan tidak bisa
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat

	belajar Bahasa Inggris ?
Partisipan 4	Takut kalau jawaban saya salah dan ditertawai sama temen-temen sekelas mbak
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 4	Kalau diterangkan kadang kurang faham dan males juga si mbak belajar kalau dirumah hehe
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 4	Iya, terkadang kurang jelas menerangkannya dan tidak diulas kembali
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa Inggris ?
Partisipan 4	Belajar dan diskusi dengan teman-teman tentang pelajaran bahasa Inggris

Appendix 6

Interview Transcripts

Name : Hanafia Laila

Date : 8/12/17

peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 5	Sudah dari kelas 4 SD
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 5	Lumayan senang tapi kadang merasa takut dikit
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 5	Suasana kelas yang gaduh merusak konsentrasi saya kalau lagi belajar
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 5	Ditertawai, diledekin gitu sama temen-temen jadi saya malu dan kadang jadi males jawab pertanyaan lagi, takut kalau salah lagi
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 5	Susah karena bukan bahasa asli dari negara kita kosakatanya banyak yang ga faham dan gaak tau
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa Inggris dikelas ?

Partisipan 5	Cemas dan takut kalau disuruh maju kedepan oleh guru yang mengampu bahasa inggris dan ketika ada PR yang saya belum faham
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa inggris ?
Partisipan 5	Sangat cemas karena belum faham materinya
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 5	Kesulitan saya saat mempelajari bahasa inggris itu karena tulisan dan pengucapannya beda, kadang hampir sama cara membacanya tapi artinya beda, merangkai kata ketika mengartikan juga susah
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 5	Kadang iya, pas tanya dengan gurunya disuruh tanya ketemen yang sudah bisa tetapi saya malu dan akhirnya saya gak jadi tanya dan sudah
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa inggris ?
Partisipan 5	Belajar terus dan harus menyukai pelajaran bahasa inggris dulu

Appendix 7

Interview Transcripts

Name :Liza Fadhila

Date : 8/12/17

peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 6	Kurang lebih 6 tahunan dari saya kelas 4 SD
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 6	Saya merasa senang karena saya suka bahasa Inggris
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 6	Karena suasana dikelas yang terkadang gaduh, hal itu membuat saya kurang nyaman belajar dan kurang fokus untuk menerima pelajaran dari guru
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 6	Mereka meledek, menertawai gitu jadi saya malu kurang percaya diri kalau disuruh menjawab pertanyaan lagi
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 6	Susah si tapi saya berusaha menikmatinya nbiar terasa mudah dipelajari

Peneliti	Apakah kamu merasa cemas atau panik ketika belajar Bahasa Inggris di kelas ?
Partisipan 6	Kadang –kadang gitu , khawatir kalau pas ujian atau pas ada tugas yang saya kurang memahami dan kadang juga bingung
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa Inggris ?
Partisipan 6	Karena pas tidak bisa jadi bingung sendiri tidak ada yang bisa saya tanyai kalau saya sedang belajar , ga ada yang bisa ngasih tau
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 6	Kesulitannya ketika mendengarkan guru mengajar di kelas pas menggunakan bahasa Inggris karena kurang jelas dan tidak mengerti artinya jadi bingung gitu harus diulang-ulang supaya tau apa maknanya
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 6	Sebenarnya guru saya menerangkannya sudah cukup baik hanya saja saya pribadi yang merasa kurang mengerti artinya dan sudah beranggapan bahwa pelajaran bahasa Inggris itu sulit , jadi sulit untuk saya pahami
Peneliti	Apakah yang akan kamu lakukan untuk mengurangi

	kecemasan dalam belajar bahasa inggris ?
Partisipan 6	Belajar suaya bisa, belajar kelompok dan diskusi dengan teman-teman yang lebih mahir dalam berbahasa bahasa inggris

Appendix 8

Interview Transcripts

Name : Labib Mahya

Date : 8/12/17

peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 7	Sudah kira kira tujuh tahun sejak saya kelas 4 SD
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 7	Terkadang membosankan
Peneliti	Hal apa sajakah yang menggangumu dikelas Bahasa Inggris ?
Partisipan 7	Biasanya bergurau dengan teman teman jadi kelasnya ramai
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 7	Biasa ditertawai gitu sih
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 7	Susah sekali karena sulit dipahami
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa Inggris dikelas ?
Partisipan 7	Tidak, tetapi kadang saya merasakannya ketika sedang ulangan atau ada presentasi yang harus

	menggunakan kata-kata bahasa inggris dan saya susah untuk membaca dan melafalkannya. Kadang juga karena salah pengucapannya jadinya lucu temen-temen pada menertawai saya
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa inggris ?
Partisipan 7	Karena takut salah saat menjawab, membacanya atau mengucapkannya
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 7	Sulit memahami arti setiap kata dan sulit sekali dipahami
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 7	Tidak, tetapi kalau gurunya salah saat menerangkan itu terkadang mempengaruhi
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa inggris ?
Partisipan 7	Membuka kamus mencari arti kata-katanya

Appendix 9

Interview Transcripts

Name :A. Eko Setiawan

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 8	Sejak kelas 4SD
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 8	Sedikit cemas
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 8	Sering gaduh dikelas
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 8	Biasa saja sih cuman kadang-kadang kalau saya lucu mengucapkan kata bhasa inggris jadi ditertawai
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 8	Susah terutama menghafal kosakata dan artinya
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa inggris dikelas ?
Partisipan 8	Cemasnya karena saya belum faham

Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa Inggris ?
Partisipan 8	Karena belum faham dan ga tau artinya
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 8	Kesulitannya nomersatu ya dari kosakatanya itu kemudian jadi semuanya ga bisa dari nulis ataupun pengucapannya
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 8	Kadang membosankan kurang menarik pelajarannya sih
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa Inggris ?
Partisipan 8	Bertanya dengan teman yang sudah faham, karena disini jauh dengan temat buat les bahasa

Appendix 10

Interview Transcripts

Name : Afidhatun Nisak

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 9	Hampir 8 tahunan
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
	Senang karena saya suka bahasa inggris
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 9	Kegaduhan dikelas ,teman – teman suka ngobrol sendiri waktu pelajaran jadi saya ikut terpengaruh kurang fokus belajarnya
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 9	Kadang diem saja karna ga tau jawaban yang benarnya apa kadang sama-sama bingung kadang juga mereka ngeledak gitu jadi ya gitu kurang enak kalo jawabannya salah
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 9	Tidak,karena menurut saya menyenangkan

Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa Inggris di kelas ?
Partisipan 9	Kalau ada yang saya kurang begitu faham jadi saya takut kalau guru menanyai saya tentang itu, takut kalau hanya saya saja yang kurang bisa
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa Inggris ?
Partisipan 9	Saat ada PR dan saya belum selesai mengerjakannya karena kurang paham dengan materinya
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 9	Saat disuruh mengartikan kata dan saya tidak tahu arti kata tersebut
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ? Tidak begitu sih.. tetapi kadang karena suaranya kurang lantang sedikit
Partisipan 9	
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa Inggris ?
Partisipan 9	Memahami kosakata, membacanya berulang ulang dan membaca kamus

Appendix 11

Interview Transcripts

Name :M. Andi Nur Maulana

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 10	Sudah dari kelas 4 SD samai sekarang
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 10	Senang sih tapi sulit kok
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 10	Teman yang suka mengobrol sendiri dan bermain-main dikelas jadi ramai susah konsentrasi
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 10	Ada yang nyoraki, mengejek gitu jadi malu kalo salah
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 10	Susah karena faktor kelas ramai setiap pelajaran dan juga teman-teman suka mengejek jadi kurang minat buat maju atau presentasi dikelas. Males gitu lah

Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa Inggris dikelas ?
Partisipan 10	Sedikit dan cenderung tidak nyaman belajar dikelas
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa Inggris ?
Partisipan 10	Karena apresiasi teman yang menuju ke hal negatif seperti disorak' i diejek gitu sih jadi males
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 10	Sulit memahami arti dan menerjemahkan serta kelas yang ramai jadi susah buat konsentrasi
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 10	Tidak begitu
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa Inggris ?
Partisipan 10	Memperbanyak belajar tentang materi bahasa Inggris dan berdiskusi dengan teman

Appendix 12

Interview Transcripts

Name :Siti Rizki Handayani

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ? Sudah sejak kelas 3 SD
Partisipan 11	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 11	Kadang suka kadang engga, tergantung dengan materinya
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 11	Teman yang suka ngobrol sendiri dikelas, jadi ikutan terpengaruh
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 11	Menertawakan
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 11	Sedikit susah
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa Inggris dikelas ?
Partisipan 11	Kadang merasa takut karena ga bisa pelajarannya.

	Takut kalo tiba tiba disuruh maju kedepan
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa Inggris ?
Partisipan 11	Kurang memahami pelajaran
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 11	Menghafal kata –katanya sih
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 11	Tidak juga sih, cuman karena kita yang kurang faham aja jadi kurang bisa
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa Inggris ?
Partisipan 11	Diskusi sama teman-teman kadang juga bertanya sama gurunya

Appendix 13

Interview Transcripts

Name : Dhelly Milla

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 12	Sejak kelas 3 SD
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 12	Lumayan sulit
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 12	Temen yang suka ngajak ngobrol
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 12	Biasa saja kadang karena pada ga bisa juga
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 12	Sedikit susah
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa Inggris dikelas ?
Partisipan 12	Kadang-kadang gitu
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa Inggris ?

Partisipan 12	Kurang belajar dan males
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 12	Menghafalkan vocab nya
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 12	Kadang suaranya kurang lantang jadi ngantuk
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa inggris ?
Partisipan 12	Membaca kamus, belajar kelompok dan diskusi ketika ada tugas dari bu guru

Appendix 14

Interview Transcripts

Name :Siti Khusnul Khotimah

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 13	Saya belajar bahasa inggris kurang lebih sudah 9 tahun
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 13	Perasaan saya terkadang senang tapi sulit
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 13	Yang mengganggu saya terkadang faktor temen yang tidak mau fokus belajar bahasa inggris
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 13	Reaksinya ada yang mengingatkan kalau salah.ada juga yang menertawakan. Jadi kurang suka kalo tiba tiba ditertawain
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 13	Ya susah, karena saya kurang menguasai bahasa inggris

Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa Inggris di kelas ?
Partisipan 13	Ya merasa cemas dan panik ketika mau ulangan atau tes. Takut nilainya jelek
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa Inggris ?
Partisipan 13	Karena belajar bahasa Inggris susah kok terutama ketika menghafal vocabnya
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 13	Tulisan dan membacanya beda, menghafal artinya juga susah
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 13	Tidak, kadang suaranya saja kurang keras sampai belakang
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa Inggris ?
Partisipan 13	Tetap berusaha belajar, belajar sendiri di rumah dan bareng dengan teman-teman diskusi

Appendix 15

Interview Transcripts

Name :M. Fakhruddin

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 14	9 tahun
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 14	Lumayan susah
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 14	Kelasnya gaduh, temen –temen ngobrol sendiri
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 14	Ditertawai
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 14	Lumayan susah
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa inggris dikelas ?
Partisipan 14	Iya karena susah
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa inggris ?

Partisipan 14	Karena kurang bisa bahasa inggris dan males belajar
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 14	Kurang memahami kata katanya juga kurang konsentrasi kalau belajar
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 14	Terkadang iya
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa inggris ?
Partisipan 14	Kadang ya bertanya sama anak kelas yang lebih pintar

Appendix 16

Interview Transcripts

Name :Kawakib

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 15	Sudah dari kelas 3 SD, Kira –kira 9 tahun
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 15	Susah. Tapi saya tertarik
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 15	Situasi kelas yang ramai dan sering gojek, guyonan sendiri sama teman
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 15	Biasanya menertawakan
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 15	Memang susah
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa Inggris dikelas ?
Partisipan 15	Sedikit saja kadang begitu kalau mau ulangan

Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa Inggris ?
Partisipan 15	Kurang belajar , kadang males gitu buka buku bahasa Inggris ga tau artinya sih
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 15	Arti katanya susah dan susunan katanya juga susah grammarnya itu
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 15	Karena kelasnya ramai jadi sering tidak mendengar penjelasan dari guru
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa Inggris ?
Partisipan 15	Berdiskusi dengan teman dan tanya sama guru

Appendix 17

Interview Transcripts

Name :M. Zulfa Dimas Tiar

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 16	Dari kelas 3 MI
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris?
Partisipan 16	Tidak terlalu suka, kurang minat bahasa inggris susah dipelajari
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 16	Kadang-kadang kelasnya ramai jadi kurang konsentrasi
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 16	Dibully pada bilang kayak gitu aja gak bisa gitu
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 16	Menurut saya susah memang
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa inggris dikelas ?
Partisipan 16	Kadangmerasa cemas kalau lagi ulangan

Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa Inggris ?
Partisipan 16	Ya karena susah jadinya males mempelajarinya lagi
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 16	Saat menghafal vocabulary nya dan pelafalannya susah
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 16	Karna ramai suka tidak mendengar penjelasan dari miss ety
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa Inggris ?
Partisipan 16	Tanya sama guru, dan juga teman kalau kurang bisa

Appendix 18

Interview Transcripts

Name :Siti Umi Kholifah

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 17	Saya belajar bahasa inggris itu sejak kelas 3 MI ya kira-kira sudah 9 tahun
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris ?
Partisipan 17	Kalau pelajarannya sulit saya gak suka
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 17	Kalau saya lagi banyak fikiran jadi males belajar dan juga keadaan kelas yang selalu ramai
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 17	Dibully sama temen kalau pengucapan dan jawabannya salah
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 17	Sedikit susah
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa inggris dikelas ?

Partisipan 17	Ya
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa Inggris ?
Partisipan 17	Belajarnya begitu serius jadinya suka was-was kalau ada pertanyaan
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 17	Mengartikan dan penulisannya susah
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 17	Terkadang ramai dan kurang mendengarkan guru yang didepan
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa Inggris ?
Partisipan 17	Menghafalkan arti kata supaya bisa

Appendix 19

Interview Transcripts

Name : Noor Ikhsan

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 18	Sudah 6 tahun
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 18	Sulit. Karena pengucapan dan mengartikan
Peneliti	Hal apa sajakah yang menggangumu dikelas Bahasa Inggris ?
Partisipan 18	Ya hal yang sering dilakukan setiap pembelajaran pada gojek dan guyon dewek-dewek
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 18	Ya sering dibully dan ditertawakan
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 18	Susah, karena mengartikan belum cuku bisa
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa Inggris dikelas ?
Partisipan 18	Terasa cemas karena konsentrasi belajarnya begitu sulit

Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa Inggris ?
Partisipan 18	Karena cemas pelajarannya membosankan juga
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 18	Mengartikan
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 18	Tidak, karena saya kurang memperhatikan
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa Inggris ?
Partisipan 18	Belajar membaca baca kamus biar tau arti kata sedikit-sedikit

Appendix 20

Interview Transcripts

Name :Ahmad Setia Budi

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 19	9 tahun
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 19	Lumayan tidak begitu suka
Peneliti	Hal apa sajakah yang mengganggumu dikelas Bahasa Inggris ?
Partisipan 19	Ramainya kelas jadi sulit konsentrasi
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 19	Ngebully saya biasanya
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 19	Lumayan susah
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa inggris dikelas ?
Partisipan 19	Sedikit saja sih
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa inggris ?

Partisipan 19	Karena kurang bisa bahasa inggris jadi malas belajar
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 19	Kurang memahami karena guyon dikelas
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 19	Tidak sih
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa inggris ?
Partisipan 19	Belajar dulu sebelum ulangan

Appendix 21

Interview Transcripts

Name : Anis Mawaddah

Date : 8/12/17

Peneliti	Sudah berapa lama kamu belajar Bahasa Inggris ?
Partisipan 20	Sudah 9 tahun
Peneliti	Bagaimana perasaanmu belajar Bahasa Inggris
Partisipan 20	Tidak begitu senang
Peneliti	Hal apa sajakah yang menggangumu dikelas Bahasa Inggris ?
Partisipan 20	Kurang konsentrasi karena temen-temen dikelas ramai
Peneliti	Bagaimana reaksi orang-orang disekitarmu jika kamu salah ?
Partisipan 20	Sering dibully jadi males kalau mau maju kedepan atau menjawab pertanyaan takut salah
Peneliti	Apa menurutmu pelajaran Bahasa Inggris itu susah ?
Partisipan 20	Iya Susah
Peneliti	Apa kamu merasa cemas atau panik ketika belajar Bahasa Inggris dikelas ?
Partisipan 20	Iya ketika saya tidak bisa mencerna elajarannya

	dengan baik takut kalau ulangan tidak bisa dan nilainya jelek
Peneliti	Menurut kamu, mengapa kamu begitu cemas saat belajar Bahasa Inggris ?
Partisipan 20	Karena saya males belajar dan kurang berusaha saja paling
Peneliti	Kesulitan atau masalah apa yang kamu rasakan saat belajar Bahasa Inggris ?
Partisipan 20	Kesulitannya ya sulit konsentrasi kelas ramai, sulitb mengartikan, sulitnmenulis tukisan sm membacanya tidak sama
Peneliti	Apakah guru kelasmu memengaruhi kecemasanmu belajar Bahasa Inggris ?
Partisipan 20	Terkadang iya, jadi males
Peneliti	Apa yang akan kamu lakukan untuk mengurangi kecemasan dalam belajar bahasa Inggris ?
Partisipan 20	Belajar dulu malamnya sebelumkesekolah dan setiap ada tugas saya kerjakan

Appendix 22

Documentation



Interview activity with informant in the classroom of SMA Ma'arif
NU 04 Kangkung Kendal



Learning activity of SMA Ma'arif NU 04 Kangkung Kendal



**LEMBAGA PENDIDIKAN MA'ARIF NU
SEKOLAH MENENGAH ATAS
SMA MA'ARIF NU 04 KANGKUNG**

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SURAT KETERANGAN PENELITIAN

No: 1878/II/SMANU04KKG/VI/2018

Yang bertanda tangan dibawah ini,

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Menerangkan bahwa,

Nama : **SITI KUMAEROH**
NIM : 133411025
Asal Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : "A Study on English Learning Anxiety at the Eleventh Grade Students SMA Ma'arif NU 04 Kangkung Kendal in the Academic Year 2017/2018"
Alamat : Desa Sendang Kulon Rt 04 Rw 02 Kec. Kangkung Kab. Kendal

Mahasiswa tersebut diatas benar-benar melakukan penelitian dilembaga kami pada tanggal 4 Desember 2017- 11 Januari 2018. Guna memenuhi tugas akhir perkuliahan.

Demikian Surat Keterangan ini dibuat, Untuk dapat dipergunakan sebagaimana mestinya.



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Semarang, 2018

The writer

Siti Kumaeroh