

**ANXIETY IN LEARNING ENGLISH AS A FOREIGN LANGUAGE: A
CASE STUDY OF SECONDARY SCHOOL STUDENTS**

THESIS

Submitted in Partial Fulfillment of the Requirements for Gaining the Degree of Bachelor in
English Education Department



Compiled by

Dewi Rosalia Adieba

1903046032

FACULTY OF EDUCATION AND TEACHER TRAINING

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2023

THESIS STATEMENT

I am, the student with the following identity

Name : Dewi Rosalia Adieba

Student's Number : 1903046032

Department : English Education

state, that thesis entitled :

ANXIETY IN LEARNING ENGLISH AS A FOREIGN LANGUAGE: A CASE STUDY OF SECONDARY SCHOOL STUDENTS

It is definitely my own work. I am completely responsible for the content of this thesis. Other researchers' opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 16th March 2023

The researcher,
Dewi Rosalia Adieba
NIM. 1903046032

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hunka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 761538

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum wr. wb.

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name : Dewi Rosalia Adieba
Student Number : 1903046032
Department : Pendidikan Bahasa Inggris
Title : **Anxiety in Learning English as a Foreign Language: A Case Study of Secondary School Students**

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training at Walisongo State Islamic University Semarang to be examined at the Munaqosah session.

Wassalamu'alaikum wr. wb.

Semarang, 16th March 2023

Advisor I


Sayyidatul Fadlilah, S. Pd.I., M.Pd.
NIP. 19810908 200710 2001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 761538

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

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Wassalamu'alaikum wr. wb.

Semarang, 17th March 2023
Advisor II

Mukhamad Rikza, S.Pd.I, M.Si.
NIP. 19800320 200710 1 001

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://ftk.walisongo.ac.id>

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Thesis with the following identify:

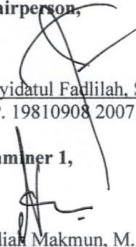
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Case Study of Secondary School Students
Name : Dewi Rosalia Adieba
Student Number : 1903046032
Department : English Education

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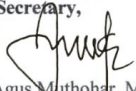
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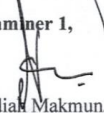
Chairperson,


Sayyidatul Fadlilah, S. Pd.I., M.Pd.
NIP. 19810908 200710 2 001

Secretary,


Agus Muthohar, M.Pd., P.hD
NIP. 19840801 201903 1007

Examiner 1,


Nadiyah Makmun, M. Pd.
NIP. 19781103 200701 2 016

Examiner 2,


Dra. H. Ma'rifatul Fadhillah, M.Ed
NIP. 19620803 198903 2 003

Advisor


Sayyidatul Fadlilah, S. Pd.I., M.Pd.
NIP. 19810908 200710 2 001

ABSTRACT

Title : Anxiety in Learning English as a Foreign Language: A Case Study of Secondary School Students
Name : Dewi Rosalia Adieba
NIM : 1903046032

The feeling of anxiety faced by learners is one of the factors that can be said to hinder learning English. The present project examined the anxiety in learning English as a foreign language at Al-Azhar 29 Islamic Junior High School, Semarang. This case study collects the data through direct observation in the class and interviews to recruit seven males and seven females in every grade with a total of forty-two participants out of nine grades in the academic year of 2022/2023. In the interview session, the questions asked by the researcher were adapted from the Foreign Language Class Anxiety Scale (FLCAS), a five-point Likert Scale of 33 items developed by Horwitz et al (1986). The result showed that the factor that affected the anxiety of secondary school students in learning English as a foreign language is the gender factor. There is no significant difference in EFL classrooms according to the age and grade of the participants. Foreign language class anxiety is an important thing that must be considered because it determines the target language class.

Keywords: EFL, Foreign Language Classroom Anxiety, secondary school students, case study

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I do thank to Allah SWT who has given me His mercy, blessing, and the whole thing to finish this research. Shalawat and salaam are always given to the Prophet Muhammad SAW who teaches love, humanity, and akhlaqul kariimah and brings us from the darkness to the brightness.

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Semarang, 16th March 2023

The researcher,
Dewi Rosalia Adieba
NIM. 1903046032

MOTTO

رَبَّنَا آتِنَا مِنْ لَدُنْكَ رَحْمَةً وَهَيِّئْ لَنَا مِنْ أَمْرِنَا رَشَدًا

Oh our God. Grant mercy to us from Your side and perfect the straight guidance for us in our affairs.

(Al- Kahfi: 10)

Man is not worried by real problems so much as by his imagined anxieties about real problems.

(Epictetus)

Don't be anxious about anything because God is with us.

(Dewi Rosalia Adieba)

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CHAPTER I INTRODUCTION

This chapter consists of the background of the research, the research questions, the research objective, and the study's significance.

A. Background of the Research

The world is overgrowing with the sign of globalization. People should master several languages as their second and foreign languages to manage their interactions. English is a global language that people use for international communication, such as for education, business, and social relations. Therefore, the English language is one subject that learners must learn in school for learners to be able to communicate with foreign nations using a second language. Each learner has a different psychological condition in learning a foreign language. Some learners find difficult to learn this. The feeling of anxiety learners face is one factor that can be said to hinder learning English. The prophet Muhammad SAW said:

اٰخِرُ صُنْ عَلٰى مَا يَنْفَعُكَ وَاسْتَعِيْنْ بِاللّٰهِ وَلَا تَعْجِزْ

"Be serious (be enthusiastic) to get what is beneficial to you and ask Allah for help (in all your affairs) and do not ever feel weak." (HR. Muslim)

This study investigates the anxiety felt by secondary school students in English class and refers to the component of Foreign Language Classroom Anxiety (FLCA) as the basis for measurement. In addition, the factors that cause student anxiety in English classes are based on the students' demographic factors. The reason for choosing these problems is fundamental and greatly determines the English class environment and student performance in the target language class. Research on anxiety in English class is useful for making the classroom environment more positive so students can improve their performance in the target language and find out their anxiety.

Foreign language anxiety that is widely used by researchers is Foreign Language Classroom Anxiety (FLCA), which was developed by Horwitz et al. who measured it with the Foreign Language Classroom Anxiety Scale (FLCAS), a five-point Likert scale

of 33 items. The FLCAS developed by Horwitz et al. categorizes three components of FLCA: communication apprehension, test anxiety, and fear of negative evaluation. Anxiety is related to many variables such as age, gender, and SL/FL skills.

Elias Bensalem researched foreign language anxiety with Saudi Arabian students as participants. In his research, he used the instrument FLCAS by Horwitz et al. The results of this study showed that female participants experienced more anxiety than their male counterparts. Meanwhile, the research on English language anxiety among adult learners at the University of Technology Malaysia by Nur Afiqah, also used the instrument FLCAS by Horwitz et al. The result shows that there is a significant relationship between language anxiety and years of learning English, while no significant relationship was obtained regarding gender and age.

The research by Guliz Ozuturk & Cigdem Hursen determines the anxiety in EFL classrooms. The researcher investigated Turkish university students as participants. The result shows that there is no significant difference in EFL classrooms according to Turkish university students' gender, but there is a significant difference in students' age, departments, and levels. These differences can be caused by differences related to learner abilities, cultural backgrounds, learning contexts, and so on. Anxiety plays a role in the poor performance of secondary school learners. Based on what had been explained above, the researcher needs to investigate the anxiety of secondary school students in learning English as a foreign language.

B. Research Questions

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

1. How is the anxiety of secondary school students in learning English as a foreign language based on gender?
2. How is the anxiety of secondary school students in learning English as a foreign language based on age?
3. How is the anxiety of secondary school students in learning English as a foreign language based on grade?

C. Objectives of the Research

According to the research questions, the objectives of the study are:

1. To explain the anxiety of secondary school students in learning English as a foreign language based on gender
2. To explain the anxiety of secondary school students in learning English as a foreign language based on age
3. To explain the anxiety of secondary school students in learning English as a foreign language based on grade

D. Significances of the Study

By using this research, there are some significances of the study as follows:

1. Theoretically: This study is to maximize the role of teachers and learners to be aware of anxiety in learning English and how to overcome it.
2. Practically:
 - a. The teacher, to understand the feelings of anxiety students in learning English optimally so the teacher can help learners overcome anxiety
 - b. The learners, learners will be aware of how anxious they feel and find positive solutions to relieve anxiety in learning English.

CHAPTER II

REVIEW OF RELATED LITERATURE

Foreign language anxiety is a complex emotion that is complicated because it is perceived as difficult to understand. The ability and speed of language learning are affected by the nervous system if there is anxiety in language learning. Foreign language anxiety leads to worries about learning a foreign language.¹ It has a negative effect on student's performance and the optimal teaching and learning process in the classroom. Foreign language anxiety also has a positive effect because they are considered a facility that motivates and makes learners feel challenged to be able to master a foreign language.²

A. Previous Research

Foreign language anxiety that is widely used by researchers is Foreign Language Classroom Anxiety (FLCA), which was developed by Horwitz et al. who measured it with the Foreign Language Classroom Anxiety Scale (FLCAS), a five-point Likert scale of 33 items. The FLCAS developed by Horwitz et al. categorizes three components of FLCA: communication apprehension, test anxiety, and fear of negative evaluation. FLCAS has been widely used in second-language or foreign-language research. Many researchers are interested in researching foreign language anxiety. It is increasingly clear that anxiety is related to many variables such as age, gender, experience abroad, SL/FL skills, willingness to communicate, and teachers. Some of the findings are consistent or even contradictory.

Alsaleh examined foreign language anxiety using the gender variable and the result was that male learners had a higher level than the anxiety level of female learners. Several other researchers resulted in female learners having a higher level of anxiety than male learners. In addition to the two research results above, Matsuda and Gobel found in their research that female and male learners in Japan have the same level of foreign language anxiety. Meanwhile, Bensalem found no relationship that could be examined between foreign language anxiety and gender variables in EFL learners.

¹ Michiko Toyama & Yoshitaka Yamazaki, "Anxiety Reduction Sessions in Foreign Language Classrooms", *The Language Learning Journal*, (Vol. 49 No. 3, 2019), p. 2

² Bonnie Wing et al., "Anxiety in Reading and Listening English as A Foreign Language in Chinese Undergraduate Students", *Language Teaching Research*, (Vol. 22 No. 6, 2017), p. 5

Research conducted on foreign language learners obtained contradictory results regarding the age variable with foreign language anxiety. Research conducted by Liu resulted in other younger participants having lower levels of anxiety than older participants. In a study conducted by Dewaele and MacIntyre, the results showed that teenagers had higher levels of foreign language anxiety than participants who were in their twenties. Dewaele et al. produced a significant negative relationship between age and anxiety measurement results. This is due to different backgrounds even though the participants in the study were learners.³

Jee used the FLCAS instrument in a small-scale study with first-year student participants at an American university and found that anxiety increased over time as students' language knowledge developed. A qualitative study was conducted by Ewald on university students in the United States. She reported that 10 of the 21 participants had higher levels of anxiety when they were in the upper grades than when they were in the lower grades.⁴ Meanwhile, Rezazadeh & Travokoli found that there was no significant correlation between the anxiety level of learners and the year of learning English. In addition, Elkhafafi found that the length of learning a language was significantly negatively correlated with foreign language anxiety in American students.

B. LITERATURE REVIEW

This literature review subchapter contains references related to the title of this research. There is anxiety in second/foreign language learning, positive emotions in class language, language anxiety in psychology, the positive and negative impact of anxiety, components of foreign language classroom anxiety, and factors that influence anxiety.

1. Anxiety in Second/Foreign Language Learning

Anxiety is a complex, multifaceted experience, a feeling which comes flooding into our whole selves, affecting many different aspects of our being. In addition, they also said that when an individual feels a sign of danger under certain conditions, emotions, and complex physiological reaction behavior is when anxiety arises. Similarly, Rachman defines anxiety as the tense, unsettling anticipation of

³ Elias Bensalem, "Multilingualism and Foreign Language Anxiety: The Case of Saudi EFL Learners", *Learning and Teaching in Higher Education: Gulf Perspectives*, (Vol. 15 No. 2, 2019).

⁴ Alaitz Santos et al., "Communicative Anxiety in English as A Third Language", *International Journal of Bilingual Education and Bilingualism*, (Vol. 20, No. 7, 2015).

a threatening but vague event, a feeling of uneasy suspense. Rachman reveals that the authenticity of anxiety is indeed crippling so it is often troublesome under certain conditions.⁵ Sanders and Wills state that thinking of failure of certain standards and inability to process causes anxiety to arise in a person. So, individuals have the desire to avoid threatening situations. Toth states that feelings of anxiety are an integral part of the individual and are formed and integrated into a cognitive theory which is characterized by self-concern, feelings of not being able to achieve a certain result, stress, and feeling inadequate. Liu assumes that anxiety comes from a new situation so it becomes awkward, if someone knows when their performance is monitored and evaluated the individual feels threatened.⁶

Sanders and Wills argue that the core of our concern about feelings of anxiety is that behavior and thoughts are important components of anxiety that directly sustain anxiety disorders. To be clear, situations that are felt to be threatening will cause anxiety. Thus encouraging individuals to withdraw from certain situations. Toth defines sensitivity to oneself, as feeling like a failure, feeling incompetent, and worrying, which will increase research questions that are felt to be more accurate. This definition is significant because the foreign language class includes self-expression and self-concept so the relationship between self-confidence and self-quality of foreign language learners is related.⁷

In a foreign language class, feeling stressed, worried, and afraid becomes a barrier in class and has a negative impact on individual behavior and performance in class.⁸ Learning a language directly threatens one's 'self-concept' and worldview due to its full psychological unrest.⁹ Having an anxious feeling in a foreign language class is a problem for learners. It can affect the ability to understand a

⁵ Martins Okong, "Factor influencing Foreign Language Classroom Anxiety: An Investigation of English Learners in four Japanese Universities", *University of Southampton Research Repository*, (2013).

⁶ Alaitz Santos et al., "Communicative Anxiety in English as A Third Language", *International Journal of Bilingual Education and Bilingualism*, (Vol. 20, No. 7, 2015).

⁷ Martins Okong, "Factor influencing Foreign Language Classroom Anxiety: An Investigation of English Learners in four Japanese Universities", *University of Southampton Research Repository*, (2013).

⁸ Elias Bensalem, "Multilingualism and Foreign Language Anxiety: The Case of Saudi EFL Learners", *Learning and Teaching in Higher Education: Gulf Perspectives*, (Vol. 15 No. 2, 2019).

⁹ Taghreed M. Al-Saraj, "Foreign Language Anxiety in Female Arabs Learning English: Case Studies", *Innovation in Language Learning and Teaching*, (Vol. 8, No. 3, 2013).

foreign language and the learning process because anxiety is related to the nervous system. Learning in a foreign language is said to be a special anxiety reaction because foreign language learners feel anxious only under certain conditions.¹⁰

When learners feel required to understand and use a foreign language, learners will feel anxious about learning the foreign language. Therefore, needs to be considered because having feelings of anxiety will have a negative impact on the learning process and acceptance of foreign languages. There may be language anxiety in various skills of L2 learning represents one of the constant challenges to teachers, since it can negatively affect the optimal process of learning and teaching in the classroom. Language anxiety may cause other related problems with pride, self-confidence, and level of risk-taking, and ultimately hampers proficiency in the second language.¹¹

2. Language Anxiety in Education Psychology

Effects and cognition are considered complementary from an educational point of view. MacIntyre says that cognition leads to intelligence, language aptitude, and language learning strategies which include self-confidence, attitudes, motivation, anxiety, and social aspects of language learning. Feelings, emotions, and thoughts within a person occupy a forefront position in language class. The shift in the focus of language teaching towards the affective direction is also caused by thinking that prioritizes the human position.¹² The purpose of holding humanism is to strengthen positive relationships between learners and teachers, friends, and the material being studied.¹³

Clark and Beck state that words that have a relationship with anxiety, such as "dread", "panic", "apprehension", "nervousness", "worry", and "fear". Of the

¹⁰ Alaitz Santos et al., "Communicative Anxiety in English as A Third Language", *International Journal of Bilingual Education and Bilingualism*, (Vol. 20, No. 7, 2015).

¹¹ Taghreed M. Al-Saraj, "Foreign Language Anxiety in Female Arabs Learning English: case studies", *Innovation in Language Learning and Teaching*, (Vol. 8, No. 3, 2013).

¹² Alaitz Santos et al., "Communicative Anxiety in English as A Third Language", *International Journal of Bilingual Education and Bilingualism*, (Vol. 20, No. 7, 2015).

¹³ Elias Bensalem & A. Thompson, "Multilingual effects on EFL learning: A Comparison of Foreign Language Anxiety and Self-confidence Experienced by Bilingual and Multilingual Tertiary Learners", *International Journal of Bilingual Education and Bilingualism*, (Vol. 25, No. 7, 2021).

many terms mentioned above, causing confusion in the application of the word anxiety. So, researchers who study anxiety in foreign languages define the term as the physical symptoms experienced by individuals when they feel anxiety. When entering the realm of the context of psychology, the terms "fear" and "anxiety" are classified into different groups on the topic of anxiety. Fear is seen as the initial feeling of anxiety, whereas anxiety is part of the emotional response caused by fear.¹⁴

As Barlow said fear is a primitive alarm in response to present danger, characterized by strong arousal and action tendencies. Meanwhile, anxiety is defined as a future-oriented emotion, characterized by perceptions of uncontrollability and unpredictability over potentially aversive events and a rapid shift in attention to the focus of potentially dangerous events or one's affective response to these events. Anxiety and fear have something in common about future orientations with "what if?" questions dominating. Like In English class, "What if I fail the course?", or "What if I can't understand what the teacher asks me in English?", can trigger anxiety in learners.¹⁵

3. Positive and Negative Impact of Language Class Anxiety

Anxiety is almost globally thought to only have a negative effect on performance. Many researchers classify anxiety into 2 differences. First, facilitative anxiety or anxiety has benefits. Second, debilitating anxiety or anxiety is considered to have a negative impact.¹⁶ In standard research on factors that control language performance, having anxiety at an extremely low or high level will have a negative effect, while low-medium level anxiety is believed to have a positive impact.¹⁷

¹⁴ Clark & Beck, "Cognitive Theory and Therapy of Anxiety and Depression: Convergence with Neurobiological Findings", *Cognitive Sciences*, (Vol. 14, No. 9, 2010).

¹⁵ Barlow, "Anxiety and its Disorder" *New York: Guilford Press*, (Vol. 1, No. 5, 2010).

¹⁶ Salah Alfarwan, "Is it all bad? Saudi EFL Student Perceptions of the Role of Anxiety when Writing", *Saudi Journal of Language Studies*, (Vol. 2, No. 1, 2021).

¹⁷ Salah Alfarwan, "Is it all bad? Saudi EFL Student Perceptions of the Role of Anxiety when Writing", *Saudi Journal of Language Studies*, (Vol. 2, No. 1, 2021).

In wider literature, it was found that anxiety has benefits such as when experiencing anxiety/fear, can foster enthusiasm in completing work, finalizing preparations, and being more focused. In other words, learners can choose and improve the steps that learners must take to reduce the anxiety they feel. Teachers are required to know learners' anxiety so they can know the right actions to reduce learners' anxiety.

Fredrickson mentions that there are ten positive emotions experienced by foreign language learners, namely: serenity, pride, joy, interest, hope, entertainment, inspiration, admiration, gratitude, and love. In learners' learning environment, positive emotions can be found when interacting with the environment in which learners learn, the teacher has a positive attitude, there is a willingness to learn the target language, and setting attitudes about learning the target language. The existence of positive emotions as the opposite of negative emotions is recognized as very supportive of learners in the learning process. Positive emotions found in learners will make learners more motivated thereby increasing the language learning process.¹⁸

Researchers who have conducted research on foreign language anxiety in language classes adapted the developed Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. to examine more deeply foreign language anxiety including positive emotional variables. Although several studies included different educational contexts, 3 dimensions were found in each study: anxiety about individual abilities (negative emotions), confidence in using English (positive emotions), and tolerance/fear of ambiguity (can be said to be negative or positive emotions, depending on framing).

Fear of not being able to excel and feeling depressed because of fear of not being noticed by the teacher, including anxiety in class performance. If learners feel they do not understand what is being discussed in class, it is likely that these learners experience a fear of ambiguity.¹⁹ The fear of ambiguity dimension was

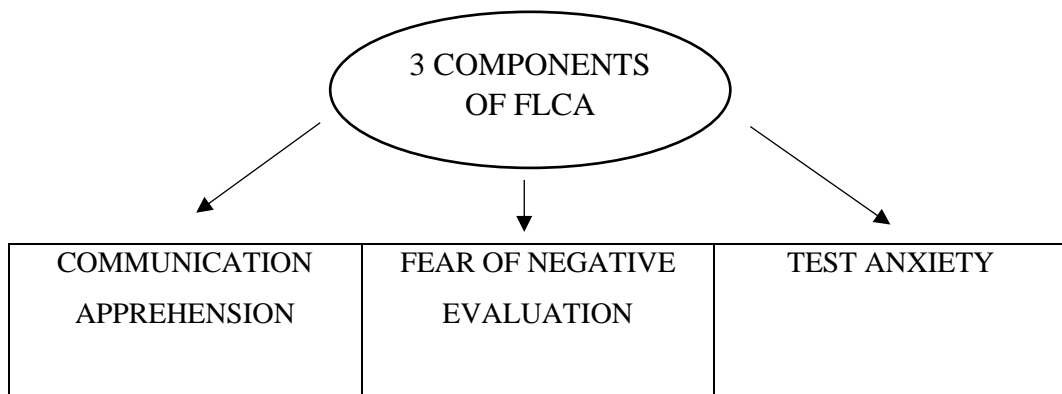
¹⁸ Christina Gkonou, "A Mixed Methods Approach to Investigating the Language Learning Anxiety of Greek EFL Learners", *University of Essex*, (2013).

¹⁹ Salah Alfarwan, "Is it all bad? Saudi EFL Student Perceptions of the Role of Anxiety when Writing", *Saudi Journal of Language Studies*, (Vol. 2, No. 1, 2021).

newly defined by Thompson and Lee. Many rules that learners must understand make them feel overwhelmed and can also trigger fears of ambiguity.

4. Components of Foreign Language Classroom Anxiety

Horwitz et al. measured foreign language anxiety with the Foreign Language Classroom Anxiety Scale (FLCAS) a five-point Likert scale of 33 items. The FLCAS developed by Horwitz et al. categorizes three main components: communication apprehension (CA), test anxiety (TA), and fear of negative evaluation (FNE). From 33 questions in FLCAS, 8 questions contain communication apprehension, 9 questions contain test anxiety, and 5 questions contain the fear of negative evaluation.²⁰



a. Communication Apprehension

EFL learners with high communication anxiety lack confidence in starting conversations and participate less in class interactions. Communication apprehension is defined as the resulting feeling of embarrassment from feeling anxious when talking to other people (verbal communication anxiety), in public (stage fright), and in receiving auditory stimuli (recipient anxiety).²¹ Behavior associated with communication apprehension is like avoidance of class and withdrawal from communication. There are various causes of communication apprehension, including external

²⁰ Xiaoyi Hu, et al., “Foreign Language Anxiety and Achievement: A Study of Primary School Learners Learning English in China”, *Language Teaching Research*, (Vol. 25, No. 4, 2021).

²¹ Toyama & Yamazaki, “Exploring the Components of the Foreign Language Classroom Anxiety Scale in the Context of Japanese Undergraduates”, *Asian-Pacific Journal of Second and Foreign Language Education*, (Vol. 3, No. 4, 2018).

factors such as the teacher's treatment of the learners. There are also internal factors such as feeling strong competitiveness with friends.²²

b. Test Anxiety

Test anxiety is a concern in an academic exam that is done because of fear of failure. Test anxiety is a complex construct that influences student performance negatively or positively stemming from the fear of failure. The student feels their value is at stake, so they push themselves to reach the target. In addition, when students feel less than the test target, they consider themselves to have failed.²³ In the foreign language anxiety literature, there are different results on test anxiety. In several studies, it has been found that feelings of anxiety are reduced when the tests are not included in course scores.

Zeidner & Matthews said that two important elements are emotion and worry. Emotion defines as the affective-physiological experience derived from increased autonomic arousal. emotionality relates to a wide range of physical symptoms. Meanwhile, worry includes psychological symptoms and behavioral dimensions of anxiety. Worry refers to “focused attention on a problem performance, consequences of failure, negative self-esteem, etc. Zeidner reports that when students are tested, they tend to feel that their abilities are inadequate. Test Anxiety has several causes that are of the same type as previous failed experiences.²⁴

c. Fear of Negative Evaluation

Fear of Negative Evaluation (FNE) leads to a person's fear and avoidance of other people's judgments and assumptions of other people's

²² Leslie Donovan & Peter MacIntyre, “Age and Sex Differences in Willingness to Communicate, Communication Apprehension, and Self-perceived Competence”, *Communication Research Report*, (Vol. 21, No. 4, 2004).

²³ Xiaoyi Hu, et al., “Foreign Language Anxiety and Achievement: A Study of Primary School Learners Learning English in China”, *Language Teaching Research*, (Vol. 25, No. 4, 2021).

²⁴ Toyama & Yamazaki, “Exploring the Components of the Foreign Language Classroom Anxiety Scale in the Context of Japanese Undergraduates”, *Asian-Pacific Journal of Second and Foreign Language Education*, (Vol. 3, No. 4, 2018).

negative evaluations. In L2 classrooms, fear of negative evaluation refers to the potential for negative comments about their language skills.²⁵ Learners who have a high FNE will withdraw from doing something that involves negative evaluations and always feel worried when they give a negative impression to others. When learners' performance continuously receives negative evaluations from friends and teachers, it will cause Fear of Negative Evaluation in learners learning foreign languages.

Three FLCAS constructs have been demonstrated and re-examined by researchers. Fear of negative evaluation has been shown to have a positive correlation with foreign language anxiety. In addition, Kitano found a significant result between the revised FLCAS and SEN scores in his research involving 212 American students studying Japanese. The fear of negative evaluation arises when socializing with an evaluative situation. Students worry about others criticizing them, especially teachers or their classmates. Behaviors exhibited as a result of negative evaluation include sitting passively in class, withdrawing from activities, or completely avoiding class.²⁶

Several studies have proven that fear of negative evaluation is a major factor in foreign language anxiety. These include students' fear of being corrected by the teacher for making mistakes, and fears of speaking L2 in front of teachers and peers, and native speakers. Students are anxious because they feel insecure with peers or native speakers of the target language in terms of language proficiency.

²⁵ Toyama & Yamazaki, "Exploring the Components of the Foreign Language Classroom Anxiety Scale in the Context of Japanese Undergraduates", *Asian-Pacific Journal of Second and Foreign Language Education*, (Vol. 3, No. 4, 2018).

²⁶ Xiaoyi Hu, et al., "Foreign Language Anxiety and Achievement: A Study of Primary School Learners Learning English in China", *Language Teaching Research*, (Vol. 25, No. 4, 2021).

d. Relation between Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation

The three components suggested by Horwitz et al. namely communication apprehension, test anxiety, and fear of negative evaluation are interrelated. When students experience communication apprehension and test anxiety in the class language, they will receive a negative evaluation from the other students. In addition, when students have communication apprehension, the students will experience test anxiety. Both components are the basic components of language anxiety. Test anxiety can occur when students take exams, while fear negative evaluations for a much wider range of situations.

5. Factors that Influence Anxiety

Factors causing foreign language anxiety are one of the objectives of this study. Williams has investigated foreign language anxiety with variables of course level, course activities, and course organization which are called situational variables. Meanwhile, other research examines foreign language anxiety using gender, learning style, age, learners' department, and personality factors. Dewaele argues that feelings of anxiety have a correlation with several factors such as gender, age, skills, personality, motivation, or multilingualism.

a. The Role of Gender in Foreign Language Anxiety

In studies that have explored the relationship between gender and anxiety levels in foreign languages that have been conducted by researchers, various results have been obtained from several researchers.²⁷ According to Kamarul Shukri et al., one of the variables in anxiety is gender. It was found that men have higher levels of anxiety than women. Baker et al. conducted research on junior high schools enrolled in the French immersion program. The results that female learners experienced a decrease in anxiety levels from grade 7 to grade 9.²⁸ In a more recent study conducted by Hasan and Fatimah

²⁷ Elias Bensalem, "Multilingualism and Foreign Language Anxiety: The Case of Saudi EFL Learners", *Learning and Teaching in Higher Education: Gulf Perspectives*, (Vol. 15 No. 2, 2019).

²⁸ Elias Bensalem, "Multilingualism and Foreign Language Anxiety: The Case of Saudi EFL learners", *Learning and Teaching in Higher Education: Gulf Perspectives*, (Vol. 15 No. 2, 2019).

with 64 Indonesian English learners in Indonesia and Australia, female participants had lower levels of anxiety than male participants.

However, these findings conflict with the results examined by other researchers which prove that male learners have anxiety lower than female learners. Bernat and Lloyd examined the effect of gender on foreign language learners proving that male learners do not feel pressured in practicing English with native speakers and even tend to enjoy the process compared to women. Research on learners in South Korea, Park and French said that socio-cultural is the main factor for higher foreign language anxiety among female learners at universities.²⁹

Foreign language learners are aware of their abilities and skills, and both women and men have anxiety as indicated by signs of nervousness and panic in language class. Meanwhile, Bensalem found no relationship between English language anxiety and gender differences among college-level EFL learners participants in Tunisia. several other studies have not produced a correlation between English language anxiety and gender differences.³⁰

According to Park and French, foreign language class anxiety in female students can occur because, in social life, males dominate females. Females lack the ability when express they experience foreign language anxiety and have a shy attitude more than males. In contrast, Kamarul Sukhri et al. females have superior abilities than males so feelings of anxiety do not arise in females too much. In addition, female students are assumed to be better in terms of language learning strategies so it is possible to become superior in language learning.³¹ Female students also have orientation, stronger verbal skills, and greater conformity to norms, both academic and linguistic.

²⁹ Elias Bensalem, "Multilingualism and Foreign Language Anxiety: The Case of Saudi EFL Learners", *Learning and Teaching in Higher Education: Gulf Perspectives*, (Vol. 15 No. 2, 2019).

³⁰ Elias Bensalem, "Multilingualism and Foreign Language Anxiety: The Case of Saudi EFL Learners", *Learning and Teaching in Higher Education: Gulf Perspectives*, (Vol. 15 No. 2, 2019).

³¹ Elias Bensalem, "Foreign Language Anxiety of EFL Students: Examining the Effect of Self-Efficacy, Self-Perceived Proficiency and Sociobiographical Variables", *Arab World English Journal*, (Vol. 9 No. 2, 2018).

b. The Role of Age in Foreign Language Anxiety

in Donovan and MacIntyre's study, it was found that junior and senior high school learners had lower levels of anxiety than Anglo-Canadian learners learning French. Dewaele found that there was a correlation between age and anxiety in learners who had an age range of 18-75 years with an average age of 38.4 years. Participants in their study were asked to provide information on their level of anxiety when communicating with friends, strangers, and in public. In the second language context, older participants had higher levels of anxiety than younger participants. Significant differences were also found when communicating with peers but not with strangers or in public.³²

Meanwhile, inversely proportional results were found in other studies that produce a significant negative relationship between age and anxiety measurement results. Younger participants felt a higher level of foreign language anxiety than older participants. Baker et al. researched a French language immersion program. Their research produced that younger Anglo-Canadian people (grade 8) identified high anxiety than grade 9 learners in junior high schools.³³ Dewaele and MacIntyre conducted a study and found that adolescent participants had higher levels of foreign language anxiety than participants in their twenties. Sila has reported that young children and adolescents have language anxiety that is not much different from the anxiety experienced by adult learners.

Dewele concluded that this could be attributed to older participants learning their language and learning the importance of the mistakes made. The age factor influences the level of foreign language anxiety because the age difference also found differences in ways of thinking, learning styles, and learning abilities. There are different cognitive styles between children, adolescents, and adult learners. Adult learners learn by rules while child

³² Alaitz Santos et al., "Communicative Anxiety in English as A Third Language", *International Journal of Bilingual Education and Bilingualism*, (Vol. 20, No. 7, 2015).

³³ Elias Bensalem, "Multilingualism and Foreign Language Anxiety: The Case of Saudi EFL Learners", *Learning and Teaching in Higher Education: Gulf Perspectives*, (Vol. 15 No. 2, 2019).

learners learn by example. Adult learners have differences from learners at other levels because adult learners have several roles that will shape better community values, thoughts, and behavior.³⁴

c. The Role of Grade in Foreign Language Anxiety

Jee used the FLCAS instrument in a small-scale study with first-year student participants at an American university and found that anxiety increased over time as students' language knowledge developed. Meanwhile, Rezazadeh & Travokoli found that there was no significant correlation between the anxiety level of learners and the year of learning English. In addition, Elkhafaifi found that the length of learning a language was significantly negatively correlated with foreign language anxiety in American students.³⁵

This difference in findings may be due to the involvement of other variables in second language learning. Students in the final grade felt less anxious than classes in the first grade. The longer students study English, the more familiar students will be with the situations and challenges they will encounter so the level of anxiety felt by foreign language students will decrease. Otherwise, final-grade students are under pressure and more challenged with foreign language classes because they realize that there is a lot they do not know. Therefore, it can affect their level of foreign language anxiety.³⁶

³⁴ Alaitz Santos et al., "Communicative Anxiety in English as A Third Language", *International Journal of Bilingual Education and Bilingualism*, (Vol. 20, No. 7, 2015).

³⁵ Elias Bensalem, "Multilingualism and Foreign Language Anxiety: The Case of Saudi EFL Learners", *Learning and Teaching in Higher Education: Gulf Perspectives*, (Vol. 15 No. 2, 2019).

³⁶ Meihua Liu & Min Hong, "English Language Classroom Anxiety and Enjoyment in Chinese Young Learners", *Original Research*, (Vol. 11 No. 4, 2019).

CHAPTER III

RESEARCH METHOD

This chapter consists of the research design, time and setting of the research, participant, research focus, data collection technique, and data analysis.

A. Research Design

This research under a case study investigated the phenomenon. The case study is seen from the side of educational guidance and counseling learners who study the situation and development of learners in-depth as well as completely. This case study is carried out by the teacher or educator concerned to understand learners as individuals more deeply to help the development of these learners in the future. A case study aims to present empirical evidence in the form of certain cases in depth. In addition, case studies can be used to fulfill personal interests because of their interest in a particular issue, and not to build a particular theory. This is because of the nature of case studies that study until can find reality. The researcher established a phenomenon's meaning from the participant's view.

B. Time and Setting of the Research

In the research conducted, the time needed by researcher was several months to observe and obtain data from participants. Researchers doing pre-research includes identifying problems at beginning of time, formulation of problems, development of frameworks, and preparation of proposals for approximately two months at the research location, starting from September to November 2022. After identifying the details of the problem, the researcher conducted research within 3 weeks. The study ended on Tuesday, January 31, 2023. The researcher conducted research at a private school. The school is Al-Azhar 29 Islamic Junior High School which is located in BSB, Mijen, Semarang.

C. Participant

Data were collected from the students of Al-Azhar 29 Islamic Junior High School, BSB, Mijen, Semarang. The students are representative EFL learners in the first, second, and third grades. Their age is between 12 and 15 years. The number of participants who have adjusted to the criteria is 42 participants, 7 males and 7 females in every grade. The reason to choose the participant in this study there was no homogeneity in the age of the

participants. The researcher measures age and grade as a factor of anxiety. In addition, the researcher also pays attention to the amount of gender of participants in the research conducted.

Table 1. Participants

Variable	Category	Frequency	Percent
Gender	Female	21	50
	Male	21	50
Age	12	10	24
	13	16	38
	14	13	31
	15	3	7
Grade	7 (first year)	14	33.3
	8 (second year)	14	33.3
	9 (third year)	14	33.3

D. Research Focus

This research focuses on the anxiety of secondary school students in learning English as a foreign language based on the three components of foreign language class anxiety. The research focuses on the factor that affected the anxiety of secondary school students in learning English as a foreign language based on the demographic factors of participants including gender, age, and grade. The secondary school students in this research focus on the students of Al-Azhar 29 Islamic Junior High School, BSB, Mijen, Semarang.

E. Data Collection Technique

There are 2 instruments used by the researcher in carrying out this investigation including in-class observations and interviews with participants.

1. Observation

In the observation stage, the researcher analyzes conditions or procedures that have a correlation with the research topic to gain direct knowledge about the

concepts and rules applied, as well as learners' perspectives that are not obtained through questionnaires or interviews. In the research topic on foreign language anxiety, the purpose of holding it is to analyze the atmosphere and events that occur in the classroom, learners' feelings of anxiety when instructed to come to the front of the class, confusion when asked by the teacher, not confident in class communication, afraid to say the pronunciation wrong or forget vocabulary, and have difficulty in correcting tenses.

2. Interviews

In the interview session with the participants, the researcher asked several questions to the participants. The questions asked by the researcher were adapted from the Foreign Language Classroom Anxiety Scale (FLCAS), a five-point Likert scale of 33 items. The FLCAS developed by Horwitz et al. categorizes three components of FLCA: communication apprehension, fear of negative evaluation, and test anxiety. Besides that, interviews were conducted through open questions and answer to get more information about their anxiety problem. The number of participants in this interview section is balanced between the number of men and the number of women. Interviews were conducted in Bahasa and English as requested by the participants. This interview session was relaxed so that participants could not feel tense and answer questions quietly and honestly. These interview sessions were audio-recorded and transcribed.

F. Data Analysis

Data was collected from direct observation in class and interviews with participants. In the observation stage, the researcher analyzes conditions or procedures that have a correlation with the research topic to gain direct knowledge about the concepts and rules applied. In the interview session with the participants, the researcher asked several questions adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. After obtaining the data through observation and interviews, the data is then reduced and categorized. The data are grouped based on the three variables that are discussed in this study. Among them are grouped based on gender, age, and grade of the participants.

Categorized data continues to the data display stage, which presents data in the form of rows and columns so that a conclusion can be drawn. The appearance of the data is in the form of table columns and a form description that is adjusted to the variable. Displaying the data makes it easier for the researcher to focus more on data processing according to research variables. The final step taken by the researcher is to draw conclusions that include important information on the research topic. Finally, after drawing conclusions the researcher got the result and conclusion of the research.

CHAPTER IV

FINDING AND DISCUSSION

This chapter explains the results of the research. The finding and discussion consist of the anxiety of secondary school students in learning English as a foreign language based on three demographic factors, there are gender, age, and grade. These findings were obtained by direct observation in class and interview sessions with participants conducted by the researcher.

A. School Profile

Al-Azhar 29 Islamic Junior High School is a private educational institution found in May 2012 by the Al-Himsya Foundation, which was motivated by the wishes of student parents who had difficulty finding schools with the same culture after their children graduated from SD Islam Al-Azhar 29, and then followed up by the leadership of SD Islam Al-Azhar 29, namely Nikmah Rahmawati, M.Sc., as well as support from the head of the Al-Himsya foundation, H. Imam Syafi'i, SE., MM. The next step was to submit an establishment permit to Al-Azhar Center in Jakarta. This school is located at RM Hadisoebeno Sosrowardoyo Street, BSB, Kedungpani, Kec. Mijen, City of Semarang Prov. Central Java, Postal Code 50211, telephone (20362716).

Al-Azhar 29 Islamic Junior High School is headed by Mr. Margono, S. Pd. In January 2023, the number of students at Al-Azhar 29 Islamic Junior High School totaled 135 male students and 103 female students, so the total number of students is 238. The 238 students, were divided into 9 classes, namely grade 7 which totaled three classes, grade 8 which totaled three classes, and grade 9 which totaled three classes. Learning at Al-Azhar 29 Islamic Junior High School is carried out in a full day. In a week, learning is carried out for 5 days. Al-Azhar 29 Islamic Junior High School has accreditation A, based on certificate 147/BAP-SM/X/2015.

VISION

Realizing Muslim scholars who are religious, intelligent, accomplished, globally competitive, and environmentally cultured.

MISSION

1. Instilling Islamic adab values in a structured and intensive manner
2. Realizing a school environment that loves the Al-Qur`an through tadarus, tahsin, tahfidz, and being able to practice it
3. Realizing Muslim intellectuals with character, including: Spiritual Intelligence, Intellectual Intelligence, Emotional, and Social Intelligence, and Kinesthetic Intelligence
4. Realizing the development of academic and non-academic abilities, according to multiple intelligences, student talent interests
5. Realizing an achievement coaching program for student's academic and non-academic potential in order to create schools with good achievements at the national and international levels
6. Realizing Muslim scholars who excel in IMTAQ and Science and Technology, Leadership, Entrepreneurship, and Language
7. Creating a school environment that is healthy and clean and loves the environment
8. Realizing creative, innovative, and quality learning activities through developing internal programs to increase pedagogic and professional educator competencies according to national standards
9. Realizing the preparation and implementation of the curriculum according to national standards
10. Realizing facilities and infrastructure, management, financing, and assessment according to educational standards

Table 2. List of teachers of Al-Azhar 29 Islamic Junior High School, BSB, Mijen, Semarang

NAME	SUBJECT
Margono, S. Pd.	Head of Unit
Hari Priyono, S. Si.	Crafts
Nadia Pradyta Noer Iwari, S. Pd.	Math
Citra Artika Yuliasari, S. Pd.	Social Science
Fitriyani, S. Pd.	Bahasa
Farida Arroyani, S. Pd.	English
Fuji Astutik, S. Pd.	Civic Education
Khoirun Nisak, S. Pd.	Math
Muhammad Jafar Shodiq Al Alawi, S. Pd. I	Arabic
Khadziq Ramadhani, S. Pd.	Physical Education
Reesky Adi Nugroho, S. Pd.	English
Dian Sulistyorini, S. Pd.	Javanese Language
Miftakul Alim, S. Kom.	ICT
Khoirul Umam, S. Ag.	Islamic Education
Lili Handayani, S. Pd.	Counselling Guidance
Hamam Nasirudin, S. Pd.	Natural Science
Diah Wibawanti, S. Pd.	Social Science
Anto Hidayatuloh, S. Pd.	Natural Science
Muthia Dian Mahardika, S. Pd.	Quran Education
Riki Kurniawan, S. Pd.	Bahasa

B. Finding

In direct observation in the classroom conducted by the researcher, the researcher observed the atmosphere and events that occurred when the English class was in progress in every grade. Among them are the rules applied by the teacher, for example, punishment and reward. When students can answer questions or do assignments given by the teacher. In addition, the teacher's judgment of the students when the students are nervous and not confident when answering questions or doing assignments given by the teacher. Besides that, the researcher also observed interactions between teachers and

students or interactions between students and students. For example, students' responses when the teacher explains the material or gives assignments.

In the interview section with the participants, the researcher asks several questions in accordance with the Foreign Language Classroom Anxiety Scale (FLCAS) a five-point Likert scale of 33 items developed by Horwitz et al. Three main components of FLCAS are communication apprehension (CA), test anxiety (TA), and fear of negative evaluation (FNE). Every component of FLCAS has several indicators which can measure the level of anxiety in participants. The researcher uses four indicators in communication apprehension components, seven indicators to measure the fear of negative evaluation components, and five indicators to measure test anxiety.

Four indicators of communication apprehension components are confidence when speaking in English, panic when speaking without preparation in front of the class, feeling nervous when talking to a native speaker, and nervousness when don't understand what the teacher is talking about. Five indicators of test anxiety are worry about making mistakes in English class, feeling during speaking tests in English class, worry about the consequences of failing the foreign language class, afraid when the teacher corrects their mistake, and the level of anxiety when learning to speak.

In addition, seven indicators of fear of negative evaluation are trembling when going to be called by the teacher in class, feeling the other students are better in English class, embarrassed to take the initiative to answer the teacher's question in English class, upset when don't understand what the teacher is correcting, worry about getting left behind because English class moves quickly, afraid that the other students will laugh when speaking a foreign language, and nervous when the English teacher asks the question but hasn't prepared before.

From the direct observation in class and interview section with the participants conducted by the researcher, the researcher analyzes the result from these two instruments, and below are the findings:

1. Anxiety of Secondary School Students in Learning English as a Foreign Language Based on Gender

Several researchers who have conducted research on gender factors in anxiety in learning English as a foreign language has made various findings. In this study, the researcher tested students of Islamic Junior High School Al- Azhar 29 as participants. A total of 42 participants consisted of 21 male participants and 21 female participants in three different grade levels. From the participants tested, the researcher found that female participants had higher anxiety in foreign languages than male participants. This was found not only in one class but in all three classes tested showing the same results that female participants had higher anxiety in a foreign language classroom than male participants. These results were found through direct in-class observation and interview sessions with participants.

In observations made by the researcher directly, the researcher observed the atmosphere and events in the classroom. When the teacher gives an explanation, information, or asks questions in class, male students are more enthusiastic in responding to the teacher's questions. The male students had no doubts and were greatly confident in their answers, even though their answers were not necessarily correct in answering the teacher's questions. Meanwhile, female students seemed less enthusiastic in class and not very responsive to questions or information provided by the teacher. The female student just sat quietly and listened to every explanation from the teacher. Only a few of them answered the teacher's question but in a low voice and were unsure of the answer.

In addition, when the teacher asked students to come to the front of the class to answer questions and practice dialogue, male students were more prominent, creative, and confident in practicing dialogue. This is shown by their fluency in dialogue and body gestures that look relaxed and calm in front of the class. Meanwhile, when the female students came to the front of the class to practice the

dialogue, it was clear that most of them were very anxious. This is shown by their non-fluent dialogue, small voices, body gestures that look nervous, embarrassed, and seem in a hurry.

In direct observation conducted by the researcher in the classroom, when the teacher gives students assignments to work on in class, male students and female students face confusion. Male students are not ashamed to ask questions and ask the teacher to explain. While the female students just kept quiet and waited for their friends to ask the teacher to explain the assignments given. Female students prefer to ask friends around them about material or information from the teacher, the vocabulary they do not understand, or assignments given by the teacher. When male students have finished their work, female students have not completed their work.

Apart from direct observation in class, data obtained through interview sessions with participants also showed similar results that female participants had higher anxiety in foreign language classes than male participants. In this interview session, the researcher asked several questions to the participants. The questions used by the researcher were adapted from the Foreign Language Classroom Anxiety Scale (FLCAS), a five-point Likert scale of 33 items developed by Horwitz et al. Interview sessions were conducted separately for male participants and female participants at each grade level. This is intended so participants do not feel embarrassed when answering questions in the presence of other genders.

In the interview session, the male participants were not nervous if they did not understand what the teacher was talking about. They can ask their friends or ask again with the teacher directly. Meanwhile, female participants felt nervous if they did not understand what the teacher was talking about. This is because most of the female participants are nervous if the teacher suddenly asks a question and they cannot answer the question by the teacher. Besides that, most of the female participants felt that the English class was moving quickly so they were afraid of getting left behind. Meanwhile, the male participants did not feel the English class was moving quickly.

In addition, female participants feel afraid that other students will laugh when they speak a foreign language in the class. However, male participants didn't

feel afraid that other students will laugh when they speak a foreign language in the class. Because they think it is normal, they even laugh at the mistakes they make. When learning to speak, anxiety in male participants decreased because the more often they practiced speaking, the more confidence and vocabulary would increase. Whereas female participants, their anxiety increased when they learn to speak because they realized a lot of vocabulary that they don't know.

After the researcher analyzed the answers from the participants one by one from each FLCA category, the researcher compared the answers of the male and female participants. Most of the male participants showed low levels of anxiety in the foreign language class. Of the 21 male participants, 14% or 3 participants feel anxiety in language class. Meanwhile, out of 21 female participants, 57% or 12 participants feel anxiety in language class. From these results, it can be concluded that female participants have higher anxiety in foreign language classes than male participants.

The researcher also conducted interviews and sharing sessions with the English teacher in class. The English teacher in class shared about the challenges faced by teachers such as the curriculum, school policies, and parents' demands. The English teacher also explained the anxiety of the English language in the classroom experienced by students from the teacher's point of view. Miss Farida as English teacher said

Student anxiety is felt at the beginning of the year or at the beginning of the meeting. However, after one month, the student's anxiety began to subside. As a teacher, I also feel that female students have a higher level of anxiety than male students. They are more passive and only obedient about what is coming next, so it is more difficult for female students to chat casually. Female students are more comfortable asking friends than the language teacher in class.

2. Anxiety of Secondary School Students in Learning English as a Foreign Language Based on Age

In research by the researcher at Al-Azhar 29 Islamic Junior High School, the age factor has no significant relationship between age and foreign language class anxiety. This was found by a researcher conducting research on three different grade levels. The reason for using three different grade levels is so that there is no

similarity in the age of the participants. Participants who were in grade 7 were on average between 12-13 years old. Participants who were in grade 8 were between 13-14 years old. Meanwhile, participants in grade 9 were 14-15 years old.

The researcher conducted an interview session with the participants because the age of the participants could not be known through observation. In the interview session, the researcher asked the age of the participants directly as one of the variables to be tested in the study. The questions used by the researcher were adapted from the Foreign Language Classroom Anxiety Scale (FLCAS), a five-point Likert scale of 33 items developed by Horwitz et al. Each foreign language class anxiety component has several indicators that can assist the researcher in analyzing participants' answers. Each participant's answer that has been analyzed by the researcher cannot show a significant correlation between age and foreign language class anxiety.

Table 3. The result of anxiety students in learning English based on age

Age	Frequency	Percent
12	4	40%
13	5	31%
14	5	38%
15	1	33%

From the results of interviews with participants aged 12-15 years, the highest level of anxiety was experienced by participants aged 12 years. Out of a total of 10 participants, 4 participants felt high foreign language class anxiety. Meanwhile, the lowest foreign language class anxiety results were obtained by 5 people out of a total of 16 participants aged 13 years. Of participants aged 15 years, there was 1 participant out of a total of 3 participants who felt foreign language class anxiety. This shows that age is not a factor that causes foreign language class anxiety in participants.

- R : Do you nervous when talking to a native speaker?
- S (12 years old) : I feel nervous because I'm afraid that native speakers don't understand what I'm saying
- S (13 years old) : I've talked to native speakers and I'm glad to have experienced that
- S (14 years old) : I feel nervous because the conversation doesn't go well
- S (15 years old) : My feeling is normal because I also have relatives from abroad

The above is an example of an interview session with participants aged 12 to 15 years. Of this age difference, there were quite different and varied answers from several participants. The answers of some of these participants could not be found that age influenced foreign language class anxiety. Age is considered to determine students' foreign language class anxiety if the older the student's perceived foreign language class anxiety decreases or increases. However, the results of a study conducted by a researcher showed that participants aged 12 years had a high level of anxiety in foreign language classes. While the lowest level of foreign language class anxiety was experienced by participants aged 13 years.

3. Anxiety of Secondary School Students in Learning English as a Foreign Language Based on Grade

The researcher conducted three grade levels in Al-Azhar 29 Islamic Junior High School. There are grade 7 or first year, grade 8 or second year, and grade 9 or third year. The researcher uses direct in-class observation and interview sessions with participants. In observations made by researchers directly, researchers observed the atmosphere and events in the classroom. The researcher observed each grade level one by one. Meanwhile, in the interview session, the researcher asked several questions to the participants and asked the participants to answer with answers that matched their feelings. The results from the observation and interview sessions with the participants have consistent results where there is no significant correlation between age and foreign language classroom anxiety.

The differences were found by the researcher when observing the three grade levels. Grade 7 was easier to manage and had a higher level of responsiveness. When the teacher gives an explanation, or assignment, and asks questions in class,

students are more enthusiastic in responding to the teacher's questions. They had no doubts and were greatly confident in their answers, even though their answers were not necessarily correct in answering the teacher's questions. Grade 8 is seen as not conducive and more passive in the learning process. Students seemed less enthusiastic in class and not very responsive to questions or information provided by the teacher. They talk to their friend when and not too listened to every explanation from the teacher. Only a few of them listened and answered the teacher's questions.

In the observation in English class grade 9, the students feel enjoy and active to answer the questions and instruction from the teacher. In addition, when the teacher asks the students to do the assignment in front of the class, they are enthusiastic in responding to the teacher's instruction. However, the level of foreign language class anxiety in the three classes does not have a significant correlation with grades. Students in the class at all three levels have their own foreign language class anxiety, which level cannot be differentiated. In each class, there are some students who have a high level of foreign language class anxiety, but there are also other students who have a low level of foreign language class anxiety.

Apart from direct observation in class, data obtained through interview sessions with participants also showed similar results that the level of foreign language class anxiety in the three classes does not have a significant correlation with grades. In this interview session, the researcher asked several questions to the participants. The questions used by the researcher were adapted from the Foreign Language Classroom Anxiety Scale (FLCAS), a five-point Likert scale of 33 items developed by Horwitz et al. Interview sessions were conducted separately for grades 7, 8, and 9. It was intended that participants would not feel embarrassed when answering questions in front of other grade levels.

The researcher asks the question to the participant in three grades about their confidence when speaking English in class. The answer from the participants in the three grades is mostly that they are not confident when speaking English. But the reason for their answer is different. Participants in grade 7 mostly think that they don't have a lot of vocabulary so don't have confidence when speaking English. Participants in grade 8 were mostly not confident when speaking English

because they were afraid of saying the wrong pronunciation. In addition, participants in grade 9 mostly think that they don't know the rules or grammar of English so they are afraid of not accordance with the rules.

Besides that, the researcher asks questions about their feelings when speaking in front of the class without preparation. The answer from the participants in the three grades is mostly that they panic when speaking in front of the class without preparation. The reason for their answer is different for each grade. Participants in grade 7 were panicking because mostly they can't speak in public, especially without prior preparation which makes them embarrassed. Participants in grade 8 mostly felt panic because, without preparation, they didn't know what to say. In addition, participants in grade 9 mostly panic because even when they have prepared before, they still feel panic when speaking in front of the class.

Table 4. The result of anxiety students in learning English based on grade

Grade	Frequency	Percent
7	4	64.2%
8	7	50%
9	4	64.2%

From the results of interviews with participants in grades 7, 8, and 9, the lowest level of anxiety was experienced by participants in grade 8. Out of a total of 14 participants, 7 participants felt high foreign language class anxiety. Meanwhile, grades 7 and 9 have the same frequency of participants. 4 participants out of a total of 14 participants felt foreign language class anxiety. This shows that grade is not a factor that causes foreign language class anxiety in participants.

C. Discussion

This discussion chapter discusses the three components of FLCA felt by Al-Azhar 29 Islamic Junior High School students as participants, namely communication apprehension, fear of negative evaluation, and test anxiety. Besides that, three demographic factors examined by the researcher, there are gender, age, and grade. Participants consisted of 7 males and 7 females from grades 7, 8, and 9 with a total of 42

participants. The researcher balanced the total of gender factors because each class has a difference in the number of male and female students. Besides gender, the researcher is interested to know the different levels of foreign language class anxiety at the same age but in different grades in school.

1. Components of FLCA

Communication apprehension shows anxiety to interact with others using a new language. Communication apprehension is also a component that is felt by many participants. Based on research from 42 participants from a total of 3 classes students of Al-Azhar 29 Islamic Junior High School, the communication apprehension participants feel includes not being confident when speaking English, panic when speaking without preparation in front of the class, feeling nervous when talking to a native speaker, and nervous when not understanding what the teacher is talking about. The data was obtained by the researcher during interview sessions with participants and direct observation in class.

Test anxiety is a concern in an academic exam that is done because of fear of failure. In the interview session, most participants answered "no" for every statement put forward by the researcher. However, there were some participants who agreed with every statement asked by the researcher. The test anxiety they feel includes making mistakes in English class, feeling during speaking tests in English class, worrying about the consequences of failing the foreign language class, being afraid when the teacher corrects their mistake, and their level of anxiety when learning to speak.

Fear of negative evaluation (FNE) refers to a person's fear and avoidance of other people's judgments and assumptions of other people's negative evaluations. From the several questions asked by the researcher to the participants, there were at least three indicators of anxiety that they felt the most, such as feeling their friends' abilities were better in English class, fear of being laughed at when speaking English, and nervous if the teacher asked but they did not prepare themselves beforehand. Besides that, tremble when going to be called by the teacher in class, embarrassed to take the initiative to answer the teacher's questions in English class, upset when don't understand what the teacher is correcting, and

worry about getting left behind because English class moves quickly are felt by participants.

2. Demographic Factors

Besides discussing the three components of foreign language class anxiety, this discussion chapter also discusses the three demographic factors that cause anxiety in language class. Based on the research, from the three demographic factors namely gender, age, and grade, only gender factor causes foreign language class anxiety. In the gender factors, the researcher found that female participants have a higher level of foreign language class anxiety than male participants whereas the amount of gender was the same. This was found not only in one class but in all three classes tested showing the same results that female participants had higher anxiety in a foreign language classroom than male participants. Two other demographic factors, namely age, and grade, do not cause foreign language class anxiety.

According to Park and French, foreign language class anxiety in female students can occur because, in social life, males dominate females. Females lack the ability when express they experience foreign language anxiety and have a shy attitude more than males³⁷. Besides that, foreign language class anxiety in female participants can occur because of two factors, there are internal factors and external factors. Internal factors occur because the anxiety they feel comes from themselves such as feelings, thoughts, and perceptions of a foreign language. While external factors can be in the form of conditions of the learning environment, classmates' responses, and teacher policies in the classroom.

In terms of internal factors, male and female students who have less motivation in learning foreign languages will have foreign language anxiety in class. While students will have a low level of foreign language anxiety if they have the motivation in learning a foreign language. When male and female students have the same level of motivation, there is no difference in foreign language class anxiety found in both. Therefore, female students must be able to control their thoughts and perceptions about foreign languages. In addition, eliminate the

³⁷ Elias Bensalem, "Multilingualism and Foreign Language Anxiety: The Case of Saudi EFL Learners", *Learning and Teaching in Higher Education: Gulf Perspectives*, (Vol. 15 No. 2, 2019).

negative thoughts they create themselves and build positive energy within them to be motivated in learning a foreign language.

Apart from the internal factors, there is a solution in the external factors to reduce foreign language class anxiety. The teacher's role is important in determining the level of foreign language class anxiety among the students. Teachers have an obligation to create a learning environment that makes students feel relaxed and not burdened.³⁸ Learning activities must support students to be active in learning so students do not feel left behind in getting materials. Teachers also can direct the students to build positive interactions in the class. For example, not laughing when the other students make mistakes and not underestimating other students when they do not understand what the teacher is explaining.

The age and grade factors have no significant relationship with foreign language class anxiety. This was found by a researcher conducting research on three different grade levels. The reason for using three different grade levels is so that there is no similarity in the age of the participants. Participants who were in grade 7 were on average between 12-13 years old. Participants who were in grade 8 were between 13-14 years old. Meanwhile, participants in grade 9 were 14-15 years old. From different ages, the mindset of students can be influenced by the association and learning environment. Therefore, differences in perceptions or thoughts can occur even though they have the same age because they are in different class levels.

According to the researcher, this phenomenon can occur because age cannot affect the level of anxiety of the students. Anxiety usually arises in students who think about the impact that will be obtained from what they are doing. The level of maturity and anxiety of each student does not depend on their age but depending on their personality, habits, and mindset. Sometimes immature students have mature thoughts because of the influence of the environment around them. There are also mature students has unstable thoughts and a higher level of anxiety than immature students.

³⁸ Elias Bensalem, "Multilingualism and Foreign Language Anxiety: The Case of Saudi EFL Learners", *Learning and Teaching in Higher Education: Gulf Perspectives*, (Vol. 15 No. 2, 2019).

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the conclusions and suggestions. The conclusion consists of the final conclusions of the research. Suggestions in research are intended for parties related to this research issue, such as teachers, parents, and other researchers.

A. Conclusion

Based on the results that have been carried out by the researcher at Al-Azhar 29 Islamic Junior High School, the researcher draws the conclusion the demographic factor that influences anxiety in English classes is the gender factor. Female participants had a higher level of anxiety in foreign language classes than male participants. While age and grade level do not affect the level of anxiety in foreign language classes. From different ages, the mindset of students can be influenced by the association and learning environment. Therefore, differences in perceptions or thoughts can occur even though they have the same age because they are in different class levels.

The researcher concluded this phenomenon can occur because age cannot affect the level of anxiety of the students. Anxiety usually arises in students who think about the impact that will be obtained from what they are doing. The level of maturity and anxiety of each student does not depend on their age but depending on their personality, habits, and mindset. English which is learned as a foreign language can cause anxiety for the learner. Anxiety in English as a foreign language is a problem that must be resolved and must be realized by all groups. Such as from the students, teachers, the school, and parents of students. Learning activities must support students to be active in learning so students do not feel left behind in getting materials. Teachers also can direct the students to build positive interactions in the class.

Factors that can affect student anxiety come from internal factors and external factors. Internal factors include what they feel comes from themselves such as feelings, thoughts, and perceptions of a foreign language. Feelings experienced by students such

as nervousness, worry, and fear are symptoms of the anxiety they experience. External factors include the condition of the learning environment, classmates' responses, teacher policies in class, and support from students' parents. When teachers and students have good interactions and take the right policies in giving rewards or punishments, students will not feel excessive anxiety in English class. Classmate responses to other students can also be a determining factor in the learning environment.

B. Suggestion

There are some suggestions that the researcher considers after conducting this research. The suggestions below:

1. English Teacher

The teacher's role in learning English in the classroom has a major influence on student success. When the teacher applies punishment and reward appropriately and has good interactions with students, students will feel comfortable in class so that there is no foreign language class anxiety that arises in students. Therefore, it is important for English teachers to learn how to interact properly with students and apply punishment and rewards that make students feel happy and not burdened. In addition, English teachers must have a good mastery of the material and use appropriate methods to convey material to students so students can easily understand it.

2. Student's Parents

As in the interviews conducted with the participants, many of them were worried about the consequences they would get when they failed an English class. Like worrying when parents get angry because their English grades are bad or they can't communicate in English. The role of parents does not only demand changes in the behavior and knowledge of the student. However, parents should be able to understand the student's learning process and the development experienced by the

student through discussions with the teacher and the school so they can find solutions to the problems faced by the student.

3. Other Researchers

The topic of students' anxiety in learning English as a foreign language is very interesting for research. There are many other interesting perspectives that researcher have not discussed in this study. Therefore, the researcher suggests that other researchers study this topic from different perspectives or combine it with other issues. Because this can help students to know English language anxiety in the classroom that they experience. To make students more comfortable in learning English. In addition, references from previous researchers are also very complete and have varied findings.

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APPENDIXES

Appendix 1: Demographic Factors Questionnaire

ANXIETY IN LEARNING ENGLISH AS A FOREIGN LANGUAGE: A CASE STUDY OF SECONDARY SCHOOL STUDENTS

RESEARCH QUESTIONNAIRE

Instructions:

1. Read carefully each part of the statement in this questionnaire
2. Fill in the blanks below and put a checklist (✓) on one of the sign according to the answer that you think is correct

A. DEMOGRAPHIC DATA OF RESPONDENTS

1. Name :
2. Date of Birth :
3. Age : years old
4. Gender : Male
 Female
5. Grade : 7 (Seven)
 8 (Eight)
 9 (Nine)

Appendix 2: Questionnaire Foreign Language Class Anxiety Scale (FLCAS) developed by Horwitz et al.

Description:

SD : Strongly Disagree

D : Disagree

N : Neutral

A : Agree

SA : Strongly Agree

NO	STATEMENTS	SD	D	N	A	SA
1	I never feel quite sure of myself when I am speaking in my foreign language class.					
2	I don't worry about making mistakes in language class.					
3	I tremble when I know that I'm going to be called on in language class.					
4	It frightens me when I don't understand what the teacher is saying in a foreign language.					
5	It wouldn't bother me at all to take more foreign language classes.					
6	During language class, I find myself thinking about things that have nothing to do with the course.					
7	I keep thinking that the other students are better at languages than I am.					
8	I am usually at ease during tests in my language class.					
9	I start to panic when I have to speak without preparation in language class.					
10	I worry about the consequences of failing my foreign language class.					

11	I don't understand why some people get so upset over foreign language classes.					
12	In language class, I can get so nervous I forget things I know.					
13	It embarrasses me to volunteer answers in my language class.					
14	I would not be nervous speaking a foreign language with native speakers.					
15	I get upset when I don't understand what the teacher is correcting.					
16	Even if I am well prepared for a language class, I feel anxious about it.					
17	I often feel like not going to my language class.					
18	I feel confident when I speak in a foreign language class.					
19	I am afraid that my language teacher is ready to correct every mistake I make.					
20	I can feel my heart pounding when I'm going to be called on in language class.					
21	The more I study for a language test, the more confused I get.					
22	I don't feel pressure to prepare very well for a language class.					
23	I always feel that the other students speak the foreign language better than I do.					
24	I feel very self-conscious about speaking a foreign language in front of other students.					
25	Language class moves so quickly I worry about getting left behind.					
26	I feel more tense and nervous in my language class than in my other classes.					
27	I get nervous and confused when I am speaking in my language class.					

28	When I'm on my way to language class, I feel very sure and relaxed					
29	I get nervous when I don't understand every word the language teacher says.					
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language					
31	I am afraid that the other students will laugh at me when I speak a foreign language.					
32	I would probably feel comfortable around native speakers of a foreign language.					
33	I get nervous when the language teacher asks questions that I haven't prepared in advance.					

Appendix 3: Interview Guidelines Adapted from FLCAS by Horwitz et al.

No	Questions
Communication Apprehension	
1.	Confidence when speaking in English
2.	Panic when speaking without preparation in front of the classroom
3.	Nervous when talking to a native speaker
4.	Nervous when not understanding what the teacher is talking about
Fear of Negative Evaluation	
1.	Tremble when going to be called by the teacher in the classroom
2.	Feel the other students are better in English class
3.	Embarrassed to take initiative to answer the teacher`s questions in English class
4.	Upset when don`t understand what the teacher is correcting
5.	Worry about getting left behind because English class moves quickly
6.	Afraid that the other students will laugh when speaking a foreign language
7.	Nervous when the English teacher asks questions but hasn`t prepared before
Test Anxiety	
1.	Worry about making mistakes in language class
2.	Feeling during speaking tests in English class
3.	Worry about the consequences of failing the foreign language class
4.	Afraid when the language teacher is ready to correct the mistake
5.	Confuse when learning to speak

Appendix 4: Interview Transcription

No	Questions	Results
Communication Apprehension		
1.	Confidence when speaking in English	I am not confident when I speak English because I do not think I have a lot of vocabulary.
2.	Panic when speaking without preparation in front of the classroom	I am so freaked out. Even when I have prepared myself beforehand, I still feel anxious about speaking in front of the class.
3.	Nervous when talking to a native speaker	I feel nervous because I am afraid the interactions we are having will not work. I am afraid native speakers will not understand what I am saying.
4.	Nervous when not understanding what the teacher is talking about	I felt nervous because I was afraid that the teacher would suddenly ask questions even though I did not understand what the teacher was talking about. So, I could not answer the questions given by the teacher.
Fear of Negative Evaluation		
1.	Tremble when going to be called by the teacher in the classroom	Yes, I trembled because I was afraid I couldn't answer the teacher's questions.

-
2. Feel the other students are better in English class
- Of course. I really feel that my English ability is below that of my classmates. Sometimes even I feel insecure because of that. When my friends can answer the teacher's questions smoothly or they have the initiative to answer the teacher's questions without fear of being wrong.
3. Embarrassed to take initiative to answer the teacher's questions in English class
- Not too embarrassed. I usually take the initiative to answer questions from the English teacher in class when I understand what the teacher is asking and know the answer. But when I do not understand the answer, I choose not to answer first.
4. Upset when don't understand what the teacher is correcting
- I do not feel upset, I just feel confused because I do not understand my mistake. Maybe I can ask my friends and ask friends to explain in more detail now-it-all by my friends.
5. Worry about getting left behind because English class moves quickly
- Yes, I am afraid because if I feel left behind, I become anxious and feel that my knowledge is lacking.
6. Afraid that the other students will laugh when speaking a foreign language
- I am not afraid if my friends laugh at me when I speak English because I also laugh at the mistakes I make.
-

-
7. Nervous when the English teacher asks questions but hasn't prepared before
- It depends on my understanding of the material. when I have understood the material asked by the teacher, I do not feel nervous. But when I feel that I don't understand the material the teacher is asking, I will feel nervous so it is difficult to answer questions from the teacher in English class
-

Test Anxiety

1. Worry about making mistakes in language class
- I do not feel worried when I make mistakes in class because I think we are in the learning stage so it is normal to make mistakes without feeling afraid.
2. Feeling during speaking tests in English class
- I am happy and not afraid when the speaking test. Because the duration is shorter and I don't have to write. In addition, I can also improve my speaking skills.
3. Worry about the consequences of failing the foreign language class
- I am very worried about the consequences when I fail in English. I was afraid to disappoint my parents and the way my friends and teachers would see me.
4. Afraid when the language teacher is ready to correct the mistake
- I am not afraid when the teacher corrects the mistakes I make. I am happy because I understand what my mistake is so I can fix it and it does not happen again.
5. Confuse when learning to speak
- My anxiety increased when I learned to speak because I realized that I did not have
-

much vocabulary and my speaking skills
were poor

Appendix 5: Observation Guidelines

No	Observation
1.	Interaction between students and teacher 1.1 How teacher explain the materials 1.2 Students` response to the teacher
2.	Rules applied by the teacher 2.1 Reward 2.2 Punishment
3.	Interests of the students 3.1 Enthusiastic 3.2 Anxiety

Appendix 6: Observation Results

No	Observation	Result
1.	Interaction between students and teacher	
	1.1 How teacher explain the materials	The teacher has the creativity to practice about a person in the past
	1.2 Students` response to the teacher	Many students do not understand what the teacher means
2.	Rules applied by the teacher	
	2.1 Reward	The teacher gives praise to students who can answer the teacher`s questions
	2.2 Punishment	When students chat punished to answer the teacher's questions
3.	Interests of the students	
	3.3 Enthusiastic	Students lack enthusiasm in responding to the teacher
	3.4 Anxiety	Students have difficulty answering the teacher's questions

Appendix 7: Documentations



7.1 The researcher interviewed female participants in grade 7



7.2 The researcher interviewed male participants in grade 7



7.3 The researcher observed the English class
7

7.4 The environment in the English class 7



7.5 The researcher interviewed female participants in grade 8

7.6 The researcher interviewed male participants in grade 8



7.8 The environment in the English class 8

7.7 The researcher observed the English class 8



7.9 The researcher interviewed female participants in grade 9



7.10 The researcher interviewed male participants in grade 9



7.11 The environment in the English class

Appendix 8: Curriculum Vitae

1. Personal Details

Name : Dewi Rosalia Adieba
Student Number : 1903046032
Place and Date Birth : Pekalongan, 16th January 2002
Address : HOS Cokroaminoto street, Kuripan Lor gang 13 No.
06, Pekalongan Selatan, Jawa Tengah
Gender : Female
Marital Student : Single
Religion : Islam
Phone Number : 081338904729
Email : dewirosalia161@gmail.com

2. Education Details

- a. TK Masyitoh NU Pekalongan (2006)
- b. SDN Kuripan Lor 01 Pekalongan (2007- 2012)
- c. SMPN 14 Pekalongan (2013-2015)
- d. SMAN 4 Pekalongan (2016-2018)
- d. Education and Teaching Training Faculty of Walisongo State Islamic University Semarang (2019)

Semarang, 16th March 2023
Sincerity,

Dewi Rosalia Adieba

