

**THE CORRELATION STUDY OF STUDENTS'
ANXIETY TOWARDS TOEFL SCORE**
(A Descriptive Quantitative Study in English Department at UIN
Fatmawati Sukarno Bengkulu)

THESIS

Submitted as a Partial Requirement for the Degree of *Sarjana
Pendidikan* (S.Pd) In English Education Study Program



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2022/2023**

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
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MOTTO

“ONE SECOND OF TIME YOU WASTE, A THOUSAND
OPPORTUNITIES YOU LEAVE”

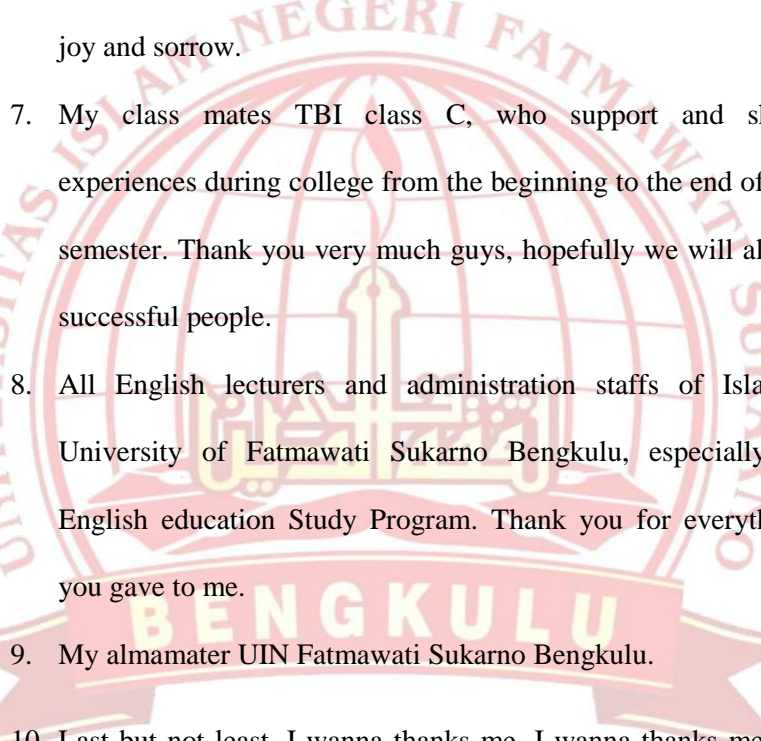
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DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

1. Allah SWT, who has given me blessing, health, strongest and patience in finishing this thesis.
2. My beloved parents to Mr. Wagimin, Mrs. Wainem, they always pray for my success. I want to thank you profusely for all your love that is always given to me. I love you so much, you are my biggest motivation, you are the best support system. Thanks also to my big family for the help and support from all of you.
3. My beloved brother Mahmudi Yusuf. Thank you for all your best support and is the reason why I have survived to this stage.
4. My supervisor I, Dr. Syamsul Rizal, M.Pd and my supervisor II, Fera Zasrianita, M. Pd who had give the guidance till this thesis finished. Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
5. My best partner Andre Firma Saputra, thank you for all your best support, and help so that I can finish this thesis.

- 
6. My best friends, Dwarfs Family, Ade, Ermaini, Ines, Septi who has always supported me from the beginning of writing my thesis until now, became a place to share anything and complaints during college. Thank you for this togetherness of joy and sorrow.
 7. My class mates TBI class C, who support and share experiences during college from the beginning to the end of the semester. Thank you very much guys, hopefully we will all be successful people.
 8. All English lecturers and administration staffs of Islamic University of Fatmawati Sukarno Bengkulu, especially in English education Study Program. Thank you for everything you gave to me.
 9. My almamater UIN Fatmawati Sukarno Bengkulu.
 10. Last but not least, I wanna thanks me. I wanna thanks me for believing in me, I wanna thanks me for doing this all hard work, I wanna thanks me for having no days off, I wanna thanks me for never quitting, I wanna thanks me for always being a giver and tryna give more than I receive.

PRONOUNCEMENT

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I hereby sincerely state the thesis titled: **“The Correlation Study of Students’ Anxiety Towards Toefl Score (A Descriptive Quantitative Study in English Department at UIN Fatmawati Sukarno Bengkulu)”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, January 2022



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ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah SWT. The one and only the Lord of universe, the master the day of Decision for all benefit and kindness that have enabled the researcher to submit a study proposal titled : “The Correlation Study Of Students’ Anxiety Towards Toefl Score (A Descriptive Quantitative Study in English Department at UIN Fatmawati Sukarno Bengkulu Academic Year 2022/2023)”.

Shalawat and greetings may always be bestowed upon our lord and uswatun hasanah, Rasulullah Muhammad SAW. Author realize that this thesis cannot be separated from the guidance, motivation, and assistance from various parties. For that, the author expresses his gratitude to:

1. Prof. Dr. H. Zulkarnain, M.Pd, as the rector of UIN Fatmawati Soekarno Bengkulu.
2. Dr. Mus Mulyadi, M.Pd, as the dean of faculty Tarbiyah and Tadris UIN Fatmawati Soekarno Bengkulu.
3. Risnawati, M.Pd, as Head to Tadris Department of UIN Fatmawati Soekarno Bengkulu.

4. Feny Martina, M.Pd, as the head of study program of English Education of UIN Fatmawati Soekarno Bengkulu.
5. Dr. Syamsul Rizal, M.Pd, as the first well as a mentor academics who always help and guide the writer in complete this thesis.
6. Fera Zasrianita, M.Pd, as the second advisor who always helps and guide the writer in completing this thesis.
7. All of lecturers and administrations staff of UINFAS Bengkulu.
8. All my best friends, especially in English Study Program of UINFAS Bengkulu 2018.

The researcher recognizes that this thesis is still far from perfect. The researcher hopes that this thesis will be beneficial to both the researcher and the readers.

Bengkulu, January 2022
The researcher

Hidayatun Kasanah

ABSTRACT

Hidayatun Kasanah. 2022. The Correlation Study Students' Anxiety Toward TOEFL Score

Thesis. English Education Program, Faculty of Tarbiyah and Tadris, State of UIN Fatmawati Sukarno Bengkulu.

Advisors:

1. Dr. Syamsul Rizal, M. Pd.
2. Fera Zasrianita, M.Pd.

This study was aimed to determine the correlation of students' anxiety with TOEFL scores. The method used in this research is quantitative research with a correlational approach. The population of this study were all 7th semester students majoring in English at UIN Fatmawati Sukarno Bengkulu, which consisted of 3 classes with a total sampling of 66 students. Based on the results of the research and calculations that have been done, it can be concluded that the anxiety of students majoring in English is included in the "Good" criteria with a frequency of 57 and a percentage of 86.36%. The TOEFL score in the English department is included in the "Moderate" criteria with a frequency of 36 and a percentage of 54.55%. From the results of the bivariate correlation test it is known that there is a positive relationship between the student anxiety variable and the TOEFL score variable with a Pearson correlation coefficient of (+) 0.354 or 35.4% and the magnitude of the coefficient of determination (r^2) = $(0.354)^2 = 0.125$ or 12, 5%. This means that the student's anxiety variable has an effect of 12.5% on the TOEFL score.

Keyword: *Anxiety, Toefl Score.*

ABSTRAK

Hidayatun Kasanah. 2022. The Correlation Study Students' Anxiety Toward TOEFL Score

Skripsi. Program Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, UIN Fatmawati Soekarno Bengkulu.

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- 1. Dr. Syamsul Rizal, M. Pd.**
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Penelitian ini bertujuan untuk mengetahui kesemasan siswa dengan toefl score. Metode yang digunakan dalam penelitian ini adalah penelitian kuantitatif dengan pendekatan korelasional. Populasi penelitian ini adalah seluruh siswa semester 7 jurusan Bahasa Inggris UIN Fatmawati Sukarno Bengkulu yang terdiri 3 kelas dengan jumlah siswa yaitu 66 siswa secara total sampling. Berdasarkan hasil penelitian dan perhitungan yang telah dilakukan dapat disimpulkan bahwa kecemasan siswa jurusan Bahasa Inggris termasuk dalam kriteria “Baik” dengan frekuensi 57 dan persentase 86,36%. Toefl score di jurusan Bahasa Inggris termasuk dalam kriteria “Sedang” dengan frekuensi 36 dan persentase hasil 54,55%. Dari hasil uji korelasi bivariat diketahui bahwa terdapat hubungan positif antara variabel kecemasan siswa dengan variabel toefl score dengan koefisien Korelasi Pearson sebesar (+) 0,354 atau 35,4% dan besarnya koefisien dari determinasi (r^2) = $(0,354)^2=0,125$ atau 12,5%. Artinya variabel kecemasan siswa berpengaruh sebesar 12,5% terhadap toefl score.

Kata kunci: Kecemasan, Tes Score.

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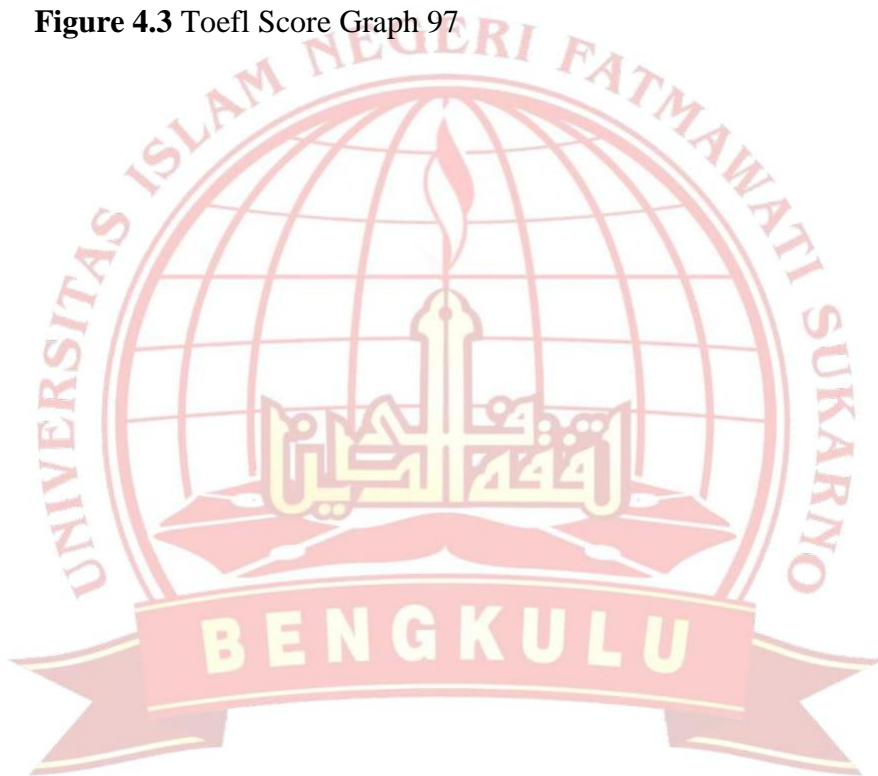
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CHAPTER I

INTRODUCTION

A. Background of the Research

Every subject has its objectives which students have to fulfill. Sometimes, the students still feel anxious when something we hope for does not go well. However, experiencing anxiety before and during exams is common among students. To measure how far they have reached those objectives, students have to do one or several forms of test. Moreover, every test has its focus on specific competencies to measure.

Like anything else, language has its test and English is no exception. As we know, in this era of globalization, English has become one of the most important skills to have. This is because English is an international language and the most widely spoken foreign language by people all over the world with more than one billion speakers.

Even some countries make English as their second language, including in Indonesia. In addition, at this time English is used in various fields, ranging from education, economics, technology, business, and politics. Therefore, English can open access to unlimited assets that people need. In short, English is one of our important preparations for the future.

Moreover, each subject has a goal that must be met by students. To measure how well they have achieved these goals, students must take one or more forms of tests. In addition, each test has a focus on a particular competency in order to measure whether students are able to achieve what is the goal. In addition to achieving the objectives of the subject, a test also has many very important objectives. By doing the test, the lecturer will know what the students can and cannot do, so it will be very helpful for the lecturer to determine the remedial work area. In addition, it can also inform lecturers about

how successful their students in the teaching and learning process is.

As previously explained, English also has its own test. There are several kinds of English tests that we can take, such as the TOEFL (Test of English as a Foreign Language), IELTS (International English Language Testing Systems), and TOEIC (Test of English for International Communication). TOEFL is one of the most familiar English tests in Indonesia. In addition, according to Council of Europe, there are six levels of English proficiency.

In addition, (Setoguchi; 2015), with 347- 393 scores of TOEFL test, a student can be categorized in Breakthrough (A1) and 400 scores in Waystage/ elementary level. Those are Breakthrough level (A1), Waystage or elementary level (A2), Threshold or low-intermediate level (B1), Vantage or high-intermediate level (B2), Effective Operational Proficiency or advanced level (C1), and Mastery or proficient level (C2). These

categories are depended on the CEFR, TOEIC, TOEFL, IELTS, or Cambridge Exam scores that we get. In addition, (Rajitha & Alamelu, 2020) stated in his research that the Indonesian students from the English Department got 2 scores average in CEFR, and they can be categorized as in A2 level.

According to learning theory (Yuyun et al., 2018) state that proficiency test refer to tests designed to measure peoples' ability in a language. TOEFL is a standardized test designed to assess an individual's English proficiency if their mother tongue is not English and they plan to work or study in a country where English is the official language. The TOEFL test allows students to demonstrate their ability to effectively communicate their ideas by promoting classroom and student life communication.

That several types of language tests can be used formany different purposes. Moreover, people also usually take TOEFL test for many reasons and purposes,

such as for diagnosing purposes or identifying their problems, for screening or selection to study abroad or scholarship program, or even for job promotion, and others.

Along with measuring language proficiency, the TOEFL test also assesses how well students communicate in English. The TOEFL test validates that a student possesses the English language proficiency required to succeed in an academic setting because it is a valid test with an unusually objective assessment. In addition to serving as a tool to gauge students' English competence and one of the prerequisites for employment applications, the TOEFL is also used by most universities in Indonesia as one of the graduation requirements that must be met by students at the end of their academic year before they complete their studies.

The test indirectly puts pressure on students because they have to get a minimum score to pass the test and avoid remedial tests. However, yes this pressure can

turn into anxiety. (Pappamihiel, 2002) states that anxiety can be associated as a threat to self-efficacy and assessing the situation as a threat. This means that Language anxiety can begin as a temporary fear episode in situations where students must perform in the target language, currently anxiety is just a past state. This means that environmental conditions can affect in the student's TOEFL test.

TOEFL test as tool for measuring students' English proficiency and is not only one of the requirements for applying for a job, but also the degree requirements that students must meet at the end of their studies at most universities in Indonesia it is used as one of yearbefore they graduate. UINFAS Bengkulu is one of the universities that implementation. The English degree program is one of the majors that requires students to take the TOEFL test to complete their studies. As a language development unit of UINFAS Bengkulu, their students must pass the TOEFL prediction test sponsored by PUSBAKIKUINFAS Bengkulu. In addition, they receive

a certificate after passing the exam. Not only is this certificate used as a graduation requirement, but it is also very useful when applying for a job to supplement your qualifications.

More the students in the 7th semester of the English language learning program at UINFAS Bengkulu had the same experience as other test takers. The students must achieve at least 400 points to pass the TOEFL test. Given that students are confused and afraid. Moreover, at the basic level of English, students usually only understand familiar expressions and very basic English phrases.

However, the languages used and tested in TOEFL are academic English as well as general or colloquial English. But indirectly, the presence of these tests puts pressure on UINFAS Bengkulu students. This is because their students need to pass the test and earn enough points to not retake it. Unfortunately, pressure can turn into horror. Anxiety is the discomfort that occurs when a person experiences a threatening situation.

So, their TOEFL score has an important role in determining whether they graduated from the institutions or not, so they have to prepare carefully for the test. Even, many of them have to take the TOEFL test more than once because they did not reach the minimum score before, and it can reduce their self-confidence and increase their anxiety. The test also has many important purposes. By doing a test, teachers will find out about what the students can and cannot do, so it will be very helpful for the teachers to decide the areas of the remedial work. Moreover, it also can tell the teachers about how successful their teaching and learning process.

B. Identification of the Problems

Based on the research background, the following problems can be identified:

1. Students' are not well prepared to face the TOEFL test
2. The language used in the TOEFL test is not only general or everyday English, but also academic English.

3. Factors that cause students anxiety in TOEFL test.
4. The students found it difficult to comprehend the exam question.

C. Research Questions

1. How are the students' anxiety in the TOEFL at the English Departement of UINFAS Bengkulu?
2. How are the TOEFL score at the English Departement of UINFAS Bengkulu?
3. Are there correlation between students' anxiety and toefl score at English Departement of UINFAS Bengkulu?

D. Research Objectives

1. To describe the students' anxiety at the English Education Study Programof State Islamic University Fatmawati Sukarno Bengkulu.
2. To describe the TOEFL test at the English Education Study Programof State Islamic University Fatmawati Sukarno Bengkulu.

3. To find an empirical evidence about the correlation between students' anxiety and toefl score.

E. Limitation of Study

Based on the problems above, the author can limit the focus of the research as follows: the correlation between students' anxiety towards toefl score.

F. Significance of the Research

1) For Teachers

This study is expected to give contributions and new information to the teachers about the students' anxiety toward TOEFL test. So that the teachers and lecturers can decide which strategies and methods are appropriate to teach TOEFL and also helpful to overcome the students' anxiety, and they also can give some solutions to their students according to their anxiety problems.

2) For Students

This study also expected to give information about the anxiety that the students, as the test- taker,

might have in taking the TOEFL test. So, the students can decide what they should do to deal with their difficulties and anxieties.

3) For Other Researchers

The researcher hopes that this study can help the other researchers with the similar topic as their reference.

G. Definition of key Terms

To avoid misunderstanding, the researcher defines several terms in this study as follow:

1) Students Anxiety

According to (Adwas et al., 2019), anxiety is the pathological counterpart of normal fear, manifesting by the abnormalities of mood, thoughts, behavior, and physiological activity. (Rector et al., 2016), added that People may have anxiety when facing a significant event, such as an exam or job interview, or when they sense a threat or danger.

2) TOEFL test

The TOEFL (Test of English as a Foreign Language) is one of the standardized tests used by many institutions in EFL countries to assess students' English competence.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Anxiety

Fear, along with anger, happiness, and sadness, is one of the usual normal emotions that everyone experiences. Most people know that they feel anxious, nervous, and anxious when they think of taking an exam, attending a job interview, or giving a presentation for the first time. Anxiety is the whole response of a human being to a threat or danger. For that reason anxiety a normal condition faced by people of all ages. It is a normal reaction to fear and can also be useful in many situations. It can also alert us to danger and help us prepare and pay attention to the uncomfortable conditions that befall the body.

Furthermore, (Lidbetter. & Uk, 2012), “anxiety is the feeling that people have when faced with difficult

or threatening situations”. The word 'anxiety' also often refers to various experiences related to emotions such as feeling afraid and worried that someone has. Anxiety and fear are two similar emotions that come and go in the course of life. Anxiety is a feeling of fear or worry in a threatening situation because there is a threat within a person that will bring problems in the future and the fear that something bad will happen. Anxiety is usually characterized by the presence of several symptoms that appear such as anxiety, fear of something occur in the future, feel uneasy, have difficulty concentrating, and feel unable to cope with problems. Anxiety arises from seeing imminent danger.

Moreover, according to (Wiedemann, 2015), “anxiety is characterized by feeling of dread and apprehension, and the physiological responses such as sweating, trembling, increases in muscle tone, and elevated heart rate and blood pressure”. Usually,

anxiety starts with nervousness and then is followed by some negative thoughts such as fear in response to a real or perceived threat, whereas anxiety is the anticipation of a future threat.

(Katherine, 2017), distinguishes between anxiety and fear. Anxiety is the anticipation of a future threat, whereas fear is the emotional reaction to a real or perceived immediate threat. Additionally, anxiety is the emotion we experience when we anticipate unfavorable future events. Its inherent purpose is to alert us to impending dangers so that we may assess them and take the proper precautions.

The inference that can be made from some of the perspectives presented above is that anxiety is a concern or worry about certain, highly dangerous events that might create anxiety because, in essence, anxiety is a normal feeling shared by all people. Anxiety is accepted as a daily occurrence. Anyone can suffer anxiety. Anxiety is considered a part of life

daily. Anxiety can be experienced anybody. But excessive anxiety, especially what has become Disruption will hinder a person's function in his life.

2. Types of Anxiety

According to the symptoms, (Lidbetter. & Uk, 2012), divided anxiety into three types: Physical Anxiety, Psychological Anxiety, and Behavioral Anxiety. Those types will be explained below:

a) Physical Anxiety

The first type is physical anxiety. According to (Rector et al., 2008), “Physical anxiety refers to how our bodies feel and function when we are anxious or when the 'fight or flight' response is triggered by danger, whether real or imagined”. This is how our bodies can feel or respond when we feel anxious feelings so that often responses such as 'fight or flight' are aware of a danger, whether real or imagined. Then this is what you might say if you are experiencing anxious.

The feeling of butterflies in the stomach, headaches, shortness of breath, dizziness, increased heartbeat, hot flushes, increased sweating, tight band across the chest, dry mouth, need for more frequent bathroom visits, shaking, choking sensation, feeling sick, palpitations, and insomnia are some common physical anxiety symptoms. (Lidbetter. & Uk, 2012). To this some of the common symptoms of physical anxiety are usually marked as headaches, dizziness, increased heart rate, flushed face, excessive sweating, nervousness, feeling sick, and insomnia.

From the explanation above, The way our body responds is unique when we are feeling anxious, so we are often aware of a danger, maybe we can say this if we are experiencing anxiety. For this includes signals like headaches, nausea, and insomnia as some of the typical symptoms of physical anxiety.

b) Psychological Anxiety

The second type is psychological anxiety. Psychological anxiety is thoughts that flash automatically into their heads when they are anxious. These automatic thoughts are irrational and unrealistic, and they end up making you feel more anxious. If we think that we are not going to cope, we will worry even more. Thus, psychological anxiety can be described as what you feel, think, and say to yourself when anxious (Lidbetter. & Uk, 2012).

Some of the common thoughts and feelings experienced by people who are anxious include feeling scared and panicked, thinking you might be sick, faint, or embarrass yourself, thinking you might lose control and go "mad," generally feeling as though things are moving quickly, feeling on edge, and wanting to flee or escape the circumstance. (Lidbetter. & Uk, 2012).

From the explanation the automatic thoughts that come to mind when they are worried. These automatic thoughts are irrational and unrealistic, and they make you more anxious. If we think we won't achieve it, we worry even more. So anxiety can be described as what you feel, think, and tell yourself when you're anxious.

c) Behavioral Anxiety

The last type is behavioral anxiety. Behavioral anxiety can be described as what we do when anxious, such as our response to our feelings, thoughts, and physical symptoms. According to (Lidbetter. & Uk, 2012), some of the behavioral anxiety symptoms are avoidance, difficulty concentrating, and inability to sit still and remain calm. Moreover, they also feel that they must do certain thing, like they might start repeatedly checking to see if doors are locked or they might clean the house much more than it needs

(Katherine, 2017). In this case, they might start repeatedly read the material.

In this case, students can avoid many things related to the TOEFL test, such as avoid having friends discuss or ask questions about the TOEFL test. They believe that avoiding the situation will make you feel better. Still, this is only a temporary fix, as avoidance only helps enhance the danger message, but it exacerbates the problem or situation in the long run.

3. The Causes of Anxiety

According to (Rajitha & Alamelu, 2020), the causative factors of anxiety among the students can be divided into two: external and internal factor. The most important external factor that causes anxiety for students is the linguistic factor. Lack of English proficiency can be an obstacle that causes anxiety and anxiety. Although the main internal factor that causes student anxiety is lack of self-confidence.

On the other hand, (Zhang & Zhong, 2012), Divided into four categories, learner-induced, classroom-related, skill-specific, and some society-imposed depending on context, these causes of pupils' anxiety include. The first factor is caused by the learner. False beliefs, unrealistic high standards, lack of language skills, incompetence of self-awareness, competitiveness, and prone fear of negative evaluation can all contribute to learner-induced anxiety. there is. The root cause of anxiety is primarily the learner's unrealistic view of language learning. This can lead to dissatisfaction, worry and anxiety when their expectations of language learning conflict with actual results.

The second factor is anxiety in the classroom. This factor is primarily related to teachers, colleagues, or educational practices. Teacher factors that may be associated with student anxiety are the teacher's view of language instruction, the type of error correction,

the amount of perceived support, and the teaching method. The next factor is the fear peculiar to ability. This is related to four language skills that students need to understand. The final factor is the fear imposed by society. It is associated with social-induced anxiety, such as identity formation, cultural implications, and parental intervention.

From the explanation above, due to external and internal factors lack of language skills, lack of self-awareness, competitiveness, and fear of being prone to negative evaluation, all of which can contribute to student-induced anxiety. Teacher factors that may be related to student anxiety are the teacher's view of language teaching, type of error correction, amount of perceived support, and teaching method. The root cause of anxiety is primarily the learner's unrealistic view of language learning. This can lead to dissatisfaction, worry and anxiety when their expectations of language learning conflict with the

actual results. It is associated with socially induced anxiety, such as identity formation, cultural implications, and parental intervention.

4. The Measures of Anxiety

According (Zsido et al., 2020), three commonly used anxiety scales are State-Trait Anxiety Inventory (STAI), Beck Anxiety Inventory (BAI), and Hospital Anxiety and Depression Scale-Anxiety (HADS-A). I have. In this study, researchers used the State-Trait Anxiety Inventory (STAI) adopted by Spielberger (2016) to measure student anxiety.

a. The State- Trait Anxiety Inventory (STAI)

The State-Trait Anxiety Inventory (STAI) is used to assess the presence and intensity of current anxiety symptoms using self-report." This scale has two subscales: the State Anxiety Scale (S-Anxiety) and the Trait Anxiety Scale (T- Anxiety). The S- Anxiety assesses the current state of anxiety by asking respondents about their

emotions and measuring subjective emotions such as fear, uneasiness, tension, anxiety, and autonomic nervous system activation. Determine your emotional state. The T- Anxiety, on the other hand, generates a reasonably steady component of "anxiety," such as a general sense of self-confidence, tranquillity, and safety.

b. Beck Anxiety Inventory (BAI)

It is referred to as "a simple anxiety measure that focuses on somatic anxiety symptoms meant to discriminate between anxiety and depression" by the Beck Anxiety Scale (BAI). This self-reported score includes an evaluation of symptoms like anxiety, difficulty relaxing, and lightheadedness. Respondents are asked to score their level of concern for each symptom over the previous week on a 4-point Likert scale, with 0 (not at all) being the lowest response and 3 being the most (strong).

c. Hospital Anxiety and Depression Scale- Anxiety
(HADS-A)

The HADS-A was created as a quick way to assess general symptoms of fear and anxiety. clinically severe signs of depression and anxiety in sick patients. This scale measures typical anxiety symptoms like stress, concern, restlessness, panic, and an inability to relax. Like BAI, this measurement's response is assessed on a 4-point Likert scale with a range of 3. Different items have different anchor points for Likert scales. For example, ratings range from 0 to 3 for "sitting still and resting" and 0 to 3 for "panicking quickly."

It is clear from the explanation above that there are three different measures of anxiety the Hospital Anxiety and Depression Scale-Anxiety, the State-Trait Anxiety Inventory, and the Beck Anxiety Inventory (HADS-A). The State-Trait Anxiety Inventory (STAI), as can be seen, uses

self-reporting to assess the presence and severity of current anxiety symptoms. A straightforward anxiety scale, the Beck Anxiety Inventory (BAI) focuses on somatic anxiety symptoms rather than anxiety or despair. symptoms including stress, an inability to unwind, and lightheadedness. Anxiety on the Hospital Anxiety and Depression Scale (HADS-A) a straightforward test for anxiety symptoms and generalized anxiety disorder Anxiety symptoms like tension, worry, and restlessness are brought on by it.

5. TOEFL

According to (Alejandro, 2019), TOEFL stands for "Test for English as a Foreign Language". TOEFL is a standardized test that has been widely used in more than 100 countries since its inception in the early 1960s. Toefl as an English test is often taken by international students who want to study at an English-speaking university. This test determines if a

student has sufficient English proficiency to succeed in a US or Canadian university course (Pyle, 2001).

In addition, according to (Phillips, 2001), individuals who understand English or who have not mastered English can also be considered non-natives, and the TOEFL test is held to measure or determine this capacity as well as academic talents. (Moglen, 2015), goes into greater detail, stating that "the TOEFL test tests students' competency in using and mastering English at the university level and tests and evaluates how a student can understand all of the four English language abilities needed to flourish in an academic context."

In addition, the TOEFL test also provides an opportunity for students to be able to demonstrate that they can understand and convey ideas effectively and achieve by living conversations in university classrooms and student life. This is because the language used in the TOEFL test describes the

implementation of English in the real world in lectures and university classes. Reading sections are from real course materials and textbooks.

According (Rogers, 2005) in the US is in charge of giving this exam. "The fundamental objective of the TOEFL test is to measure and assess the English language ability and proficiency of international students who intend to study at colleges and institutions in the United States and Canada, Test results are nevertheless helpful to many academic institutions abroad, including some independent groups, foreign governments, and institutions.

Thus, (Melrose et al., 2015), came to the conclusion that the TOEFL test is classified as a language proficiency test that assesses test-takers' capabilities and performance in comprehending, reading, recognizing, and producing. Academic American Standard English that reflects the four language skills

As previously explained, The four language abilities that make up the TOEFL test are hearing, reading, writing, and speaking. Depending on the category, the test is also separated into three or four stages. The Computer Based Test (CBT) has four sections: listening, structure, reading, and writing, while the Paper Based Test (PBT) has three: listening, reading, and structure. The Internet-Based Test (iBT), like the TOEFL CBT, has four sections as well, but the structure section is swapped out for a speaking section.

The listening section can find out our ability to understand English as it is used in North America as used in colleges and universities, the forms section is to test your knowledge or proficiency in English grammar and its use, the reading section can estimate our ability to read and master English. The English section and the writing section will ask you to write a short English essay on a common topic (Noviyenty,

2019). Then the speaking section, which replaces the structural section in the TOEFL iBT, aims to assess or evaluate the test takers' proficiency to communicate orally in an English academic environment (Ockey et al., 2015).

Then, the scoring scale of TOEFL test is different based on the type of the test. For the TOEFL PBT, the scoring scale is 310-677. For the CBT version, the scoring scale is 0-300. Then, for the iBT, the scoring scale is 0-120.

a. Types of TOEFL

There are three different TOEFL test formats, as previously mentioned: the paper-based test (PBT), the computer-based test (CBT), and the internet-based test (iBT). Additionally, each type has different testing materials, which will impact the various grading scales. The three TOEFL test types are described below.

a) Paper- Based Test (PBT)

That the Paper Based Test (PBT) is a type of TOEFL test that consists of three parts with separate times that are presented in paper and pencil format, and each point consists of multiple choice questions with four possible answers per question, and all conclusions are grid on computer score answer sheet This form of the test held since 1964 (Pratiwi, 2017). This type of TOEFL test is consists of three sections: listening, structure and written expression, and reading.

1. Section 1: Listening Comprehension

This section takes into account the examiner's command of the English language as it is spoken in North America. The test taker has 35 minutes to answer 50 questions in this portion. This part is divided into three sections, each of which has a different style of comprehension task.

The first part consists of several conversations between two speakers, consisting of one question with four alternatives recorded in the test book. The test taker must choose the best answer to the question. Then, in the second and third sections, the test takers listened to a two-minute conversation and a short talk about various discussions. Then, followed by several questions after each conversation or conversation, about what they heard and they have to choose the best answer from the choices. All these questions are only said once.

2. Section 2: Structure and Written Expression

This second section provides test takers with a test in terms of recognizing selected structural and grammatical points in standard written English. In addition, the language in the test in this section is formal language, not

conversational. In this section, participants have 25 minutes to answer 40 questions.

This phase is divided into parts. The first element is to check the participants' potential to perceive the ideal shape or association to finish the given sentence. The check takers study the unfinished sentences within the check book, after which they should pick out one of the solutions supplied for every incomplete sentence. In the second element, the check taker reads a sentence inclusive of numerous underlined phrases or phrases. In this phase, they ought to perceive the underlined phrase or word that might no longer be popular in well-known written English. This phase checks the examiner's potential to apprehend accurate grammar and come across mistakes in well-known.

3. Section 3: Reading Comprehension

This reading section tests the participants' ability to analyze and understand short English texts. In this section, the examiner will read various short theory sections and then answer some questions about them. The test-taker has 55 minutes to answer 50 questions.

4. Test of Written English (TWE)

The Test of Written English (TWE) is a 30-minute written exam included in the TOEFL exam, using paper and pencil on most exam days. In this test, the examiner writes a short essay on a general topic assigned, similar to what is required of students at a North American university. This test assesses a candidate's ability to generate and organize ideas, support ideas with examples and evidence, and use written criteria. However, if this test is included in a TOEFL paper-based

test, the evaluation will be done separately and will not be combined with other sections.

b) Computer- Based Test (CBT)

The computer-based TOEFL test was launched in July 1997 by Educational Testing Service (ETS) in the United States, Canada, Latin America, Europe, Africa, the Middle East, and a few Asian nations (Rogers, 2005).

The computerized TOEFL test will eventually totally replace the paper version, according to ETS in Rogers (2013). Additionally, some TOEFL sections will be linear computer tests that score the same as paper tests, while the remaining sections will be computer-adaptive tests (CAT) (Rogers, 2005).

Computer-based tests and paper-based tests are certainly different. However, both versions evaluate the same skill and use the same intent to read passages and recorded conversations.

However, in this version, the difficulty of the question is flexible. That is, each time a participant answers a question, the computer adjusts the answer to determine the next question to ask (Rogers, 2005).

The first question is not too difficult, but if you get it right, the subsequent questions will be more challenging. If you do make a mistake, the subsequent question will be simpler and the machine will keep asking you questions based on your responses to gauge your expertise. The comprising part is the other distinction. As previously mentioned, the computer version features four sections: listening, structure, reading, and writing, as opposed to the paper edition's three.

1. Listening Section

In addition to being paper-based, this section assesses participants' ability to

understand North American English. The examiner also listens and acts in the form of conversation and presentation questions, and participants answer multiple choice questions related to the conversation in the question. Candidates are asked to find key ideas in paragraphs and supplements and to understand the conclusions drawn from the conversation. However, if in the paper version the test-taker has 35 minutes to answer 50 questions, in this computer-based the test-taker has 15- 25 minutes to answer 30- 49 questions.

In addition, if the listening section is split into three parts in the paper-based version, then in this computer-based version the listening section is split into only two parts. Part A: The dialogue that the candidate hears in this part of a short conversation between at least two people. Candidates then asked 11 to

17 questions in this section. Second Part B: Conversations and talks are longer than Part A.

It also offers brief, only spoken-once lectures and scientific conversations. Candidates listen to two or three talks that each last less than a minute in this section. There are two or more questions following each. Additionally, candidates must listen to 4-6 brief lectures and academic debates and respond to 3-7 questions for each of these lectures and conversations (Phyle, 2014).

2. Structure Section

The structural section of this computer-based test is the same as the paper-based test. This section measures a candidate's grammar and usage skills based on standard English. In addition, candidates must read the sentence

and find grammatical errors or complete the sentence with the correct word or phrase.

The difference is in the time and number of questions provided. If a paper-based test taker has 25 minutes to answer 40 questions, a computer-based test taker will take 15 to 20 minutes to answer 2025 questions. In addition, the questions in paper-based questions can be divided into two parts. The first part is the incomplete sentence part and the second part is to identify the underlined words or phrases in each sentence that are incorrect according to standard written English. For these computer-based questions, both incomplete sentences and underlined word or phrase questions are randomly asked and displayed.

3. Reading Section

This reading and comprehension skills will be tested in this reading portion. Similar in

style, the passages are evaluated on college-level academic exams. This section tests a candidate's vocabulary comprehension. The reading section of this computer-based version is similar to the paper version. However, if the paper-based version takes 55 minutes for the candidate to answer 50 questions, then in this version the candidate takes 70-90 minutes to answer the 44-55 questions.

c) Internet- Based Test (iBT)

The third form is the TOEFL iBT, or TOEFL test internet-based trial (iBT), which is administered at secure testing facilities around the globe and demonstrates students' proficiency with English in a classroom setting. (ETS, 2017). The paper and pencil version (PBT) of the TOEFL is still used in cases when the Internet-based test (iBT) cannot be taken. The TOEFL iBT has four distinct

components, just like the computer version, although the speaking section has taken the role of the structural section. Thus, reading, listening, speaking, and writing are the four categories.

1. Reading Section

The reading portion assesses your comprehension of college-level academic materials and passages. This reading section has three question formats. The first consists of a single-answer question consisting of four choices in a traditional multiple-choice format. The second consists of a single-answer question with four choices, and the candidate must "insert the sentence" in the most suitable place for the sentence. The final question is a "read to read" question that contains more than four options and multiple possible correct answers.

The Read to Learn question gauges a candidate's aptitude for identifying and comprehending the organization of a text as well as the relationships between the facts and concepts in various sections of the passage. Making the most accurate choice of how to paraphrase a sentence from the reading is tested with a paraphrase question that asks the test-taker to "insert a sentence".

2. Listening Section

This portion assesses a candidate's ability to understand spoken English in an academic setting where students must hear and comprehend lectures and dialogues. This section contains 46 lectures, 6 questions in each lecture, 23 conversations, and 5 questions in each conversation. Test participants take 60-90 minutes for the presentation and 60-90 minutes for the discussion.

In addition, that after playing the listening material, candidates can see and listen to each question before looking at the answer options.

There are four types of listening areas. Questions that ask you to order an event or phase in a process, traditional multiple-choice questions with four possibilities and one correct response, questions with numerous correct answers, and more. You will be asked to choose an item or piece of text to put in the chart category.

3. Speaking Section

In the Speaking section, a candidate's verbal communication abilities in a classroom environment are assessed. This section, which lasts about 20 minutes, consists of six challenges. On well-known topics, the first two assignments are "standalone speaking tasks." They will ask you to share your

opinions, ideas, and experiences once you respond. Second, the final four exercises are "integrated tasks," which require responding with a range of skills. Prior to speaking, read and listen carefully.

Participants in the test wear a headset with a microphone for all speaking exercises. They use the microphone to speak, and the system records everything they say. Digital recordings of these responses are made and submitted to the ETS online assessment network. Responses are evaluated by qualified evaluators through the ETS online rating network.

b. Strategies in Teaching TOEFL

According to Lucas in (Noviyenty, 2019), there are some strategies that teacher or lecturer can use in teaching TOEFL. Those strategies are:

- a. Preparation

The practice exam at the beginning of the meeting is a good idea to explain what the students are aiming for. This means that mastering the TOEFL is not easy and you have to work very hard to reach a given score. When teachers and teachers have serious doubts about their students' abilities, they need to encourage them to prepare for the exam, like in an English class, do the right thing, and tell the truth.

b. Know the Subject

The teacher can try some practice lessons. TOEFL tests can be found online or through the Language Center. This language center may be equipped with the appropriate equipment to help the instructor better understand many of the test procedures and required procedures. Even experienced TOEFL test takers need to practice computer-based tests on a regular basis to learn

which recommendations are useful to students and how to maximize the time between questions.

c. Note Taking

Questions in the listening section cannot be understood when the student hears them, but the question appears on the screen after the section, encouraging them to focus. Teachers need to show students how to create answers in a way that they can understand. They just write down what they believe to be true, not everything they hear.

d. Focus on the Time Aspect

Whether in the reading, writing, speaking, or listening, these sections are all limited by time constraints. Students also need to know that. Students must complete their work within the allotted time. If you make a mistake and find it difficult, you should focus on maximizing your chances of passing the TOEFL test.

B. Theoretical Framework

Anxiety is the whole response of a human being to a threat or danger. For that reason anxiety a normal condition faced by people of all ages. It is a normal reaction to fear and can also be useful in many situations. It can also alert us to danger and help us prepare and pay attention to the uncomfortable conditions that befall the body. Anxiety contains thoughts about damage, a perception of risk, and a process of physiological alert and activation.

TOEFL also provides an opportunity for students to be able to demonstrate that they can understand and convey ideas effectively and achieve by living conversations in university classrooms and student life.

This is because the language used in the TOEFL test describes the implementation of English in the real world in lectures and university classes. Reading sections are from real course materials and textbook, the correlation between the variables to be studied as follows.

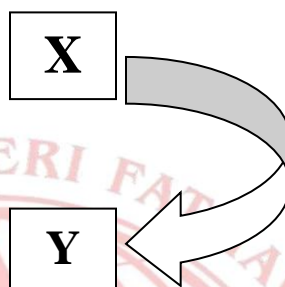


Figure 2.1. Theoretical Framework

Note :

X = Students' Anxiety

Y = Toefl Score

C. Previous Studies

Numerous research have been done to explain the stress associated with taking the TOEFL exam. These studies are listed here.

The first prior study is a journal paper titled "The Relationship between Test Anxiety, Motivation and MI and the TOEFL iBT Reading, Listening and Writing Scores" by (Sadeghi et al., 2013). The purpose of the study is to investigate how test anxiety, MI, and

motivation affect test-takers' performance on the TOEFL iBT reading, listening, and writing portions. The findings demonstrated that the test-takers frequently experienced anxiety, which was triggered by a number of variables including time constraints and a lack of confidence. In contrast to the previous study, the current study investigates the causes of test-takers' anxiety as well as the different forms of anxiety that they experience.

The secondly previous study is a thesis by (Pratiwi, 2017) by the title “Students’ Anxiety towards TOEFL Test: The Caused Factors and The Effects”. This thesis explains about the various symptoms of anxiety that the students have about TOEFL test, how it affect them, and how they deal with it. The participants of the thesis were the English Department students of Satya Wacana Christian University. Contrasting with the thesis which only focuses on finding out the various symptoms of anxiety that students experienced, this study also intends to classify the symptoms depending on the type of anxiety

and then analyze the dominant type of anxiety that students experienced in TOEFL test. In addition, this study also aims to find out the causative factors of the students' anxiety. Moreover, this study also chose the different participants, this study chose the non- English Department students who are likely to have different level of anxiety than the English Department students.

Then, the third previous study is a thesis by (Rector, 2016), entitled "Students' Anxiety in TOEFL Listening Comprehension: A Descriptive Study at the Eight Students of Faculty Islamic University Muhammadiyah Aceh". The thesis is describes about the reasons of the students anxious feeling in TOEFL test on the listening section and what is the most crucial factors which makes the students feel anxious.

Hence this previous study which focuses on the reasons and the factors of the students' anxiety, this study also focuses on finding out the most dominant type of anxiety that students' experienced. Furthermore, this

research also analyzes the students' anxiety towards the TOEFL test in general, not only the listening section.

The fourth previous study is written by (Mohammadpur & Ghafournia, 2015) entitled "An Elaboration on the Effect of Reading Anxiety on Reading Achievement". This previous study analyzed the elaboration on the effect of foreign language anxiety on reading comprehension achievement of Iranian EFL learners, which participants required to take a reading proficiency test of TOEFL. The results of this previous study showed that there is a negative relationship between the students' reading level and their reading anxiety. Like the previous study before, this previous study also focuses on one aspect, both in anxiety and TOEFL test. If the previous study before focuses on the listening anxiety and listening proficiency, this previous study focuses on the reading anxiety and reading proficiency. Different with this previous study, this present study is aimed to focus on the general anxiety based on its symptoms, which the

participants experienced when they took the TOEFL test. Moreover, this present study also intends to find out the causative factors of their anxiety.

The last previous study is entitled “Exploring the Anxiety State of the Science Majoring International Graduate Students with Conditional Acceptance in the United States” by (Alpaslan & Yalvac, 2017). In this previous study, the researchers intend to explore the anxiety state of international students, those who are admitted with conditional admission, at a US higher institution. The students with conditional admission are the students who failed to provide proof of their English proficiency, and they are required to take it again before completing their academic studies. The results show that the students were at high risk of depression and anxiety, and less motivated than their peers because of the ongoing fear of being unsuccessful if they did not receive the required TOEFL score in the given time. Similar with this previous study, this present study also chooses the non-

English department students who required to take the TOEFL test. Moreover, this present study also intends to know the anxiety that students experienced towards the TOEFL test. However, different with this previous study which focus on the anxious experience and feelings that students have, this present study also aimed to find out the causative factors of the students anxiety.

D. Hypothesis

It is assumed that there is a correlation between students' anxiety in their toefl score at the UIN Fatmawati Sukarno Bengkulu. The hypothesis which is formulated in this study as follow:

1. Null Hypotesis (Ho)

There isi not correlation between students, anxiety in ther toefl score.

2. Alternative Hypotesis (Ha)

There is a correlation between students' anxiety in their toefl score.

CHAPTER III

RESEARCH METHOD

A. Research Design

A quantitative technique was used in this study to address the research topics, and questionnaires with correlation analysis were used to collect data. Instruments are used in correlation studies to ascertain whether and how much there is a quantitative link between two or more variables. Because it aimed to provide a greater knowledge of the anxiety phenomenon experienced by pupils, the researcher adopted a quantitative technique. A plan or strategy for carrying out research is known as a research design. You must gather trustworthy and pertinent information. A researcher must first think about the research problem in order to know which design to use.

(Creswell, 2014), which states that quantitative research is approach to testing objective theory by examining the relationship between variables. This

variable, in turn, can be measured using instruments, so that total data can be analyzed using statistical procedures. According to Sugiyono, quantitative data is data in the form of numbers, or extrapolated quantitative data (assessment). So quantitative data is data that has a tendency to be analyzed by statistical means or techniques. Data can be in the form of numbers or scores and is usually obtained using a data collection tool whose answers are ranges of scores or weighted questions. The quantitative method is also called positivistic because it is based on the philosophy of positivism. besides this method is also called the scientific method or scientific method because it fulfills scientific principles such as empirical, measurable, objective, systematic and rational.

B. Subject of the Study

The subject of this research is UIN Fatmawati Sukarno, Bengkulu City. as respondents, this study took students of English Education at the fourth semester. The reason the researcher chose this English Education Student as the

respondent was because based on observations in UIN Fatmawati Sukarno Bengkulu City, researchers found several problems in students' anxiety toward toefl test.

Researchers found several problems in student anxiety in the TOEFL test. First, the test can be so difficult because of the lack of preparation done. The problem of pronunciation. English has a different pronunciation from Indonesian, so learning it is difficult. The test can be so difficult because you are not very good at English grammar. The lack of ability to express opinions, both orally and in writing. This general insight will be needed, especially when you have to make an essay based on a given theme. And then the time allocation problem. The TOEFL test has many questions that must be completed in a not too long time, so you are led to be able to use your time efficiently and effectively. If you fail to manage the use of your time during the test, the time given may not be enough so that you cannot do all the questions well.

C. Population and Sample

1. Population

The population define as the set or group of all the units to which the research findings will be applied (Sugiyono, 2010). In other terms, a population is a collection of all the units that share the variable qualities under investigation and for which research findings can be extended. The population of this research is the students seven semesters of English Department . It is consisting of three classes, TBI 7A (27 students), TBI 7B (24 students), and TBI 7C (15 students) and the numbers of all students are 66 students.

Table 3.1 Population of the research

NO	CLASS	MALE	FEMALE	NUMBER
1	TBI 7A	8	19	27
2	TBI 7B	5	23	24
3	TBI 7C	3	12	15
TOTAL OF POPULATION		16	54	66

2. Sample

A sample is a subset of a larger research population. A sample is a part of a population which represents all of population's various components. A sample can be defined as a small quantity of material containing information about the entity from which it was received. The researcher will use the total sampling in this research because the sample is less than 100 people. According to Hendryadi (2018), total sampling defines as a method of sampling in which the number of samples is equal to the total population, meaning that all members of the population are used as research samples. In short, if the subject is less than 100 people, then it should be taken all. So, this research is research of population. Therefore, the total number of samples of this study is the same as the total population, namely 66 students.

a. Sampling technique

Survey research as a study of sampling from a population using a questionnaire as the main data (Rizal

& Maryam, 2020). There are many techniques for determining the sample used for research purposes. As for technique Sampling that will be used in this study are simple random sampling technique, where in sampling from the population is carried out randomly without regard to the conditions exist in that population. In this simple random sampling technique all populations have an equal chance of being selected as research sample, that is, all the data in the population are used as sample due to the small amount of data in the population. According to (Notoadmojo, 2018) the formula of the Sampling

Technique:

$$n = \frac{N}{1+N(d^2)}$$

N= Total Population

n = Sample

d = The lever of bluepring

$$n = \frac{N}{1+N(d^2)} = \frac{66}{9+100(0,05^2)}$$

$$\frac{66}{1+100(0,025)} = \frac{66}{1+025}$$

$$= \frac{66}{1,25} = 52,8 = 53$$

Based on the sample test output above, the calculation results of the sample is 53. So the sampling of the research 53.

D. Data Collecting and Instrument

In this research, the researcher used questionnaire, test, and documentation to collect the data. Data collection in this research can be done in a variety of settings, sources, and various ways. (Wilkinson, 2003). The collection of data used by researchers is based on the technique or method. The data collection techniques and instruments carried out by researchers were as follows:

a. Questionnaire

(Brown, 2001) defines “a questionnaire is any written instrument that asks participants to respond to a

series of questions or statements by selecting from the list of existing possibilities or writing out their responses. Furthermore, questionnaire is also one of the techniques or methods of collecting data indirectly by submitting a number of written questions to be answered in writing also by the respondents (Wekke, 2019).

In research using a Likert scale, respondents tend to answer in category 3, namely KK (sometimes), so to overcome this problem only four answer options are used, so that the respondent's answers look firm and clear. Then the answer choices/options become: Strongly Agree (SS), Agree (S), Disagree (TS) and Strongly Disagree (STS). So that the data obtained is in the form of quantitative data, each alternative answer is given a score, which will later be interpreted in data analysis. The scoring of the answer choices on the research instrument is as follows.

Table 3.2 The Blueprint of students' Anxiety

Variable	Indikator	Statement	Number Item
Students' Anxiety	Physiological	Tics, Recurrent, localized pain, and Rapid heart rate.	1,2,3,4
		Flushing the skin, Perspiration, and Headaches.	5,6,7
		Muscle tension, Sleeping problems, Nausea and Vomiting.	8,9,10,11,12, 13,14
	Cognitive	Concentration problems, Memory problems, Attention problems, and Over sensitivity.	15,16,17,18,19,20,21
		Difficulty solving problem, Worry, and Attributional style problems.	22,23,24,25,26,27,28
	Behavioral	Motor restlessness, Fidgets, Task avoidance, and Rapid speech	29,30,31,32,33,34,35

Then the answer choices/options become: Strongly Agree (SS), Agree (S), Disagree (TS) and Strongly Disagree (STS). So that the data obtained is in the form of quantitative data, each alternative answer is given a score,

which will later be interpreted in data analysis. The scoring of the answer choices on the research instrument is as follows.

Table. 3.3 Assessment of research instrument answers

Alternative Answer	Score
Strongly Agree (SS)	4
Agree (S)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

The researcher used a questionnaire with 15 questions that were described in the study. The data obtained from the questionnaire was then analyzed using the SPSS program. Data on the subjects' general backgrounds and comments were calculated and presented as a percentage. The likert scale points in the questionnaire were used to assess students' anxiety in research subjects.

1. Tes

A test is a tool or procedure used to find out or measuring things in an atmosphere, with the methods and rules that have been determined. The test used is in the form of a subjective test, which in generally in the form of an essay (description). The essay form test is a kind of test learning progress that requires a discussion answer or description.

Table 3.4 Format of Test Toefl Score

Toefl Score Assessment		
	Score	Criteria
C O N T E N T S	33 – 35	EXCELLENT — PERFECT: information dense — substantive complete thesis development — relevant to the problem and complete.
	31 – 32	ENOUGH — GOOD: enough information — enough substance — development a limited thesis — relevant to the problem but incomplete.
	29 – 30	MEDIUM — ENOUGH: information is limited — substance is lacking — thesis development is not enough — problems are not enough.
	27 – 28	VERY LESS: contains no — no substance — none thesis development — no problem.
O R G A	24 – 26	EXCELLENT—PERFECT: fluent expression — ideas clearly expressed — dense — well organized — logical sequence — cohesive.

N I Z A T I O N	22 – 23	ENOUGH—GOOD: less fluent — less organized but main idea visible — limited support load — logical sequence but not complete.
	20 – 21	MEDIUM—ENOUGH: not fluent — muddled, disjointed ideas — illogical sequencing and floating.
	17 – 19	VERY LESS: uncommunicative — disorganized — no worth the value.
V O C A B U L A R Y	15 – 16	EXCELLENT—PERFECT: harnessing the potential of advanced words — correct choice of words and expressions — mastering word assistance.
	14 – 17	ENOUGH—GOOD: somewhat sophisticated word use — word choice and expressions are sometimes inaccurate but not annoying.
	12 – 13	MEDIUM—ENOUGH: limited use of the word's potential — occurs frequently incorrect use of vocabulary can damage meaning.
	10 – 11	VERY LESS: potential use of perfunctory words — knowledge of vocabulary is low — not worth a grade.
L A N G U A G E	8 – 9	EXCELLENT—PERFECT: complex but effective construction — only a few errors in the use of linguistic forms.
	7	ENOUGH—GOOD: simple but effective construction — small mistakes on complex constructions — some errors occur but meaning not run away.
	6	MEDIUM—ENOUGH: a serious error occurred in sentence construction — confusing or fuzzy meaning.
	6	VERY LESS: does not master the rules of syntax — there is many errors uncommunicative — not worth the

		value.
M E C H A N I C	5	EXCELLENT—PERFECT: mastered the rules of writing — only there are some spelling mistakes.
	4	GOOD ENOUGH: sometimes spelling errors occur but not obscure meaning.
	3	MEDIUM — ENOUGH: frequent misspellings — meaning confusing or fuzzy.
	2	VERY LESS: does not master the rules of writing — there are many spelling errors — illegible writing — not worth the grade.

Source: Moss 2014

The results of the students' completed questionnaires are calculated following the collection of the data. There will be a descriptive analysis of the data. Students who do well on the first portion are measured on four different scales for their toefl anxiety. (Exceptional to Very High, High, Far, Poor to Very Poor).

Table 3.5 scoring rubric

Criteria	Score
0.800-1.000	Very High
0.600-0.799	High
0.400-0.599	Fair
0.200-0.399	Poor
0.00-0.199	Very poor

Source: Riduan, (2009)

b. Documentation

Documentation in this study was used to collect data on argumentative writing skills. The data for the students' anxiety uses the results of the toefl test. There are three analysis of this research, first questionnaire analysis, writing test analysis, and hypothesis analysis of correlation.

E. Technique of Data Analysis

1. Questionnaire item validity

a. Students' Anxiety questionnaire validity test

The Students' Anxiety questionnaire that was tested was 25 statement items, after being tested for validity, the test results can be seen in the formula:

First the calculate each correlation item pearson product moment

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n \cdot \sum x^2 - (\sum x)^2\} (n \cdot \sum y^2 - (\sum y)^2)}}$$

No	X	Y	X ²	Y ²	XY
1	202	226	40.804	51.076	92308
2	176	207	30.976	42.894	74253
3	157	209	24.649	43.681	68696
4	186	201	34.596	40.401	75384
5	145	220	21.025	48.400	69790
6	146	196	21.316	38.416	60074
7	139	225	19.321	50.625	70310
8	144	225	20.736	50.625	71730
9	115	198	13.225	39.204	52742
10	159	189	25.281	35.721	61350
11	147	205	21.609	42.025	63986
12	145	198	21.025	39.204	60572
13	122	193	14.884	37.828	53027
14	166	216	27.556	46.656	74594
15	166	222	27.556	49.284	77228
16	163	184	26.569	33.856	60772
17	158	205	24.964	42.025	67352
18	156	206	24.336	42.436	67134
19	162	202	26.224	80.804	107392
20	183	220	33.489	48.400	82292
21	173	224	29.929	50.176	80502
22	174	214	30.276	45.796	76460
23	184	207	33.856	42.849	77096
24	213	206	45.369	42.436	88224
25	219	207	47.961	42.849	91236
N=25	$\sum X =$ 4100	$\sum Y =$ 5205	$\sum X^2 =$ 687.532	$\sum Y^2 =$ 1.127.667	$\sum XY =$ 1824504

$$r = \frac{25 \times 1824504 - (4100)(5205)}{\sqrt{[25 \times 687532 - (4100)^2]} [25 \times 1127667 - (5205)^2]}$$

$$= \frac{45612600 - 21340500}{\sqrt{(17188300 - 16810000)(28191675 - 27092025)}}$$

$$= \frac{24272100}{\sqrt{(378300)(1099650)}}$$

$$= \frac{24272100}{\sqrt{415997595}}$$

$$= \frac{24272100}{207998797}$$

$$= 0,11669$$

The second step is counting T count the test results can be seen in the formula:

$$t \text{ count} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

Note:

$$t \text{ count} = t \text{ value}$$

r= value of correlation coefficient

n= total of sample

therefore, it s calculated that:

$$r = \frac{11669 \sqrt{25-2}}{\sqrt{1-11669^2}}$$

$$= \frac{11669 \sqrt{23}}{\sqrt{1-58345}}$$

$$= \frac{11669 \sqrt{11,5}}{2917}$$

$$= \frac{972416}{2917}$$

$$= 3496$$

Based On Such Explanation, It is a way to find t counts The Students' Anxiety questionnaire that was tested was 35 statement items, after being tested for validity, the test results can be seen in the *Corrected Item-Total Correlation* column, where the correlation values obtained are then compared with N=30 and a significance level of 5%, value is 0.361. If the *Corrected Item-Total Correlation* > R table, then the questionnaire statement is declared valid, and vice versa, if the *Corrected Item-Total Correlation* < R table, the questionnaire statement is declared invalid. Of the 35 statement items in the teacher's personal competence questionnaire instrument, there are 25 statement items that can be declared **valid** and 10 other

statement items are declared **invalid**. The result can be seen in the following table:

Table 3.6: Validity test result of Students' Anxiety

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	N	r_{tabel}	Keterangan
IT1	108.5333	100.947	.447	.884	30	.361	Valid
IT2	108.9333	105.789	.148	.888	30	.361	Tidak Valid
IT3	108.5333	98.120	.802	.879	30	.361	Valid
IT4	108.7000	103.114	.283	.887	30	.361	Tidak Valid
IT5	108.6667	97.678	.643	.881	30	.361	Valid
IT6	108.5667	96.737	.842	.878	30	.361	Valid
IT7	108.9333	98.823	.429	.885	30	.361	Valid
IT8	108.5000	96.259	.874	.877	30	.361	Valid
IT9	108.7000	98.010	.576	.882	30	.361	Valid
IT10	108.7667	106.875	-.069	.893	30	.361	Tidak Valid
IT11	109.3667	104.930	.041	.894	30	.361	Tidak Valid
IT12	108.7333	98.202	.697	.880	30	.361	Valid
IT13	108.5667	99.978	.617	.882	30	.361	Valid
IT14	108.5667	101.426	.365	.886	30	.361	Valid
IT15	108.6333	99.689	.675	.882	30	.361	Valid

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	N	r_{tabel}	Keterangan
IT16	108.7667	98.116	.477	.884	30	.361	Valid
IT17	108.5667	98.668	.754	.880	30	.361	Valid
IT18	109.7000	112.631	-.356	.905	30	.361	Tidak Valid
IT19	109.0667	97.444	.523	.883	30	.361	Valid
IT20	108.7000	102.148	.268	.888	30	.361	Tidak Valid
IT21	108.6000	100.869	.535	.883	30	.361	Valid

IT22	108.7333	98.202	.697	.880	30	.361	Valid
IT23	108.5667	97.151	.803	.879	30	.361	Valid
IT24	108.6667	98.920	.543	.882	30	.361	Valid
IT25	108.4667	100.395	.443	.884	30	.361	Valid
IT26	109.7000	104.148	.069	.895	30	.361	Tidak Valid
IT27	108.5667	99.426	.414	.885	30	.361	Valid
IT28	109.0000	108.207	-.164	.895	30	.361	Tidak Valid
IT29	108.6333	99.964	.499	.883	30	.361	Valid
IT30	108.8333	104.351	.100	.891	30	.361	Tidak Valid
IT31	109.1667	106.764	-.060	.893	30	.361	Tidak Valid
IT32	108.5667	96.875	.745	.879	30	.361	Valid
IT33	108.5667	96.737	.842	.878	30	.361	Valid
IT34	108.6333	98.585	.561	.882	30	.361	Valid
IT35	108.6667	98.920	.674	.881	30	.361	Valid

b. Toefl Score validity test

The Students' Anxiety questionnaire that was tested was 25 statement items, after being tested for validity, the test results can be seen in the formula:

First step the calculate each correlation item pearson product moment

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n \cdot \sum x^2 - (\sum x)^2\} (n \cdot \sum y^2 - (\sum y)^2)}}$$

No	X	Y	X ²	Y ²	Xy
1	202	226	40.804	51.076	92308
2	176	207	30.976	42.894	74253
3	157	209	24.649	43.681	68696
4	186	201	34.596	40.401	75384

5	145	220	21.025	48.400	69790
6	146	196	21.316	38.416	60074
7	139	225	19.321	50.625	70310
8	144	225	20.736	50.625	71730
9	115	198	13.225	39.204	52742
10	159	189	25.281	35.721	61350
11	147	205	21.609	42.025	63986
12	145	198	21.025	39.204	60572
13	122	193	14.884	37.828	53027
14	166	216	27.556	46.656	74594
15	166	222	27.556	49.284	77228
16	163	184	26.569	33.856	60772
17	158	205	24.964	42.025	67352
18	156	206	24.336	42.436	67134
19	162	202	26.224	80.804	107392
20	183	220	33.489	48.400	82292
21	173	224	29.929	50.176	80502
22	174	214	30.276	45.796	76460
23	184	207	33.856	42.849	77096
24	213	206	45.369	42.436	88224
25	219	207	47.961	42.849	91236
N=25	$\sum X =$ 4100	$\sum Y =$ 5205	$\sum X^2 =$ 687.532	$\sum Y^2 =$ 1.127.667	$\sum XY =$ 1824504

$$\begin{aligned}
 r &= \frac{25 \times 1824504 - (4100)(5205)}{\sqrt{[25 \times 687532 - (4100)^2][25 \times 1127667 - (5205)^2]}} \\
 &= \frac{45612600 - 21340500}{\sqrt{(17188300 - 16810000)(28191675 - 27092025)}} \\
 &= \frac{24272100}{\sqrt{(378300)(1099650)}} \\
 &= \frac{24272100}{\sqrt{415997595}}
 \end{aligned}$$

$$= \frac{24272100}{207998797}$$

$$= 0,11669$$

The second step is counting T count the test results can be seen in the formula:

$$t \text{ count} = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

Note:

$$t \text{ count} = t \text{ value}$$

r= value of correlation coefficient

n= total of sample

therefore, it s calculated that:

$$r = \frac{11669 \sqrt{25-2}}{\sqrt{1-11669^2}}$$

$$= \frac{11669 \sqrt{23}}{\sqrt{1-58345}}$$

$$= \frac{11669 \sqrt{11,5}}{2917}$$

$$= \frac{972416}{2917}$$

$$= 3496$$

The Toefl Score tested was 35 statement items, after being tested for validity, the results obtained that can be seen in the *Corrected Item-Total Correlation* column, the correlation values obtained were then compared with with N=30 and a significance level of 5%, value is 0.361. If the *Corrected Item-Total Correlation* > R table, then the question is declared valid, and vice versa, if the *Corrected Item-Total Correlation* < R table, the question is declared invalid. Of the 35 statement items in the student learning motivation questionnaire instrument, there are 25 items that can be declared **valid** and 10 other question items are declared **invalid**.

Table 3.7: Validity test result toefl score

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	N	r_{tabel}	Keterangan
IT1	111.6000	109.145	.784	.915	30	.361	Valid
IT2	111.4667	107.568	.909	.913	30	.361	Valid
IT3	111.8667	116.878	-.010	.927	30	.361	Tidak Valid
IT4	111.9667	119.344	-.167	.926	30	.361	Tidak Valid

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	N	r_{tabel}	Keterangan
IT5	111.6000	107.972	.790	.914	30	.361	Valid
IT6	111.7000	111.321	.621	.917	30	.361	Valid
IT7	111.4667	110.257	.646	.916	30	.361	Valid
IT8	111.4667	107.430	.814	.914	30	.361	Valid
IT9	111.5333	106.533	.900	.913	30	.361	Valid
IT10	111.4000	111.834	.499	.918	30	.361	Valid
IT11	111.4333	108.599	.809	.915	30	.361	Valid
IT12	112.2000	111.683	.314	.921	30	.361	Tidak Valid
IT13	112.2333	115.289	.081	.925	30	.361	Tidak Valid
IT14	111.4667	107.568	.909	.913	30	.361	Valid
IT15	111.4667	106.740	.875	.913	30	.361	Valid
IT16	111.5667	112.599	.376	.919	30	.361	Valid
IT17	111.6333	109.895	.725	.916	30	.361	Valid
IT18	111.5667	109.357	.657	.916	30	.361	Valid
IT19	111.4667	107.568	.909	.913	30	.361	Valid
IT20	112.3000	120.148	-.192	.929	30	.361	Tidak Valid
IT21	112.2667	112.547	.235	.923	30	.361	Tidak Valid
IT22	111.5333	107.913	.883	.914	30	.361	Valid
IT23	111.5000	110.328	.641	.916	30	.361	Valid
IT24	112.3333	118.989	-.124	.929	30	.361	Tidak Valid
IT25	111.5000	112.052	.416	.919	30	.361	Valid
IT26	111.6000	111.628	.535	.918	30	.361	Valid
IT27	111.7667	116.116	.060	.924	30	.361	Tidak Valid

IT28	111.5667	108.737	.811	.915	30	.361	Valid
IT29	111.5000	107.983	.870	.914	30	.361	Valid
IT30	111.5667	106.944	.871	.913	30	.361	Valid
IT31	111.6000	107.766	.809	.914	30	.361	Valid
IT32	111.9333	116.409	.246	.920	30	.361	Tidak Valid
IT33	111.8667	111.982	.357	.920	30	.361	Tidak Valid
IT34	111.4000	108.524	.822	.914	30	.361	Valid
IT35	111.5333	111.430	.385	.919	30	.361	Valid

2. Reliability Test Interpretation

a. Students' Anxiety questionnaire reliability

test

First step analyzing the reliability test of the

Students' Anxiety questionnaire

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n \cdot \sum x^2 - (\sum x)^2\} (n \cdot \sum y^2 - (\sum y)^2)}}$$

No	X	Y	X ²	Y ²	xy
1	202	226	40.804	51.076	92308
2	176	207	30.976	42.894	74253
3	157	209	24.649	43.681	68696
4	186	201	34.596	40.401	75384
5	145	220	21.025	48.400	69790
6	146	196	21.316	38.416	60074
7	139	225	19.321	50.625	70310
8	144	225	20.736	50.625	71730
9	115	198	13.225	39.204	52742
10	159	189	25.281	35.721	61350
11	147	205	21.609	42.025	63986
12	145	198	21.025	39.204	60572

13	122	193	14.884	37.828	53027
14	166	216	27.556	46.656	74594
15	166	222	27.556	49.284	77228
16	163	184	26.569	33.856	60772
17	158	205	24.964	42.025	67352
18	156	206	24.336	42.436	67134
19	162	202	26.224	80.804	107392
20	183	220	33.489	48.400	82292
21	173	224	29.929	50.176	80502
22	174	214	30.276	45.796	76460
23	184	207	33.856	42.849	77096
24	213	206	45.369	42.436	88224
25	219	207	47.961	42.849	91236
N=25	$\sum X =$ 4100	$\sum Y =$ 5205	$\sum X^2 =$ 687.532	$\sum Y^2 =$ 1.127.667	$\sum XY =$ 1824504

After analyzing the reliability test of the Students' Anxiety questionnaire, it was found that the Alpha value was 0.888, while the r_{table} value with N=30 and a significance level of 5% was 0.361, meaning that the value of *Cronbach's Alpha* > R table. Based on Cohen, et al (2007) regarding reliability criteria, it can be concluded that the statement items in the Students' Anxiety questionnaire instrument have high reliability. The full results are presented in the following table:

Tabel 3.8 Reliability test result Students' anxiety

Reliability Statistics	
Cronbach's Alpha	N of Items
.888	35

b. Toefl score reliability test

The reliability test was also carried out on the toefl score instrument, which aims to find out the consistency of the questionnaire instrument.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n \cdot \sum x^2 - (\sum x)^2\} (n \cdot \sum y^2 - (\sum y)^2)}}$$

No	X	Y	X ²	Y ²	xy
1	202	226	40.804	51.076	92308
2	176	207	30.976	42.894	74253
3	157	209	24.649	43.681	68696
4	186	201	34.596	40.401	75384
5	145	220	21.025	48.400	69790
6	146	196	21.316	38.416	60074
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11	147	205	21.609	42.025	63986
12	145	198	21.025	39.204	60572
13	122	193	14.884	37.828	53027
14	166	216	27.556	46.656	74594

15	166	222	27.556	49.284	77228
16	163	184	26.569	33.856	60772
17	158	205	24.964	42.025	67352
18	156	206	24.336	42.436	67134
19	162	202	26.224	80.804	107392
20	183	220	33.489	48.400	82292
21	173	224	29.929	50.176	80502
22	174	214	30.276	45.796	76460
23	184	207	33.856	42.849	77096
24	213	206	45.369	42.436	88224
25	219	207	47.961	42.849	91236
N=25	$\sum X =$ 4100	$\sum Y =$ 5205	$\sum X^2 =$ 687.532	$\sum Y^2 =$ 1.127.667	$\sum XY =$ 1824504

Based on the results of the reliability test calculation, *Cronbach's Alpha* value is 0.920, with a significance level of 5% and $N = 30$, the R table value is 0.361, meaning that *Cronbach's Alpha* value $>$ R table. Based on Cohen, et al (2007) regarding reliability criteria, it can be concluded that the statement items in the toefl score instrument have high reliability. The result is presented in the following table:

Table 3.9: Reliability test result toefl score

Reliability Statistics

Cronbach's Alpha	N of Items
.920	35

3. Data Analysis Technique

a. Normality Test

The normality test is a technique for determining if data from a population is distributed normally. It is determining whether or not the data is normally distributed. The basis for decision making is if the value of $L_{count} > L_{table}$ then H_0 is rejected, and if the value of $L_{count} < L_{table}$ then H_0 is accepted (Nuryadi et al., 2017).

Statistical hypothesis used:

H_0 : sample is normally distributed

H_1 : sample data is not normally distributed

In this study, researchers use the normality test using the Liliefors test. This test carried out using SPSS 16

b. Linearity Test

The linearity test can be used to see if two variables have a significant linear relationship. Linearity test can be done through a test of linearity. The applicable criterion is if the significance value of

linearity is < 0.05 , it can be interpreted that the two variables have a linear relationship (Sugiyono & Susandto, 2017).

4. Hypothesis testing

a) Correlation test

In finding the correlation between teacher personal competence and students learning motivation, the researcher used the Correlation Product Moment with the formula:

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} \{n \cdot \sum y^2 - (\sum y)^2\}}}$$

Note :

r_{xy} = Correlation coefficient between variable x and variable y

N= Number of samples

\sum_{xy} = The number of multiplications between variable x

and variable y

$\sum x^2$ = The sum of the squares of x value

$\sum y^2$ = The sum of the squares of y value

$(\sum x)^2$ = The sum of the values of x is then squared

$(\sum y)^2$ = The sum of the values of y is the squared

b) Coefficient of determination

The coefficient of determination will be used to determine the percentage of correlation between students' anxiety and a toefl score. The formula to calculate the coefficient of determination is:

$$KD = r^2 \times 100\%$$

Information:

KD = Contribution of variable X to variable Y

r^2 = Correlation coefficient between variable X and variable Y

CHAPTER IV

RESULT AND DISCUSSION

A. Description of English Education Study Program

One of the Islamic universities in the province of Bengkulu is UIN Fatmawati Sukarno Bengkulu. IAIN Raden Fatah, which subsequently became a State Institute for Islamic Studies Bengkulu, served as the foundation for this college. The State University for Islamic Studies Fatmawati Sukarno Bengkulu now offers 24 study programs for the Strata-1 and five study programs for the Strata-2 (Master) Program throughout its four faculties. The four faculties are Tarbiyah and Tadris, Ushuluddin, Adab and Da'wah, Syariah, and Faculty of Islamic Economics and Business. The Tarbiyah and Tadris faculties have the most students, with nine study programs, one of which is the English Education Study Program.

The English Education Study Program was established in 2010 and received B certification five years later. There are now 17 lecturers in the English Education Study Program, teaching ⁸⁴ -2 (Master) and strata-3 (Doctor). Additionally, there are 590 active students listed as of this writing, spread among 17 classes from the first to seventh semesters. The English Education Study Program's goal and mission are listed below.

1. Vision

Excellent in developing, creating educational resources that are islamic and have a national perspective in 2037.

2. Mission

- 1) Organizing education in producing educators and education personnel who are professional in the field of English, and are competitive.
- 2) Carry out education, teaching staff, and education who have pedagogical, professional, personal and social competencies based on Islamic and national values.

- 3) Carry out research and innovation in the field of English language education that can be utilized by stakeholders and carry out education that has high dedication and commitment to the community in the dissemination and implementation of English language education.
- 4) Carry out national, regional, and international cooperation in the development of English language education, research on the basis of developing and increasing the professionalism of educators in the field of English.
- 5) To organize English language education and teaching in an integrated, entertaining, effective and efficient manner.

B. Results

A. Students' Anxiety

1. Normality Test Result

In performing statistical analysis calculations, one of the conditions that must be

met is data with a normal distribution. Proof that the data is normally distributed is done by conducting a normality test on the data. Normality test is used to determine whether the sample in this study came from a normally distributed population.

The normality test in this study used the Kolmogorov-Smirnov normality test. The basic concept of the Kolmogorov-Smirnov normality test is to compare the distribution of the data to be tested for normality with the standard normal distribution.

The Kolmogorov-Smirnov normality test has the advantage that there is not a lot of perception among observers, where this happens a lot in the graph-based normality test. Besides that, testing using this test is also simple. In this case, the normality test used in this study is calculated using the SPSS 1.6 program. The normality test results

of students' anxiety data can be seen in the following table:

Table 4.1: Normality Test Result of students' anxiety

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Students'_anxiety	.097	66	.200	.977	66	.252

a. Lilliefors Significance Correction

Based on the results of the normality test output, then the hypothesis test is carried out as follows:

a. Hypothesis:

H₀ : The sample comes from a normally distributed population

H_a : The sample does not come from a normally distributed population.

b. Degree of significance = $\alpha = 5\%$

c. Criteria area:

H₀ is rejected if the probability value (sig.) < 0.05

H₀ is accepted if the Probability value (sig.) > 0.05

d. Test statistic: Probability Value (Sig.)=0.200

Based on the analysis of the normality test of the students' anxiety data, it is show that the *P value* (sig) = 0.200, because the *P value* > 0.05 then H_0 is accepted, so it can be concluded that the data is normally distributed.

2. Linearity Test Result

The linearity test aims to determine whether the two variables have a significant linear relationship or not. Linear means a relationship like a straight line. This test is intended to find out whether the relationship between the independent and dependent variables in a study lies on a straight line or not. The concept of linearity refers to the meaning of whether the independent variable can be used to predict the dependent variable in a certain relationship (Widana & Muliani, 2020). A good correlation should have a linear relationship between the independent variable (X), namely the students' anxiety variable

and the dependent (Y) variable, namely the toefl score variable. The results of the linearity test are presented in the table as follows:

Table 4.2: Linearity Test Result of Students' Anxiety

ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.
Students'_ anxiety * Stoefl_score	Between (Combined) Groups	1010.924	26	38.882	.714	.815
	Linearity	393.367	1	393.367	7.221	.011
	Deviation from Linearity	617.557	25	24.702	.453	.980
	Within Groups	2124.667	39	54.479		
Total		3135.591	65			

Based on the linearity test output above, the calculation results can be seen in the "ANOVA Table" on the source "Deviation from Linearity", and then the linearity test hypothesis is tested.

Test steps:

a. Hypothesis:

H₀: The two variables are linearly related

H_a : The two variables are not linearly related

b. Degree of significance = $\alpha = 5\%$

c. Criteria area:

H0 is rejected if the probability value (sig.) < 0.05

H0 is accepted if the Probability value (sig.) > 0.05

d. Test statistic: Probability Value (Sig.) = 0.980

Based on the table above, the results of the linearity test are shown in the source *Deviation from Linearity* with a significance level of 5%, obtained *P value* (sig.) = 0.980 > 0.05. This means that H0 is accepted, so it can be concluded that significantly the two variables are linearly related.

After the normality test and linearity test were carried out with the result that the teachers' personal competence data were normally distributed and had a linear relationship, next will be described regarding how the students' anxiety were. Below is the frequency distribution table for the students' anxiety data:

Table 4.3: Frequency Distribution Data of students' anxiety

Interval		Frequency	Cumulative Frequency	Relative Frequency
42.5	48.5	2	2	3.03%
48.5	54.5	7	9	13.64%
54.5	60.5	22	31	46.97%
60.5	66.5	17	48	72.73%
66.5	72.5	12	60	90.91%
72.5	78.5	4	64	96.97%
78.5	84.5	2	66	100.00%
Total		66		

Table 4.4: Students' Anxiety Criteria

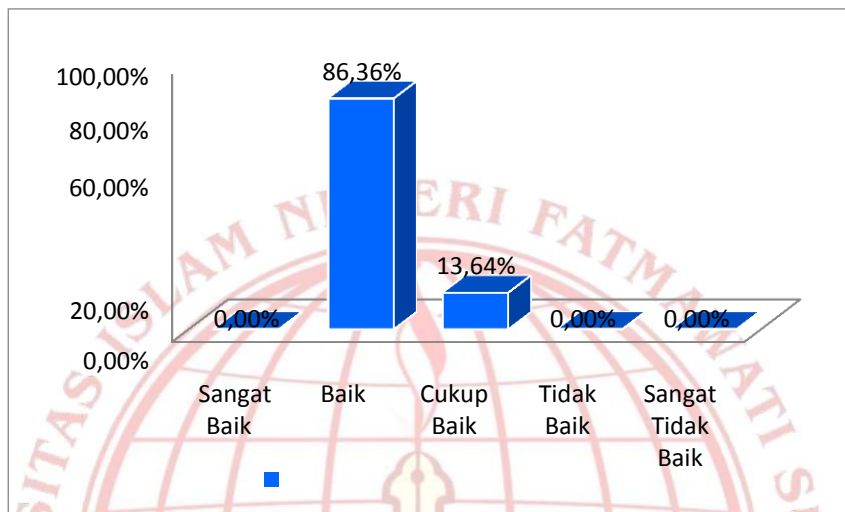
INTERVAL	CRITERIA	FREQUENCY	PERCENTAGE
$85 \leq \text{Skor} \leq 100$	Very good	0	0.00%
$55 \leq \text{Skor} \leq 84$	Good	57	86.36%
$35 \leq \text{Skor} \leq 54$	Quite good	9	13.64%
$25 \leq \text{Skor} \leq 34$	Not good	0	0.00%
$0 \leq \text{Skor} \leq 24$	Very bad	0	0.00%
Total		66	100%

* Source: Data processed by researchers

Based on the table above, it can be seen that most of the students with a percentage of 86.36% or as many as 57 students with interval score

between 55 -84 considered that the teachers' personal competence was "Good". The remaining 13.64% or as many as 9 students with interval score between 35 - 54 who rated "Quite good". The overall result is as follows: "Very good" which is 0.00%, "Good" which is 86.36%, "Quite good" which is 13.64%, "Not good" 0.00%, and "Very bad" 0.00%. Judging from the classification table, it can be concluded that the teachers' personal competence is included in the "Good" criteria with the highest frequency of 57, with the highest percentage of 86.36%. The results for a clearer picture can be seen from the following graph.

Figure 4.2: Students' Anxiety Graph



B. Toefl Score

1. Normality Test Result

One of the conditions that must be met in performing statistical analysis calculations is data that is normally distributed. Proof that the data is normally distributed is done by performing a normality test on the data. Normality test is used to determine whether the sample in this study came from a normally distributed population. The normality test in this study used the Kolmogorov-Smirnov normality test. The basic concept of the Kolmogorov-Smirnov

normality test is to compare the distribution of the data to be tested for normality with the standard normal distribution.

The Kolmogorov-Smirnov normality test has the advantage that there is not a lot of perception among observers, where this happens a lot in the graph-based normality test. Besides that, testing using this test is also simple. In this case, the normality test used in this study is calculated using the SPSS 1.6 program. The normality test results of toefl score data can be seen in the following table:

Table 4.5: Result of Normality Test of Toefl score

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
motivasi_belajar_siswa	.103	66	.080	.979	66	.317

a. Lilliefors Significance Correction

Based on the results of the normality test output, then the hypothesis test is carried out as follows:

a. Hypothesis:

H₀ : The sample comes from a normally distributed population

H_a : The sample does not come from a normally distributed population

b. Degree of significance = $\alpha = 5\%$

c. Criteria area:

H₀ is rejected if the probability value (sig.) < 0.05

H₀ is accepted if the Probability value (sig.) > 0.05

d. Test statistic: Probability Value (Sig.)=0.080

Based on the analysis of the normality test of toefl score data, it was obtained that P- value (sig) = 0.080, because P-value > 0.05 then H₀ was accepted, so it can be concluded that the data is normally distributed.

2. Linearity Test Result

This test is intended to find out whether the

relationship between the independent and dependent variables in a study lies on a straight line or not. The concept of linearity refers to the meaning of whether the independent variable can be used to predict the dependent variable in a certain relationship (Widana & Muliani, 2020).

It is the same thing as what has been described in the teachers' personal competence linearity test, vice versa that good correlation should have a linear relationship between the dependent variable (Y), namely the students' anxiety and the independent (X), namely the toefl score. The result of the linearity test from the students' learning motivation is presented in the table as follows:

Table 4.6: Result of Linearity Test toefl score**ANOVA Table**

	Sum of Squares	Df	Mean Square	F	Sig.
Students'_anxiety * toefl_score	1010.924	26	38.882	.714	.815
Between Groups	1010.924	26	38.882	.714	.815
Linearity	393.367	1	393.367	7.221	.011
Deviation from Linearity	617.557	25	24.702	.453	.980
Within Groups	2124.667	39	54.479		
Total	3135.591	65			

Based on the linearity test output above, the calculation results can be seen in the "ANOVA Table" on the source "Deviation from Linearity", and then the linearity test hypothesis is tested.

Test steps:

a. Hypothesis:

H₀: The two variables are linearly related

H_a: The two variables are not linearly related

b. Degree of significance = $\alpha = 5\%$

c. Criteria area:

H₀ is rejected if the probability value (sig.) <

0.05

H₀ is accepted if the Probability value (sig.) >

0.05

d. Test statistic: Probability Value (Sig.)=0,980

Based on the table above, the results of the linearity test are shown in the source Deviation from Linearity with a significance level of 5%, obtained *P value* (sig.) = 0.980 > 0.05. This means that H₀ is accepted, so it can be concluded that significantly the two variables are linearly related.

After the normality test and linearity test have been carried out with the results that the toefl score data are normally distributed and have a linear relationship, next will be described regarding how the toefl score is. Below is a data frequency distribution table for the toefl score:

Table 4.7: Frequency Distribution Data of toefl score

Interval		Frequency	Cumulative Frequency	Relative Frequency
60.5	65.5	2	2	3.03%
65.5	70.5	7	9	13.64%
70.5	75.5	15	24	36.36%
75.5	80.5	16	40	60.61%
80.5	85.5	12	52	78.79%
85.5	90.5	11	63	95.45%
90.5	95.5	3	66	100.00%
Total		66		

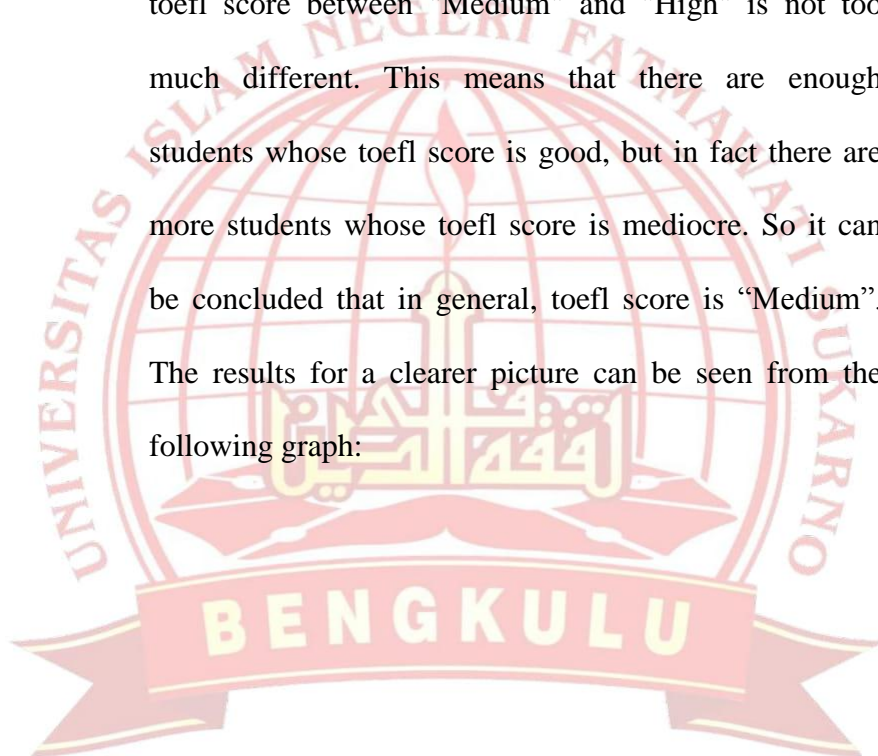
Table 4.8: toefl score Criteria

INTERVAL	CRITERIA	FREQUENCY	PERCENTAGE
$90 \leq \text{Skor} \leq 100$	Very High	3	4.55%
$80 \leq \text{Skor} \leq 89$	High	27	40.91%
$50 \leq \text{Skor} \leq 79$	Medium	36	54.55%
$30 \leq \text{Skor} \leq 49$	Low	0	0.00%
$0 \leq \text{Skor} \leq 29$	Very Low	0	0.00%
Total		66	100%

* Source: Data processed by researchers

Based on the results of the study, it is known that students who have "Very High" toefl score are only 3 students with a percentage of 4.55%, "High" are 27

students with a percentage of 40.91%, and 36 students have "Medium" toefl score with a percentage of 54.55%. If we pay attention, it turns out that the percentage of toefl score between "Medium" and "High" is not too much different. This means that there are enough students whose toefl score is good, but in fact there are more students whose toefl score is mediocre. So it can be concluded that in general, toefl score is "Medium". The results for a clearer picture can be seen from the following graph:



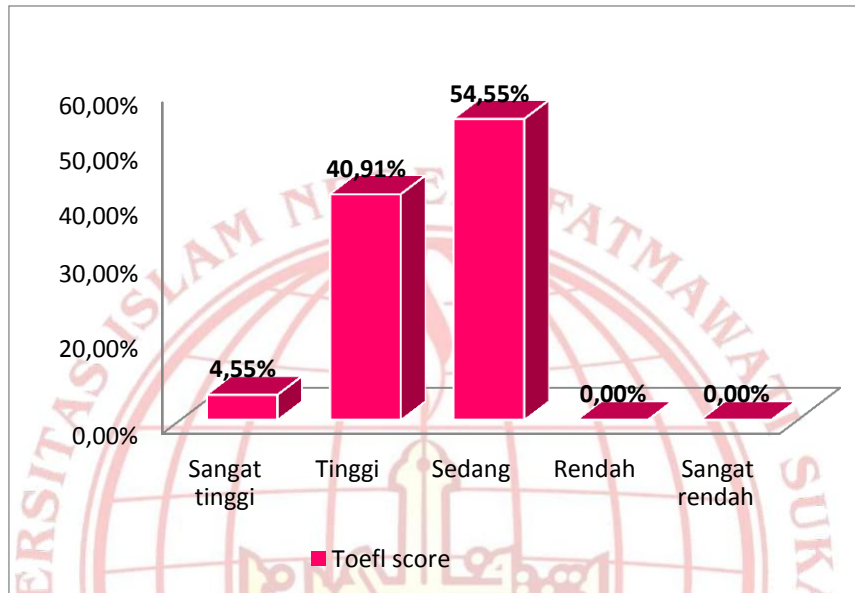


Figure 4.3: toefl score Graph

3. Correlation Between Students' Anxiety and Toefl Score

Correlation analysis is a statistical method used to determine a quantity that states how strong a relationship is between one variable and another, regardless of whether a certain variable depends on other variables. The more real the linear relationship, the stronger or higher the degree of straight-line relationship between the two variables. The Pearson correlation is a form of formula used to find the relationship between two variables, namely the

independent variable and the dependent variable. It is a simple correlation that only involves one dependent variable in this study, namely students' learning motivation and one independent variable, namely teachers' personal competence. Below is a descriptive table of students' anxiety and toefl score:

Table 4.9:Statistic Descriptive Data of The students' anxiety and The toefl score

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Students' anxiety	66	44.00	83.00	62.12 12	7.64101	58.385
Toefl score	66	63.00	92.00	78.77 27	6.94549	48.240
Valid N (listwise)	66					

From descriptive table of students' anxiety and toefl score, it can be seen that the students' anxiety questionnaire was distributed to N (66) students with the following results: minimum score (44.00), maximum (83.00), mean (62.12), deviation (7.64), and variance (58.38). Meanwhile, the toefl score questionnaire has a

minimum score (63.00), maximum (92.00), mean (78.77), deviation (6.94), and variance (48.24). Based on the results of calculations using the bivariate correlation test formula, which in the test aims to determine whether there is a correlation between students' anxiety and toefl score. After testing, using a significance level of 5%, the complete results are presented in the following table

Table 4.10: Bivariate Correlation Test

Correlations

	Students'_anxiety	Toefl_Score
Students'_anxiety	Pearson Correlation Sig. (1-tailed) N	1 .354** 66
Toefl Score	Pearson Correlation Sig. (1-tailed) N	.354** .002** 66

** . Correlation is significant at the 0.01 level (1-tailed).

Furthermore, the relationship is proven by hypothesis testing as follows:

a. Hypothesis:

$H_0: \rho = 0$ (there is no relationship between the

students' anxiety and toefl score)

$H_1: \rho \neq 0$ (there is a relationship between students' anxiety and toefl score)

b. Degree of significance = $\alpha = 5\%$

c. Criteria area:

H_0 is rejected if the probability value (sig.) $< 0,05$

H_0 is accepted if the probability value (sig.) $> 0,05$

d. Test statistic: Probability Value (Sig.) = 0,002

e. Conclusion: because P value (sig.) = 0.002 < 0.05 .

This means that H_0 is rejected, so it can be concluded that there is a positive correlation/relationship between the students' anxiety and toefl score.

Based on the table above, it shows that there is a positive relationship between students' anxiety and toefl score. This is indicated by the number of correlation coefficients (*Pearson Correlation*) which is (+) 0.354 or 35.4%. So that it can be interpreted that the better

the students' anxiety, the toefl score tends to be higher.

Furthermore, the closeness of the relationship was proven by hypothesis testing, using a significance level of 5%, obtained P value (sig.) = 0.002 < 0.05. This means that H_0 is rejected, so it can be concluded that there is a positive correlation/relationship between the students' anxiety and toefl score. In bivariate correlation analysis, besides aiming to see whether there is a relationship by seeing how big the correlation coefficient is, it can also be used to determine the influence of the teachers' personality competence variable (X) on students' anxiety (Y), through the coefficient of determination (r^2). From the calculation table above, the magnitude of the correlation coefficient (r) = 0.354 so that the magnitude of the coefficient of determination (r^2) = $(0.354)^2 = 0.125$ or 12.5% is obtained. This means that the teachers' personal competence variable has an effect of 12.5% on toefl test. The rest is influenced by other things that are not

examined.

C. Discussion of Research

In the academic year 2022-2023, this study aims to investigate the relationship between the student anxiety of UIN class student Fatmawati Sukarno Bengkulu class TBI 7th and their toefl score. The following interpretation of the search results was made using data from the analysis:

1. The first is students' anxiety in at the English Departement of UINFAS Bengkulu?

Moss (2014:1) states Anxiety is a person's overall response to threat or danger, and any experience of anxiety includes perception of danger, thoughts of harm, as well as alerting and physiological arousal processes. Briefly, Anxiety UK (2012:6) conclude that anxiety is the feeling that people have when faced with difficult or threatening situations.

For the psychological anxiety, according to Anxiety UK (2012:17), some of the common symptoms of psychological anxiety are feeling frightened and panicky, thinking you might be sick or faint or embarrass yourself, thinking you might lose control and go 'mad', feeling generally as if things are speeding up, feeling on edge, and feeling like wanting to run away or escape from the situation. Based on this theory, the researcher chose 4 of those symptoms that students are possibly to feel before and during the test. They are the feelings (afraid, worried, panic, or restless) that they have, the feeling generally as if things or time are speeding up, the feeling like wanting to escape from the situation, and the thoughts that came to their minds before they take the TOEFL score.

After the data was processed from the questionnaire students' anxiety at English Education Department was included in the "Good" criteria with

a percentage of 86.36% based on the answers from 57 students. The remaining 9 students or 13.64% rated "Quite good". From the results of the research, based on 57 students, the students' anxiety is in the "Good" category.

2. The second what we will discuss is the TOEFL score at the English Department

In addition, according to (Phillips, 2006), individuals who understand English or who have not mastered English can also be considered non-natives, and the TOEFL test is held to measure or determine this capacity as well as academic talents. , the TOEFL test also provides an opportunity for students to be able to demonstrate that they can understand and convey ideas effectively and achieve by living conversations in university classrooms and student life. This is because the language used in the TOEFL test describes the implementation of English in the real world in lectures and university classes.

Based on the results of the study, it is known that there are 36 students who have "Medium" toefl score with a percentage of 54.55%, "High" are 27 students with a percentage of 40.91%, and "Very High" motivation are only 3 students with a percentage of 4.55%.

3. The third is about the correlation between students anxiety and toefl score.

From the results of data analysis conducted, the hypothesis of this study reads "There is correlation between students' anxiety and toefl score" is accepted.

Based on the results of calculations using the bivariate correlation test, the Pearson Correlation coefficient is (+) 0.354 or 35.4%. So it can be interpreted that the better the teachers' personal competence, the students' anxiety tends to be higher. The closeness of the relationship was proven by hypothesis testing, using a significance level of 5%, obtained P value (sig.) = 0.002 < 0.05.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. The students' anxiety in the TOEFL at the English Department of UINFAS Bengkulu

Based on the study Anxiety is a person's overall response to threat or danger, and any experience of anxiety includes perception of danger, thoughts of harm, as well as alerting and physiological arousal processes. After the data was processed from the questionnaire distributed to 66 students, it was found that the students' anxiety at English Education Department was included in the "Good" criteria with a percentage of 86.36% based on the answers from 57 students. The remaining 9 students or 13.64% rated "Quite good". From the results of the research, based on 57 students, the students' anxiety is in the "Good" category.

2. The second what we will discuss is the TOEFL score at the English Department

The TOEFL test also provides an opportunity for students to be able to demonstrate that they can understand and convey ideas effectively and achieve by living conversations in university classrooms and student life. Based on the results of the study, it is known that there are 36 students who have "Medium" toefl score with a percentage of 54.55%, "High" are 27 students with a percentage of 40.91%, and "Very High" motivation are only 3 students with a percentage of 4.55%.

3. The correlation between students anxiety and toefl score.

From the results of data analysis conducted, the hypothesis of this study reads "There is correlation between students' anxiety and toefl score" is accepted. Based on the results of calculations using the bivariate correlation test, the Pearson Correlation coefficient is

(+) 0.354 or 35.4%. So it can be interpreted that the better the teachers' personal competence, the students' anxiety tends to be higher. The closeness of the relationship was proven by hypothesis testing, using a significance level of 5%, obtained P value (sig.) = $0.002 < 0.05$.

B. Suggestion

1. For the institution

Based on this research, many of the students felt that they do not have enough English competencies or skills to take the TOEFL test. Then, it leads to the anxiety they experienced. So that the researcher thinks that it will be better if they have some additional English classes or at least an English class for each semester. Because as the students told, they only have English class in their first academic year.

2. For the students

Student have to prepare everything well before the test, whether by studying the material, by looking for

the tips and tricks, or even by preparing their best condition for the test. So that, it will be decrease their anxiety. Remembering that they only have English lesson in their first year, they have to learn English by self-taught. The students can learn from the YouTube, the TOEFL books, or any platform. The students also can follow the English organization in their universities and take some TOEFL test trial for testing their competencies.

3. For the other researcher

For other researcher who take the similar case can make this research as one of their references. However, it is necessary to examine this research again because the researcher feels that this paper still have many limitedness.

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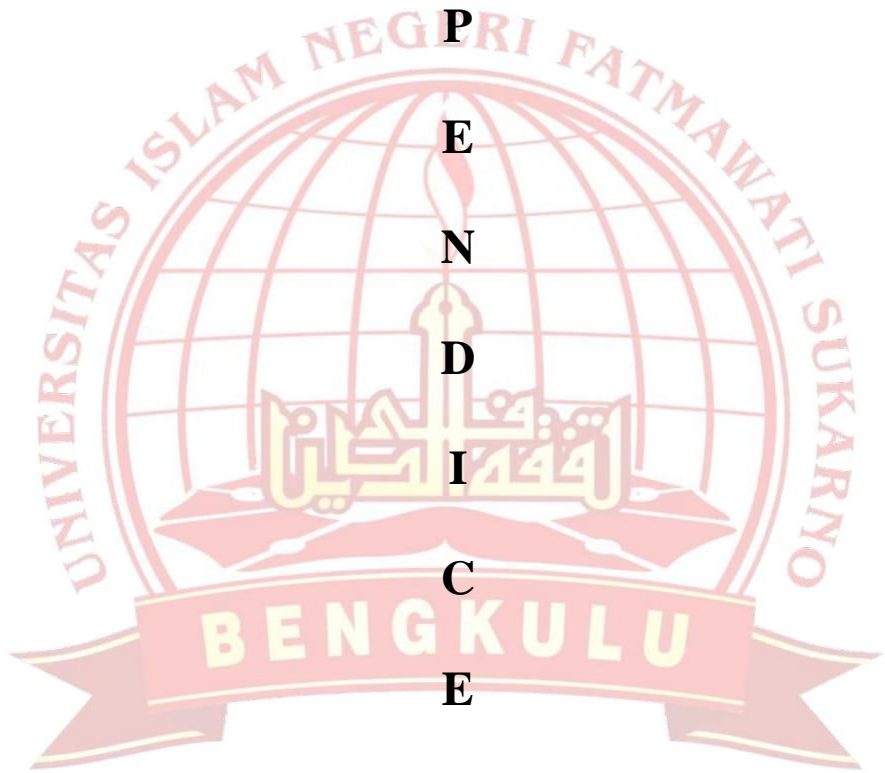
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SURAT PERNYATAAN

Yang bertandatangan di bawah ini:

Nama : Hidayatun Kasanah
Nim : 1811230097
Program : Tadris Bahasa Inggris
Judul Skripsi : The Correlation Study Of Students' Anxiety Towards Toefl Score
(A Descriptive Quantitative Study in English Department at UIN Fatmawati Sukarno Bengkulu)

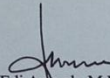
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
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Bengkulu, 2022

Mengetahui
Ketua Tim Verifikasi,

Yang Menyatakan,


Dr. Edi Anyah, M.Pd
NIP. 197007011999031002


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NIM. 1811230097



Appendix 1 : Try Out Grid

THE GRID OF QUESTIONNAIRES TRY OUT

Variable	Indikator	Statement	Number Item
Students' Anxiety	Physiological	Tics, Recurrent, localized pain, and Rapid heart rate.	1,2,3,4
		Flushing the skin, Perspiration, and Headaches.	5,6,7
		Muscle tension, Sleeping problems, Nausea and Vomiting.	8,9,10,11,12,13,14
	Cognitive	Concentration problems, Memory problems, Attention problems, and Over sensitivity.	15,16,17,18,19,20,21
		Difficulty solving problem, Worry, and Attributional style problems.	22,23,24,25,26,27,28
	Behavioral	Motor restlessness, Fidgets, Task avoidance, and Rapid speech	29,30,31,32,33,34,35

DATA UJI COBA INSTRUMEN ANGKET KECEMASAN MAHASISWA

NO	RES	NOMOR ANGKET																																			TO TAL		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35			
16	R16	4	3	4	4	4	4	4	4	4	3	4	3	4	4	3	4	3	2	3	3	4	3	4	4	4	1	4	3	3	3	3	4	4	4	4	3	122	
17	R17	3	3	3	3	3	3	3	3	3	3	2	3	3	4	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	103
18	R18	3	3	4	3	4	4	3	4	2	3	3	3	4	3	4	2	4	2	3	3	3	3	4	3	4	3	4	3	3	4	3	4	4	4	3	3	115	
19	R19	4	3	4	3	4	4	4	4	3	3	3	3	4	3	4	3	4	2	3	3	3	3	4	4	4	3	4	3	3	3	3	4	4	4	3	3	119	
20	R20	3	3	4	4	4	4	3	4	4	4	3	3	4	4	4	4	4	2	4	4	3	3	4	3	4	2	3	3	4	3	3	4	4	4	3	3	122	
21	R21	3	3	3	3	3	3	3	3	3	1	3	3	3	3	3	3	3	2	2	3	3	3	3	3	3	4	2	3	2	3	3	3	3	3	3	3	100	
22	R22	4	3	4	3	4	4	4	4	4	3	2	4	4	4	4	4	4	1	4	4	4	4	4	4	4	3	4	2	4	2	2	4	4	4	4	4	125	
23	R23	2	3	3	3	3	3	2	3	3	4	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3	3	2	2	3	3	2	3	3	3	3	3	99	
24	R24	4	3	4	4	4	4	4	4	4	3	2	4	4	4	4	3	4	1	4	4	4	4	4	4	4	4	4	2	4	4	2	4	4	4	4	4	128	
25	R25	4	3	4	3	4	4	4	4	4	3	1	4	4	4	4	4	4	1	3	4	4	4	4	4	4	1	4	3	4	1	3	4	4	4	4	4	122	
26	R26	4	3	3	3	3	3	4	3	3	4	4	4	3	3	3	1	3	1	1	3	4	4	3	4	4	2	4	3	3	4	3	3	3	4	4	4	111	
27	R27	4	3	3	2	3	3	2	3	3	2	3	3	3	3	3	3	3	3	2	3	4	3	3	4	4	2	3	3	3	2	3	3	3	3	3	3	103	
28	R28	4	3	3	4	3	3	1	3	3	4	3	3	3	3	3	3	3	1	3	3	3	3	3	4	4	1	3	3	4	4	3	3	3	3	3	3	106	
29	R29	4	3	4	3	4	4	2	4	4	4	1	3	4	3	4	4	4	1	3	4	4	3	4	4	4	3	3	3	4	3	3	4	4	4	4	3	120	
30	R30	3	3	4	4	4	4	2	4	3	3	3	4	4	4	4	4	4	2	4	4	4	4	4	4	3	4	4	4	3	4	4	3	4	4	3	4	127	
TOTAL		03	91	03	98	99	02	91	04	98	96	78	97	102	102	100	96	102	68	87	98	01	97	102	99	105	68	102	89	100	94	84	102	102	100	99			

DATA UJI COBA INSTRUMEN ANGGKET SCORE TOEFL

NO	RES	NOMOR ANGKET																																		TO TAL	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34		35
16	R16	4	4	3	2	4	3	4	4	4	4	4	2	4	4	4	3	4	4	4	2	3	4	4	3	3	4	3	4	4	4	4	3	3	4	4	125
17	R17	3	3	4	3	3	3	3	3	3	3	2	1	3	3	4	3	3	3	3	2	3	3	2	4	3	4	3	3	3	3	3	3	3	3	104	
18	R18	4	4	4	2	4	4	4	4	4	4	4	2	4	4	3	4	4	4	2	3	4	4	2	3	4	3	4	4	4	4	4	3	3	4	126	
19	R19	4	4	2	2	4	3	4	4	4	4	4	2	3	4	4	3	4	4	4	2	3	4	4	2	3	4	4	4	4	4	4	3	3	4	122	
20	R20	4	4	2	4	4	4	4	4	4	4	4	2	3	4	4	4	4	4	4	2	4	4	4	3	4	4	4	4	4	4	4	3	2	4	128	
21	R21	3	3	1	4	3	3	3	3	3	3	3	4	3	3	2	3	3	3	2	2	3	3	2	2	3	3	3	3	3	3	3	3	2	3	99	
22	R22	4	4	2	3	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	1	4	4	4	2	4	4	4	4	4	4	3	4	4	130		
23	R23	3	3	3	3	3	4	3	3	3	3	3	2	3	3	3	3	4	3	3	3	3	3	2	3	4	2	3	3	3	3	3	3	3	1	103	
24	R24	4	4	3	3	4	4	4	4	4	4	4	2	3	4	4	4	4	3	4	3	1	4	4	2	4	3	2	4	4	4	3	4	4	123		
25	R25	4	4	4	3	4	4	4	4	4	4	4	4	3	4	4	4	4	3	4	3	2	4	4	1	4	3	4	4	4	4	4	4	4	130		
26	R26	3	3	2	3	3	3	3	3	4	3	2	4	3	3	3	3	3	3	3	2	3	3	3	3	3	4	3	3	3	3	3	3	3	105		
27	R27	3	3	2	3	3	3	3	3	4	3	2	3	3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	102		
28	R28	3	3	4	3	3	3	3	3	4	3	4	3	3	3	4	3	4	3	4	1	3	3	4	4	4	3	3	3	3	3	3	4	3	114		
29	R29	3	4	3	4	4	4	3	4	4	4	2	1	4	4	4	3	3	4	3	2	4	4	2	4	3	3	3	4	4	3	3	4	4	120		
30	R30	3	4	4	3	4	4	4	4	4	4	3	3	4	4	4	3	4	4	3	3	4	4	3	4	4	3	3	4	4	3	3	4	4	128		
TOTAL		101	105	93	90	101	98	105	105	103	107	106	83	82	105	105	102	100	102	105	80	81	103	104	79	104	101	96	102	104	102	101	91	93	107	103	

Appendix 2.3a: Research Sample Data Description Students of 7th Semester

DESKRIPSI DATA SAMPEL PENELITIAN
KELAS: A
SEMESTER: TUJUH

NO	NAMA	L/P	KODE NAMA
1	AHMAD HAFIZ WALIUDIN TAMZA	L	RES 1
2	AMANDA PUSPITA SARI	P	RES 2
3	AR RAHMAN	L	RES 3
4	ARSI SAPUTRA	L	RES 4
5	DEFYA FADILLAH PUTRI	P	RES 5
6	DHAMARA SHOULEIMD	L	RES 6
7	DIAN DWI SAPUTRA	L	RES 7
8	DIMAS ANDREAN	L	RES 8
9	DWI WIDIANI	P	RES 9
10	FAISAL PEBRIANSYAH	L	RES 10
11	HULFA ZAINETI	P	RES 11
12	ILVANDHO ZUWANDHA	L	RES 12
13	IMELYA MONICA PUTRI	P	RES 13
14	JIHAN SALSABILAH B.	P	RES 14
15	JUNIA DINARTI	P	RES 15
16	KHADIZA ERIANTI	P	RES 16
17	M. RISKY RAMADAN	L	RES 17
18	MAHENDRI JANUARTO	L	RES 18
19	MUHAMMAD ARIF SAPUTRA	L	RES 19
20	MUHAMMAD SYUKRON FADHOLI	L	RES 20
21	NAYSYLA ZIKRIA PUTRI	P	RES 21
22	REMOND ADIL ALPAHMI	L	RES 22
23	ROSSA AMELIA	P	RES 23
24	SELLY OKTAVIA	P	RES 24
25	WILLY LEONARDO	L	RES 25

Appendix 2.3b: Research Sample Data Description Students of
7th Semester

DESKRIPSI DATA SAMPEL PENELITIAN

KELAS: B

SEMESTER: TUJUH

NO	NAMA	L/P	KODE NAMA
1	ADINDA NURHASANAH	P	RES 26
2	AHMAD ZAQDIYA GUSTIAWAN P.	L	RES 27
3	ALDI SAPUTRA	L	RES 28
4	ANGGUN SORAYA PUTRI	P	RES 29
5	ARUM DIAH NURLIA SARI	P	RES 30
6	ARYA GADING	L	RES 31
7	AZRINA AYU SUKMA	P	RES 32
8	DINDA PRICILIA	P	RES 33
9	FEREN LESTARI	P	RES 34
10	GISKA ANGGRAINI M.	P	RES 35
11	IQBAL ARYA UTAMA	L	RES 36
12	JENIA AMFRETA	P	RES 37
13	MUHAMMAD RAIHAN SALIM	L	RES 38
14	MUHAMMAD SAID	L	RES 39
15	NUR HAMIDAH	P	RES 40
16	RABANI	L	RES 41
17	RELIN PUTRI SETIANI	P	RES 42
18	RENDI KURNIAWAN	L	RES 43
19	YOSI MARDAYANTI	P	RES 44
20	YUVITA RISKIA	P	RES 45

Appendix 2.3c: Research Sample Data Description Students of 7th Semester

DESKRIPSI DATA SAMPEL PENELITIAN

KELAS: C

SEMESTER: TUJUH

NO	NAMA	L/P	KODE NAMA
1	ADITYA PRANANDA	L	RES 46
2	AENUR ROHIMAH	P	RES 47
3	AISYAH FI JANNAH	P	RES 48
4	DWI YULI YANTI	P	RES 49
5	FEBY TASYA MADIA	P	RES 50
6	INGRID CLARISA AULIA	P	RES 51
7	MUHAMMAD ABDUL SAPUTRA	L	RES 52
8	MUHAMMAD HAFIZ	L	RES 53
9	NADIMAS GEOVANI IRAWAN	L	RES 54
10	NOVITA DAMAYANTI	P	RES 55
11	PENDI PRANATA	L	RES 56
12	PUJI CINTIA LESTARI	P	RES 57
13	RANGGI SAPUTRA	L	RES 58
14	RIZKY PUTRI RAHAYU	P	RES 59
15	SELVI MARLIANTI	P	RES 60
16	SITI MAYSAROH	P	RES 61
17	TIARA LESTARI	P	RES 62
18	ULAN APRILIA	P	RES 63
19	UMI KURNIA	P	RES 64
20	UTAMI ARTININGSIH	P	RES 65
21	WITA PUTRI ANDANI	P	RES 66

Appendix 2.4: Data Description of Students' Anxiety

DESKRIPSI DATA KECEMASAN MAHASISWA (X)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1	RES 1	3	3	2	3	2	3	2	3	2	2	1	3	3	2	1	3	2	2	3	3	3	2	3	3	3	62	62	BAIK
2	RES 2	3	4	3	2	3	3	1	4	3	2	2	3	3	3	2	1	3	3	3	3	2	3	2	3	3	67	67	BAIK
3	RES 3	2	3	2	1	2	1	2	3	3	2	3	2	1	1	2	3	3	1	2	1	2	3	2	2	3	52	52	CUKUP BAIK
4	RES 4	3	2	3	3	2	3	1	3	3	2	2	1	1	3	1	1	2	2	3	3	3	3	2	3	2	57	57	BAIK
5	RES 5	3	2	3	2	1	3	1	2	2	1	1	2	1	1	1	1	2	2	3	3	4	2	3	3	3	52	52	CUKUP BAIK
6	RES 6	3	3	2	2	3	2	2	3	3	2	2	3	1	3	3	2	1	1	1	1	2	1	3	3	3	55	55	BAIK
7	RES 7	3	3	3	4	1	3	1	2	1	1	1	3	1	2	3	1	1	2	1	3	2	3	3	2	3	53	53	CUKUP BAIK
8	RES 8	3	4	4	2	1	3	1	4	1	1	2	4	1	3	3	2	1	3	2	4	2	2	4	3	3	63	63	BAIK
9	RES 9	3	3	4	4	1	3	1	3	3	2	1	1	1	4	1	1	4	4	4	4	4	3	3	4	3	69	69	BAIK
10	RES 10	3	3	3	2	2	2	4	3	4	4	4	4	3	3	4	2	3	4	3	4	2	2	2	4	3	77	77	BAIK
11	RES 11	4	3	3	4	3	3	4	3	1	3	3	2	3	1	3	3	2	1	1	1	3	3	3	4	4	68	68	BAIK
12	RES 12	3	1	3	3	2	1	1	1	1	2	3	1	3	1	2	3	1	1	2	1	3	2	4	4	4	53	53	CUKUP BAIK
13	RES 13	3	1	2	3	1	1	2	1	1	3	3	2	4	1	3	3	2	1	3	2	4	3	4	3	3	59	59	BAIK
14	RES 14	4	1	3	3	2	1	3	2	3	3	2	3	4	3	4	3	3	3	4	3	2	3	3	3	4	72	72	BAIK
15	RES 15	3	3	4	3	2	4	3	3	3	4	3	4	3	4	3	3	3	4	4	4	4	2	4	3	3	83	83	BAIK

DESKRIPSI DATA KECEMASAN MAHASISWA (X)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
16	RES 16	4	3	3	4	2	4	3	3	4	4	3	3	2	4	4	3	3	4	3	3	2	2	4	3	3	80	80	BAIK
17	RES 17	4	3	3	3	2	3	3	3	3	3	4	2	3	3	4	4	3	4	3	3	3	2	3	3	3	77	77	BAIK
18	RES 18	3	3	3	3	1	3	3	2	1	1	1	2	1	1	1	4	4	3	4	3	4	2	2	3	4	62	62	BAIK
19	RES 19	3	1	3	3	1	2	3	1	1	2	1	1	1	2	1	4	3	3	3	4	3	3	3	2	4	58	58	BAIK
20	RES 20	3	1	2	4	1	3	3	2	1	3	2	2	1	3	2	1	1	1	4	4	3	3	3	4	3	60	60	BAIK
21	RES 21	4	1	3	3	2	1	3	2	4	4	3	1	2	3	1	1	2	1	3	3	2	3	2	3	3	60	60	BAIK
22	RES 22	3	2	3	3	1	3	3	2	1	1	1	1	3	3	2	1	3	2	2	3	2	3	3	4	3	58	58	BAIK
23	RES 23	3	1	3	3	1	2	3	1	1	2	1	4	3	4	3	4	4	3	4	4	3	3	3	3	3	69	69	BAIK
24	RES 24	3	1	2	4	1	3	3	2	1	3	2	3	1	3	3	2	1	1	1	3	4	3	3	4	4	61	61	BAIK
25	RES 25	4	1	3	3	2	1	3	2	3	2	3	3	1	2	3	1	1	2	1	3	3	3	3	3	4	60	60	BAIK
26	RES 26	4	3	1	3	3	2	1	1	1	4	4	4	1	3	3	2	1	3	2	3	3	3	4	3	4	66	66	BAIK
27	RES 27	3	3	1	2	3	1	1	2	1	3	4	3	2	3	3	3	3	3	3	3	3	4	3	3	3	66	66	BAIK
28	RES 28	2	4	1	3	3	2	1	3	2	3	4	2	2	2	4	4	4	3	4	2	2	3	3	3	3	69	69	BAIK
29	RES 29	2	3	3	3	1	3	3	2	1	1	1	2	2	3	3	4	3	2	4	4	3	4	4	4	4	69	69	BAIK
30	RES 30	2	3	2	3	1	2	3	1	1	2	1	3	3	3	3	4	4	4	3	2	2	3	4	4	4	67	67	BAIK
31	RES 31	2	3	3	3	1	3	3	2	1	1	1	3	3	3	3	3	3	3	4	3	2	3	3	3	4	66	66	BAIK
32	RES 32	2	3	2	3	1	2	3	1	1	2	1	1	1	3	3	2	1	1	1	4	2	4	4	3	3	54	54	CUKUP BAIK

DESKRIPSI DATA KECEMASAN MAHASISWA (X)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
33	RES 33	3	3	3	4	1	3	3	2	1	3	2	1	1	2	3	1	1	2	1	4	2	3	4	4	3	60	60	BAIK
34	RES 34	3	2	3	1	4	1	3	3	2	1	3	2	1	3	1	3	3	2	1	1	1	3	3	4	4	58	58	BAIK
35	RES 35	3	3	4	1	3	3	2	1	3	2	3	1	2	3	1	2	3	1	1	2	1	2	2	4	3	56	56	BAIK
36	RES 36	2	3	1	3	3	2	1	1	1	3	1	3	3	2	1	1	1	2	1	3	2	3	3	4	4	54	54	CUKUP BAIK
37	RES 37	4	3	1	2	3	1	1	2	1	3	1	2	3	1	1	2	1	4	3	4	4	2	2	3	4	58	58	BAIK
38	RES 38	2	3	1	3	3	2	1	1	1	4	1	3	3	2	1	3	2	2	4	3	3	2	2	4	4	60	60	BAIK
39	RES 39	3	3	1	2	3	1	1	2	1	3	2	1	3	3	3	3	3	3	3	2	4	4	1	3	3	61	61	BAIK
40	RES 40	3	4	1	3	3	2	1	3	2	3	2	1	1	3	3	4	4	4	2	3	3	3	2	4	3	67	67	BAIK
41	RES 41	3	1	2	3	1	1	2	1	1	3	3	1	1	4	4	3	3	4	3	2	2	4	1	3	4	60	60	BAIK
42	RES 42	3	1	3	3	2	1	3	2	1	2	3	1	2	2	2	3	3	3	2	2	3	3	1	2	3	56	56	BAIK
43	RES 43	3	2	2	3	3	2	1	3	1	1	2	1	1	2	2	3	2	3	2	2	2	3	1	3	3	53	53	CUKUP BAIK
44	RES 44	3	3	2	3	1	3	3	2	1	1	1	2	1	3	3	2	3	3	2	2	2	3	1	2	3	55	55	BAIK
45	RES 45	3	4	2	3	1	2	3	1	1	2	1	1	1	4	3	3	2	3	2	3	2	2	2	4	3	58	58	BAIK
46	RES 46	4	3	3	4	1	3	3	2	1	3	2	2	1	2	4	2	3	2	3	3	2	3	3	4	3	66	66	BAIK
47	RES 47	4	4	2	3	4	4	3	4	3	4	4	3	3	3	2	2	2	3	3	2	3	2	2	4	4	77	77	BAIK
48	RES 48	4	4	2	2	3	4	3	1	3	4	3	3	1	2	3	2	1	4	1	4	3	2	1	3	4	67	67	BAIK
49	RES 49	3	2	2	2	2	2	1	2	1	1	2	1	1	1	2	2	2	2	1	3	3	2	1	3	3	47	47	CUKUP BAIK

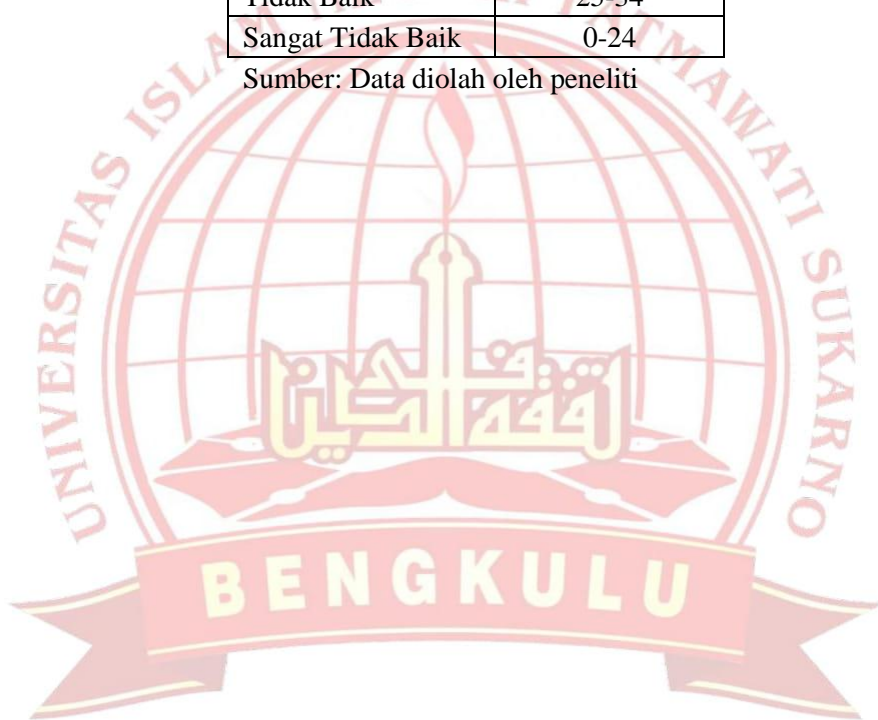
DESKRIPSI DATA KECEMASAN MAHASISWA (X)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
50	RES 50	3	3	2	3	3	4	3	4	2	4	4	4	3	2	4	3	3	3	1	2	1	2	2	3	3	71	71	BAIK
51	RES 51	3	3	1	3	3	2	1	1	1	2	2	1	1	3	3	3	3	2	3	3	3	1	2	3	56	56	BAIK	
52	RES 52	3	3	1	2	3	1	1	2	1	4	3	3	3	3	3	2	3	3	4	3	4	3	4	4	70	70	BAIK	
53	RES 53	3	4	1	3	3	2	1	3	2	4	2	2	2	3	3	3	3	4	3	4	4	2	4	4	73	73	BAIK	
54	RES 54	4	2	3	3	3	1	3	3	2	1	1	3	1	3	3	2	1	1	1	4	4	2	4	4	63	63	BAIK	
55	RES 55	4	3	3	3	3	1	2	3	1	1	2	3	1	2	3	1	1	2	1	3	2	2	3	3	56	56	BAIK	
56	RES 56	2	4	3	2	4	1	3	3	2	1	3	4	1	3	3	2	1	3	2	3	4	2	3	3	65	65	BAIK	
57	RES 57	2	3	1	3	3	2	1	1	1	2	3	2	1	3	2	3	3	3	3	4	4	3	4	4	64	64	BAIK	
58	RES 58	4	3	1	2	3	1	1	2	1	3	2	2	2	3	3	4	3	1	3	4	2	2	4	3	61	61	BAIK	
59	RES 59	2	4	1	3	3	2	1	3	2	1	3	1	1	3	3	2	4	1	3	3	2	2	4	3	61	61	BAIK	
60	RES 60	3	4	3	3	3	4	1	3	1	2	2	1	1	2	2	3	2	1	3	2	2	2	3	3	59	59	BAIK	
61	RES 61	3	4	3	3	3	3	1	3	1	3	3	2	1	2	1	2	3	1	2	2	2	3	3	4	62	62	BAIK	
62	RES 62	3	4	3	2	3	3	1	1	1	3	1	1	1	3	3	1	4	1	4	2	2	3	3	3	58	58	BAIK	
63	RES 63	3	3	3	3	4	3	4	3	3	2	2	2	1	3	1	3	3	2	1	1	1	3	2	3	62	62	BAIK	
64	RES 64	3	1	3	3	2	1	1	1	1	2	1	1	3	1	3	3	2	1	1	1	1	1	1	3	44	44	CUKUP BAIK	
65	RES 65	3	1	2	3	1	1	2	1	3	3	4	3	3	1	2	3	1	1	2	1	2	3	4	2	55	55	BAIK	
66	RES 66	4	1	3	3	2	1	3	2	3	3	3	3	2	1	3	3	2	1	3	2	3	3	4	2	63	63	BAIK	

Kriteria Kecemasan Mahasiswa

KRITERIA	INTERVAL
Sangat baik	85-100
Baik	55-84
Cukup Baik	35-54
Tidak Baik	25-34
Sangat Tidak Baik	0-24

Sumber: Data diolah oleh peneliti



Appendix 2.5: Data Description of Toefl Score

DESKRIPSI DATA SCORE TOEFL (Y)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1	RES 1	3	3	4	3	4	3	4	4	2	4	3	3	4	2	4	3	3	4	3	4	4	4	3	4	3	85	85.00	TINGGI
2	RES 2	3	3	4	2	4	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	3	4	3	4	2	80	80.00	TINGGI
3	RES 3	3	4	3	3	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	78	78.00	SEDANG
4	RES 4	3	3	3	2	3	3	4	4	2	2	3	2	2	2	3	2	3	3	3	3	2	3	3	2	3	68	68.00	SEDANG
5	RES 5	4	3	3	3	4	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3	4	3	3	3	76	76.00	SEDANG
6	RES 6	4	3	2	3	4	3	4	4	3	3	4	4	3	3	3	3	3	2	3	3	4	3	3	2	2	78	78.00	SEDANG
7	RES 7	3	3	3	3	3	2	3	3	2	2	3	3	3	3	3	3	2	3	2	3	3	3	3	2	3	69	69.00	SEDANG
8	RES 8	4	4	3	3	3	3	4	4	3	3	4	4	3	3	4	3	4	2	4	4	4	4	4	3	3	87	87.00	TINGGI
9	RES 9	3	3	4	3	4	3	4	4	3	3	3	4	3	4	3	4	3	4	3	4	3	4	3	4	4	87	87.00	TINGGI
10	RES 10	3	3	4	3	3	4	4	3	4	4	3	4	3	4	2	4	3	4	4	3	4	3	3	4	3	86	86.00	TINGGI
11	RES 11	3	4	4	3	3	2	3	3	3	2	4	4	3	4	4	3	3	3	2	4	4	4	4	3	4	83	83.00	TINGGI
12	RES 12	3	3	3	3	3	4	4	4	2	3	3	2	2	3	3	3	2	2	4	3	3	3	3	2	73	73.00	SEDANG	
13	RES 13	3	3	2	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	4	3	76	76.00	SEDANG
14	RES 14	3	4	3	4	4	3	3	3	4	3	3	3	4	4	3	4	3	3	4	4	4	4	4	3	3	87	87.00	TINGGI
15	RES 15	3	3	3	4	4	4	3	4	4	4	3	3	3	3	4	3	3	4	3	3	3	3	4	3	4	85	85.00	TINGGI

DESKRIPSI DATA SCORE TOEFL (Y)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
16	RES 16	3	4	3	4	3	3	4	3	4	3	4	3	3	4	4	4	4	4	3	4	3	3	4	4	89	89.00	TINGGI	
17	RES 17	3	3	3	4	3	3	4	4	4	4	4	3	2	4	4	3	3	4	3	2	4	3	4	4	86	86.00	TINGGI	
18	RES 18	3	4	3	3	3	3	3	4	4	4	3	3	4	4	4	2	2	3	3	4	4	3	2	4	83	83.00	TINGGI	
19	RES 19	4	4	4	4	3	4	4	4	2	2	4	4	3	4	4	3	4	4	4	4	4	4	3	4	92	92.00	SANGAT TINGGI	
20	RES 20	4	4	4	4	2	4	4	4	3	3	4	4	3	4	4	1	3	4	4	4	4	4	4	4	91	91.00	SANGAT TINGGI	
21	RES 21	4	3	3	3	3	3	3	3	3	2	3	3	3	4	3	3	4	2	3	3	2	3	2	2	73	73.00	SEDANG	
22	RES 22	4	3	3	3	4	4	4	4	2	2	3	3	3	4	4	3	3	3	3	3	3	3	3	3	80	80.00	TINGGI	
23	RES 23	3	3	3	3	3	3	3	3	3	3	3	2	3	4	3	3	3	3	3	3	3	3	3	3	75	75.00	SEDANG	
24	RES 24	4	3	3	4	4	2	4	4	3	3	4	1	4	4	4	1	3	3	3	3	4	4	3	3	81	81.00	TINGGI	
25	RES 25	3	3	3	3	3	3	4	4	3	3	4	2	3	3	4	3	4	4	1	2	3	4	4	3	80	80.00	TINGGI	
26	RES 26	4	3	3	3	4	3	3	4	3	3	3	4	4	4	4	1	3	2	3	3	3	3	3	3	79	79.00	SEDANG	
27	RES 27	4	2	2	3	3	2	4	3	2	2	3	4	2	4	3	1	4	1	3	4	4	4	1	1	70	70.00	SEDANG	
28	RES 28	4	3	4	4	4	4	4	4	3	4	4	3	3	4	4	3	4	4	4	4	4	3	3	4	92	92.00	SANGAT TINGGI	
29	RES 29	3	3	4	3	3	2	3	3	3	3	2	3	3	3	4	3	4	4	4	4	3	3	3	3	78	78.00	SEDANG	
30	RES 30	4	4	1	3	4	3	4	3	3	1	3	2	1	3	3	2	2	3	2	3	2	3	3	3	68	68.00	SEDANG	
31	RES 31	3	4	4	3	3	3	4	4	3	1	4	4	1	4	4	1	3	3	2	4	4	4	3	4	81	81.00	TINGGI	
32	RES 32	3	3	3	2	3	3	3	3	3	3	3	2	2	3	3	3	3	2	2	3	3	3	3	2	69	69.00	SEDANG	

DESKRIPSI DATA SCORE TOEFL (Y)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
33	RES 33	3	3	2	2	4	3	3	3	3	2	2	3	2	3	3	2	2	3	3	3	4	3	3	3	3	70	70.00	SEDANG
34	RES 34	3	3	3	2	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	4	3	3	3	3	2	72	72.00	SEDANG
35	RES 35	3	3	3	2	3	2	3	4	2	2	3	3	3	4	4	2	3	2	2	3	3	3	3	3	3	71	71.00	SEDANG
36	RES 36	4	3	3	3	4	3	4	4	3	3	3	3	4	4	4	4	3	4	4	3	4	3	3	3	3	86	86.00	TINGGI
37	RES 37	4	4	3	3	4	3	4	4	3	3	4	4	4	3	4	4	3	3	3	3	3	4	3	4	4	88	88.00	TINGGI
38	RES 38	3	3	3	4	4	2	4	4	3	3	2	2	3	3	3	1	4	3	3	2	3	3	2	3	3	73	73.00	SEDANG
39	RES 39	4	3	3	4	4	4	3	4	3	3	4	3	3	2	4	3	4	2	2	4	4	4	4	3	4	85	85.00	TINGGI
40	RES 40	4	3	4	3	3	4	4	3	4	4	3	3	3	4	2	4	3	4	3	3	3	4	3	3	4	85	85.00	TINGGI
41	RES 41	3	2	3	3	4	3	3	4	4	3	3	2	3	4	4	1	3	2	3	3	4	3	3	1	3	74	74.00	SEDANG
42	RES 42	4	3	3	3	3	2	3	4	3	2	2	3	2	3	3	4	2	3	3	4	4	3	3	4	4	77	77.00	SEDANG
43	RES 43	3	2	4	3	2	3	3	2	3	3	4	2	3	3	3	2	3	3	4	4	4	3	3	4	4	77	77.00	SEDANG
44	RES 44	3	2	2	2	2	3	2	3	3	3	2	2	3	3	2	2	3	3	3	3	3	2	2	3	2	63	63.00	SEDANG
45	RES 45	4	3	4	3	3	3	4	3	2	3	4	3	2	3	3	4	3	3	3	4	4	3	3	3	4	81	81.00	TINGGI
46	RES 46	4	4	4	4	4	3	3	3	3	4	4	3	4	3	3	3	3	3	4	3	3	4	4	3	4	87	87.00	TINGGI
47	RES 47	3	4	3	2	3	3	3	3	3	3	2	4	4	3	4	3	3	3	2	3	3	2	4	4	4	78	78.00	SEDANG
48	RES 48	3	3	3	3	3	3	4	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	75	75.00	SEDANG
49	RES 49	4	4	4	4	3	2	4	3	3	1	2	2	1	3	3	2	3	3	4	4	3	3	2	4	4	75	75.00	SEDANG

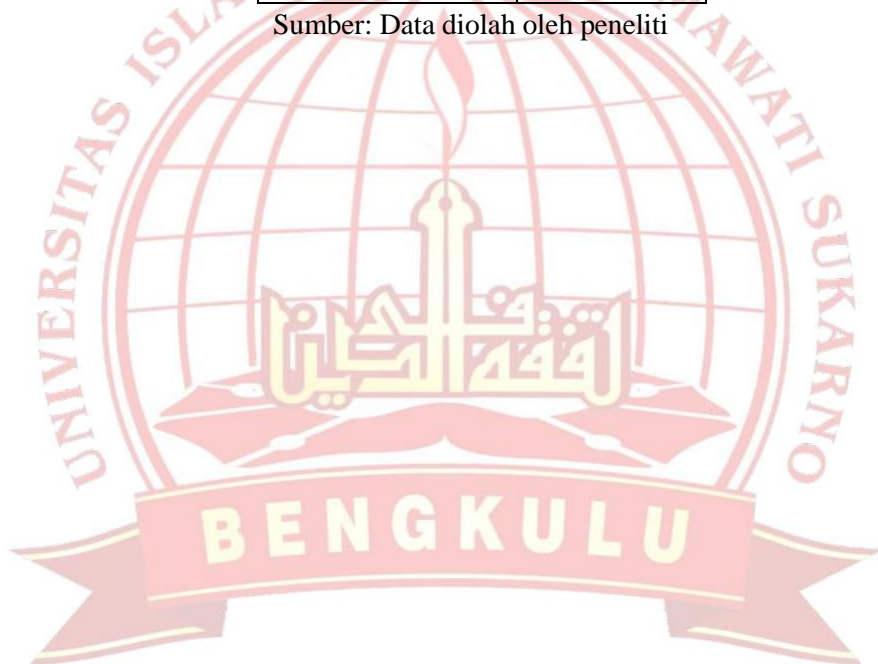
DESKRIPSI DATA SCORE TOEFL (Y)

NO	NAMA	NOMOR ANGKET																									JML	SKOR	KRITERIA	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25				
50	RES 50	4	3	4	4	3	3	4	3	3	3	4	3	4	3	4	4	3	3	4	4	3	4	4	3	3	87	87.00	TINGGI	
51	RES 51	4	3	4	4	3	3	4	4	3	3	4	4	4	3	4	3	3	4	4	4	4	4	3	2	4	89	89.00	TINGGI	
52	RES 52	3	3	4	3	4	2	4	3	3	2	3	4	4	3	2	2	3	3	3	4	3	3	4	3	2	77	77.00	SEDANG	
53	RES 53	4	3	3	3	3	3	4	4	3	3	3	4	3	3	3	2	3	2	3	3	3	3	3	3	3	77	77.00	SEDANG	
54	RES 54	3	3	2	3	3	3	3	3	2	2	2	2	2	3	3	2	3	2	2	3	3	2	3	3	3	65	65.00	SEDANG	
55	RES 55	3	3	3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	73	73.00	SEDANG	
56	RES 56	4	3	4	3	3	3	4	4	2	2	3	3	2	4	4	2	3	4	3	3	4	4	4	4	3	82	82.00	TINGGI	
57	RES 57	4	3	3	3	4	2	3	3	3	2	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	74	74.00	SEDANG	
58	RES 58	4	3	3	2	4	4	2	3	4	3	3	4	4	4	4	3	4	4	2	3	4	3	3	4	4	85	85.00	TINGGI	
59	RES 59	3	2	3	2	3	2	3	3	3	2	3	2	2	3	3	3	3	3	3	3	3	2	3	3	3	68	68.00	SEDANG	
60	RES 60	3	3	3	2	2	2	2	3	2	4	4	2	3	4	3	3	4	4	4	4	4	3	3	2	3	2	74	74.00	SEDANG
61	RES 61	3	3	4	3	3	3	4	4	3	2	3	3	2	4	3	2	3	3	2	3	3	3	3	3	3	75	75.00	SEDANG	
62	RES 62	3	3	3	3	3	4	3	3	4	4	2	3	4	3	3	4	4	4	4	3	4	4	2	3	4	84	84.00	TINGGI	
63	RES 63	4	4	3	3	3	3	4	3	3	1	3	4	2	3	4	3	4	3	3	3	3	3	3	3	2	77	77.00	SEDANG	
64	RES 64	3	2	2	3	4	2	2	2	4	4	2	3	4	3	3	4	4	4	4	4	3	2	3	3	3	2	75	75.00	SEDANG
65	RES 65	4	3	3	3	4	4	2	2	3	3	2	4	4	2	3	4	4	2	3	4	4	4	2	3	4	80	80.00	TINGGI	
66	RES 66	3	3	3	4	3	3	3	4	4	2	2	3	3	2	4	4	2	3	2	4	4	2	3	3	2	75	75.00	SEDANG	

Kriteria Toefl Score

KRITERIA	INTERVAL
Sangat Tinggi	90-100
Tinggi	80-89
Sedang	50-79
Rendah	30-49
Sangat Rendah	0-29

Sumber: Data diolah oleh peneliti



Appendix 2.6: Data Description of Students' Anxiety Towards Toefl Score

DESKRIPSI DATA KECEMASAN MAHASISWA DAN SCORE TOEFL

NO	NAMA	KECEMASAN MAHASISWA(X)	SCORE TOEFL (Y)
1	RES 1	62.00	85.00
2	RES 2	67.00	80.00
3	RES 3	52.00	78.00
4	RES 4	57.00	68.00
5	RES 5	52.00	76.00
6	RES 6	55.00	78.00
7	RES 7	53.00	69.00
8	RES 8	63.00	87.00
9	RES 9	69.00	87.00
10	RES 10	77.00	86.00
11	RES 11	68.00	83.00
12	RES 12	53.00	73.00
13	RES 13	59.00	76.00
14	RES 14	72.00	87.00
15	RES 15	83.00	85.00
16	RES 16	80.00	89.00
17	RES 17	77.00	86.00
18	RES 18	62.00	83.00
19	RES 19	58.00	92.00
20	RES 20	60.00	91.00
21	RES 21	60.00	73.00
22	RES 22	58.00	80.00
23	RES 23	69.00	75.00
24	RES 24	61.00	81.00

**DESKRIPSI DATA KECEMASAN MAHASISWA DAN
SCORE TOEFL**

NO	NAMA	KECEMASAN MAHASISWA(X)	SCORE TOEFL (Y)
25	RES 25	60.00	80.00
26	RES 26	66.00	79.00
27	RES 27	66.00	70.00
28	RES 28	69.00	92.00
29	RES 29	69.00	78.00
30	RES 30	67.00	68.00
31	RES 31	66.00	81.00
32	RES 32	54.00	69.00
33	RES 33	60.00	70.00
34	RES 34	58.00	72.00
35	RES 35	56.00	71.00
36	RES 36	54.00	86.00
37	RES 37	58.00	88.00
38	RES 38	60.00	73.00
39	RES 39	61.00	85.00
40	RES 40	67.00	85.00
41	RES 41	60.00	74.00
42	RES 42	56.00	77.00
43	RES 43	53.00	77.00
44	RES 44	55.00	63.00
45	RES 45	58.00	81.00
46	RES 46	66.00	87.00
47	RES 47	77.00	78.00
48	RES 48	67.00	75.00
49	RES 49	47.00	75.00
50	RES 50	71.00	87.00
51	RES 51	56.00	89.00

**DESKRIPSI DATA KECEMASAN MAHASISWA DAN
SCORE TOEFL**

NO	NAMA	KECEMASAN MAHASISWA (X)	SCORE TOEFL (Y)
52	RES 52	70.00	77.00
53	RES 53	73.00	77.00
54	RES 54	63.00	65.00
55	RES 55	56.00	73.00
56	RES 56	65.00	82.00
57	RES 57	64.00	74.00
58	RES 58	61.00	85.00
59	RES 59	61.00	68.00
60	RES 60	59.00	74.00
61	RES 61	62.00	75.00
62	RES 62	58.00	84.00
63	RES 63	62.00	77.00
64	RES 64	44.00	75.00
65	RES 65	55.00	80.00
66	RES 66	63.00	75.00
RATA-RATA		62.12	78.77
ST. DEVIASI		7.64	6.95
VARIANSI		58.39	48.24
MAX		83.00	92.00
MIN		44.00	63.00

Appendix 2.7: Classification of Toefl Score and Students' Anxiety

KLASIFIKASI SCORE TOEFL DAN KECEMASAN MAHASISWA

NO	NAMA	KECEMASAN MAHASISWA		SCORE TOEFL	
		SKOR	KRITERIA	SKOR	KRITERIA
1	RES 1	62.00	BAIK	85.00	TINGGI
2	RES 2	67.00	BAIK	80.00	TINGGI
3	RES 3	52.00	CUKUP BAIK	78.00	SEDANG
4	RES 4	57.00	BAIK	68.00	SEDANG
5	RES 5	52.00	CUKUP BAIK	76.00	SEDANG
6	RES 6	55.00	BAIK	78.00	SEDANG
7	RES 7	53.00	CUKUP BAIK	69.00	SEDANG
8	RES 8	63.00	BAIK	87.00	TINGGI
9	RES 9	69.00	BAIK	87.00	TINGGI
10	RES 10	77.00	BAIK	86.00	TINGGI
11	RES 11	68.00	BAIK	83.00	TINGGI
12	RES 12	53.00	CUKUP BAIK	73.00	SEDANG
13	RES 13	59.00	BAIK	76.00	SEDANG
14	RES 14	72.00	BAIK	87.00	TINGGI
15	RES 15	83.00	BAIK	85.00	TINGGI
16	RES 16	80.00	BAIK	89.00	TINGGI
17	RES 17	77.00	BAIK	86.00	TINGGI
18	RES 18	62.00	BAIK	83.00	TINGGI
19	RES 19	58.00	BAIK	92.00	SANGAT TINGGI
20	RES 20	60.00	BAIK	91.00	SANGAT TINGGI
21	RES 21	60.00	BAIK	73.00	SEDANG
22	RES 22	58.00	BAIK	80.00	TINGGI
23	RES 23	69.00	BAIK	75.00	SEDANG
24	RES 24	61.00	BAIK	81.00	TINGGI

**KLASIFIKASI SCORE TOEFL DAN KECEMASAN
MAHASISWA**

NO	NAMA	KECEMASAN MAHASISWA		SCORE TOEFL	
		SKOR	KRITERIA	SKOR	KRITERIA
25	RES 25	60.00	BAIK	80.00	TINGGI
26	RES 26	66.00	BAIK	79.00	SEDANG
27	RES 27	66.00	BAIK	70.00	SEDANG
28	RES 28	69.00	BAIK	92.00	SANGAT TINGGI
29	RES 29	69.00	BAIK	78.00	SEDANG
30	RES 30	67.00	BAIK	68.00	SEDANG
31	RES 31	66.00	BAIK	81.00	TINGGI
32	RES 32	54.00	CUKUP BAIK	69.00	SEDANG
33	RES 33	60.00	BAIK	70.00	SEDANG
34	RES 34	58.00	BAIK	72.00	SEDANG
35	RES 35	56.00	BAIK	71.00	SEDANG
36	RES 36	54.00	CUKUP BAIK	86.00	TINGGI
37	RES 37	58.00	BAIK	88.00	TINGGI
38	RES 38	60.00	BAIK	73.00	SEDANG
39	RES 39	61.00	BAIK	85.00	TINGGI
40	RES 40	67.00	BAIK	85.00	TINGGI
41	RES 41	60.00	BAIK	74.00	SEDANG
42	RES 42	56.00	BAIK	77.00	SEDANG
43	RES 43	53.00	CUKUP BAIK	77.00	SEDANG
44	RES 44	55.00	BAIK	63.00	SEDANG
45	RES 45	58.00	BAIK	81.00	TINGGI
46	RES 46	66.00	BAIK	87.00	TINGGI
47	RES 47	77.00	BAIK	78.00	SEDANG
48	RES 48	67.00	BAIK	75.00	SEDANG
49	RES 49	47.00	CUKUP BAIK	75.00	SEDANG
50	RES 50	71.00	BAIK	87.00	TINGGI
51	RES 51	56.00	BAIK	89.00	TINGGI

**KLASIFIKASI SCORE TOEFL DAN KECEMASAN
MAHASISWA**

NO	NAMA	KECEMASAN MAHASISWA		SCORE TOEFL	
		SKOR	KRITERIA	SKOR	KRITERIA
52	RES 52	70.00	BAIK	77.00	SEDANG
53	RES 53	73.00	BAIK	77.00	SEDANG
54	RES 54	63.00	BAIK	65.00	SEDANG
55	RES 55	56.00	BAIK	73.00	SEDANG
56	RES 56	65.00	BAIK	82.00	TINGGI
57	RES 57	64.00	BAIK	74.00	SEDANG
58	RES 58	61.00	BAIK	85.00	TINGGI
59	RES 59	61.00	BAIK	68.00	SEDANG
60	RES 60	59.00	BAIK	74.00	SEDANG
61	RES 61	62.00	BAIK	75.00	SEDANG
62	RES 62	58.00	BAIK	84.00	TINGGI
63	RES 63	62.00	BAIK	77.00	SEDANG
64	RES 64	44.00	CUKUP BAIK	75.00	SEDANG
65	RES 65	55.00	BAIK	80.00	TINGGI
66	RES 66	63.00	BAIK	75.00	SEDANG

BENGGKULU

Appendix 3.1: Validity and Reliability Instrument

Appendix 3.1: Validity and Reliability Test of Students' Anxiety

1. Uji Validitas Dan Reliabilitas Instrumen *Questionnaire Students' Anxiety*

Dalam uji validitas *questionnaire students' anxiety*, perhitungan dilakukan menggunakan program SPSS 1.6, diperoleh *output* sebagai berikut:

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

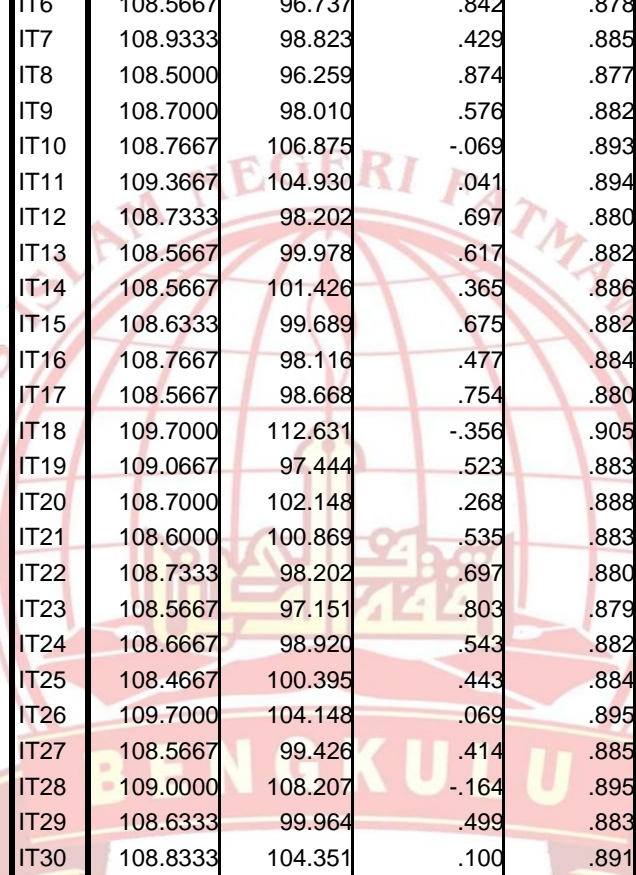
a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.888	35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
IT1	108.5333	100.947	.447	.884
IT2	108.9333	105.789	.148	.888
IT3	108.5333	98.120	.802	.879



IT4	108.7000	103.114	.283	.887
IT5	108.6667	97.678	.643	.881
IT6	108.5667	96.737	.842	.878
IT7	108.9333	98.823	.429	.885
IT8	108.5000	96.259	.874	.877
IT9	108.7000	98.010	.576	.882
IT10	108.7667	106.875	-.069	.893
IT11	109.3667	104.930	.041	.894
IT12	108.7333	98.202	.697	.880
IT13	108.5667	99.978	.617	.882
IT14	108.5667	101.426	.365	.886
IT15	108.6333	99.689	.675	.882
IT16	108.7667	98.116	.477	.884
IT17	108.5667	98.668	.754	.880
IT18	109.7000	112.631	-.356	.905
IT19	109.0667	97.444	.523	.883
IT20	108.7000	102.148	.268	.888
IT21	108.6000	100.869	.535	.883
IT22	108.7333	98.202	.697	.880
IT23	108.5667	97.151	.803	.879
IT24	108.6667	98.920	.543	.882
IT25	108.4667	100.395	.443	.884
IT26	109.7000	104.148	.069	.895
IT27	108.5667	99.426	.414	.885
IT28	109.0000	108.207	-.164	.895
IT29	108.6333	99.964	.499	.883
IT30	108.8333	104.351	.100	.891
IT31	109.1667	106.764	-.060	.893
IT32	108.5667	96.875	.745	.879
IT33	108.5667	96.737	.842	.878
IT34	108.6333	98.585	.561	.882
IT35	108.6667	98.920	.674	.881

Appendix 3.2: Validity and Reliability Test of Toefl Score

2. Uji Validitas Dan Reliabilitas Instrumen Angket *Toefl Score*

Dalam uji validitas Score Toefl, perhitungan dilakukan menggunakan program SPSS 1.6, diperoleh output sebagai berikut:

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

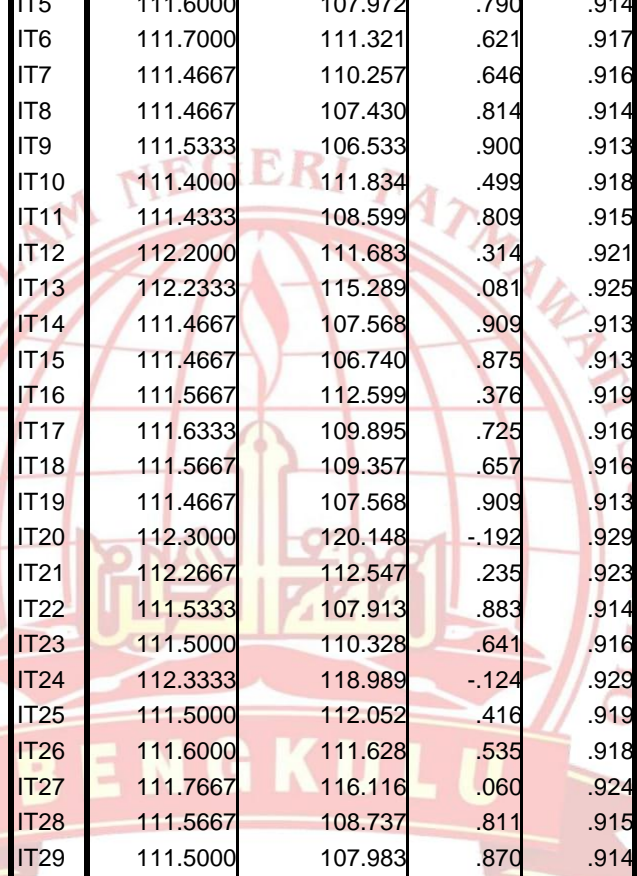
a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.920	35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
IT1	111.6000	109.145	.784	.915
IT2	111.4667	107.568	.909	.913



IT3	111.8667	116.878	-.010	.927
IT4	111.9667	119.344	-.167	.926
IT5	111.6000	107.972	.790	.914
IT6	111.7000	111.321	.621	.917
IT7	111.4667	110.257	.646	.916
IT8	111.4667	107.430	.814	.914
IT9	111.5333	106.533	.900	.913
IT10	111.4000	111.834	.499	.918
IT11	111.4333	108.599	.809	.915
IT12	112.2000	111.683	.314	.921
IT13	112.2333	115.289	.081	.925
IT14	111.4667	107.568	.909	.913
IT15	111.4667	106.740	.875	.913
IT16	111.5667	112.599	.376	.919
IT17	111.6333	109.895	.725	.916
IT18	111.5667	109.357	.657	.916
IT19	111.4667	107.568	.909	.913
IT20	112.3000	120.148	-.192	.929
IT21	112.2667	112.547	.235	.923
IT22	111.5333	107.913	.883	.914
IT23	111.5000	110.328	.641	.916
IT24	112.3333	118.989	-.124	.929
IT25	111.5000	112.052	.416	.919
IT26	111.6000	111.628	.535	.918
IT27	111.7667	116.116	.060	.924
IT28	111.5667	108.737	.811	.915
IT29	111.5000	107.983	.870	.914
IT30	111.5667	106.944	.871	.913
IT31	111.6000	107.766	.809	.914
IT32	111.9333	116.409	.246	.920
IT33	111.8667	111.982	.357	.920
IT34	111.4000	108.524	.822	.914
IT35	111.5333	111.430	.385	.919

Appendix 4: Analysis Prerequisite Test

UJI PRASYARATANALISIS

Appendix 4.1: Normality Test

1. UJI NORMALITAS

Uji ini digunakan untuk mengetahui apakah data sampel yang digunakan dalam penelitian berasal dari populasi yang berdistribusi normal. Adapun uji normalitas dengan metode Lilifors yang digunakan dalam pengujian ini dihitung menggunakan program SPSS 1.6 dengan prosedur sebagai berikut:

1) Hipotesis:

H_0 : Sampel berasal dari populasi berdistribusi normal

H_a : Sampel tidak berasal dari populasi berdistribusi normal

2) Derajat signifikansi = $\alpha = 5\%$

3) Daerah kriteria:

- H_0 ditolak jika *Probabilitas value (sig.)* < 0,05
- H_0 diterima jika *Probabilitas value (sig.)* > 0,05

a. Uji Normalitas Data Kecemasan Mahasiswa

Berdasarkan hasil perhitungan uji normalitas data angket Kecemasan Mahasiswa yang diuji menggunakan rumus uji Kolmogorov-Smirnov 1 sampel dengan program SPSS 1.6, diperoleh output sebagai berikut:

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Kecemasan_Mahasiswa	66	100.0%	0	.0%	66	100.0%

Descriptives

		Statistic	Std. Error
Kecemasan_Mahasiswa	Mean	62.1212	.94054
	95% Confidence Interval for Mean		
	Lower Bound	60.2428	
	Upper Bound	63.9996	
	5% Trimmed Mean	61.9242	
	Median	61.0000	
	Variance	58.385	
	Std. Deviation	7.64101	
	Minimum	44.00	
	Maximum	83.00	
	Range	39.00	
	Interquartile Range	10.25	
	Skewness	.458	.295
	Kurtosis	.385	.582

Tests of Normality

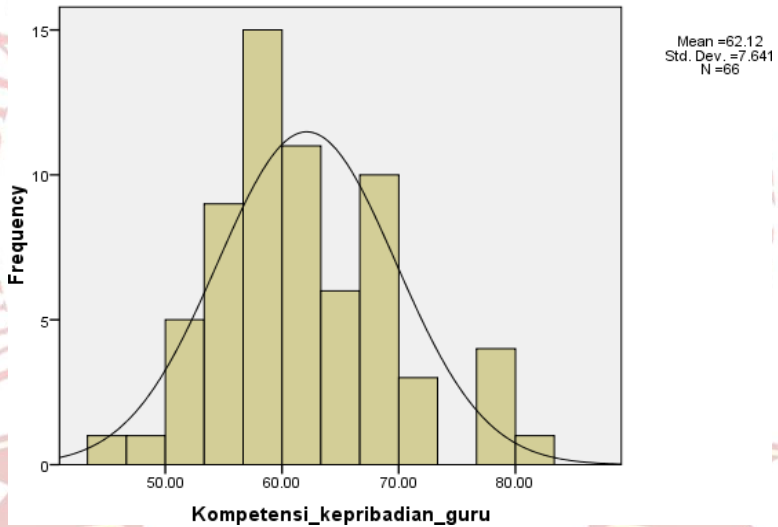
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Kecemasan_Mahasiswa	.097	66	.200	.977	66	.252

a. Lilliefors Significance Correction

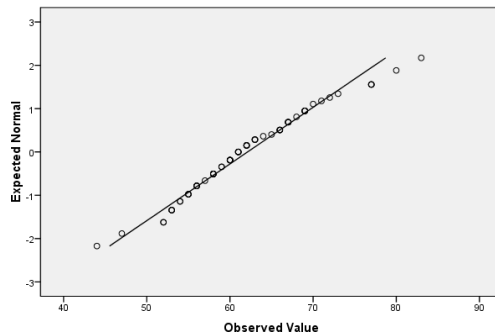
Kecemasan_Mahasiswa

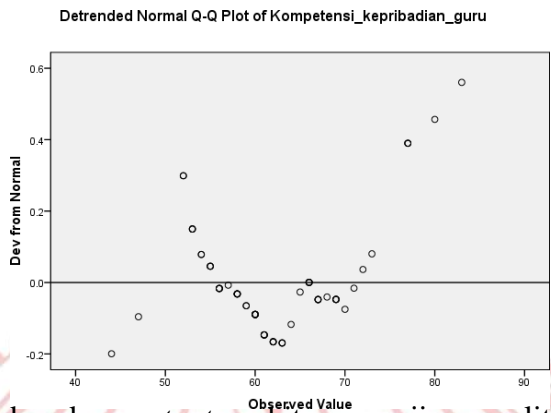
— Normal

Histogram



Normal Q-Q Plot of Kompetensi_kepribadian_guru





Berdasarkan *output* perhitungan uji normalitas di atas, hasil perhitungan dapat dilihat dalam table “*Test of Normality*” pada kolom *Kolmogorov-Smirnov*, selanjutnya dilakukan uji hipotesis sebagai berikut:

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Kecemasan_Mahasiswa	.097	66	.200	.977	66	.252

a. Lilliefors Significance Correction

Langkah-langkah pengujian:

- 1) Hipotesis:
 - H_0 : Sampel berasal dari populasi berdistribusi normal
 - H_a : Sampel tidak berasal dari populasi bedistribusinormal
- 2) Derajat signifikansi = $\alpha = 5\%$
- 3) Daerah kriteria:
 - H_0 : ditolak jika *Probabilitas value (sig.)* < 0,05

H_0 : diterima jika *Probabilitas value (sig.)* > 0,05

- 4) Statistik uji: *Probabilitas Value (Sig.)*=0,200
- 5) Kesimpulan: karena *P value(sig.)*=0,200 > 0,05. Artinya H_0 : diterima, sehingga dapat disimpulkan bahwa data tentang Kecemasan Mahasiswa berdistribusi normal.

b. Uji Normalitas Data Score Toefl

Berdasarkan hasil perhitungan uji normalitas data angket Score Toefl yang diuji menggunakan rumus uji Kolmogorov-Smirnov 1 sampel dengan program SPSS 1.6, diperoleh output sebagai berikut:

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Score_Toe	66	100.0%	0	.0%	66	100.0%

Descriptives

		Statistic	Std. Error
Score_Toefl	Mean	78.7727	.85493
	95% Confidence Interval for Mean		
	Lower Bound	77.0653	
	Upper Bound	80.4801	
	5% Trimmed Mean	78.8030	
	Median	78.0000	
	Variance	48.240	
	Std. Deviation	6.94549	
	Minimum	63.00	
	Maximum	92.00	
	Range	29.00	
	Interquartile Range	11.00	
	Skewness	-.043	.295
	Kurtosis	-.719	.582

Tests of Normality

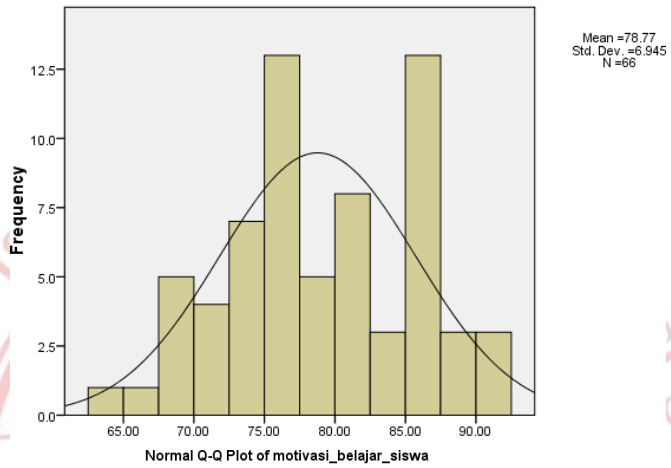
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Score_Toefl	.103	66	.080	.979	66	.317

a. Lilliefors Significance Correction

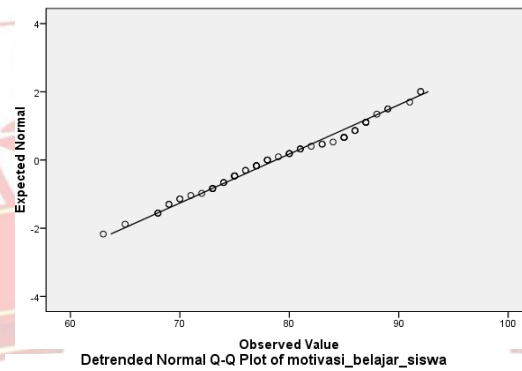
Score_Toefl

— Normal

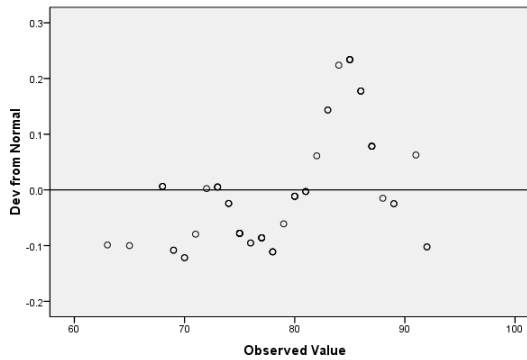
Histogram



Normal Q-Q Plot of motivasi_belajar_siswa



Detrended Normal Q-Q Plot of motivasi_belajar_siswa



Berdasarkan *output* perhitungan uji normalitas di atas, hasil perhitungan dapat dilihat dalam table “*Test of Normality*” pada kolom *Kolmogorov-Smirnov*, selanjutnya dilakukan uji hipotesis sebagai berikut:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Toefl_Score	.103	66	.080	.979	66	.317

a. Lilliefors Significance Correction

Langkah-langkah pengujian:

1) Hipotesis:

H_0 : Sampel berasal dari populasi berdistribusi normal

H_a : Sampel tidak berasal dari populasi berdistribusi normal

2) Derajat signifikansi = $\alpha = 5\%$

3) Daerah kriteria:

H_0 : ditolak jika *Probabilitas value (sig.)* < 0,05

H_0 : diterima jika *Probabilitas value (sig.)* > 0,05

4) Statistik uji: *Probabilitas Value (Sig.)*=0,200

5) Kesimpulan: karena *P value(sig.)*=0,200 > 0,05. Artinya

H_0 diterima, sehingga dapat disimpulkan bahwa data tentang score toefl berdistribusi normal.

Appendix 4.2: Linearity Test

C. UJI LINIERITAS

Uji linieritas bertujuan untuk mengetahui apakah dua variable mempunyai hubungan yang linier secara signifikan atau tidak. Korelasi yang baik seharusnya terdapat hubungan yang linier antara variable predictor atau independen (X) yaitu variable Kecemasan Mahasiswa dengan variabel kriterium atau dependen (Y) yaitu variable Score Toefl. Adapun hasil dari pengujian linieritas dengan SPSS adalah sebagai berikut:

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Toefl_Score* Kecemasan_Mahasiswa	66	100.0%	0	.0%	66	100.0%

Report Score_Toefl

Kecemas an_Mah asiswa	Mean	N	Std. Deviation
44	75.0000	1	.
47	75.0000	1	.
52	77.0000	2	1.41421
53	73.0000	3	4.00000
54	77.5000	2	12.02082
55	73.6667	3	9.29157

56	77.5000	4	8.06226
57	68.0000	1	.
58	82.8333	6	6.94022
59	75.0000	2	1.41421
60	76.8333	6	7.67898
61	79.7500	4	8.05709
62	80.0000	4	4.76095
63	75.6667	3	11.01514
64	74.0000	1	.
65	82.0000	1	.
66	79.2500	4	7.04154
67	77.0000	4	7.25718
68	83.0000	1	.
69	83.0000	4	7.87401
70	77.0000	1	.
71	87.0000	1	.
72	87.0000	1	.
73	77.0000	1	.
77	83.3333	3	4.61880
80	89.0000	1	.
83	85.0000	1	.
Total	78.7727	66	6.94549

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Score_Toefl *	Between Groups	(Combined)	1010.924	26	38.882	.714	.815
Kecemasan_Mahasiswa		Linearity	393.367	1	393.367	7.221	.011
		Deviation from Linearity	617.557	25	24.702	.453	.980
	Within Groups		2124.667	39	54.479		
	Total		3135.591	65			

Measures of Association

	R	R Squared	Eta	Eta Squared
Score_Toeffl * Kecemasan_Mahasiswa	.354	.125	.568	.322

Berdasarkan *output* uji linieritas diatas, hasil perhitungan dapat dilihat pada "ANOVA Table" pada *source* "Deviation from Linearity", selanjutnya dilakukan pengujian hipotesis uji linieritas.

Langkah-langkah pengujian:

1) Hipotesis:

H_0 : kedua variable berhubungan linier

H_a : kedua variable berhubungan tidak linier

2) Derajat signifikansi = $\alpha = 5\%$

3) Daerah kriteria:

a. H_0 ditolak jika *Probabilitas value (sig.)* < 0,05

b. H_0 diterima jika *Probabilitas value (sig.)* > 0,05

4) Statistik uji: *Probabilitas Value (Sig.)*=0,980

5) Kesimpulan: karena *P value(sig.)*=0,980 > 0,05. Artinya H_0

diterima, sehingga dapat disimpulkan bahwa secara signifikan kedua variabel tersebut berhubungan secara linier.

Appendix 5: Hypothesis Testing

ANALISIS KORELASI BIVARIAT

Analisis Korelasi Bivariat Bertujuan mengetahui derajat keeratan hubungan antara dua variabel, yaitu hubungan antara satu variabel *independen* (*X*) yaitu **variable Kecemasan Mahasiswa** dengan satu variabel *dependen* (*Y*) yaitu variable **Score Toefl**, yang digambarkan dalam desain berikut:

Keterangan:

X: Kecemasan Mahasiswa

Y: Score Toefl

r_{xy} : Koefisien korelasi antara X dan Y

***RUMUSAN MASALAH:**

Apakah ada hubungan antara Kecemasan Mahasiswa dengan Score Toefl?

***HIPOTESIS:**

Ada hubungan antara Kecemasan Mahasiswa dengan Score Toefl.

Berdasarkan hasil uji korelasi bivariat dengan SPSS 1.6, sebagai berikut:

Correlations

		Kompetensi_kepribadian_guru	motivasi_belajar_siswa
Kompetensi_kepribadian_guru	Pearson Correlation	1	.354
	Sig. (1-tailed)		.002
	N	66	66
motivasi_belajar_siswa	Pearson Correlation	.354**	1
	Sig. (1-tailed)	.002	
	N	66	66

** . Correlation is significant at the 0.01 level (1-tailed).

Berdasarkan table diatas, menunjukkan adanya hubungan yang positif antara variabel Kecemasan Mahasiswa dengan Score Toefl, yakni sebesar adalah 0,354 atau 35,4%. Sehingga dapat diartikan semakin baik kompetensi kepribadian guru maka motivasi belajarnya cenderung semakin besar/tinggi.

Selanjutnya hubungan tersebut dibuktikan dengan uji hipotesis sebagai berikut:

1) Hipotesis:

H_0 : $\rho = 0$ (tidak ada hubungan yang signifikan antara kompetensi Kecemasan Mahasiswa dengan Score Toefl)

H_1 : $\rho \neq 0$ (ada hubungan yang signifikan antara Kecemasan Mahasiswa dengan Score Toefl)

2) Derajat signifikansi = $\alpha = 5\%$

3) Daerah kriteria:

H_0 ditolak jika *Probabilitas value (sig.)* < 0,05

H_0 diterima jika *Probabilitas value (sig.)* > 0,05

- 4) Statistik uji: *Probabilitas Value (Sig.)*=0,002
- 5) Kesimpulan: karena *P value(sig.)*= 0,002 < 0,05. Artinya H_0 ditolak, sehingga dapat disimpulkan bahwa **ada korelasi/hubungan** yang positif dan signifikan antara Kecemasan Mahasiswa dengan Score Toefl.



Appendix 6: Research Documentation

1. Students' Anxiety Google Form

20.13 docs.google.com/Form

Kuesioner Penelitian

Berikan tanda checklist (✓) pada pendapat yang anda anggap sesuai.
Keterangan:
SS = Sangat Setuju
S = Setuju
TS = Tidak Setuju
STS = Sangat Tidak Setuju

hidayatunkhasanah044@gmail.com
(tidak dibagikan) Ganti akun

* Wajib

Nama *

Jawaban Anda

NIM *

20.13 docs.google.com/Form

1. Having trouble sleeping before taking the TOEFL test (Mengalami kesulitan tidur sebelum melakukan test TOEFL)

Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

2. I feel sick to my stomach every time I take the TOEFL test (Merasa sakit perut setiap kali mengerjakan tes TOEFL)

Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

2. Toefl score Google Form

20.40 docs.google.com/Form

Kuesioner penelitian test toefl

Berikan tanda centang (x) pada jawaban yang anda anggap sesuai.

hidayatunkhasanah044@gmail.com
(tidak dibagikan) Ganti akun

* Wajib

Nama *

Jawaban Anda

NIM *

Jawaban Anda

20.40 docs.google.com/Form

1. The Eiffel Tower _____ Paris, France.

landmarks
 is landmarked in
 is a landmark in
 is in a landmark

2. Young deer _____.

are called fawns
 be fawns
 is fawns
 are fawns called

3. To score a goal in soccer you _____.

must kick the ball
 must kicks the ball



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU**

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

SURAT IZIN PENELITIAN

Bengkulu, 12 September 2022

Nomor : -
Lampiran : 1 (satu) Exp Proposal
Perihal : **Surat Izin Penelitian**

Dengan Hormat,
Yang bertanda tangan di bawah ini:

Nama : Feny Martina, M.Pd
NIP : 198703242015032002
Pangkat Golongan : Lektor (III/c)
Jabatan : Koordinator Prodi Tadris Bahasa Inggris

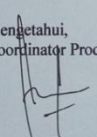
Menerangkan dengan sesungguhnya bahwa;

Nama : Hidayatun Kasanah
NIM : 1811230097
Asal Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Dengan ini bersedia menerima mahasiswa tersebut untuk melakukan penelitian di prodi Tadris Bahasa Inggris mulai 14 September s/d 26 Oktober 2022 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan Judul *"The Correlation Study of Students' Anxiety Towards TOEFL Score (A Descriptive Quantitative Study In English Educaion Study Program of State Islamic University Fatmawati Sukarno Bengkulu).*

Demikian surat izin ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui,
Koordinator Prodi TBI


Feny Martina, M.Pd
NIP 198703242015032002



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Website: www.uinfasbengkulu.ac.id

SURAT KETERANGAN

Bengkulu, 10 November 2022

Nomor : -
Lampiran : 1 (satu) Bukti Penelitian
Perihal : **Surat Selesai Penelitian di Prodi TBI**

Dengan Hormat,

Yang bertanda tangan di bawah ini:

Nama : Feny Martina, M.Pd
NIP : 198703242015032002
Pangkat Golongan : Lektor (III/d)
Jabatan : Koordinator Prodi Tadris Bahasa Inggris

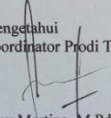
Menerangkan dengan sesungguhnya bahwa;

Nama : Hidayatun Kasanah
NIM : 1811230097
Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 14 September s/d 26 Oktober 2022 dengan judul "*The Correlation Study Of Students' Anxiety Towards TOEFL Score (A Descriptive Quantitative Study In English Education Study Program of State Islamic University Fatmawati Sukarno Bengkulu)*"

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui
Koordinator Prodi TBI


Feny Martina, M.Pd.
NIP. 198703242015032002



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SURAT PENUNJUKAN

Nomor : 1512/Un.23/F.II/PP.00.9/03/2022

Dalam rangka penyelesaian akhir studi mahasiswa, maka Dekan Fakultas Tarbiyah dan Tadris Universitas Islam Negeri (UIN) Fatmawati Sukarno Bengkulu, dengan ini menunjuk dosen:

1. Nama : Dr. Syamsul Rizal, M.Pd
NIP : 196901291999031001
Tugas : Pembimbing I
2. Nama : Fera Zasrianita, M.Pd
NIP : 197902172009122003
Tugas : Pembimbing II

Bertugas untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, kegiatan penelitian sampai persiapan ujian munaqasyah bagi mahasiswa yang namanya tertera di bawah ini:

Nama Mahasiswa : Hidayatun Kasanah
NIM : 1811230097
Judul : An Analysis of Students' Anxiety Toward TOEFL Test

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

Ditetapkan di : Bengkulu
Pada tanggal : Maret 2022
Dekan,



Mas mulyadi

Tembusan:

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



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Nomor: 2839 /Un.23/F.II/PP.00.9/06/2022
Lamp. : -
Perihal: Ujian Komprehensif

Kepada Yth.
1. Drs. Lukman, SS, M.Si
(kompetensi UIN)
2. Dr. Syamsul Rizal, M.Pd
(kompetensi jurusan/Prodi)
3. Valisneria Utami, M.Ed
(Kompetensi Keguruan)

Assalamu'alaikum Wr. Wb.

Bersama ini kami mohon Bapak/Ibu untuk menjadi: Penguji komprehensif Mahasiswa Prodi Tadris Bahasa Inggris, Jurusan Tadris Bahasa, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Selasa, 07 Juni 2022

Waktu : 13.30-16.00 WIB

Tempat : Ruang Munaqasah Jurusan Sains dan Sosial Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Hidayatun Kasanah	1811230097
2	Ines Anjelita	1811230074
3	Rekha Dwi Nurul Khotimah	1811230098
4	Yopi Sita Sari	1811230139
5	Anna Yolanda	1811230146

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 2 Juni 2022
Dekan,

Mus Mulyadi





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SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
IAIN Bengkulu

Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama : Hidayatun Kasanah
NIM : 1811230097
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

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

Adapun judul saya sebelumnya adalah: **An Analysis of Studens' Anxiety Towards TOEFL Test (A Descriptive Quantitative Study at the 7th Semester of English Education Study Program of State Islamic University Fatmawati Sukarno Bengkulu Menjadi : The Correlation study of Studens' Anxiety Towards TOEFL Score (A Descriptive Quantitative Study in English Education Study Program of State Islamic University Fatmawati Sukarno Bengkulu)**


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


Bengkulu, Agustus 2022

Disetujui oleh,

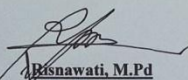
Pembimbing I

Pembimbing II


Dr. Svamsul Rizal, M. Pd
NIP.196901291999031001


Fera Zarnanita, M. Pd
NIP.197902172009122003

Diketahui oleh,
Ketua Jurusan Bahasa


Riznawati, M.Pd
NIP.197405231999032002



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Website: www.uinfasbengkulu.ac.id

Nomor : 3410/Un.23/F.II/PP.00.9/08/2022

Lamp. :

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Fera Zasrianita, M.Pd (Penyeminar I)

2. Valisneria Utami, M.Ed (Penyeminar II)

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris UIN Fatmawati Sukarno Bengkulu pada:

Hari/Tanggal : Jum'at, 05 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Bella Dwi Santika 1811230050	08.00- 09.00 WIB	The Effect Of Contextual Teaching And Learning Approach On Students Reading Comprehension (A Quasi Experimental Study At The Eleven Grade Of MAN 1 Model Bengkulu City)
2.	Hidayatun Kasanah 1811230097	09.00-10.00 WIB	The Correlatica Study Of Students' Anxiety Towards Toefl Test (A Descriptive Quantitative Study In English Education Study Program Of State UINFAS Bengkulu)
3.	Ade Elpena 1811230094	10.00-11.00 WIB	Students' Anxiety In The Process Of Learning Speaking (An Analysis At The Fourth Semester Students Of Islamic Banking UIN Fatmawati Sukarno Bengkulu Academic Year 2021/2022)

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

Bengkulu, 04 Agustus 2022

Dekan,



Mus Mulyadi



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Alamat: Jln. Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211
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website: www.uinfasbengkulu.ac.id

Bengkulu, 27 Desember 2022

Nomor : 6101 /Un.23/F.II/PP.00.9/12/2022
Lampiran : -
Perihal : Jadwal Munaqasyah Skripsi

Kepada Yth.
1. Dr. Zulkarnain S, M.Ag
(Ketua)
2. Anita, M.Hum
(Sekretaris)
3. Dr. Syamsul Rizal, M.Pd
(Penguji I)
4. Feri Susanto, M.Pd
(Penguji II)

Assalamu'alaikum Warohmatullahi Wabarokatuhu
Dengan ini kami sampaikan jadwal Munaqasyah Skripsi Mahasiswa Prodi Tadris Bahasa Inggris,
Fakultas Tarbiyah dan Tadris Universitas Islam Negeri Fatmawati Sukarno (UIN FAS) Bengkulu pada:

Hari / Tanggal : Kamis, 29 Desember 2022
Tempat : Ruang Munaqasyah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Hidayatun Kasanah 1811230097	08.00- 09.00	The Correlation Study of Students' Anxiety Towards Toefl Score (A Descriptive Quantitative Study in English Department at UIN Fatmawati Sukarno Bengkulu)
2.	Inge Restu Lestari 1711230108	09.00- 10.00	The Effect of Pantomime Games in Improving EFL Students' Speaking Ability (A Quasi Experimental Research Towards the Students at Junior High School Number 20 Bengkulu Selatan in Academic Year 2022/2023)
3.	Nurmela 1711230128	10.00- 11.00	The Application of English Pocket Book in Teaching Students Speaking Skill (A Descriptive Quantitative Study at MTs Ja-alhaq Bengkulu City in the Academic Year 2021/2022)
4.	Riefo Meizullia 1711230124	11.00- 12.00	An Analysis of EFL Teachers Technological Pedagogical Content Knowledge (TPACK) at MTs Muhammadiyah Batu Bulek

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.





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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Hidayatun Kasanah Pembimbing : Dr. Syamsul Rizal, M.Pd
NIM : 1811230097 Judul Skripsi : An Analysis of Students'
Jurusan : Bahasa Anxiety Toward TOEFL Test
Program Studi : Tadris Bahasa at the English Department of
Inggris UINFAS Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	Senin, 13 - 06-2022		Menyerahkan SK Pembimbing	b
2.	Jumart, 17-06-2022	Chapter I	- Add the paragraph in background - Add the identification of Problem - Repair to research question	1 1
3.	Rabu, 22-07-2022	Chapter III	- Add the correlation method - Survey technique - Add the questionnaire grid - Add the formula spss Product T	1 1
4.	Gelasa, 12-07-2022		- Change the title of the Proposal to correlation - add table of contents	1
5.	Friday 14, July 2022	Chapter 1 - IV	ACC	1

Mengetahui:

Dekan

Dr. Muzakkiyadi, M.Pd
NIP. 197005142000031004

Bengkulu, July 14, 2022
Pembimbing I

Dr. Syamsul Rizal, M. Pd
NIP. 196901291999031001

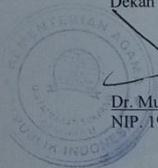


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Nama Mahasiswa : Hidayatun Kasanah Pembimbing : Dr. Syamsul Rizal, M.Pd
NIM : 1811230097 Judul Skripsi : The Correlation Study of
Jurusan : Bahasa Students' Anxiety Toward
Program Studi : Tadris Bahasa TOEFL Score
Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1	Jumat, 21-10-2022	- Tambahkan halaman di daftar isi - Semua table 1 Spasi - Pakai teknik Random Sampling	BAB III	h h
2	Senin, 24-10-2022	- Tambah Theoretical Framework - Menambahkan teori antara correlation anxiety dan toefl score	BAB 2	h h
3	Selasa, 25-10-2022	- Discussion → Menambahkan teori sebelumnya dg perbedaan - Penempatan urutan daftar isi	BAB 4	h h
4	Oct 26, 2022	Chapter 3 - 4	ACC	h

Mengetahui:
Dekan



Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Bengkulu, Oct 26, 2022
Pembimbing I

Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001



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Website: www.iainbengkulu.ac.id

Nama Mahasiswa : Hidayatun Kasanah Pembimbing : Fera Zasrianita, M.Pd
NIM : 1811230097 Judul Skripsi : An Analysis of Students' Anxiety Toward TOEFL Test
Jurusan : Bahasa at the English Department of UINFA Bengkulu
Program Studi : Tadris Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	Jum'at, 1-04-2022	Menyerahkan sk Pembimbing dan proposal		
2.	Jum'at, 8-04-2022	Revisi Background of the research	BAB I	
3.	Jum'at, 14-04-2022	Menambahkan identification of problem	BAB I	
4.	Jum'at, 22-04-2022	Revisi Literature Review	BAB II	
5.	Jum'at, 13-05-2022	Revisi previous Studies Referensi jurnal maksimal 3 tahun terakhir	BAB II	
6.	Jum'at, 20-05-2022	Revisi Research Methodologi	BAB III	
7.	Kamis, 27-05-2022	Data Collection Technique	BAB III	
8.	Kamis, 02-06-2022	Menambahkan Data Analyse Technique	BAB III	
9.	Jum'at, 10-06-2022	ACC		

Mengetahui:
Dekan

Dr. Mulya Mahyati, M.Pd
NIP. 19700514200031004

Bengkulu,
Pembimbing II

Fera Zasrianita, M.Pd
NIP. 197902172009122003

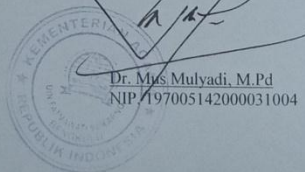


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Nama Mahasiswa : Hidayatun Kasanah Pembimbing : Fera Zasrianita, M.Pd
NIM : 1811230097 Judul Skripsi : The Correlation Study of
Jurusan : Bahasa Students' Anxiety Toward
Program Studi : Tadris Bahasa Inggris TOEFL Score

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	Jumat, 7-10-2022	- Menambahkan Previous Studies	BAB 2	
2.	Senin, 10-10-2022	- Menambahkan Hypothesis of Study	BAB 3	
3.	Rabu, 12-10-2022	- Menambahkan Operational of Variables	BAB 3	
4.	Jumat, 14-10-2022	- Menambahkan Source Pada tabel	BAB 4	
5.	Senin, 17-10-2022	- Menambahkan Kisi-Kisi pada Questionnaire	BAB 3	
6.	Rabu, 19-10-2022	- Perbaiki pada Conclusion and Suggestion	BAB 5	
7.	Kamis, 20-10-2022	- Merapikan daftar Pustaka		
8.	Kamis, 30-10-2022			

Mengetahui:
Dekan



Dr. Mulyadi, M.Pd
NIP. 197005142000031004

Bengkulu,
Pembimbing II

Fera Zasrianita, M.Pd
NIP. 197902172009122003

Cek turnitiin Hidayatun_TBI

19/2022
Hanura Febrani

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