EFL STUDENTS' ANXIETY IN FOREIGN LANGUAGE CLASSROOM AT SMAIT IQRA' KOTA BENGKULU

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana Pendidikan (*S.Pd*)* in English Education Study Program Tarbiyah and Tadris Faculty UIN Fatmawati Sukarno Bengkulu

PREPARED BY:

<u>FARHAH MILLENNIA BAHRAQ</u>

SRN. 1811230143

**ENGLISH EDUCATION STUDY PROGRAM
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ADVISORS SHEET

ADVISORS SHEET

Subject : Farhah Millennia Bahraq

NIM : 1811230143

To : The Dean of Tarbiyah and Tadris Faculty

UIN Fatmawati Soekarno Bengkulu

In Bengkulu

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

Name : Farhah Millennia Bahraq

NIM : 1811230143

Title : "EFL Students' Anxiety In Foreign Language Classroom At SMAIT IQRA' Kota Bengkulu"

Has already fulfilled the requirements to be presented before the board of the Examiners (munaqasyah) Thank you for the attention.

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Bengkulu, 20 Desember 2022

First Advisor
Second Advisor

Dr. H. Zulkarnain, S,M.Ag
NIP.196003281987031001

Zelvia Liska Afriani, M.Pd
NIP.199404202018012003

ii

RATIFICATION

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

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This is to certify the thesis entitled "EFL STUDENTS' ANXIETY IN FOREIGN LANGUAGE CLASSROOM AT SMAIT IQRA' KOTA BENGKULU" by Farhah Millennia Bahraq, NIM: 1811230143.

Has been defended in front of the Thesis Examiner Board of the Faculty of Tarbiyah and Tadris UINFAS Bengkulu on Thursday, 12 January 2023, and has been approved by the board of Thesis Examiners as the requirement for degree of Sarjana in English Education Program.

Chairman
Dr. Ahmad Suradi, M.Ag
NIP. 197601192007011018

Secretary
Heny Friantary, M.Pd.
NIP. 198508022015032002

Examiner 1
Feny Martina, M.Pd.
NIP. 198703242015032002

Examiner 2
Anita, M.Hum
NIP. 199008142019032011

Bengkulu, 10 Februari 2023
Approved by the Dean of Islamic and TadrisFaculty,

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

iii

MOTTO

Stay pretty. Be educated. Dress well. Get Money.

-Farhah Millennia Bahraq-

DEDICATION

This thesis is dedicated to:

1. My beloved parents, my mom and my dad who always pray to me, give me support, effort, always there for me and loving me.

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PRONOUNCEMENT

Name : Farhah Millennia Bahraq

NIM : 1811230143

Study Program : English Education Study Program

I hereby sincerely state that the thesis titled " EFL Students' Anxiety in Foreign Language Classroom at SMAIT IQRA' Kota 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 than my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academics degree.

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Farhah Millennia Bahraq
NIM. 1811230143

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Saya yang bertanda tanggan dibawah ini :

Nama   : Farhah Millennia Bahraq

NIM   : 1811230143

Prodi   : Pendidikan Bahasa Inggris

Jurusan   : Tadris Bahasa

Fakultas   : Tarbiyah dan Tadris IAIN Bengkulu

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SRN. 1811230143

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Saya Yang Bertanda Tangan Di Bawah Ini:

Nama	:	Farhah Millennia Bahraq
NIM	:	1811230143
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Yang Menyatakan

Dr. Edi Ansyah, M.Pd
NIP. 197007011999031002

Farhah Millennia Bahraq
NIM. 1811230143

ix

x

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The Researcher

Farhah Millennia Bahraq

xi

ABSTRACT

Farhah Millennia Bahraq. 2023. "EFL Students' Anxiety In Foreign Language Classroom At SMAIT IQRA' Kota Bengkulu". Thesis: Study Program of Tadris Bahasa Inggris, Tarbiyah and Tadris Faculty, UIN Fatmawati Sukarno Bengkulu.

Advisor: 1. Dr. H. Zulkarnain, S,M.Ag, 2. Zelvia Liska Afriani, M.Pd

Foreign language anxiety is a sensation of anxiety, nervousness, worry, and fear that is experienced by students who are learning a foreign language. This research was conducted to determine the level of foreign language anxiety among EFL students at SMAIT IQRA' Bengkulu City. This study uses a quantitative descriptive as a research design. The sample of this research was 52 SMAIT IQRA students in Bengkulu City. The data was collected by using the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire developed from Horwitz (1986) and Worde (2003) as an instrument to collect research data. The findings of this study revealed that the majority of students in SMAIT IQRA' Bengkulu City experienced language anxiety at anxious level of (34.62%), followed by mildly anxious level of anxiety (28.85%), very anxious level (26.92%), and relaxed (9.62%) . This study revealed factors that cause students' anxiety in learning English are excessive material, speaking activities in class, beliefs about language learning, lack of self-confidence, lack of preparation when learning, and getting bad ratings from teachers or friends. This study suggests that the English teachers must find teaching strategies or methods that can reduce students' feelings anxiety in learning English. The use of teaching strategies or methods can affect the process of delivering material to students in order to make students understanding the learning materials and feel comfortable without feeling anxious.

Keywords: *Analysis, FLCAS, Language Anxiety*.

ABSTRAK

Farhah Millennia Bahraq. 2023. "EFL Students' Anxiety In Foreign Language Classroom At SMAIT IQRA' Kota Bengkulu". Skripsi: Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris, UIN Fatmawati Sukarno Bengkulu.

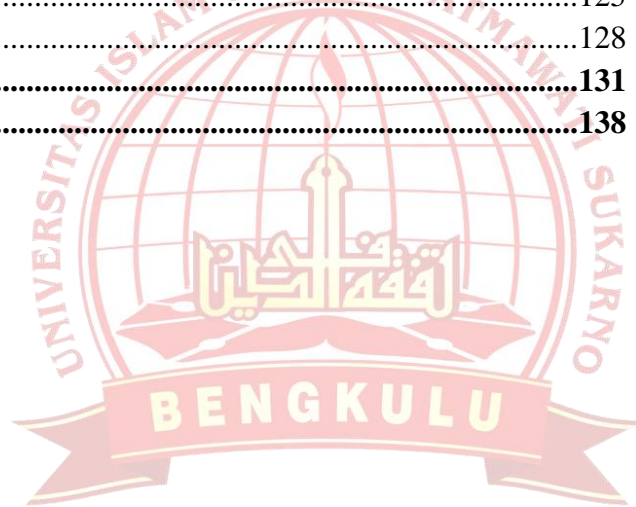**Pembimbing: 1. Dr. H. Zulkarnain, S,M.Ag, 2. Zelvia Liska Afriani, M.Pd**

Kecemasan bahasa asing adalah sensasi kecemasan, kegugupan, kekhawatiran, dan ketakutan yang dialami oleh siswa yang sedang belajar bahasa asing. Penelitian ini dilakukan untuk mengetahui tingkat kecemasan bahasa asing pada siswa EFL di SMAIT IQRA' Kota Bengkulu. Penelitian ini menggunakan deskriptif kuantitatif sebagai desain penelitian. Sampel penelitian ini adalah 52 siswa SMAIT IQRA Kota Bengkulu. Data penelitian ini menggunakan kuesioner Foreign Language Classroom Anxiety Scale (FLCAS) yang dikembangkan dari Horwitz (1986) dan Worde (2003) sebagai instrumen untuk mengumpulkan data penelitian. Temuan penelitian ini mengungkapkan bahwa mayoritas siswa di SMAIT IQRA' Kota Bengkulu mengalami kecemasan berbahasa pada tingkat kecemasan sebesar (34,62%), diikuti dengan tingkat kecemasan ringan (28,85%), tingkat kecemasan sangat tinggi (26,92%), dan santai (9,62%). Penelitian ini mengungkapkan faktor penyebab kecemasan siswa dalam belajar bahasa Inggris adalah materi yang berlebihan, aktivitas berbicara di kelas, keyakinan tentang pembelajaran bahasa, kurang percaya diri, kurang persiapan saat belajar, dan mendapat penilaian buruk dari guru atau teman. Penelitian ini menunjukkan bahwa guru Bahasa Inggris harus menemukan strategi atau metode pengajaran yang dapat mengurangi perasaan kecemasan siswa dalam belajar bahasa Inggris. Penggunaan strategi atau metode pengajaran dapat mempengaruhi proses penyampaian materi kepada siswa agar siswa memahami materi pembelajaran dan merasa nyaman tanpa merasa cemas.

Keywords: *Analisis, FLCAS, Kecemasan Bahasa*

LIST OF CONTENT

LIST OF TABLES

xviii

LIST OF FIGURE

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A. Background of The Research

Learning is defined as a permanent change in human behavior due to experience or practice. Learning is also positive step humans must take to develop their potential and abilities. According to (Oktrigana Wirian, 2017), Prophet Muhammad said that seeking knowledge is obligatory for Muslim men and women. Then there is a priority in seeking knowledge; in the Qur'an (Al-Mujadalah: 11), Allah SWT says: "Allah exalts the believers among you as well as those who are given knowledge by several degrees" (Sholeh, 2017). The meaning of the said verse is that Allah will raise the ranks of those who have knowledge and faith. Therefore, learning activities and expanding knowledge is an obligation for every Muslim.

Anxiety is a feeling that a person feels as a reaction to threats, pressure, and worries that have an impact both

physically and psychologically on an event that is being experienced. The anxiety experienced by a person also has several physical symptoms, such as feeling restless, unusual facial expressions, sweating, and shaking (Mukholil, 2018). As for the symptoms of psychological anxiety experienced by a person, such as loss of concentration, it often causes a person to feel slow in processing learning. Generally, three recognized categories of anxiety vary from stability to transient incidence of arousal anxiety: trait anxiety, situational anxiety, and state anxiety.

According to (Alpert & Haber, 1960) as cited in (Naser Oteir & Nijr Al-Otaibi, 2019), Debilitating (damaging) anxiety and facilitating (useful) anxiety are two different categories of language anxiety. Destructive anxiety involves extreme worry or dread regarding regular activities or situations. Some people would also call this excessive anxiety and concern worried hope. The inability to function can be a result of this kind of anxiety. Additionally, some

people become motivated to succeed as a result of anxiety-facilitating. This kind of anxiety does not affect the capacity to prepare for and take an exam. This kind of anxiety can enhance productivity. Several studies have found that severe anxiety harms students and negatively influences their performance. As a result, language anxiety can interfere with students' learning, taking exams, and thinking effectively (Covington et al., 1986; Gregersen et al., 2014) cited in (Miskam & Saidalvi, 2018).

Students learning English as a second language sometimes struggle with listening, speaking, reading, and writing because they are afraid of making mistakes. This negative perception has an impact on their language comprehension, which in turn has an impact on their academic success. Langugae anxiety in learning English, emerges due to this uneasiness (Halder, 2018) In Indonesia, where English is studied as a foreign language, there is anxiety experienced by students when studying English.

According to (Amiruddin & Suparti, 2018), the concerns experienced by students when learning English are: Students are worried about the score they will get on the semester exam results; The pressure from the environment such as teachers, friends, parents, and the surrounding environment, can also affect students in learning English Students who lack motivation when studying will be easily worried and anxious when learning English.

In addition, language anxiety can occur if students experience a traumatic negative event when they first learn a foreign language (Chen & Chang, 2004; Hewitt & Stephenson, 2012; Horwitz et al., 2010) cited in (Şenel, 2016). The impact of language anxiety experienced by students can make students desperate, lose self-confidence, are not interested in participating in language class activities, and even give up learning the language well (Na, 2007) as cited in (Gatcho & Hajan, 2019). (Horwitz et al., 1986) classify language learning anxiety into three components as

follows: The inability of students to express thoughts and ideas adequately; Anxiety about exams and academic evaluations; Fear of negative social evaluation results.

Furthermore, when doing speaking exercises, foreign language learners have difficulty speaking and understanding the meaning conveyed by other people (Horwitz et al., 1986). Furthermore, individuals with personalities who fear receiving negative feedback will be more likely to experience anxiety in foreign language sessions (Kitano, 2001) as cited in (Sultan, 2012). According to (Liu & Huang, 2011) the stress associated with learning a foreign language may come from the educational system. Professional research has shown that fear of social rejection and communication are the main causes of anxiety associated with learning a foreign language. On the other hand, according to (MacIntyre & Gardner, 1991), exam anxiety is a rather infrequent problem.

The linguistic difficulties foreign language learners encounter when utilizing the target language due to variances in the first language is another source of anxiety when learning a foreign language (Hashemi & Abbasi, 2013) as cited in (Amiruddin & Suparti, 2018). According to experts' prior research, learning foreign language anxiety is generated by students, the classroom environment, having particular talents, and being required to learn (Zhang & Zhong, 2012). Students' lack of confidence is the main worry when studying a foreign language. While some students believe they cannot learn a new language.

Some ways can help reduce students' anxiety when learning a foreign language. Making the class atmosphere more friendly, comfortable, and informal makes students more interested in foreign language classes (Hashemi, M., & Abbasi, 2013). According to Erskine et al., (2007), the main cause of stress and anxiety experienced by learners in learning a foreign language is formal language class rules

because learners are always required to be correct and clear when using the target language. Furthermore, student criticism or judgment is a significant source of worry. Young (1991) as cited in (Nur Hayati & Kaniadewi, 2022) discovered that worried students believe their language skills are inferior to their friends and that others will judge them. Furthermore, students who are nervous because they are terrified may appear uncomfortable, foolish, or inept in the eyes of their students (Jones, 2004) as cited in (Antoro & Khazanah, 2015).

Students may experience anxiety as a result of class activities. Many students, according to (Ramasari, 2017)'s study, are uncomfortable if they make errors in pronouncing in front of their classmates. Furthermore, an oral presentation in class often causes anxiety in students, making the classroom environment more formal and stressing students. However, based on the results of previous studies, foreign language learners will be more enthusiastic, and their anxiety

level will be reduced if they are in a classroom environment that emphasizes collaborative activities between teachers and students.

Based on the researcher's observation on March 9th and 16th, 2022, at SMAIT IQRA' Kota Bengkulu, the researcher found that many students experienced anxiety in learning English. In order to improve their speaking abilities, the teacher asked the students to stand in front of the class to read and convey their assignment (recount) text. Several students refused to read their assignments because the teacher would not allow them to open their books. If the students did not remember what they had written, they felt embarrassed and worried about pronouncing words incorrectly. Additionally, when the teacher explained the material and tried to interact with the students, the students felt embarrassed to answer questions or communicate with the teacher and afraid to ask if there were materials that students did not understand.

When the learning process began, some students seemed less focused and unmotivated, and some did not adequately prepare learning materials, causing the English teacher to become frustrated. In the English test, Several students seemed confident while taking the test, whereas others seemed nervous. Some students believe they need to only fill in the questions that they understand and understand the meaning of, regardless of their score. However, some students believe they must achieve a high score to avoid receiving a negative review from the teacher or being mocked by other students. Therefore, the researcher conducted the study of the level of language anxiety in the students at SMAIT IQRA' Kota Bengkulu.

B. Identification of The Problem

Based on the background of the research described above, it can be identified several issues such as:

1. Students feel not confident when trying to speak English

2. Students are afraid if they make mistakes in pronouncing words when speaking English

3. Students feel embarrassed and afraid to answer the teacher's questions or ask if there is material they don't understand

4. Students are not interested in learning English

5. Students do not prepare learning materials properly

6. Students are afraid of getting a negative evaluation if they get a low score

C. Limitation of The Research

The researcher must limit the scope of the study. Its purpose is to keep the researcher focused on the investigation by avoiding broad problem areas. This study will focus on the level of anxiety experienced by students and determine what elements or components influence students' anxiety in

learning English based on the problem's background and identification. The researcher conducted this study because the researcher wanted to know how anxious students were when studying English and to assist English teachers in providing solutions to the issues that appeared.

D. Research Question

The researcher develops two research questions based on the aforementioned research's limitations, as follow:

1. What is the level of anxiety in EFL Students at SMAIT IQRA' Bengkulu City?

2. What factor that influencing language anxiety in EFL Students at SMAIT IQRA' Bengkulu City?

E. Research Objective

Based on the research question, the objective of this study are:

1. To find out the level of foreign language anxiety in EFL Students at SMAIT IQRA' Bengkulu City.

2. To find out what factors that contributing to language anxiety in EFL Students at SMAIT IQRA' Bengkulu City.

F. Significance of The Research

The significance of this study will be useful for:

1. Theoretically, the purpose of this study is expected to provide information about language anxiety experienced by students in learning English.

2. Practically, the results of this study are expected to be particularly useful for teachers as a source for finding out information about language anxiety experienced by students in learning English and finding appropriate solutions to

overcome language anxiety in students so that students do not experience language anxiety in learning English.

G. Definition of Key Term

Based on the discussion of the background, the researcher will briefly explain the variables of this research.

a) Anxiety

Anxiety is the ego's way of warning a person about a potential threat or something unexpected (Amiruddin, M., & Suparti, T., 2018). Anxiety is a reaction to events presented as dangerous, and it encompasses the perception of sentiments about something unappealing and physiological reactions. People who suffer from anxiety have physical, emotional, cognitive, and behavioral traits. Students that suffer from anxiety encounter feelings of disgust, pressure, and embarrassment.

b) English Language Teaching

The word "ELT" stands for English Language Teaching. English language teaching (ELT) is teaching English as a second language in general which is written in English department books related to English research (Johnston, 2003). ELT is one of the English learning media that has writings in related books so that it can make it easier for students to learn English without the need for native speakers. This is actually very helpful for students in learning English because it will not waste time and money conveying native speakers, so that English becomes easy and affordable to learn.

CHAPTER II

LITERATURE REVIEW

This chapter deals with the review of the underlying theory or literature related to this study. The first section explains anxiety. The second section describes anxiety and english language learning. The third section explains ELT in Indonesian Islamic School. The last section is previous research on Foreign Language Anxiety.

A. Anxiety

2.1 The Nature of Anxiety

The human body responds to specific circumstances by producing an emotion called anxiety. Feelings of danger, fear, and tension are usually related to anxiety. Anxiety relates to self-focused, negative, and anxious cognition during interaction (Khusnia, 2017). Neil R. Carlson &

William Buskist (1997), define anxiety as a scared state accompanied by physical symptoms, including a racing heart, sweating, and stomach pains. A natural response to some circumstances is anxiety. According to (Passer & Smith, 2009) as cited in (Aida et al., 2020), fear is a natural reaction to perceived threats, whereas anxiety is a tension-related disorder. It implies that people are prone to feeling anxious when they are threatened. Similarly, anxiety is defined as a feeling of unease and apprehension in the presence of uncertain conditions (Ormrod, 2011).

There is a distinction between fear and anxiety, according to Halgin & Whitbourne (2007) as cited in (Juwitawati & Pratiwi, 2018). Fear is a natural response to frightening conditions, whereas anxiety is future-oriented, such as feelings of fear and anxiety over the likelihood of something

horrible happening. In addition, according to Barlow, who is quoted in (Grossbard et al., 2009). Anxiety has an emotional component:

1) a sense of tension

2) a cognitive component, worrying

3) a physiological response, an increase in heart blood pressure rate

4) psychological reactions, which include avoidance of particular situations

Considering the descriptions mentioned earlier, anxiety is defined as a feeling of being threatened, frightened, or afraid of dealing with specific problems that may arise in the future.

2.2 Types of Anxiety

Types of anxiety divevd into three types:

1) State anxiety

State is anxiety that manifests when a person is put in a particular circumstance.

The feeling of unease that many people go through is referred to as normal anxiety. According to (Ormrod, 2011), state anxiety is a feeling of anxiety brought on by a threatening situation but experienced for only a brief period. An apprehensive or tense response to an outside stimulus brings this anxiety. This kind of worry can happen under various conditions, such as when an individual is under pressure. As a result, this anxiousness is not last. In other words, when the frightening scenario no longer presents, the sense of situational anxiety will vanish.

2) Trait Anxiety

Anxiety becomes more powerful and lasts longer in some circumstances. Trait anxiety is the name given to this type of anxiety. According to Ormrod (2011), trait

anxiety is a type of anxiety response even in non-threatening settings. This anxiety is ingrained in a person's personality and is tough to overcome. People with anxiety features are more likely than others to experience worry and feel threatened by items they perceive to be strange. Depending on the scenario, a person's propensity to feel worried or nervous is the nature of anxiety.

3) Specific Situation Anxiety

Specific-situation anxietyis a situation that arises due to some type of anxiety, it is generated by certain types of situations or events such as public speaking, exams, and class activities (Ellis, 1994). This situation can be summed up as an individual's tendency to feel anxious at certain times and situations. Situation-specific anxiety can be

seen as a subcategory of trait anxiety experienced in a particular context. Thus, language anxiety can be included in the anxiety of certain situations

2.3 Level of Anxiety

There are three levels of learning anxiety, from psychological aspect, anxiety is differentiated into three levels, they are High anxiety, moderate anxiety, and Low anxiety (Horwitz, 2001).

1. High Level of Anxiety

This is the highest level of anxiety. High anxiety is the feeling caused by the belief that something is different, which makes people feel that their surroundings are threatening them. This anxiety usually comes from the response of fear and distress. The characteristics of people with severe anxiety can be seen from their

behavior or feeling that they always want to be free, very anxious, agitated, confused, poor eye contact, withdrawal, denial, the need for increased space, shaking, and so on.

2. Moderate Anxiety

Moderate anxiety is a disturbing feeling caused by something different, which makes people with moderate anxiety nervous or agitated. The characteristics of people with moderate anxiety are the feelings of being uncomfortable, sensitive, unconsciousness, sound changes, sweating, headaches, and back pain.

3. Low Anxiety

Low anxiety is a feeling that something is different, and people with

mild anxiety require special attention. Low anxiety is associated with the tension of everyday life events. Characteristics of people with mild anxiety are unable to sit; still a little impatient; they tend to be alone, wrinkled faces, their lips tremble, and pulse and blood pressure increased.

B. Anxiety and English Language Learning

2.2 Foreign Language Anxiety

Language-related anxiety Performance is described using a certain phrase. It is usual to use the terms "language anxiety" and "foreign language anxiety" interchangeably. Anxiety related to studying a foreign language is known as foreign language anxiety. According to Brown (1991) as cited in (Asysyfa et al., 2019), foreign language anxiety is a sense of helplessness and intimidation

when learning a foreign language. When students are expected to perform in the target language, Gardner and MacIntyre wrote in Oxford (1999) as cited in (Sadiq, 2017), "it is the fear or dread that happens." (Horwizt al., 1986) also suggested a theoretical foundation for foreign language anxiety. As a result, foreign language anxiety manifests in communication apprehension, test anxiety, and the dread of receiving a poor evaluation.

A form of shyness known as "communication apprehension" is characterized by fear or uneasiness when speaking to others. According to Wrench et al., (2009), communication dread is a fear or anxiety associated with a meaningful conversation with other people. Because the human connection is the main focus in foreign language classes, communication issues are one of the elements that generate foreign language anxiety. Students must converse in the

target language in foreign language classes. Students have communication anxieties due to their inadequate skills in the target language. Students' anxieties about communication arise from their belief that they will have problems understanding others when speaking and listening.

Exam anxiety is intimately linked to foreign language anxiety since performance evaluations are frequently conducted in foreign language classes. According to Sarason, as quoted in Oxford, (1999), exam anxiety is a fear of the effects of not performing well on exams or other assessments. That is, worry arises as a result of assessing the circumstance. Students who suffer from exam anxiety might have negative experiences on past tests, worrying about failing the next. These students might also have a skewed view of foreign language acquisition.

The fear of receiving a negative evaluation is another anxiety related to learning a foreign language. According to Watson and Friend, cited in (Horwitz et al., 1986), the dread of negative assessment is a concern about other people's opinions and the belief that others will negatively evaluate oneself. Student often dread the criticism they might receive from their teachers or students when studying a foreign language. Horwitz et al., (1986)claim that anxiety related to learning a foreign language encompasses more than just performance anxiety concerning the setting of learning a foreign language. On the other hand, because of the peculiar nature of the language learning process, foreign language anxiety is a particular collection of self-perceptions, attitudes, feelings, and behaviors associated with language acquisition in the classroom.

According to the above definition, foreign language anxiety is a sensation of anxiety, nervousness, worry, and fear experienced by students learning a foreign language.

2.3 Foreign Language Classroom Anxiety (FLCA)

Horwitz et al. (1986) pioneered the specialized technique in FLCA (Foreign Language Classroom Anxiety). Horwitz used student comments regarding anxiety-inducing stimuli in the foreign language classroom, such as worries about failing tests, public speaking, and negative reactions from classmates and teachers (Horwitz et al., 1986). The FLCA is defined as a special complex of self-perceptions, attitudes, feelings, and actions related with classroom learning that derive from the peculiarity of the language learning process when all these Foreign Language anxiety-causing factors are taken into account. Then, Horwitz, (2010), asserted

that FLCA has "Multi-faced." The following circumstances are more likely to cause anxiety in anxious students: People who suffer from language anxiety exhibit the symptom of state anxiety when learning a new language. Since 1986, a large number of applied linguists have investigated language anxiety, aiming to uncover its relatively constant sources and ties to only student performance and achievement (Dewaele & Dewaele, 2020; Horwitz, 2010).

Furthermore, Horwitz and Cope (1986) proposed three conceptual foundational components of foreign language anxiety. According to Horwitz, foreign language anxiety appears in forms of anxiety such as: communication apprehension, test anxiety, and fear of negative evaluation.

1. Communication Apprehension

   Fear is a type of shyness characterized by fear or anxiety about communicating with other people. According to McCroskey J.C., as quoted in Jason S. Wrench (2014), communication fear is an individual's fear or anxiety related to real or anticipated communication with other people or people.

   Communication apprehension plays a large role in foreign language anxiety because interpersonal interactions are a major concern in foreign language classes. In a foreign language class, students are required to communicate in the target language by speaking and listening. Their limited ability in the target language can cause students to become afraid and

students become unable to understand what is being said or answer questions.

2. Test Anxiety

Performance or test evaluation is often carried out in foreign language classes, test anxiety is also closely related to discussions about foreign language anxiety. When someone is faced with a test situation, they feel afraid of failing the test. this is caused by anxiety about worrying about academic evaluation arising from fear of failure. Students may not be happy with the previous test experience, and this will lead to negative opinions about taking the test. Students who experience this type of performance anxiety will have difficulty facing tests or quizzes.

3. Fear of Negative Evaluation

Another anxiety related to learning a foreign language is the fear of negative evaluation. Watson and Friend, as quoted in Horwitz (1986), define fear of negative evaluation as worrying about other people's evaluations, avoiding evaluative situations, and expectations that other people will evaluate themselves negatively.

In the context of learning a foreign language, students tend to have a fear of negative evaluation both from the teacher as the only speaker in class and from their peers. However, Horwitz, and Cope (1986), believe that foreign language anxiety is not simply a combination of performance anxiety associated with the

context of learning a foreign language. They also propose that foreign language anxiety is a complex distinct from the self-perceptions, beliefs, feelings, and behaviors associated with language learning in the classroom that arise from the uniqueness of the language learning process.

Then, anxiety sometimes comes from classroom activities and methods related to teacher instructions and assignments. For example, speaking often appears as one of the anxiety triggers in a foreign language as the most anxiety-provoking experience.

Speaking activities easily cause anxiety, in speaking students try to communicate with limited abilities. They

also fear being evaluated negatively by teachers and peers who laugh at their shortcomings. This makes students afraid if they make mistakes and students choose to be silent or not talk much while studying.

C. The Impact of Foreign Language Anxiety

Uncomfortable feelings such as anxiety will interfere with students learning a foreign language. This greatly affects effort and student achievement. Students who seem anxious are more likely to think negatively and make more mistakes. Additionally, individuals must put more effort into completing a task since anxiety causes them to worry and disrupts their learning process.

Educators have long recognized anxiety as a potential issue in foreign language classrooms. Because anxiety impacts cognition processes, anxious learners will have

trouble learning their language. According to Ormrod (2011), anxiety can obstruct numerous areas of a student's cognitive development during the learning process. Anxious students may have difficulty paying attention, effectively processing information, retrieving information, and showing previously learned skills. In other words, debilitating anxiety about learning a foreign language is included in foreign language anxiety.

Young (1999) as cited in (Khattak et al., 2011), believes that anxiety can impact students' cognitive abilities. Based on Tobias' approach, he offered an input, processing, and output three-stage model of how anxiety affects learning through teaching. On the other hand, anxiety can impact students' cognitive abilities in any of the three stages. In other words, if anxiety affects cognitive function on one level, the information will not be sent to the next level.

Anxiety about learning a foreign language acts as a filter at the input stage, preventing certain information from

reaching the cognitive level. This corresponds to the well-known "affective filters" notion proposed by Krashen (2013) as cited in (Abukhattala, 2013). Anxiety can raise emotional filters and create "mental barriers" that prevent comprehensible input from reaching the brain. Anxious students, for example, may find it difficult to gather information about the rules of the language and terminology because anxiety affects their ability to think logically.

Anxiety can be used as a distraction. This causes students' attention to be drawn away from fully comprehending information. When students are worried, they learn less and cannot integrate new words, phrases, and syntax, or they may require a longer time to comprehend the lesson. The outcome of students' foreign language performance at the output stage may be influenced by anxiety. At this point, anxious students may not be able to exhibit what they have learned.

Furthermore, Oxford (1999) as cited in (Aida et al., 2020), demonstrates how worry harms students by instilling fear and self-doubt, decreasing participation, and promoting overt language avoidance. It also discovered that numerous aspects of language learning, such as language course grades, proficiency test performance, speaking and writing activities, self-confidence, and self-esteem in language learning, had a negative relationship with anxiety.

According to the preceding definition, foreign language anxiety can generally harm students' fluency in speaking and learning.

D. **The Factors that Contributing to Foreign Language Anxiety**

A variety of factors can cause anxiety. It could result from teacher instructions, assignments, classroom activities, or techniques. For example, speaking activities are regularly identified as a source of anxiety. Speaking a foreign language was the experience that, according to Horwitz and

Cope (1986) as cited in (Tran, 2012), produced the most anxiety. Conversely, Koch and Terrell found that the most nerve-wracking activities were oral games and oral presentations in front of the class, according to Oxford (1999). They also emphasize how challenging it may be to be asked for a verbal response.

Speaking is a stressful activity. Students attempt to communicate within their restricted abilities when speaking. They are also concerned about being harshly criticized by teachers and other students who point out their flaws. Furthermore, students frequently laugh at their classmates who make errors. Students may become fearful if they make a mistake due to this. They do not want to disgrace themselves in front of others. Thus, they prefer silence rather than speaking to improve their skills. According to Price, one of the most common sources of anxiety is the dread of being laughed at by others.

In addition, improper teaching practices, such as speaking too rapidly, can cause student anxiety. The inability to understand what is being said in class usually results in communication anxiety (Von Worde & Wörde, 2003). Harsh correction, humiliation, and unpleasant management of errors in front of the class, according to Oxford (1999), are among the most significant instructor-student interaction concerns connected to language anxiety. Excessive material expectations may also generate anxiety in students. They discovered that students in foreign language classrooms seemed stressed when they did not have time to comprehend the lesson due to abundant material.

Based on the abovementioned considerations, anxiety might occasionally emerge from the students. One of them would be their attitude toward language acquisition. Some pupils think learning a language is challenging because they have been conditioned to think it is challenging to acquire a second language. For instance, students think they should be

able to speak English fluently. On the other hand, thinks that mastering English is a difficult subject.

Language anxiety might develop as a result of such assumptions. Certain attitudes toward language learning also lead to classroom tension and frustration Horwitz et al., (1986)). This also demonstrates how anxiety can be caused by low self-esteem. Anxious students perceive their linguistic abilities are inferior to those of their friends. The majority of it stems from their educational experiences. Students will assume that learning a foreign language is difficult if they have a stressful learning experience. This conviction alone is enough to cast doubt on today's language learning. In the end, this frequently leads to students avoiding all aspects of language study, including class activities and tests. Thus, according to (Marwan, 2007), a key factor in student worry is a lack of preparedness. If students do not achieve satisfactory outcomes as a result of

their lack of preparation, they will become anxious and
fearful.

Here is the illustration of possible factors contributing to anxiety adapted from Worde (2003).
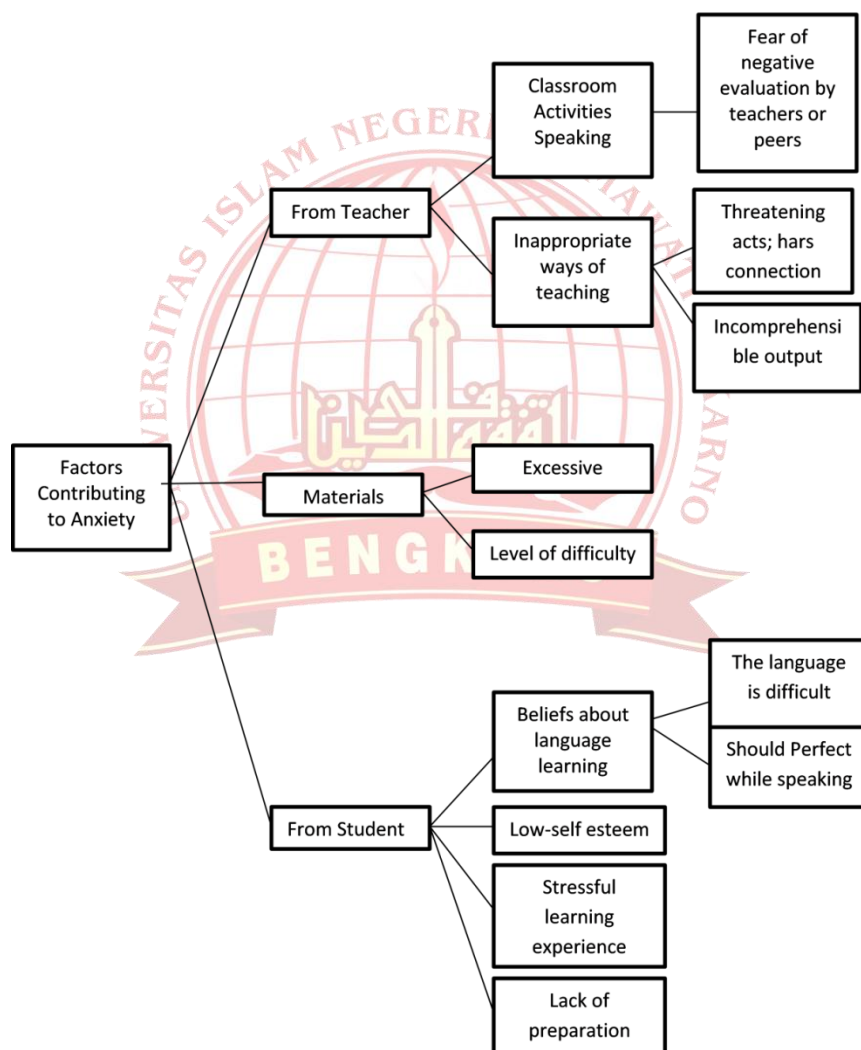
Figure 2. 1 Factor Contributing to Anxiety

E. ELT In Indonesian Islamic School

Language is one of the most important communication tools for human life. A human cannot communicate perfectly with other people without language. There are several languages in the world, one of which is English. English is used in various countries to communicate with others because English is an international language. Therefore, English is very important to learn in every school. English in Indonesia is studied as a compulsory foreign language subject that students learn from elementary to high school. This follows the provisions of the Ministry of Education and Culture of the Republic of Indonesia through Permendiknas No. 32 of 2013 from the previous curriculum, namely the Education Unit Level Curriculum (KTSP), to the next and most recent curriculum, named Curriculum 13 (Lisnawati et al., 2022). This curriculum requires every subject taught, including English in elementary to high school to apply a scientific approach.

Islamic-based schools in Indonesia generally integrate Islamic values into English language learning and adapt them to the applicable curriculum. According to (Hidayati, 2017), ELT in Indonesia must incorporate Islamic values and show that learning English does not pose a threat and negative influence on Indonesian culture in general and Islamic religious values in particular. the application of Islamic values to each subject in Islamic-based schools has a very significant influence on the daily activities of students (Astuti, 2019).

Hakim et al., (2022 p. 45) have conducted research at Al-Azhar 4 Islamic Junior High School. The school uses English learning books designed according to Islamic concepts and the applicable curriculum. The integration of Islamic values in learning English is expected to help students increase their faith and filter out foreign cultures that are not in accordance with Islamic law.

In integrating Islamic values into English language learning and adapting to the applicable curriculum, of course, there are obstacles faced by every teacher. This can happen because teachers do not make lesson plans following the components outlined in the 2013 curriculum, such as the formulation of learning objectives, indicators of student learning, and learning stages (Lisnawati et al., 2022). In order to overcome this challenge, teachers must be trained to make the right lesson plans through several pieces of training or workshops.

F. Previous Studies

Numerous researchers have investigated the subject of foreign language anxiety from several perspectives. According to word analysis, speaking activities, difficulty understanding, bad classroom experiences, fear of receiving a poor grade, native speakers, method, pedagogical

techniques, and the teacher was the main reasons for learning anxiety (Von Worde & Wörde, 2003)

In Iraq, (Ali & Anwar, 2021) looked into Erbil's Private University students who were worried about learning a new language. Investigating the aspects that influence students' language anxiety in learning English is the goal of this study. The fear of unfavorable assessments, communication apprehension, and exam anxiety were all examined utilizing quantitative research. The researcher acquired the necessary data by adapting and modifying a survey created by previous academics. The results of this study showed that students' fear of negative anxiety was connected to a higher level of anxiety when learning a language.

On the other hand, students' test anxiety was connected with a lower value among several other variables. The subject of this research and the approach are what distinguishes it from others with the same title. They

researched university students; in the meantime, the researcher will perform descriptive research on high school students using a qualitative approach.

In Turkey, Goskun & Tasgin (2018) conducted a survey that aimed to test students' anxiety and attitudes towards English courses. The study population consisted of students from state universities in Turkey. The sample consisted of 700 students who were determined by stratified sampling method. This study used the English language anxiety scale and the English language skill scale as instruments. the results of the study revealed that students with preparatory education had lower anxiety scores than students without preparatory education. It was found that first year students felt less anxious about English lessons than junior and senior students. It was also found that women's attitude scores towards English were higher than men's and new students had higher attitude scores towards English lessons.

Halder (2018) surveyed 266 class XI students from all higher secondary institutions in the Malda district of West Bengal. This study examines the relationship between class XI students from Malda District's English language anxiety and academic success. This study found significant inverse relationships between academic achievement and English language anxiety. This study's subject matter was high school students, making it comparable to the study the researcher will do. Nonetheless, what sets it apart is that it used a descriptive research method based on a normative survey. Meanwhile, the researcher will do the descriptive study with a qualitative method in his research.

Zheng & Cheng (2018) investigated the links between students' foreign language classroom anxiety and cognitive test anxiety and their College English Test Band 4 (CET-4) performance at South-Eastern University in China. A mixed-methods technique and a survey method were utilized in this investigation. The findings of this study

confirmed that anxiety during cognitive tests was a substantial negative predictor of linguistic achievement. The results of the interviews did not entirely support the associations discovered in the survey. In their university environments, whether in lectures or during testing scenarios, most students did not feel themselves to be highly anxious. The distinction between this study and the research conducted is that the researcher will utilize a descriptive method with a qualitative approach. High school students will be the subjects of the study.

Asma (2019) conducted a study that aimed to find out the causes of speaking anxiety in first semester English education students at the Muhammadiyah University of Makassar. This research method is a qualitative and quantitative descriptive method. A total of 24 students became the sample in this study. The results of this study indicate that most of the students there are 2 students 8.3% who experience anxiety levels, and the range of scores for

anxiety levels. There are 15 students 62.5% who experience a mild level of anxiety which means half of the respondents. There are 7 students 29.2% who have a relaxed level, and scores range from this level. In this study, there were no respondents who were very anxious and relaxed.

Based on (Agustin et al., 2019) research, which tried to find the elements that affect students' speaking fear in-class presentations. According to this study, the fear of receiving negative feedback influences the fourth-semester college students at the University of Bengkulu's speaking anxiety. This study covers the same ground as the last regarding student anxiety but focuses on students' fears of speaking English. The research subjects for this study are university students, while the research subjects for researchers to conduct are high school students.

G. Theoretical Framework

Anxiety is the human body's response to a situation that causes feelings of depression, anxiety, or worry. Carlson and Buskist (2007) as cited in (Juwitawati & Pratiwi, 2018), define anxiety as a state of fear in a person accompanied by physical symptoms, including palpitations, sweating, and abdominal pain. Foreign language anxiety is a feeling of resignation and frustration when learning a foreign language (Brown, 1991) cited in (Asysyfa et al., 2019) . Students will usually experience foreign language anxiety during the teaching and learning process. There are three types of anxiety, including:

1. Trait Anxiety

2. State Anxiety

3. Specific-situation Anxiety

Horwitz et al. (1986) pioneered the specialized technique in FLCA (Foreign Language Classroom Anxiety). Horwitz used student comments regarding anxiety-inducing

stimuli in the foreign language classroom, such as worries about failing tests, public speaking, and negative reactions from classmates and teachers.

1. Communication Apprehension
2. Test Anxiety
3. Fear of Negative Evaluation

There are factors that cause language anxiety, according to the (Von Worde & Wörde, 2003)

1. From the teacher
2. From Learning Materials
3. From Students

There are three levels of student learning anxiety, according to psychological aspects according to Horwitz (2001, p. 125-132), namely High Anxiety, Moderate Anxiety, and finally Low Anxiety. To measure the level of language anxiety in students, it will be measured using the FLCAS (Foreign Language Classroom Anxiety Scale) questionnaire developed by Horwitz et al., (1986).

In the following, the researcher presents the theoretical framework of this stage.
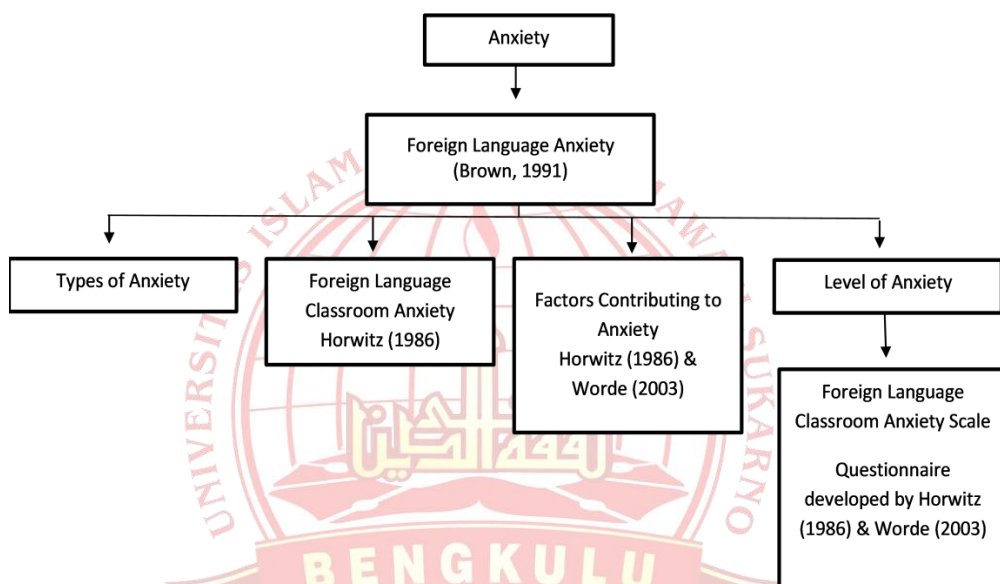
Figure 2. 2 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

In this section, the researcher explains the research design used, research instruments, research sites, population and sample, data collection and data analysis methods.

A. Design of The Research

The method of this research was a descriptive-quantitative method to answer the research question. The method used in this research is a descriptive method with a quantitative approach. The researcher chose this method to measure the level of language anxiety in students and describe the results of the data to be obtained. According to Sugiyono (2012, p. 13), quantitative data are a research method based on positivist (concrete data) research data in the form of numbers to be measured using statistics as a calculation test tool related to the problem being studied to produce a conclusion.

The descriptive method uses an instrument in the form of a questionnaire to collect data from groups or individuals (Donald Ary, et.al. 2018). Descriptive research allows researchers to summarize different groups' characteristics or measure their attitudes and opinions towards some problem. The main purpose of descriptive research is to describe the current state of affairs (Kothari, 2004). This study aims to measure students' language anxiety levels at SMAIT IQRA in Bengkulu City used a quantitative descriptive research method.

The researcher used FLCAS (Foreign Language Class Anxiety Scale), developed by Horwitz et al., (1986), to measure students' anxiety levels in learning a foreign language. The questions on the FLCAS questionnaire consist of 30 items developed from factors contributing to student anxiety by Von Worde & Wörde, (2003) and adapted from Horwitz (1986). Each question uses a 5-point Likert scale to assess respondents' anxiety in language classes, ranging from

1 (strongly disagree) to 5 (strongly agree). To make it easier for students to answer the questionnaire, the researcher had translated the questionnaire into Indonesian

B. Research Setting

1. Population

Population According to Sugiyono (2014, p. 117), Population is a generalized area of objects or subjects with certain qualities and characteristics determined by researchers to study and then draw conclusions. Meanwhile, according to Burham Bungin (2011, p. 101) as cited in Sugiyono (2012), the research population is the whole (universe) of the object of research which can be in the form of humans, animals, plants, air, symptoms, events, attitudes to life, so that these objects can be sources of information.

The Population of this study were the students of class XII IPA 1 and XII IPS 1 with total population of 180 students consisting of class XII IPA to XII IPS at SMAIT IQRA' Bengkulu Ci

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The Population of this study were the students of class XII IPA 1 and XII IPS 1 with total population of 180 students consisting of class XII IPA to XII IPS at SMAIT IQRA' Bengkulu City.

2. Sample

A sample is several members selected from the total population. According to (Sugiyono (2014, p. 32), the sample is part of the number and characteristics possessed by the population. Meanwhile, according to Sakaran (2011, p. 104), the sample is part of the population. In determining the research sample, the researcher used purposive sampling to determine the research sample. According to (Arikunto, 2006), purposive sampling is a technique of taking samples not based on random, regional, or strata but based on considerations that focus on certain goals.

Therefore, the researcher chose class of XII IPA 1 and XII IPS 1 as the sample of this study, which consisted of 52 students. The researcher chose this class as the study's sample, because the researcher had conducted pre-observation.

The researcher found that the students in this class showed symptoms of language anxiety. Therefore, this class chose as a research sample of this study.

3. Research Place

This research was conducted at SMAIT IQRA' Bengkulu city on October, 22nd-23rd 2022. SMAIT IQRA' is an Islamic-based private high school under the auspices of the Ministry of Education and Culture. This school is located on Merawan St, Sawah Lebar, Bengkulu City.

C. Data Sources and Data Collection Technique

To obtain data, the researcher used two questionnaires as a research instrument to measure the level of students' language anxiety and factor contributing to anxiety in class of XII IPA 1 and XII IPS 1 at SMAIT IQRA' Bengkulu city.

The students received two questionnaire. The first questionnaire was the FLCAS questionnaire adapted from Horwitz (1986) to measure students' anxiety levels and the second questionnaire was Factor Contributing to Anxiety developed from Worde (2003) to find out factors contributing to anxiety. The completed questionnaires were collected, and data from the each questionnaire were reviewed manually using a scale adapted from Oetings's Scale. To illustrate how participants' anxiety levels differ, the findings of the questionnaire analysis showed in the diagram.

1. **Questionnaires**

The word questionnaire comes from the Latin word questionnaire, which refers to a set of questions asked by a group of people in order to obtain data on a given topic. Questionnaires are more commonly used in research than other instruments because they allow researchers to acquire more data in less time and for less money than interviews or other methods.

The researcher used two questionnaires. The first was FLCAS (Foreign Language Class Anxiety Scale) adapted from Horwitz et al., (1986), to measure students' language anxiety levels. The FLCAS questionnaire consist of 33 items from three indicators of anxiety; test anxiety, communication apprehension, and fear of negative evaluation. Each items rated on a five-point Likert scale, with 1 strongly disagree and 5 strongly agree. As a result, if the points are added up by adding up the answer points for each statement, the student anxiety scale scores range from 33 - 165, then the respondent's anxiety level increases along with the increase in the total score.

The second questionnaire was Factor Contributing to Anxiety developed from Worde (2003), consisted of 30 questions to find out factors contributing to anxiety. The researcher chose this instrument because it was used to evaluate students' language learning anxiety in various settings. Questionnaire questions consist of 30 questions and

consist of 9 positive questions, and 21 negative questions. Each item rated on a five-point Likert scale, with 1 strongly disagree and 5 strongly agree.

Table 3. 1

Questionnaire of Factor Contributing to Anxiety Developed From Worde (2003)

Statements	Number of Questions	Total Item
Positive	2,10,15,17,19,21,22,24 and 25	9
Negative	1,3,4,5,6,7,8,9,11,12,13,14,16,18,20,23,26,27,28,29,30,	21
Total		30

The table below shows the item number of the questionnaire questions based on the factors that contribute to students' language

Table 3. 2 Number of Questions

Factor Contributing to Anxiety	Number of Question
Factor From Teacher	1,2,3,4,5,6,7,8,9,10
Factor From Materials	11,12,13,14,15,16,17,18,19,20
Factors From Students	21,22,23,24,25,26,27,28,29,30

The table below shows the indicators of FLCAS (Foreign Language Classroom Anxiety Scale) adapted from Horwitz (1986). The indocators consisted of test anxiety, communication apprehensive, and fear of negative evaluation. The total questions of FLCAS were thirty-three questions.

Table 3. 3 Indicator of FLCAS

NO	INDICATORS	SUB INDICATORS	NUMBER ITEM
1.	Test Anxiety	1. The students worry to make mistake 2. The students feel not enjoy in test 3. The students afraid if fail English class 4. The students feel more confuse if they study for test 5. The students feel English class make them more nervous than other class 6. The students feel not enjoy in English class	2, 8, 10, 21, 26, 28
2.	Communication Apprehensive	1. The students have low self-confident 2. The students feel fear if don't understand with what the teacher say 3. The students feel bother to take more English class 4. The students feel not focus in English class 5. The students feel don't care about English classes 6. The students feel nervous and forget all 7. The students feel embarrasses to answer the question 8. The students feel nervous to speak with native 9. The students feel upset if don't understand with what the teacher correction 10. The students feel anxiety for English class 11. The students feel like want to pass English class 12. The students have low self-confident 13. The students feel heart pounding when the teacher call 14. The students feel the pressure to prepare well for language classes. 15. The students feel not enjoy to speak to the other 16. The students worry will be left behind from other students 17. The students feel nervous and confuse to speak 18. The students feel nervous if don't understand with what the teacher say 19. The students feel there are many rules in learning English 20. The students feel not enjoy around native 21. The students feel nervous if teacher ask the question that not ask yet	1, 4, 5, 6, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 24, 25, 27, 29, 30, 32, 33
3.	Fear of Negative Evaluation	1. The students feel tremble 2. The students think their friend better than their 3. The students feel panic if they have no preparation before 4. The students feel afraid if teacher ready to correct their mistake 5. The students feel the other students have better speaking than their 6. The students feel fear if other student will laugh at them	3, 7, 9, 19, 23, 31

The table below shows the indicators of factor contributing to anxiety developed from Worde (2003) . The aspects contributing to anxiety were factor from teacher, factor from material, and factor from student.

Table 3. 4 Indicator of Factor Contributing to Anxiety

NO	ASPECTS	INDICATORS	SUB INDICATORS	NUMBER ITEM
1.	Factor From Teacher	Classroom Activities Speaking	1. The teacher ask to speak in front of the class 2. Worried about negative evaluation 3. Students are afraid when they speak English	1, 5, 2, 3, 4
		Inappropriate ways of teaching	1. The way teacher explains the material 2. The teaching method used by the teacher 3. Threatening Act from English Teacher	6, 7, 8,9,10
2.	Factor From Material	Excessive Material	1. Giving too much material 2. The material provided is not as appropriate as in the book	10,13,20, 11,
		Level of Difficulty	1. Hard to understand the material 2. Difficult material 3. Exam material	12, 15, 17,18,16,19, 14
3.	Factor From Student	Beliefs About Language Learning	1. The language is difficult 2. Feel worry when learning English	22, 25, 21
		Low-self Esteem	1. Embarrassed to ask 2. Worry to get a low score 3. Teaching time 4. Not Comfortable when Learning English	29,30, 28, 23, 24
		Stressful Learning Experience	1. Stressful learning makes student nervous	26
		Lack of Preparation	1. Students don't concentrate	27

2. Validity and Reliability of Questionnaire

a) Validity test

According to Sudjana & Ibrahim (2004, p. 12), the validity test is the assessment tool's accuracy for the concept being assessed so that it can assess what

should be assessed. Ghozali (2009) states that the validity test is used to measure the validity or validity of a questionnaire. According to (Brown, 2004), there are five kinds of test validity: content validity, criterion validity, construct validity, consequential validity, and facial validity. In this study, the researcher used construct validity to measure the questionnaire about students' foreign language anxiety.

Construct validity is concerned with how far the test items can measure what is really about to be measured in accordance with a specific concept or conceptual definition set. Construct validity can measure attitudes, self-concept interest, control focus, leadership style, achievement motivation, or maximum performance, such as instruments

to measure talent (aptitude test), intellectual intelligence, emotion, and others.

The researcher used a foreign language anxiety class scale instrument. Many researchers have used this instrument. Based on the reliability and validity test by Horwitz et al., (1986), the result is that the scale has shown internal reliability, reaching an alpha coefficient of 0.93, with all items producing a significantly corrected item-total scale correlation. The eight-week retest-test reliability yielded r = .83 (p < .001), the questionnaire items were also valid for foreign language anxiety.

b) Reliability Test

Sugiyono, (2017, p. 130) states that the reliability test is the extent to which the measurement results using the same object

will produce the same data. According to (Creswell, 2012), reliability means an instrument's score is stable and consistent. The reliability is to measure the consistency and quality of the questionnaire scores. To find out whether the questionnaire is reliable or not, there is a table of reliability test categories used in determining the level of reliability of the test.

Table 3. 5 The Level of Acceptable Reliability

The Level of Acceptable Reliability (Cohen et.al., 2007)	
Reliability	**Validity**
>0.90	Very High
0.80-0.90	High
0.70-0.79	Reliable
0.60-0.69	Minimally
<0.60	Unacceptable low

In the previous study, the alpha coefficient was 0.93, and all total items were significantly correlated. This value is higher than the standard Cronbach's alpha or the acceptable reliability standard of 0.60. So it can be concluded that the questionnaire is reliable and valid.

D. Data Analysis

Data analysis is required to answer the research questions. It discusses the level of students' anxiety when learning English. In the Foreign Language Classroom Anxiety (FLCAS) Questionnaire, statements consist of three aspects of language anxiety according to Horwitz (1986); test anxiety, communication apprehension, fear of negative evaluation. The FLCAS Statement consists of thirty three items using likert's score from 1-5 varied from "Strongly Disagree" to "Strongly Agree"

In the questionnaire of factor contributing to anxiety developed from Worde (2003), consist of thirty items and had 9 positive statements and 21 negative statements. The responses to the positive statement scale, which included a scale from 1 to 5, varied from "Strongly Agree" to "Strongly Disagree." The negative remark was scored from 5 to 1, with responses ranging from "Strongly Agree" to "Strongly Disagree."

1) Arrange the Data

   The FLCAS questionnaire was adapted from Horwitz (1986) and the questionnaire of factor contributing to anxiety were structured based on factors that contribute to students' language anxiety from Worde (2003).

2) Calculate the Data

   The researcher calculated the score of the questionnaire by using a Likert scale summation score. The researchers add up the scores for each

individual by entering data into the table using Microsoft Excel, then the data displayed in the form of a table that has been categorized based on the level of foreign language anxiety experienced by each respondent. Then the researcher also used SPSS 25 to calculated all the data to find out the minimum-maxium score, percentage, frequency, mean, and standard deviation.

Table 3. 6 Likert's Scoring Table Horwitz et al. (1986)

Statement	Scoring				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

3) Categorize the Data

After adding up the results of the questionnaire scores, the researcher classified the scores into three categories of language anxiety levels, according to Horwitz (2000, p. 125-132):

low level of language anxiety, moderate level of

language anxiety , and a high level of language

anxiety.

Table 3. 7 FLCAS Anxiety Scale Adapted from Horwitz (1986)

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

In addition, researchers used SPSS 25 to

determine the percentage and average value, the

researcher use the formula:

$$P = \frac{f}{N} x\ 100\%$$

P (Percentage)

f (Frequency)

N (Number of Sample).

The formula of average value:

$$Mx = \frac{Xmin}{Xmax} \; x \; 100\%$$

Mx (mean/average)

Xmin/Xmax (total score minimal/maximal)

CHAPTER IV

FINDINGS AND DISCUSSION

In this section, the researcher presented the findings of the research and also discuss the answers to the research questions. The researcher obtained data using the Foreign Language Classroom Anxiety Scale (FLCAS) Questionnaire and Factor Contributing to Anxiety Questionnaire.

A. Findings

This research was conducted by the researcher to identify the level of students' anxiety in learning English used FLCAS (Foreign Language Classroom Anxiety Scale) which adapted from Horwitz et al., (1986) and Factor Contributing to Anxiety Questionnaire at SMAIT IQRA' Bengkulu City.

The FLCAS questionnaire consist of 33 questions and the questionnaire of factor contributing to anxiety consist of 30 questions and was developed from factors contributing to

language anxiety in students based on the results of Von Worde & Wörde (2003) research. The data from the questionnaire were gained from 52 third-grade students at SMAIT IQRA' Kota Bengkulu.

1. **The Level of Students' Language Anxiety in Learning English**

   The following is data taken from fifty-two respondents who filled out the FLCAS questionnaire adapted from Horwitz (1986) which consists of thirty-three questions, and has been calculated and categorized into the level of student anxiety in learning English based on the total score of each respondent's questionnaire. The results of the questionnaire can be seen in Appendix III

Table 4. 1 The Level of Students' Language Anxiety

Level of Students' Anxiety

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Anxious	14	26.9	26.9	26.9
	Anxious	18	34.6	34.6	61.5
	Mildly Anxious	15	28.8	28.8	90.4
	Relaxed	5	9.6	9.6	100.0
	Total	52	100.0	100.0	

Table 3. 8 Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Level of Anxiety	52	66	158	111.90	21.396
Valid N (listwise)	52				

The graph below is a percentage of the level of students' language anxiety :
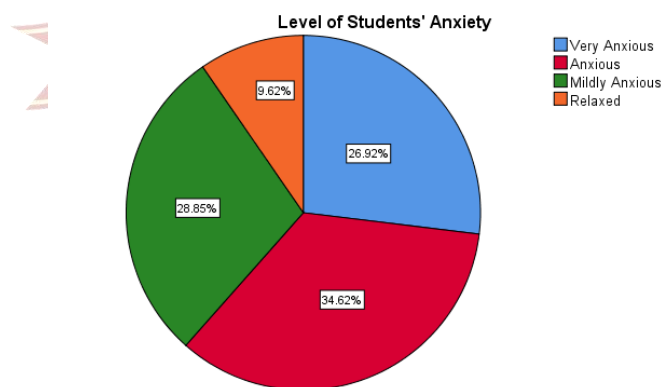
Figure 4. 1 Level of Students' Anxiety

Based on the display of data from Table 4.2 and Figure 4.2 above, the majority of students experience language anxiety at a Anxious Level of 34.62% or as many as 18 respondents with a score range of 108-123. Then followed by students who experience a Mildly Anxious Level of 28.85% or as many as 15 respondents with a score range of 87-107. The third high level was Very Anxious Level of 26.92% with the total respondents were 14 respondents with score range 124-165. The lowest level was Relaxed Level of 9.62% or as many as 5 respondents with a score range 66-86.

2. **The Result of Factor Contributing to Anxiety Questionnaire**

The researcher used the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire adapted from Von Worde & Wörde, (2003) and

Horwitz (1986) which consisted of thirty questions from each factor that influences language anxiety in students:

Table 4. 2 Number of Questionnaire

Factor Contributing to Anxiety	Number of Question	Result
Factor From Teacher	1,2,3,4,5,6,7,8,9,10	29%
Factor From Materials	11,12,13,14,15,16,17,18,19,20	36%
Factors From Students	21,22,23,24,25,26,27,28,29,30	35%

The table below shows the results of the percentage of answers from fifty-two respondents who filled out a questionnaire of thirty questions based on five answer choices, namely strongly disagree, disagree, neutral, agree, and strongly agree.

Table 4. 3 Question Number 1

I trembled when I knew I was asked to speak English in front of the class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	13.5	13.5	13.5
	Disagree	20	38.5	38.5	51.9
	Neutral	17	32.7	32.7	84.6
	Agree	8	15.4	15.4	100.0
	Total	52	100.0	100.0	

Table 4.4 showed that 7 students (13.5%) choosed "Strongly Disagree", 20 students (38,5%) choosed "Disagree", 17 students (32.7%) choosed "Neutral", and 8 students (15.4%) choosed "Agree". It can be concluded that several students disagree that they trembled when the teacher ask the student to speak English in front of the class.

Table 4. 4 Question Number 2

I will not be nervous when I have to speak English with the teacher or other people

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	7.7	7.7	7.7
	Disagree	14	26.9	26.9	34.6
	Neutral	21	40.4	40.4	75.0
	Agree	11	21.2	21.2	96.2
	Strongly Agree	2	3.8	3.8	100.0
	Total	52	100.0	100.0	

Table 4.5 showed that 4 students (17.7%) choosed "Strongly Disagree", 14 students (26.9%) choosed "Disagree", 21 students (21%) choosed "Neutral", and 11 students (21.2%) choosed "Agree" and 2 students (3.8%) choosed "Strongly Agree". It can be concluded that several students has balance that they will not be nervous when they have to speak English with the teacher or other people.

Table 4. 5 Question Number 3

I start to panic when the English teacher always ask me to answer the questions from the teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	23.1	23.1	23.1
	Disagree	12	23.1	23.1	46.2
	Neutral	16	30.8	30.8	76.9
	Agree	11	21.2	21.2	98.1
	Strongly Agree	1	1.9	1.9	100.0
	Total	52	100.0	100.0	

Table 4.6 showed that 12 students (23.1%) choosed "Strongly Disagree", 12 students (23.1%) choosed "Disagree", 16 students (30.8%) choosed "Neutral", and 11 students (21.2%) choosed "Agree" and 1 student (1.9%) choosed "Strongly Agree". Therefore, it can be concluded that several students has balance that they start to panic when the English teacher always ask me to answer the questions from the teacher.

Table 4. 6 Question Number 4

I feel shaking when the teacher asks me to repeat what the teacher explained in English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	11.5	11.5	11.5
	Disagree	17	32.7	32.7	44.2
	Neutral	21	40.4	40.4	84.6
	Agree	8	15.4	15.4	100.0
	Total	52	100.0	100.0	

Table 4.7 showed that 6 students (11.5%) choosed "Strongly Agree", 17 students (32.7%) choosed "Disagree", 21 students (340.4%) choosed "Neutral", and 8 students (15.4%) choosed "Agree". Therefore, it can be concluded that several students has balance that they feel shaking when the teacher asks me to repeat what the teacher explained in English.

Table 4. 7 Question Number 5

I'm embarrassed if my classmates will laugh at me when I speak English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	17.3	17.3	17.3
	Disagree	23	44.2	44.2	61.5
	Neutral	11	21.2	21.2	82.7
	Agree	7	13.5	13.5	96.2
	Strongly Agree	2	3.8	3.8	100.0
	Total	52	100.0	100.0	

Table 4.8 showed that 9 students (17.3 %) choosed "Strongly Disagree", 23 students (44.2%) choosed "Disagree", 11 students (21.2%) choosed "Neutral", and 7 students (13.5%) choosed "Agree" and 2 students (3.8%) choosed "Strongly Agree". Therefore, it can be concluded that several students disagree that they embarrassed if their classmates will laugh at them when they speak English.

Table 4. 8 Question Number 6

I can't understand the way the English teacher explains the material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	14	26.9	26.9	26.9
	Disagree	21	40.4	40.4	67.3
	Neutral	13	25.0	25.0	92.3
	Agree	2	3.8	3.8	96.2
	Strongly Agree	2	3.8	3.8	100.0
	Total	52	100.0	100.0	

Table 4.9 showed that 14 students (26.9 %) choosed "Strongly Disagree", 21 students (40.4%) choosed "Disagree", 13 students (25%) choosed "Neutral", and 2 students (3.8%) choosed "Agree" and 2 students (3.8%) choosed "Strongly Agree". Therefore, it can be concluded that several students disagree that they can't understand the way the English teacher explains the material.

Table 4. 9 Question Number 7

The English teacher uses a teaching method that makes me bored

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	17.3	17.3	17.3
	Disagree	16	30.8	30.8	48.1
	Neutral	16	30.8	30.8	78.8
	Agree	11	21.2	21.2	100.0
	Total	52	100.0	100.0	

Table 4.10 showed that 9 students (17.3 %) choosed "Strongly Disagree", 16 students (30.8%) choosed "Disagree", 16 students (30.8%) choosed "Neutral", and 11 students (21.2%) choosed "Agree". Therefore, it can be concluded that several students has balance that the English teacher uses a teaching method that makes students bored.

Table 4. 10 Question Number 8

I feel afraid to learn English because I was treated badly by my teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	29	55.8	55.8	55.8
	Disagree	18	34.6	34.6	90.4
	Neutral	3	5.8	5.8	96.2
	Agree	2	3.8	3.8	100.0
	Total	52	100.0	100.0	

Table 4.11 showed that 29 students (55.8 %) choosed "Strongly Disagree", 18 students (34.6%) choosed "Disagree", 3 students (5.8%) choosed "Neutral", and 2 students (3.8%) choosed "Agree". Therefore, it can be concluded that several students strongly disagree that they feel afraid to learn English because they was treated badly by their teacher.

Table 4. 11 Question Number 9

The English teacher will punish if I can't answer the questions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	21	40.4	40.4	40.4
	Disagree	20	38.5	38.5	78.8
	Neutral	7	13.5	13.5	92.3
	Agree	4	7.7	7.7	100.0
	Total	52	100.0	100.0	

Table 4.12 showed that 21 students (40.4 %) choosed "Strongly Disagree", 20 students (38.5%) choosed "Disagree", 7 students (13.5%) choosed "Neutral", and 4 students (7.7%) choosed "Agree". Therefore, it can be concluded that several students strongly disagree that the English teacher will punish if they can't answer the questions.

Table 4. 12 Question Number 10

English teacher explains the material using a very easy way to understand and makes me feel comfortable while learning English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	19.2	19.2	19.2
	Disagree	23	44.2	44.2	63.5
	Neutral	13	25.0	25.0	88.5
	Agree	5	9.6	9.6	98.1
	Strongly Agree	1	1.9	1.9	100.0
	Total	52	100.0	100.0	

Table 4.13 showed that 10 students (19.2 %) choosed "Strongly Disagree", 23 students (44.2%) choosed "Disagree", 13 students (25%) choosed "Neutral", and 5 students (9.6%) choosed "Agree" and 1 student (1.9%) choosed "Strongly Agree". Therefore, it can be concluded that several students disagree the English teacher explains the material using a very easy way to understand and makes students feel comfortable while learning English.

Table 4. 13 Question Number 11

I feel confused because there is a lot of English material to be learned

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.8	3.8	3.8
	Disagree	15	28.8	28.8	32.7
	Neutral	21	40.4	40.4	73.1
	Agree	14	26.9	26.9	100.0
	Total	52	100.0	100.0	

Table 4.14 showed that 2 students (3.8 %) choosed "Strongly Disagree", 15 students (28.5%) choosed "Disagree", 21 students (40.4%) choosed "Neutral", and 14 students (26.9%) choosed "Agree". Therefore, it can be concluded that several students has balance that they feel confused because there is a lot of English material to be learned.

Table 4. 14 Question Number 12

Sometimes I don't understand the material given because the material is very difficult

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	15	28.8	28.8	28.8
	Neutral	17	32.7	32.7	61.5
	Agree	18	34.6	34.6	96.2
	Strongly Agree	2	3.8	3.8	100.0
	Total	52	100.0	100.0	

Table 4.15 showed that 15 students (28.8%) choosed "Disagree", 17 students (32.7%) choosed "Neutral", and 18 students (34.6%) choosed "Agree" and 2 students (3.8%) choosed "Strongly Agree". Therefore, it can be concluded that several students has balance that Sometimes they don't understand the material given because the material is very difficult.

Table 4. 15 Question Number 13

**The material that the English teacher explains is not in accordance
with the material in the book**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	11.5	11.5	11.5
	Disagree	20	38.5	38.5	50.0
	Neutral	22	42.3	42.3	92.3
	Agree	3	5.8	5.8	98.1
	Strongly Agree	1	1.9	1.9	100.0
	Total	52	100.0	100.0	

Table 4.16 showed that 6 students (11.5 %) choosed "Strongly Disagree", 20 students (38.5%) choosed "Disagree", 22 students (42.3%) choosed "Neutral", and 3 students (5.8%) choosed "Agree" and 1 student (1.9%) choosed "Strongly Agree". Therefore, it can be concluded that several students has balance that the material that the English teacher explains is not in accordance with the material in the book.

Table 4. 16 Question Number 14

I'm worried if the material I don't understand will come out in the exam questions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	11	21.2	21.2	21.2
	Neutral	6	11.5	11.5	32.7
	Agree	27	51.9	51.9	84.6
	Strongly Agree	8	15.4	15.4	100.0
	Total	52	100.0	100.0	

Table 4.17 showed that 11 students (21.2%) choosed "Disagree", 6 students (11.5%) choosed "Neutral", and 27 students (51.9%) choosed "Agree" and 8 students (15.4%) choosed "Strongly Agree". Therefore, it can be concluded that several students has balance that they are worried if the material they don't understand will come out in the exam questions.

Table 4. 17 Question Number 15

I feel confident when answering questions from the English teacher in front of the class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.9	1.9	1.9
	Disagree	18	34.6	34.6	36.5
	Neutral	25	48.1	48.1	84.6
	Agree	6	11.5	11.5	96.2
	Strongly Agree	2	3.8	3.8	100.0
	Total	52	100.0	100.0	

Table 4.18 showed that 1 students (1.9 %) choosed "Strongly Disagree", 18 students (34.6%) choosed "Disagree", 25 students (48.1%) choosed "Neutral", and 6 students (11.5%) choosed "Agree" and 2 student (3.8%) choosed "Strongly Agree". Therefore, it can be concluded that several students has balance that they feel confident when answering questions from the English teacher in front of the class.

Table 4. 18 Question Number 16

I become anxious when I have to present the material taught by the teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.9	1.9	1.9
	Disagree	24	46.2	46.2	48.1
	Neutral	19	36.5	36.5	84.6
	Agree	7	13.5	13.5	98.1
	Strongly Agree	1	1.9	1.9	100.0
	Total	52	100.0	100.0	

Table 4.20 showed that 1 students (1.9 %) choosed "Strongly Disagree", 24 students (46.2%) choosed "Disagree", 19 students (36.5%) choosed "Neutral", and 7 students (13.5%) choosed "Agree" and 1 student (1.9%) choosed "Strongly Agree". Therefore, it can be concluded that several disagree that they become anxious when they have to present the material taught by the teacher.

Table 4. 19 Question Number 17

I don't understand why some of my friends get confused during English lessons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.9	1.9	1.9
	Disagree	15	28.8	28.8	30.8
	Neutral	20	38.5	38.5	69.2
	Agree	12	23.1	23.1	92.3
	Strongly Agree	4	7.7	7.7	100.0
	Total	52	100.0	100.0	

Table 4.21 showed that 1 students (1.9 %) choosed "Strongly Disagree", 15 students (28.8%) choosed "Disagree", 20 students (38.5%) choosed "Neutral", and 12 students (23.1%) choosed "Agree" and 4 student (7.7%) choosed "Strongly Agree". Therefore, it can be concluded that several has balance that they don't understand why some of their friends get confused during English lessons.

Table 4. 20 Question Number 18

The English teacher does not use learning media that makes me interested in learning the material

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	18	34.6	34.6	34.6
	Neutral	15	28.8	28.8	63.5
	Agree	12	23.1	23.1	86.5
	Strongly Agree	7	13.5	13.5	100.0
	Total	52	100.0	100.0	

Table 4.22 showed that 18 students (34.6%) choosed "Disagree", 15 students (28.8%) choosed "Neutral", and 12 students (23.1%) choosed "Agree" and 7 students (13.5%) choosed "Strongly Agree". Therefore, it can be concluded that several students disagree that the English teacher does not use learning media that makes me interested in learning the material.

Table 4. 21 Question Number 19

I feel the material taught is very easy to understand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	9.6	9.6	9.6
	Disagree	17	32.7	32.7	42.3
	Neutral	26	50.0	50.0	92.3
	Agree	4	7.7	7.7	100.0
	Total	52	100.0	100.0	

Table 4.23 showed that 5 students (9.6%) choosed "Strongly Disagree", 17 students (32.7%) choosed "Disagree", 26 students (50%) choosed "Neutral", and 4 students (7.7%) choosed "Agree". Therefore, it can be concluded that several has balance that they feel the material taught is very easy to understand.

Table 4. 22 Question Number 20

I feel bored when the teacher always explains the material that has been studied

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	5.8	5.8	5.8
	Disagree	24	46.2	46.2	51.9
	Neutral	18	34.6	34.6	86.5
	Agree	6	11.5	11.5	98.1
	Strongly Agree	1	1.9	1.9	100.0
	Total	52	100.0	100.0	

Table 4.24 showed that 3 students (5.8 %) choosed "Strongly Disagree", 24 students (46.2%) choosed "Disagree", 18 students (34.6%) choosed "Neutral", and 6 students (11.5%) choosed "Agree" and 1 student (11.5%) choosed "Strongly Agree". Therefore, it can be concluded that several students disagree that feel bored when the teacher always explains the material that has been studied.

Table 4. 23 Question Number 21

I'm not worried if I make mistakes while learning English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	7.7	7.7	7.7
	Disagree	15	28.8	28.8	36.5
	Neutral	13	25.0	25.0	61.5
	Agree	19	36.5	36.5	98.1
	Strongly Agree	1	1.9	1.9	100.0
	Total	52	100.0	100.0	

Table 4.25 showed that 4 students (7.7 %) chosen "Strongly Disagree", 15 students (28.2%) chosen "Disagree", 13 students (25%) chosen "Neutral", and 19 students (36.5%) chosen "Agree" and 1 student (1.9%) chosen "Strongly Agree". Therefore, it can be concluded that several students agree that they are not worried if I make mistakes while learning English.

Table 4. 24 Question Number 22

I can feel comfortable when doing English tests or exams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	5.8	5.8	5.8
	Disagree	20	38.5	38.5	44.2
	Neutral	18	34.6	34.6	78.8
	Agree	9	17.3	17.3	96.2
	Strongly Agree	2	3.8	3.8	100.0
	Total	52	100.0	100.0	

Table 4.26 showed that 3 students (5.8 %) choosed "Strongly Disagree", 20 students (38.5%) choosed "Disagree", 18 students (34.6%) choosed "Neutral", and 9 students (17.3%) choosed "Agree" and 2 students (3.8%) choosed "Strongly Agree". Therefore, it can be concluded that several students disagree that they can feel comfortable when doing English tests or exams.

98

Table 4. 25 Question Number 23

English lessons go so fast that it makes me worry about falling behind

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.8	3.8	3.8
	Disagree	22	42.3	42.3	46.2
	Neutral	18	34.6	34.6	80.8
	Agree	8	15.4	15.4	96.2
	Strongly Agree	2	3.8	3.8	100.0
	Total	52	100.0	100.0	

Table 4.27 showed that 2 students (3.8 %) choosed "Strongly Disagree", 22 students (42.3%) choosed "Disagree", 18 students (34.6%) choosed "Neutral", and 8 students (15.4%) choosed "Agree" and 2 students (3.8%) choosed "Strongly Agree". Therefore, it can be concluded that several students disagree that the English lessons go so fast that it makes me worry about falling behind.

Table 4. 26 Question Number 24

Before English lessons start, I feel confident and relaxed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	7.7	7.7	7.7
	Disagree	25	48.1	48.1	55.8
	Neutral	18	34.6	34.6	90.4
	Agree	4	7.7	7.7	98.1
	Strongly Agree	1	1.9	1.9	100.0
	Total	52	100.0	100.0	

Table 4.28 showed that 4 students (7.7 %) choosed "Strongly Disagree", 25 students (48.1%) choosed "Disagree", 18 students (34.6%) choosed "Neutral", and 4 students (7.7%) choosed "Agree" and 1 student (1.9%) choosed "Strongly Agree". Therefore, it can be concluded that several students disagree that before English lessons start, the students feel confident and relaxed.

Table 4. 27 Question Number 25

I feel more comfortable if the English teacher speaks in English instead of Indonesian

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	5.8	5.8	5.8
	Disagree	11	21.2	21.2	26.9
	Neutral	25	48.1	48.1	75.0
	Agree	12	23.1	23.1	98.1
	Strongly Agree	1	1.9	1.9	100.0
	Total	52	100.0	100.0	

Table 4.29 showed that 3 students (5.8 %) choosed "Strongly Disagree", 11 students (21.2%) choosed "Disagree", 25 students (48.1%) choosed "Neutral", and 12 students (23.1%) choosed "Agree" and 1 student (1.9%) choosed "Strongly Agree". Therefore, it can be concluded that several students has balance that they feel more comfortable if the English teacher speaks in English instead of Indonesian.

Table 4. 28 Question Number 26

During English lessons, I was so nervous and I forgot what I knew

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	11.5	11.5	11.5
	Disagree	19	36.5	36.5	48.1
	Neutral	20	38.5	38.5	86.5
	Agree	7	13.5	13.5	100.0
	Total	52	100.0	100.0	

Table 4.30 showed that 7 students (11.5 %) choosed "Strongly Disagree", 19 students (36.5%) choosed "Disagree", 20 students (38.5%) choosed "Neutral", and 7 students (13.5%) choosed "Agree". Therefore, it can be concluded that several students has balance that during English lessons, students was so nervous and they forgot what they knew.

Table 4. 29 Question Number 27

When learning English, I think about things that are not related to the lesson

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	3.8	3.8	3.8
	Disagree	11	21.2	21.2	25.0
	Neutral	29	55.8	55.8	80.8
	Agree	7	13.5	13.5	94.2
	Strongly Agree	3	5.8	5.8	100.0
	Total	52	100.0	100.0	

Table 4.31 showed that 2 students (3.8 %) choosed "Strongly Disagree", 11 students (21.2%) choosed "Disagree", 29 students (55.8%) choosed "Neutral", and 7 students (13.5%) choosed "Agree" and 3 students (5.8%) choosed "Strongly Agree". Therefore, it can be concluded that several students has balance that when learning English, they think about things that are not related to the lesson.

Table 4. 30 Question Number 28

I'm worried if I get an English exam with a low score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.9	1.9	1.9
	Disagree	7	13.5	13.5	15.4
	Neutral	12	23.1	23.1	38.5
	Agree	18	34.6	34.6	73.1
	Strongly Agree	14	26.9	26.9	100.0
	Total	52	100.0	100.0	

Table 4.32 showed that 1 student (1.9 %) choosed "Strongly Disagree", 7 students (13.5%) choosed "Disagree", 12 students (23.1%) choosed "Neutral", and 18 students (34.6%) choosed "Agree" and 14 students (26.9%) choosed "Strongly Agree". Therefore, it can be concluded that several students agree that they are worried if they get an English exam with a low score.

Table 4. 31 Question Number 29

I don't dare to ask the English teacher about the material I don't understand

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	7.7	7.7	7.7
	Disagree	29	55.8	55.8	63.5
	Neutral	13	25.0	25.0	88.5
	Agree	6	11.5	11.5	100.0
	Total	52	100.0	100.0	

Table 4.33 showed that 4 students (7.7%) choosed "Strongly Disagree", 29 students (55.8%) choosed "Disagree", 13 students (25%) choosed "Neutral", and 6 students (11.5%) choosed "Agree". Therefore, it can be concluded that several students disagree that they don't dare to ask the English teacher about the material thety don't understand.

Table 4. 32 Question Number 30

I feel embarrassed to answer questions during English class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	13.5	13.5	13.5
	Disagree	16	30.8	30.8	44.2
	Neutral	21	40.4	40.4	84.6
	Agree	8	15.4	15.4	100.0
	Total	52	100.0	100.0	

Table 4.34 showed that 7 students (13.5%) choosed "Strongly Disagree", 16 students (30.8%) choosed "Disagree", 21 students (40.4%) choosed "Neutral", and 8 students (15.4%) choosed "Agree". Therefore, it can be concluded that several students has balance that they feel embarrassed to answer questions during English class.

As the researcher explained in the previous chapter, there are three factors that influence language anxiety in students in learning English according to Von Worde & Wörde (2003), including factor from teacher, factor from materials and factor from students:

1) Factors From Teacher

Factor from the teacher consisted of two aspects, classroom activities and inappropriate ways of teaching. Inappropriate teacher teaching methods can affect student learning anxiety. In learning English, the teacher usually focuses more on the theory in the textbook than in practice such as learning to speak English. Another inappropriate way of teaching the teacher is threatening actions and harsh connection which greatly affects the psychology of students, causing anxiety and fear of the students and also afraid to learn.

2) Factors From Material

Factors from the materials consisted of two aspects, excessive and level of difficulty. Excessive provision of learning material can make students bored and even do not understand the material being studied. Before giving new material, the teacher

should provide a re-explanation and test students' understanding of the material. The difficulty level of the material must also be paid attention to by the teacher and adjusted to the student's level so that students do not feel confused during the learning process.

3) Factors From Student

Factors from students consist of four aspects, beliefs about language learning, low self-esteem, stressful learning experiences and lack of preparation. Students' beliefs in learning English generally assume that learning a foreign language, especially English, is a difficult thing to learn. Students think that in speaking English they are required to be perfect and not make pronunciation mistakes when speaking English. In addition, students' lack of self-confidence also has an impact on students' learning. Fear of being laughed at by classmates when making mistakes is

one of the reasons students become insecure about learning or speaking English.

The chart below shows the percentage of each factor that contributes to the students' anxiety in learning English based on the results of the respondents' answers to the questionnaire.

FACTOR CONTRIBUTING TO ANXIETY

Teacher
Materials
Student

34.91%   29.05%

36.04%
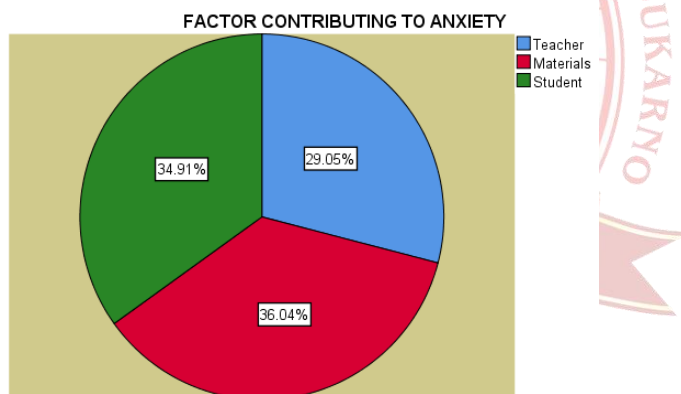
Figure 4. 2 Factor Contributing to Anxiety

Based on the diagram above, the "Material" factor got the highest score of 36%, then the "Student" factor was 35%, and the "Teacher" factor got the lowest score of 29%.

B. Discussion

In the findings section, the researcher displayed the results of the questionnaire data that had been filled out by fifty-two respondents. In this section, the researcher explained the results of the study using a descriptive approach based on the results of the data obtained in the previous section.

1. The Level of Students' Anxiety

Based on responses from thirty questions on the FLCAS questionnaire adapted from FLCAS developed by Horwitz et al., (1986), there were various answers from all respondents. The researcher found that, there were fifty-two respondents who had different levels of anxiety at the level of students' anxiety levels in learning English.

Based on the table 4.1 and figure 4.2, the researcher found that most of the students at SMAIT IQRA' Bengkulu City experienced Anxious Level of

34.62% or as many as 18 respondents with a score range of 108-123. Then followed by students who experience a Mildly Anxious Level of 28.85% or as many as 15 respondents with a score range of 87-107. The third high level was Very Anxious Level of 26.92% with the total respondents were 14 respondents with a score range 124-165. The lowest level was Relaxed Level of 9.62% or as many as 5 respondents with a score range 66-86.

As previously explained, there are three levels of anxiety from a psychological aspect, namely high levels, moderate levels, and low levels Horwitz (2000, p. 125-132). From pscychological aspect, anxiety is differentiated into three levels, they are mild anxiety, moderate anxiety, and severe anxiety. Based on the results of the study, it was found that most of the students at SMAIT IQRA Bengkulu City experienced "Anxious Level" with the percentage of

34,62% and "Very Anxious Level" with the percentage pf 26.92% , this is the highest level of anxiety. Severe anxiety is a feeling caused by the belief that something is different, which makes students feel that their environment threatens them. This anxiety usually comes from the student's fear response while studying. Students who experience with high anxiety have characteristics such as always wanting to be free, being very anxious, restless, confused, avoiding, denials, increased need for space, trembling, and so on.

In additon, there were 15 students who experienced "Mildly Anxious" anxiety level with a percentage of 28.85%. This is a natural thing when many people also feel tense or nervous when they have to do something in front of other people, for example, people who are always working and speaking in front of many people such as teachers,

lecturers, doctors, and others. Moderate anxiety is a feeling of restlessness caused by something different that makes a person with moderate anxiety nervous or agitated. The characteristics of people with moderate anxiety are feeling uncomfortable, sensitive, unconscious, voice changes, sweating, headaches, backaches, and other symptoms.

Furthermore, at the "Relaxed" level, there were 5 students (9.62%) whose scores were in the satisfactory and very good categories. That means, they have no problem with their anxiety level. They have low stress level in speaking, so their English ability is good. Mild anxiety is the feeling that something is different and that people with mild anxiety need special attention. Mild anxiety is associated with the tension of daily life events. The characteristics of people with mild anxiety are unable to sit still, a little impatient, tend to be alone,

wrinkled faces, trembling lips, increased pulse and blood pressure, and so on.

2. Factor Contributing to Anxiety

The results of the findings showed several factors that contribute to anxiety in learning English; factors from the teacher, factors from the material, and factors from students. In the FLCAS questionnaire, the researcher gave questions based on each of these factors. Questions numbered 1-10 were questions based on factors from the teacher, questions numbered 11-20 were factors from the material, and questions numbered 21-30 were factors from students. Of the three factors, the researcher calculated the percentage of responses obtained from each respondent. The results revealed that the material factor received the largest response at 36%,

followed by the student factor 35%, and the lowest factor was the teacher factor 29%.

1) Factors from Teacher

The teacher's anxiety factor has two aspects, namely classroom activities which consist of one indicator, namely fear of negative evaluation by teachers or students, and the second aspect is inappropriate ways of teaching which consists of two indicators, namely threatening acts or harsh connections and incomprehensible output. Based on the results of the questionnaire questions developed based on these aspects, the researchers found that the teacher's factor received a response of 29%.

"I start to panic when the English teacher always asks me to answer the questions from the teacher" (question number 3)

This question got 11 responses "agree", and 1 response "strongly agree". Teachers usually ask questions for students to test students, whether these students understand the material being taught or not. Students usually experience anxiety when asked questions by the teacher due to several factors, namely: students do not understand the material being studied, students will feel embarrassed if students answer questions incorrectly, students feel afraid to answer teacher questions using English, and students feel embarrassed if laughed at by other friends.

"The English teacher uses a teaching method that makes me bored" (question number 7)

This question got 11 responses "agree". Students feel bored with the English teaching method used by the teacher. The teacher only focuses on theory or practice questions contained

in English learning books. So that students do not feel bored while learning, teachers must find other ways that make students feel happy and comfortable while learning English. Teachers can use learning media that make students interested in learning English.

2) Factors From Material

Material factors consist of two aspects, namely the excessive materials and the level of difficulty in learning material. Learning material given in excess will have an impact on students' cognitive abilities, because it will make students difficult to understand learning material. In the kurikulum merdeka *(merdeka curriculum)*, the process of learning English is carried out using a different approach that is in accordance with the abilities of students. Whereas learning materials only focus on important material in order to have

enough time for in-depth learning of basic competencies such as literacy and numeracy (Rohimajaya et al., 2022). This means, teachers must be able to differentiate and also understand students' abilities in learning English. In addition, the teacher only provides important learning materials and focuses on projects to strengthen Pancasila student profiles that students must do in the learning process.

"*I feel confused because the English subject matter that I learn is too much given*" *(question number 11).*

This question received a response "Agree" from 14 respondents. In this question, students feel that the English materials given by the teacher is very much and makes students feel confused. This can happen if the previous learning material has not been well understood by

students, while the teacher continues to give new learning material to students. In addition, learning English at SMAIT IQRA' is only given forty minutes a week for one meeting. With a short learning time and learning material given excessively can make students experience difficulties in understanding English learning material.

"Sometimes I don't understand the material given because the material is very difficult" (question number 12).

This question got 18 responses "agree" and 2 "strongly agree". Students assume that the material taught by the teacher is too difficult and not easy for students to understand. English lessons at the high school level currently use an Kurikulum Merdeka (*Independent Curriculum*) that focuses on strengthening spoken and written

language with the target of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, or called with (CEFR B1). Level B1 (CEFR) reflects specifications that can be seen from students' abilities in the following:

1. Maintaining interaction and conveying something desired, in various contexts with clear articulation;

2. Express the main points to be conveyed in a comprehensive manner;

3. Maintain communication even though sometimes there are still pauses.

Giving student learning targets can cause students to feel pressured because students must achieve the learning targets that have been set. This causes students to find it difficult to understand the learning material provided by the teacher. In addition,

teacher mistakes in providing learning material to students, where the level of difficulty of the material provided is not in accordance with the level of students can also make it difficult for students to understand learning material.

3) Factor From Students

Factors from students consist of four aspects, beliefs about language learning, low self-esteem, stressful learning experiences, and lack of preparation. Students who have the perspective that learning a language is a difficult thing to learn will greatly influence students in learning foreign languages, especially English. Students think that when learning a language, they must always speak perfectly and must not make mistakes.

Students who have low self-confidence will easily feel anxious if they try something new,

especially in learning English. Students feel embarrassed and afraid if they make mistakes and will get a bad evaluation from the teacher or are afraid of being laughed at by other friends when they make mistakes. In addition, students who have experienced stressful learning experiences will find it difficult to adapt to a new atmosphere. Lack of preparation in learning is also one aspect that triggers learning anxiety in students. Students who do not have the basics in learning English will make students feel difficult in learning.

"I'm worried if I get an English exam with a low score" (question number 28).

This question got 18 responses "agree", and 4 responses "strongly agree". Students feel worried if students don't score high on English exams because students feel afraid if they get ridiculed

from other friends or a bad evaluation from the
teacher.

*"I feel embarrassed to answer questions during
English class" (question number 30).*

This question got 18 responses "agree".
Students feel embarrassed to answer questions.
This can happen because students feel
embarrassed if the answers they give are wrong
and will be laughed at by classmates. In addition,
students are sometimes embarrassed to answer
questions using English.

The results of this study indicate that the majority of
students experience a higher level of anxiety in learning
English (78.85%), while the factor that contributes most to
student anxiety is the material factor (36%). The results of
this study are different from the results of research conducted
by Ali & Anwar (2021) which revealed that the main factor

that makes students experienced a higher level of anxiety is "fear of negative evaluation".

The causes of language anxiety in students can of course be different depending on the situation and conditions of students in each place of study. Based on the results of this study, teachers must use strategies or ways of teaching that can reduce students' anxiety levels. Teaching strategies affect the process of delivering material to students. A teacher must have pedagogical competences, strategies, and procedures in order for the learning process to be more effective. As a result, teachers require strategies to support the learning process, and these strategies play a vital part in developing more successful learning environments in which students are engaged in learning environments (Annisa et al., 2021).

Language anxiety in students is very influential students' ability to learn foreign languages, especially English. Therefore, it is important for educators to know the level of anxiety experienced by students so they can handle it

and make students feel comfortable, safe so students don't

feel anxious when learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

This section is divided into two parts, namely conclusions and suggestions. In the concluding section, the researcher makes a brief explanation of the findings in this study. In the suggestions section, the researcher provides views, opinions, and suggestions for teachers, students, and future researchers

A. Conclusion

This study was conducted to determine the level of foreign language anxiety in EFL students at SMAIT IQRA' Bengkulu City. based on the findings and discussion in the previous chapter, the researcher draws the following conclusions:

1. The results of this study revealed that the majority of students at SMAIT IQRA' Bengkulu City experienced language anxiety at the "Anxious Level"

with a percentage of 34.62% or as many as 18 students from 52 samples.

2. The results of this study indicate that as many as 28.85% or 15 students from 52 samples, experienced a level of language anxiety at "Mildy Anxious Level".

3. The result of this study revealed that 26.92% or 14 students from 52 samples experienced a level of anxiety at "Very Anxious Level"

4. The result of this study indicate that as many as 9.62% students at SMAIT IQRA' Kota Bengkulu experienced a level of anxiety at "Relaxed Level", or as 5 students from 52 samples.

5. The most dominant contributing factor in language anxiety is the material factor with a percentage of 36%, then followed by the student factor with a percentage gain of 35% and the teacher factor 26%.

The anxiety factor of the material is caused by giving excessive material and the level of difficulty of learning material. Providing excessive learning material can make students confused and unable to understand the material provided. In addition, the time allocation for learning English is only given for forty minutes a week for one meeting. The level of material difficulty also affects student anxiety. This happens because in the independent curriculum, learning English focuses on strengthening spoken and written language with the target of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, or called with (CEFR B1).

B. Suggestions

Based on these findings, the researcher provides several suggestions to overcome these problems:

1. For Students

    Every student has a different level of anxiety. For students who have high levels of anxiety, students should try to reduce their anxiety when learning English in class. Students must cooperate with other students so that they can help each other if there are other students who have difficulty in learning. This is done to make all students feel comfortable while studying and not experience anxiety anymore. For students who have moderate levels of anxiety, students are expected not to behave badly to other friends who have high levels of anxiety, because it will make students who have high levels of anxiety less confident in learning English. Then, if there are friends who make mistakes in

answering questions from the teacher or try to speak English, don't laugh or make fun of them. Give encouragement and supportive actions to other friends so that they can also feel comfortable, happy, and not feel anxious in learning English.

2. For English Teachers

Teachers must be aware of the different abilities of each student and also foreign language anxiety, because language anxiety has a major influence on students' learning processes in learning foreign languages. Therefore, English teachers should pay more attention to students and if they already know the level of student anxiety, English teachers should find out teaching methods or strategies that make all students feel comfortable and do not feel afraid or anxious when learning, asking, or answering questions.

3. For Further Researcher

Because this research has limited problems, the researchers hope that in the future there are those who want to carry out research on language anxiety levels, they should research specific language skills. The problem of language anxiety has always been an issue that has been researched for a long time until now, because the more modern the era, the more new issues that arise and deserve to be researched.
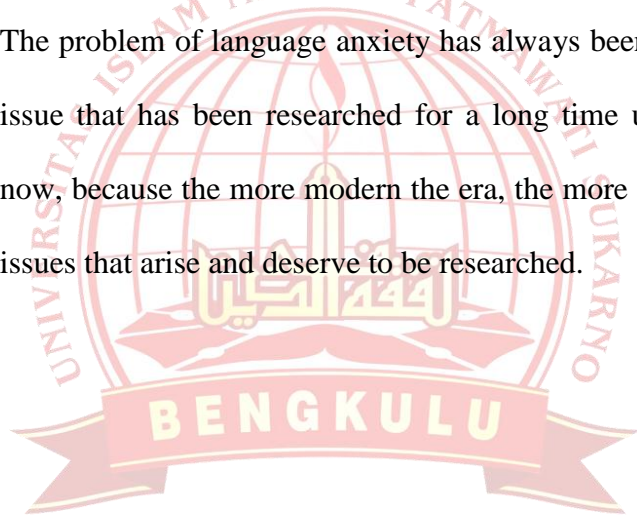
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APPENDIX I
QUESTIONNAIRE SHEET

This questionnaire was designed to obtain information about the level of anxiety of students in learning English at SMAIT IQRA' Bengkulu City. This information will be used as my research data, Farhah Millennia Bahraq, in completing my final project (Thesis). The information you provide is very valuable and very important for the success of this research. Therefore, sincerity, and honesty in answering the questions that exist is really highly appreciated. The information you provide has nothing to do with the value of any courses, only for research purposes. Thus, even though you are asked to write down your name and class, the information you provide is confidential so that it will not be known, used or disclosed to other parties.

Name   :

Class   :

A. Filling Instructions

1. Fill in personal data first before filling out the Questionnaire sheet.

2. Put a mark (√) in the answer column that the respondent considers the most appropriate according to the situation that is being/has been experienced by the respondent in the answer column that has been provided, namely:

   1) Strongly Disagree (SD)
   2) Disagree (D)
   3) Neutral (N)
   4) Agree (A)

5) Strongly Agree (SA)

3. Answer honestly, carefully, and thoroughly, because the answer will not affect the respondent's learning outcomes at schoolPeriksa lagi sebelum mengumpulkan lembar kuesioner.

B. Questionnaire Of Foreign Language Classroom Anxiety Scale (FLCAS)

NO	STATEMENTS	SCALE				
		SD	D	N	A	SA
1.	I was never quite sure of myself when speaking English in class.					
2.	I don't worry about making mistakes in English class.					
3.	I trembled when I found out I was asked to speak English in class.					
4.	I'm afraid of not understanding what the teacher says in English class.					
5.	I don't hesitate at all to add English lessons.					
6.	While studying English, I think about things that are not related to the lesson.					
7.	I think that my classmates' English is better than mine.					
8.	I am usually comfortable with English tests in class.					
9.	I started to panic when I had to speak English in class without preparation.					
10.	I worry about the consequences if I fail English in class.					
11.	I don't understand why some friends get confused during English lessons.					

12.	During English class, I was so nervous that I forgot what I knew.					
13.	I'm embarrassed to ask myself to answer in English class					
14.	I will not be nervous when speaking English with native English speakers.					
15.	I get depressed when I don't understand what the teacher is correcting about my English.					
16.	Even though I am ready to learn English, I still feel anxious.					
17.	I often don't feel like taking English lessons.					
18.	I am confident when I speak English in class.					
19.	I am afraid that the English teacher will correct every mistake I make.					
20.	I feel my heart flutter when asked to speak English in class.					
21.	The more I prepared myself for the English test, the more confused I became.					
22.	I don't feel pressured to prepare well for English lessons.					
23.	I always feel that my classmates speak English better than me.					
24.	I feel shy when I speak English in front of other students.					
25.	English lessons go so fast that I worry about falling behind in class.					
26.	I feel tense and more stressed in English lessons than in other lessons.					
27.	I get nervous when I speak English in class.					
28.	Before English lessons started, I felt confident and relaxed.					
29.	I get nervous when I don't understand every word the English teacher says.					

30.	I feel overwhelmed by some of the rules one has to learn to speak English.					
31.	I am afraid that my classmates will laugh at me when I speak English.					
32.	I feel relaxed when a native English speaker is with me.					
33.	I get nervous when the English teacher asks questions that I haven't prepared before.					
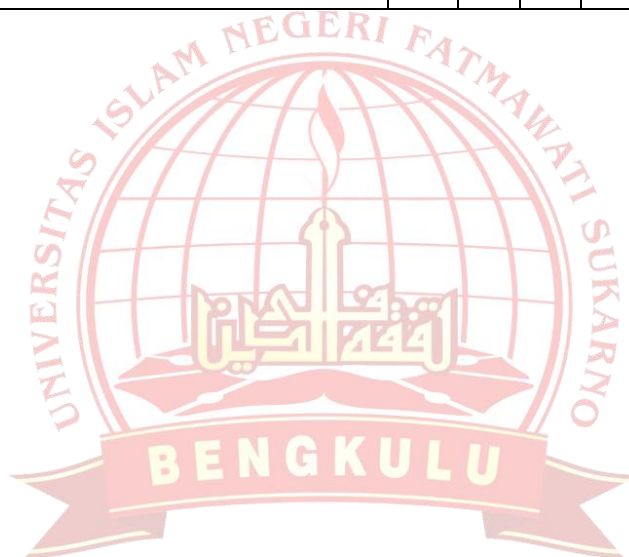
## C. The Questionnaire of Foreign Language Classroom Anxiety

QUESTIONS	SD (1)	D (2)	N (3)	A (4)	SA (5)
1. I trembled when I knew I was asked to speak English in front of the class					
2. I will not be nervous when I have to speak English with the teacher or other people					
3. I start to panic when the English teacher always asks me to answer the questions from the teacher					
4. I fell shaking when the teacher asks me to repeat what the teacher explained in English					
5. I'm embarrassed if my classmates will laugh at me when I speak English					
6. I can't understand the way the English teacher explains the material					
7. The English teacher uses a teaching method that makes me bored					
8. I feel afraid to learn English because I was treated badly by my teacher					
9. The English teacher will punish if I can't answer the questions					

QUESTIONS	SD (1)	D (2)	N (3)	A (4)	SA (5)
10. English teacher explains the material using a very easy way to understand and makes me feel comfortable while learning English					
11. I feel confused because there is a lot of English material to be learned					
12. Sometimes I don't understand the material given because the material is very difficult					
13. The material that the English teacher explains is not in accordance with the material in the book					
14. I'm worried if the material I don't understand will come out in the exam questions					
15. I feel confident when answering questions from the English teacher in front of the class					
16. I become anxious when I have to present the material taught by the teacher					
17. I don't understand why some of my friends get confused during English lessons					

QUESTIONS	SD (1)	D (2)	N (3)	A (4)	SA (5)
18. The English teacher does not use learning media that makes me interested in learning the material					
19. I feel the material taught is very easy to understand					
20. I feel bored when the teacher always explains the material that has been studied					
21. I'm not worried if I make mistakes while learning English					
22. I can feel comfortable when doing English tests or exams					
23. English lessons go so fast that it makes me worry about falling behind					
24. Before English lessons start, I feel confident and relaxed					
25. I feel more comfortable if the English teacher speaks in English instead of Indonesian					
26. During English lessons, I was so nervous and I forgot what I knew					
27. When learning English, I think about things that are not related to the lesson					

| QUESTIONS	SD (1)	D (2)	N (3)	A (4)	SA (5)
28 .I'm worried if I get an English exam with a low score					
29. I don't dare to ask the English teacher about the material I don't understand					
30. I feel embarrassed to answer questions during English class					
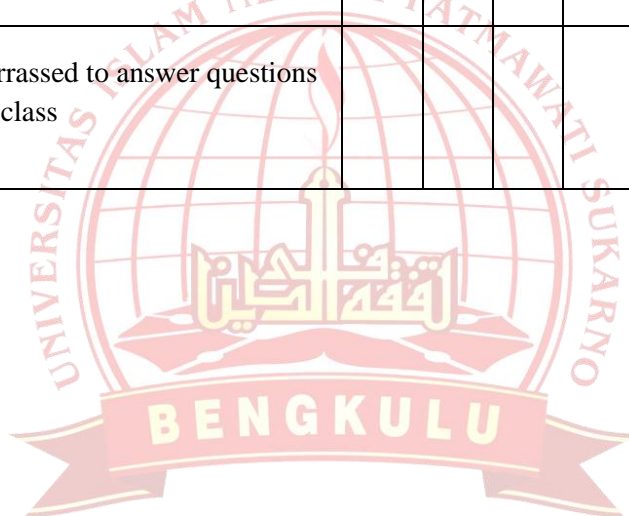
DOCUMENTATION 1
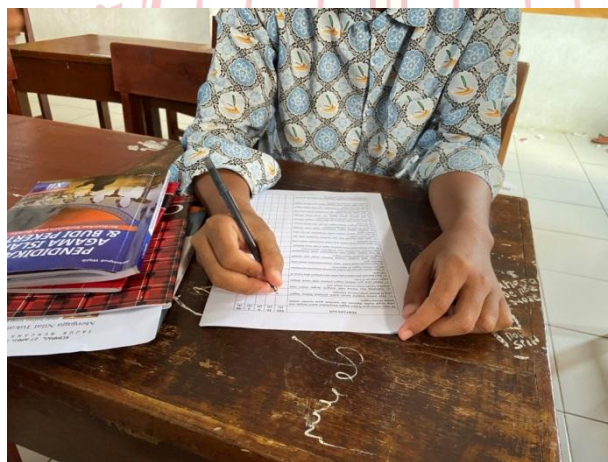# THE PROCESS OF DISTRIBUTING QUESTIONNAIRE

Picture 1 Students Read The Instruction

Picture 2 Students Filled The Personal Information
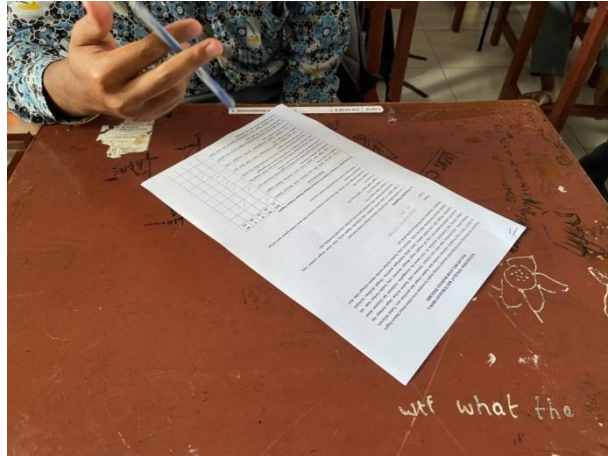
Picture 3 Students Read The QuestionnaireCarefully

Picture 4 Students Answered The Questionnaire

Picture 5 Students Answered The Questionnaire

Picture 6 Students Answered The Questionnaire

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Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN

Nomor : 1786/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. H. Zulkarnain, S,M.Ag
   NIP : 196003281987031001
   Tugas : Pembimbing I

2. Nama : Zelvia Liska Afriani , M.Pd
   NIP : 199404202018012003
   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 : Farhah Millenia Bahraq

NIM : 1811230143

Judul : Anxiety Among Foreign Language Learners (Analysis Of Students' Anxiety Towards English Course in SMA IT IQRA' Kota Bengkulu)

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

Ditetapkan di : Bengkulu
Pada tanggal : 31 Maret 2022
Dekan,

Mus mulyadi

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

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Website: www.uinfasbengkulu.ac.id

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal   : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris UINFAS Bengkulu
Dengan hormat,
Saya yang bertanda tangan di bawah ini:
Nama   : Farhah Millennia Bahraq
NIM   : 1811230143
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.

Ada pun judul saya sebelumnya adalah: **Anxiety Among Foreign Language Learners (Analysis of Students' Anxiety Towards English Course in SMAIT IQRA' Kota Bengkulu)**

Menjadi : **"EFL STUDENTS' ANXIETY IN FOREIGN LANGUAGE CLASSROOM AT SMAIT IQRA' KOTA BENGKULU"** Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, 7 Oktober 2022

Disetujui oleh,

Pembimbing I

Dr. H. Zulkarnain, S,M.Ag
NIP. 196003281987031001

Pembimbing II

Zelvia Liska Afriani, M.Pd
NIP.199404202018012003

Diketahui oleh,
Ketua Jurusan Bahasa

Risnawati, M.Pd
NIP. 197405231999032002

KEMENTERIANAGAMAREPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
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Website: www.uinfasbengkulu.ac.id

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Farhah Millennia Bahraq, NIM :1811230143 yang berjudul **"EFL Students' Anxiety In Foreign Language Classroom At SMAIT IQRA' Kota Bengkulu"** Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal   : Kamis, 8 September 2022

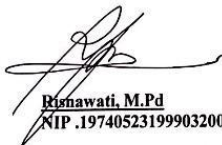Pukul   : 08.00 s/d selesai

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

Bengkulu, 4 Oktober 2022

Penyeminar I   Penyeminar II

Risnawati, M.Pd   **M. Arif Rahman Hakim, Ph.D**
NIP .197405231999032002   NIP. 199012150320151007

SURAT PERMOHONAN

No   : -
Lampiran   : -
Perihal   : Permohonan Penelitian di SMAIT IQRA' Kota Bengkulu

Kepada Yth. Sutrisno, M.TPd
Selaku Kepala Sekolah SMAIT IQRA' Kota Bengkulu
Di tempat
Dengan hormat, yang bertanda tangan dibawah ini:

     Nama   : Farhah Millennia Bahraq
     Program Studi   : Tadris Bahasa Inggris
     Fakultas   : Tarbiyah dan Tadris
     Judul   : EFL Students' Anxiety In Foreign Language
                        Classroom At SMAIT IQRA' Kota Bengkulu

       Dengan surat ini saya memohon izin kepada Bapak Kepala Sekolah untuk melaksanakan penelitian di SMAIT IQRA' Kota Bengkulu sehubungan dengan pengumpulan data guna penyusunan tugas akhir skripsi.

Demikian surat permohonan ini saya ajukan, atas izin Bapak saya ucapkan terimakasih.

Mengetahui   Pemohon
Kepala Sekolah

Sutrisno, M.TPd   Farhah Millennia Bahraq
NIPY. 198209102003071007   NIM. 1811230143

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Website: www.uinfasbengkulu.ac.id

Nomor : 4652 / Un.23/F.II/TL.00/10/2022   11 Oktober 2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala SMAIT Iqra' Kota Bengkulu
Di –
    Kota Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"EFL STUDENTS' ANXIETY IN FOREIGN LANGUAGE CLASSROOM AT SMAIT IQRA' KOTA BENGKULU"*.

Nama	:	Farhah Millennia Bahraq
NIM	:	1811230143
Prodi	:	Tadris Bahasa Inggris (TBI)
Tempat Penelitian	:	SMAIT Iqra' Kota Bengkulu
Waktu Penelitian	:	12 Oktober s/d 28 November 2022

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

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Mus Mulyadi

YAYASAN PENDIDIKAN, SOSIAL DAN DAKWAH AL FIDA BENGKULU
SEKOLAH MENENGAH ATAS ISLAM TERPADU IQRA'
SMAIT IQRA' KOTA BENGKULU
"TERAKREDITASI A"
Jl. Merawan 19 RT 25 RW 07 Kel. Sawah Lebar Kec. Ratu Agung Kota Bengkulu
Telp. (0736) 342717 Website : www.smaitiqrabengkulu.sch.id

JSIT INDONESIA
Empowering Islamic Schools

S U R A T   K E T E R A N G A N
Nomor : 098/S-Ket/SMAIT IQRA/XII/2022

Yang bertanda tangan dibawah ini:

Nama : Sutrisno, M. TPd
NIPY : 198209102003071008
Jabatan : Kepala SMAIT IQRA' Kota Bengkulu

Dengan ini menerangkan bahwa:

Nama : Farhah Millennia Bahraq
NIM : 1811230143
Asal Perguruan Tinggi : UIN Fatmawati Sukarno
Prodi : Tadris Bahasa Inggris
Fakultas : FKIP

Yang bersangkutan telah selesai melakukan penelitian di SMAIT IQRA' selama 48 hari, terhitung mulai tanggal 12 Oktober s/d 30 November 2022 untuk memperoleh data dalam rangka penyusunan Skripsi yang berjudul **"EFL Students' Anxiety in Foreign Language Classroom at SMAIT IQRA' Kota Bengkulu".**

Demikianlah surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Bengkulu, 4 Desember 2022
Kepala Sekolah

SUTRISNO M.TPd
NIPY. 19820910 200307 1 008

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Website: www.uinfasbengkulu.ac.id

Nomor: 3047 /Un.23/F.II/PP.00.9/07/2022
Lamp. : -
Perihal: Ujian Komprehensif

Kepada Yth.

1. Dr. Nur Hidayat, M.Ag
(kompetensi UIN)

2. Feny Martina, M.Pd
(kompetensi Jurusan/Prodi)

3. Heny Friantary, M.Pd
(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 : Jum'at, 08 Juli 2022
Waktu : 08.00 -12.00 WIB
Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat

Adapun nama-nama mahasiswa:

NO	NAMA MAHASISWA	NIM
1	Wendy Pramana Putra	1811230031
2	Medio Arton Senna	1811230022
3	Farhah Millenia Bahraq	1811230143
4	Hanin Ika Maharani	1811230016
5	Sindang Marli Wijaya	1811230008

Demikianlah, agar dilaksanakan sebagaimana mestinya.

Bengkulu, 7 Juli 2022
Dekan

Mus Mulyadi

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Website: www.uinfasbengkulu.ac.id

Nomor : 4053 /Un.23/F.II/PP.00.9/09/2022
Lamp. : -
Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1.Risnawati, M.Pd (Penyeminar I)

2. M.Arif Rahman Hakim, Ph.D (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 : Kamis, 08 September 2022

Tempat : Ruang Munaqasah Jurusan Tadris Bahasa Lantai 3 Dekanat

NO.	NAMA/NIM	WAKTU (WIB)	JUDUL
1.	Farhan Millennia Bahraq 1811230143	08.00-08.50 WIB	An Analysis of Students' Anxiety in Learning English at SMAIT IQRA' Kota Bengkulu
2.	Arif Abdul Rahman 1811230075	08.50-09.40 WIB	Developing English Reading Material of Multimedia Class in XI Grade of SMKN 4 Bengkulu Selatan
3.	Inda Tri Lestari 1811230142	09.40-10.30 WIB	Evaluating Teacher Assisment Model of English Learning in Covid-19 Pandemic at SMP Negeri 02 Muara Rupit

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

Bengkulu, 8 September 2022
Dekan,

Mus Mulyadi

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DAFTAR HADIR UJIAN SEMINAR PROPOSAL
Fakultas Tarbiyah Dan Tadris Program Studi Tadris Bahasa Inggris
Hari/Tanggal : Kamis, 08 September 2022

NO	Nama Mahasiswa	Judul Skripsi	Pembimbing	Tanda Tangan
1	Farhah Millennia Bahraq 1811230143	An Analysis of Students' Anxiety in Learning English at SMAIT IQRA' Kota Bengkulu	1.Dr.H.Zulkarnain, M.Ag 2. Zelvia Liska Afriani, M.Pd	

No	Nama Dosen Penyeminar	Tanda Tangan
1	Risnawati, M.Pd	
2	M.Arif Rahman Hakim, Ph.D	

SARAN PENYEMINAR

1	PENYEMINAR 1:

2	PENYEMINAR 2:

1. need to add some Islamic context /issue in chap. 1
2. Please give some examples about students anxiety in learning English (chap)
3. Please add Research objective (chap.1)
4. Should talk more about ELT in Indonesia for Islamic high school (issue, etc)

AUDIEN

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

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

Bengkulu, 12 September 2022
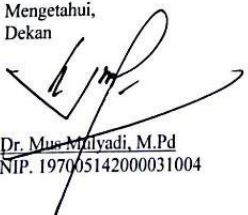Dekan FTT,

Dr. Mus Mulyadi, M.Pd
NIP 197005142000031004

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Website: www.iainbengkulu.ac.id

Nama	: Farhah Millennia Bahraq	Pembimbing I	: Dr. H. Zulkarnain, S,M.Ag
NIM	: 1811230143	Judul Skripsi	: An Analysis of Students'
Jurusan	: Bahasa		Anxiety In Learning English
Program Studi	: Tadris Bahasa Inggris		At SMAIT IQRA' Kota
			Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Rabu 27/7 2022	Sk. proposal	Sinkronisasi, LT-Belang jilsalah, and Rumusan Masalah,	
2.	Jum'at 29/7 2022	proposal	perbaikan teori & Konsep setiap Variabel	
3	Selasa 1/8 2022	proposal	perbaikan teknis penulisan rujuk sumber skripsi.	
4	Jumat 5/8 2022	proposal.	terkait, jenis metode & sub penilitian. Export & Fenomena Acc 5/8 22	

Bengkulu, 5/8 22

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing I

Dr. H. Zulkarnain, S,M.Ag
NIP. 196003281987031001

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Website: www.iainbengkulu.ac.id

Nama	: Farhah Millennia Bahraq	Pembimbing I	: Dr. H. Zulkarnain, S,M.Ag
NIM	: 1811230143	Judul Skripsi	: EFL Students' Anxiety In
Jurusan	: Bahasa		Foreign Language
Program Studi	: Tadris Bahasa Inggris		Classroom At SMAIT
			IQRA' Kota Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
1.	Jum'at 16/12 -22	Bab 4-5	Disesuaikan seperti yg disarankan, Sinkronisasi. Masalah. dan Judul Kerjasya	
2.	Senen 19/12/22	Bab iv/v	berkaitan konsep Teori, ada bagian Variabel yg ada pd judul.	
3.	Selasa 20/12/22	Bab V/V	telaah Penulisan Skripsi oleh pedoman yg diala baku di Fak. Tarbiyah tersebut : Margin Footnote dsbt. perlu jaga tk 20/12 Acc tgl 20 Skripsi dapat di Uji...	

Bengkulu, 20 - 12 . 2022

Mengetahui,
Dekan

Pembimbing I

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Dr. H. Zulkarnain, S,M.Ag
NIP. 196003281987031001

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Website: www.iainbengkulu.ac.id

Nama Mahasiswa	:Farhah Millennia Bahraq
NIM	: 1811230143
Jurusan	: Bahasa
Program Studi	: Tadris Bahasa Inggris

Pembimbing II : Zelvia Liska Afriani, M.Pd
Judul Skripsi : An Analysis of Students' Anxiety in Learning English At SMAIT IQRA Kota Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	25 April 2022	BAB I	Perbaikan BAB I, Ambil bahasan yang mendetail tentang Language anxiety. Perbaikan Judul	
2	17 May 2022	BAB II - III	Perbaikan Bab 2 dan 3, mencari penelitian terbaru terkait Judul.	
3.	2 Juni 2022	Perbaikan Bab 1,2,3	Perbaikan tenses, Penambahan sumber Penelitian sebelumnya, Perbaikan metode Penelitian, Perbaikan Daftar Pustaka.	

Bengkulu, 20 Juli 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Zelvia Liska Afriani, M.Pd
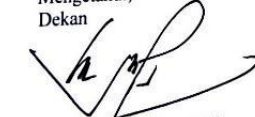NIP. 199404202018012003

162

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Nama Mahasiswa	:Farhah Millennia Bahraq	Pembimbing II	: Zelvia Liska Afriani, M.Pd
NIM	: 1811230143	Judul Skripsi	: An Analysis of Students'
Jurusan	: Bahasa		Anxiety in Learning English
Program Studi	: Tadris Bahasa Inggris		At SMAIT IQRA' kota Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
4.	16 Juni 2022	Bab 3 : Mengubah metode penelitian, menambahkan instrumen penelitian		
5.	24 Juni 2022	Perbaikan cover dan BAB 3. menghapus dan memilih metode penelitian yang tepat.		
6.	20 Juli 2022	Penambahan lampiran instrumen penelitian .

Acc to seminar proposal | | |

Bengkulu, 20 Juli 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Zelvia Liska Afriani, M.Pd
NIP. 199404202018012003

KEMETERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
(UINFAS) BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. ()736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
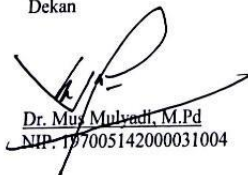Website: www.iainbengkulu.ac.id

Nama	: Farhah Millennia Bahraq	Pembimbing II	: Zelvia Liska Afriani, M.Pd
NIM	: 1811230143	Judul Skripsi	: EFL Students' Anxiety In
Jurusan	: Bahasa		Foreign Language
Program Studi	: Tadris Bahasa Inggris		Classroom At SMAIT
			IQRA' Kota Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1.	Sensa 29/11-22	Bab 1-5	-Perbaikan abstrak -Perbaikan bab 4-5 Sesuai dengan saran -Perbaikan daftar pustaka -Perbaikan appendix	
2.	Rabu 7/12-22	Bab 4-5	Revisi Sesuai yg disarankan	
3.	Rabu 14/12-22	Bab I-5	Revise as suggested	
4.	kamis 15/12-22	ACC to munaqosah		

Bengkulu, 15 Desember 2022

Mengetahui,
Dekan

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

Pembimbing II

Zelvia Liska Afriani, M.Pd
NIP.199404202018012003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
Alamat: Jln. Raden Fatah Kelurahan Pagar Dewa Kota Bengkulu 38211
Telepon: (0736) 50176-51171-53879 Faxsimli: (0736) 51171-51172
website: *www.uinfasbengkulu.ac.id*

Bengkulu, 6 Januari 2023

Nomor   :o૫5 /Un.23/F.II/PP.00.9/01/2023
Lampiran   : -
Perihal   : Jadwal Munaqasyah Skripsi

Kepada Yth.

Dr. Ahmad Suradi (Ketua)
Heny Friantary,M.Pd (Sekretaris)
Feny Martina, M.Pd (Penguji 1)
Anita, M.Pd (Penguji 2)

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, 12 Januari 2023
Tempat   : Ruang Munaqosah Jurusan Tadris Lantai 3 Dekanat.

NO	NAMA / NIM	WAKTU (WIB)	JUDUL
1.	Farhah Millenia Bahraq (1811230143)	08.00-09.00	EFL Students' Anxiety in Foreign Language Classroom at SMA IT IQRA' Kota Bengkulu
2.	Yorin Romadina (1811230040)	09.00-10.00	A Survey Study on EFL Students' Perceptions Toward Teachers' Oral Corrective Feedback in Teaching English at SMA Pesantren Pancasila Kota Bengkulu
3.	Inka Meliza (1811230057)	10.00-11.00	A Survey Study on EFL Students' Perceptions Toward Teacher's Oral Corrective Feedback in Teaching English
4.	Meilana Raisyahdi Gita (1811230068)	11.00-13.00	Parents, Teachers and Students' Perception of English Learning Provision for Young Learners in Seluma District.

Demikian jadwal ini disampaikan, untuk dilaksanakan sebagaimana mestinya.

Dekan

Mus Mulyadi

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INSTITUT AGAMA ISLAM NEGERI

BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211

Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172

Website: www.iainbengkulu.ac.id

KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA : Farhah Millemia Bahraq

NOMOR INDUK MAHASISWA : 1811230143

PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Selasa, 9 Maret 2021	08:00 - Selesai	Wedo Noffian Putra	1811230057	The influence of speaking reading technique on reading skin at the Smk 5 seuma	
2	Selasa 9/3 -21	08:00 - Selesai	Tatang Kusuma	1811230036	The effect of compare-Diagnose operate Strategy to students writing ability in descriptive text	
3	Selasa 9/3 -21	08:00 - Selesai	Syakir Farkhi	1811230060	The English teachers' problem in designing lesson plan at Islamic Boarding School of Al-qur'an Harsalakum Bengkulu.	
4	Selasa 9/3 -21	08:00 - Selesai	Tri Ningsih Puspita	1811230059	An analysis of English Students motivation in speaking class During New Normal	
5	Selasa 9/3 -21	08:00 - Selesai	Yola Atri Ariyanda	1811230073	The used of guided question method to improve student writing skil of descriptive text at Mts Harsalakum Bengkulu.	
6						

166

cek turnitiin Farah_TBI   28/ 2022 /12

Hanura Febriani

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