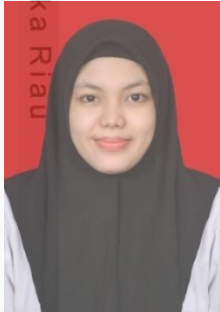




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THE CORRELATION BETWEEN STUDENTS' AFFECTIVE STRATEGIES AND THEIR ANXIETY IN ENGLISH CLASSROOM AT MTsN 1 PEKANBARU

A Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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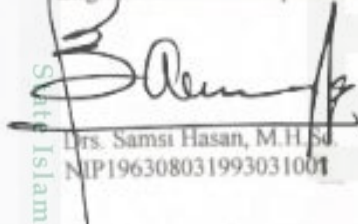
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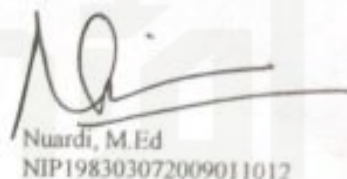
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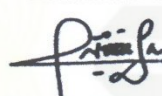
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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the most gracious and the most merciful, praises belong to Allah almighty, the kind of universe. Through His guidance and blessing, the researcher has completed the academic requirement for the award of a bachelor's degree at the Department of English Education, Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau. Then, may shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world. My deep thanks and appreciation to my beloved mother, Martalena who has given her love and affection, fund, and supports in accomplishing this thesis. The one who always cares, and who is always beside me during my struggles, and my beloved father, Syahrul Ependi for giving me a strong foundation on Islamic teaching and the importance of education, thank you so much for being my inspirations.

The researcher also would like to show her gratitude to all beloved people that have encouraged, motivated even helped the researcher in finishing the thesis. They are:

1. Prof. Dr. Suyitno, M.Ag., the Rector of State Islamic University of Sultan Syarif Kasim Riau. Dr. H. Suryan A. Jamrah, MA., as the Vice of Rector I, Drs. H. Promadi, MA., Ph.D., as Vice of Rector III, and all staff. Thanks for your kindness and encouragement.
2. Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag., the Dean of Faculty of Education and Teacher Training, State Islamic University of Sultan Syarif Kasim Riau. Dr. Drs. Alimuddin, M.Ag., the Vice of Dean I. Dr. Dra. Rohani, M.Pd., the Vice of Dean II. Dr. Drs. Nursalim, M.Pd., the Vice of Dean III, and all staff. Thanks to all staff for the kindness and encouragement.

3. Drs. Samsi, M.H.Sc., the Chairperson of English Education Department, has given me correction, suggestion, support, advice, and guidance in completing the thesis.
4. Cut Raudhatul Miski, S.Pd., M.Pd., the Secretary of English Education Department for her Guidance to the students.
5. Nuardi, M.Ed as my beloved supervisor of the thesis. Thanks very much for your motivations, corrections, suggestions, guidance, and kindness in completing this thesis.
6. All lectures of English Education Department, who have given suggestions and motivations and have taught and transferred their knowledge during the courses.
7. My lovely two younger brothers: Teddy Fernando, Ari Stevano, and my nieces and nephews, and all of my family members for their love and have given me a chance to continue studying, motivations, supports, affection, and advice to accomplish this thesis.
8. Fitriisma Rais, M.Pd., the Headmaster of MTsN 1 Pekanbaru. Mam. Suhartini, S.Pd., as a teacher of English at MTsN 1 Pekanbaru, and all of the staff who have helped me in accomplishing this research.
9. My best friends Amelina Dian Sari, Deby Setiawaty Ningsih, S.Pd., Dinda Andira, A.Md.Li., Dwi Apriani, S.Pd., Elda Yulfischa, Khairun Nisya, S.Kep., Nabillah Sukma Danty, S.E., Sherly Marcellina Ramadhani, S. Ap., All of English Education Department students especially for B class 2016, all the best classmates, thank you so much for being good friends for the researcher, spending many times and activities in this university with you all are amazing moment and sweet memories. Thank you for every moment that we do together.
10. My coach Ahmad Muzammil, S.Pd., has shared knowledge and advice during our university period.
11. For all people who have prayed and help the researcher to finish her study, thank you for you all.



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Perfection only belongs to Allah. Criticisms, comments, and suggestions are really appreciated to improve the thesis. May Allah Almighty, the lord of the universe bless us.

Pekanbaru, August 7th, 2020
The Researcher

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ABSTRAK

Fionola Anggraini (2020): Hubungan Antara Strategi Afektif Siswa dan Kecemasan Mereka di Ruang Kelas Bahasa Inggris di MTsN 1 Pekanbaru

Strategi afektif adalah salah satu dari enam jenis strategi pembelajaran bahasa yang mengacu pada emosi, sikap, dan motivasi, yang diyakini dapat membantu siswa mengelola kecemasan mereka. Seperti kita ketahui, kecemasan adalah salah satu hal yang dapat menghambat proses belajar siswa. Penelitian ini bertujuan untuk mengetahui hubungan antara strategi afektif siswa dan kecemasan mereka yang berfokus pada kecemasan membaca siswa pada siswa kelas delapan di MTsN 1 Pekanbaru. Indikator dimodifikasi dari Oxford (1990) untuk strategi afektif siswa dan indikator dari Saito dan kawan-kawan (1999) untuk kecemasan membaca siswa. Penelitian ini adalah penelitian korelasional dengan desain penelitian eksplanatori yang menggunakan kuesioner. Data diperoleh dengan menyebarkan kuesioner melalui google formulir yang dibagikan kepada 60 siswa dari MTsN 1 Pekanbaru sebagai responden untuk kuesioner. Peneliti menggunakan statistik deskriptif untuk menganalisis data. Hasil analisis data menunjukkan bahwa strategi afektif siswa secara signifikan berkorelasi dengan kecemasan membaca mereka di MTsN 1 Pekanbaru.

Keyword: *Strategi afektif, kecemasan membaca*

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ABSTRACT

Fionola Angraini (2020): The Correlation between Students' Affective Strategies and Their Anxiety in English Classroom at MTsN 1 Pekanbaru

Affective strategies are one of six types of language learning strategies that refers to emotions, attitudes, and motivations, which are believed to help students manage their anxiety. As we know, anxiety is one of the things that can hinder the learning process of students. This research aims to find out the correlation between students' affective strategies and their anxiety which focuses on students' reading anxiety in eighth-grade students at MTsN 1 Pekanbaru. The indicators are modified from Oxford (1990) for students' affective strategies and indicators from Saito et al. (1999) for students' reading anxiety. This research was correlational research with an explanatory research design in which it employed questionnaires. The data obtained by distributed questionnaires via google form which were distributed to 60 students from the MTsN 1 Pekanbaru as respondents for the questionnaires. The researcher used descriptive statistics to analyze the data. The results of data analysis showed that students' affective strategies were significantly correlated with their reading anxiety at MTsN 1 Pekanbaru.

Keyword: affective strategies, reading anxiety



ملخص

فيونولا أنجرايني، (٢٠٢٠): ارتباط بين استراتيجية التلاميذ العاطفية وقلقهم
بفصل الإنجليزية بالمدرسة المتوسطة الإسلامية
الحكومية ١ بكنبارو

الاستراتيجية العاطفية هي واحدة من ستة أنواع من استراتيجيات تعلم اللغة التي تشير إلى العواطف والمواقف والدوافع التي يعتقد أنها تساعد التلاميذ على إدارة قلقهم. كما عرفنا أن القلق هو أحد الأشياء التي يمكن أن تعوق عملية تعلم التلاميذ. وهذا البحث يهدف إلى معرفة ارتباط بين استراتيجية التلاميذ العاطفية وقلقهم في القراءة بالفصل الثامن بالمدرسة المتوسطة الإسلامية الحكومية ١ بكنبارو. وتم تعديل المؤشرات لاستراتيجية التلاميذ العاطفية من أكسفورد (١٩٩٠). وقلق القراءة من سايتو وآخرين (١٩٩٩). وهذا البحث بحث ارتباطي بتصميم بحث توضيحي باستخدام استبيان. فالبيانات تم الحصول عليها من استبيانات تم نشرها من خلال نموذج جوجل لـ ٦٠ تلميذا في المدرسة المتوسطة الإسلامية الحكومية ١ بكنبارو. واستخدمت الباحثة أسلوب التحليل الوصفي لتحليل البيانات. ونتيجة التحليل دللت على أن الاستراتيجية التلاميذ العاطفية ترتبط بقلقهم في القراءة بالمدرسة المتوسطة الإسلامية الحكومية ١ بكنبارو. الكلمات الأساسية: استراتيجية عاطفية، قلق القراءة.

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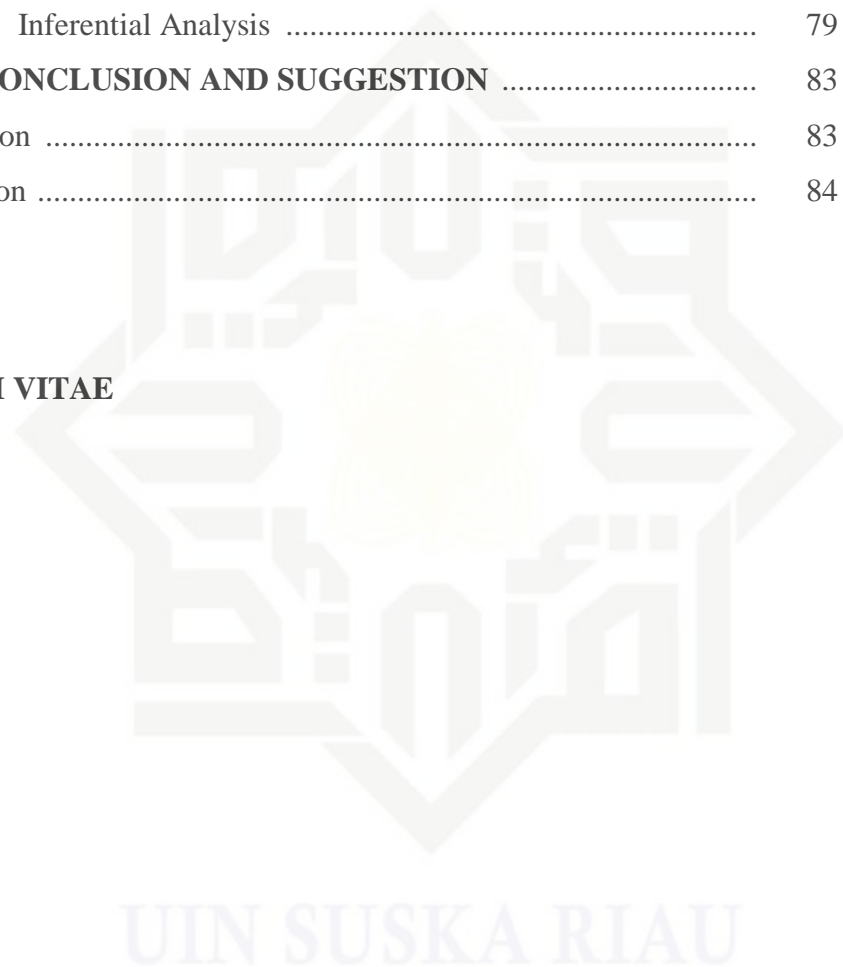
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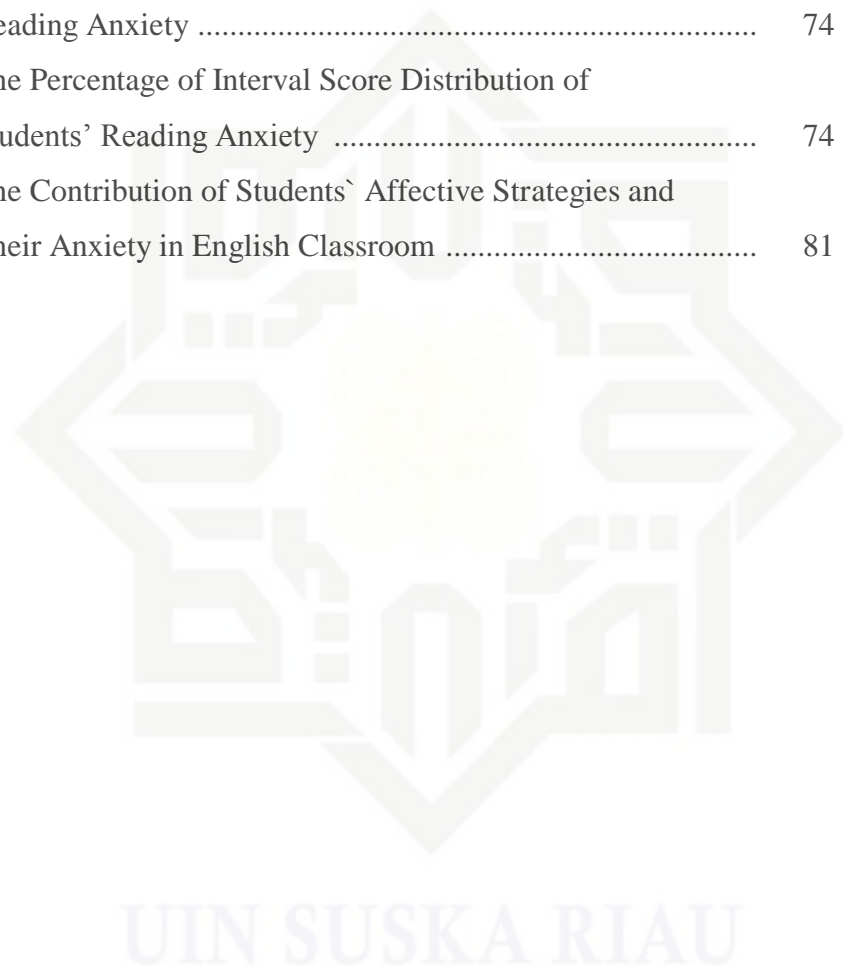
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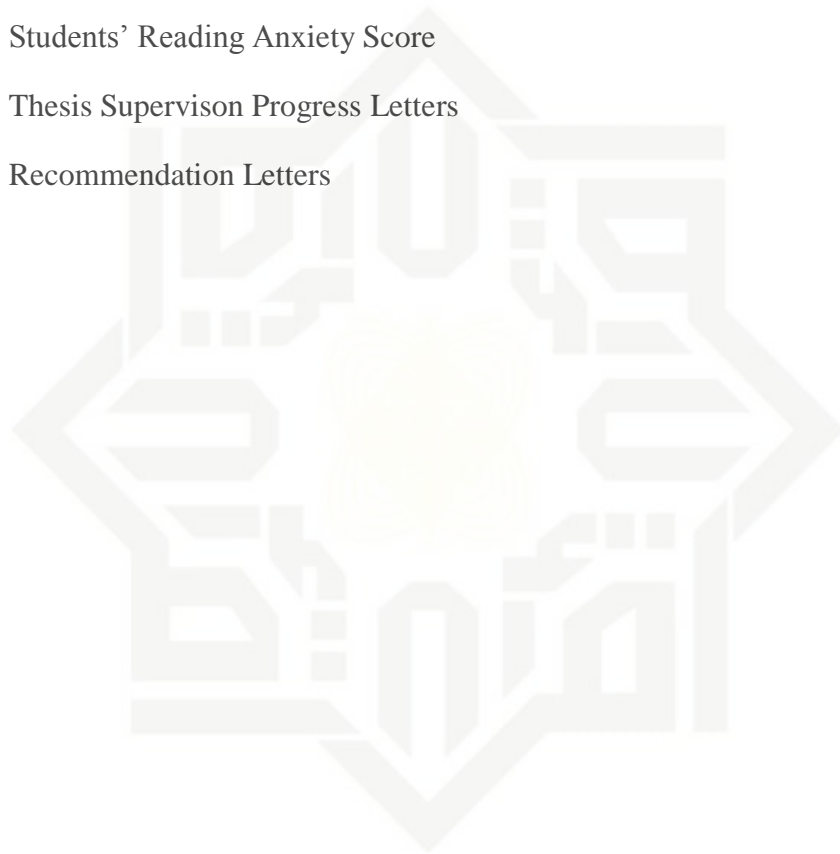
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CHAPTER I INTRODUCTION

A. Background of The Problem

Anxiety can be a barrier to a person's ability to succeed in a foreign language class. Teachers and students generally feel that anxiety is a major obstacle that must be overcome in learning other languages that can affect the communication strategies used by students in language classes (Horwitz, 1986). According to Bielak (2018), this type of anxiety can be successfully reduced by interventions that focus on students' emotions (for example, relaxation training). Therefore affective strategies are believed to help students learn foreign languages more easily (Oxford, 1990). Based on the statement above, anxiety is one of the things that can be a distraction for students in their learning process. This topic is very important to be discussed to help students manage their anxiety in English classroom.

Some previous research conducted by Sepricamuryati (2014), the correlation between students' anxiety and their achievements in Learning English, Galti (2016), the correlation between the use of affective strategies and speaking anxiety, and Sadiq (2017), anxiety in English language learning: A case study of English language learners in Saudi Arabia. Some of the above researchers focus on affective strategies, students' achievement, and speaking anxiety. Based on previous research, in this research, researchers wanted to find out the correlation between students' affective strategies and their anxiety



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which focuses on students' reading anxiety in English classroom at MTsN 1 Pekanbaru.

Reading is an important skill for learners of a second or foreign language in an academic context. This is the most important language skill among the four main skills. Students' success in academic life depends on the ability to read and understand written English (Sari, W. P, 2017). According to Horwitz (1986), in basic terms, anxiety is associated with negative feelings such as fear, anxiety, self-doubt, worry, and extreme fear. Many researchers have conducted studies to investigate the presence of anxiety in reading foreign languages. The results showed that foreign language reading anxiety does exist (Saito et al., 1999).

Based on Bielak (2018), one of the obstacles to the success of language learning is emotional responses and negative influences on situations commonly encountered in language education. An intuitively interesting way to curb negative influences such as anxiety and might also increase emotions and positive influences are the introduction of these intervention elements into the teaching of affective strategies for language learning (Dewaele & MacIntyre, 2014).

Learning a foreign language is not an easy thing to do, because it is not a language that we often hear around us. Many obstacles make people lazy to learn a foreign language. One reason is the lack of confidence and a supportive environment for practice. According to Oxford (1990), learning strategies are important things that students need to know to help and enhance

their second or foreign language learning. It is believed to help students learn foreign languages more easily. According to Fewell (2010), the use of effective language learning strategies has a positive impact on second or foreign language learning.

Affective strategies are one of six types of language learning strategies that refer to emotions, attitudes, and motivations. Strategies to regulate feelings, motivations, and attitudes, can help students manage and reduce the level of anxiety experienced especially during communication. Positive emotions and attitudes can make language learning much more effective and enjoyable (Oxford, 1990). According to O'Malley in Ernesto Macaro (2001), affective strategy is a strategy that involves interaction with others or control of feelings associated with language learning.

In the process of language learning, affective strategies are considered important, because it can help students control their emotions, produce positive attitudes, and strong motivation to learn foreign languages (Wenden, 1987). There are three groups of learning strategies included in the affective strategies are lowering anxiety, encouraging, and taking the emotional temperature (Oxford, 1990). In relation to language learning, anxiety is never separated from the process of learning a foreign language. Anxiety is a feeling of worry and nervousness in a particular situation when they are unsure of the results to be received. Anxiety can influence the communication strategies used by students in language classes and also the composition of their writing (Horwitz, 1986).



In fact, the use of affective strategies in the process of learning English is not easy to develop in many schools. One of the reasons is the lack of mastery of English vocabulary makes students nervous and forgetting the vocabulary they have remembered before. Oxford (1990) said that learning strategies are believed to help learners more easily learn foreign languages. But there are still many students who do not know what affective strategy is. According to Noormohamadi (2009), the more students are worried, the less they use learning strategies. That is the reason why students still have difficulty implementing language learning strategies in English classroom. The problem usually occurs in some schools for example, at MTsN 1 Pekanbaru.

MTsN 1 Pekanbaru, which is located on Amal Hamzah street is one of the formal educational institutions in Pekanbaru, Riau. This school requires English subjects as a compulsory subject. English subjects are programmed using the 2013 curriculum (K13). Which requires students to be more active in the learning process in the classroom. In addition, the 2013 curriculum (K13) is also a guide to teaching and learning English at this school. In this school, English is taught twice a week with a duration of 1 hour which is 40 minutes. Students are expected to be able to apply their knowledge and skills in English classes.

The 2013 curriculum emphasizes more on the affective side as the way to reach the curriculum goals themselves. The ability of affective aspects relates to interests and attitudes which can be in the form of responsibility,



cooperation, discipline, commitment, confidence, honesty, respecting the opinions of others, and the ability to control oneself. All of these abilities must be part of the learning objectives at school, which will be achieved through appropriate learning activities. Students are also required to be more active and able to solve problems related to their learning material, both individually and in groups.

Based on the preliminary observations of researchers at MTsN 1 Pekanbaru, the researcher made an observation and then interviewed an English teacher, the teacher said that some students could understand the meaning in the English text, but some students had difficulty understanding it. Because of the lack of mastery of vocabulary as well as different meanings in foreign cultures of English texts, they start to worry when the teacher asks for their opinion about the texts they have read.

Based on the information the researcher obtained at MTsN 1 Pekanbaru, teachers sometimes use affective strategies to their students during the teaching and learning process in English classes. Students also try to communicate with their friends when they are worried, and there are some students who use affective strategies such as using humor and making positive statements to reduce their anxiety while studying in English class. However, not all affective strategies can be directly applied by students during the learning process in the classroom, because there are several strategies that require relaxing time such as at home or outside the classroom.



It is clear that many aspects can hinder the process of learning English by students in English classroom. Affective strategies are believed to have an influence on the learning process of students. The problems above are caused by several factors that come from within and outside the student's self. One factor is self anxiety. As suggested by De Andres (2002), in terms of language learning, the concern of affective variables in some modern teaching classes encourages the elimination of barriers and anxieties and increases students' self-motivation.

In accordance with the preliminary observation which was done by the researcher at MTsN 1 Pekanbaru, the researcher found the following phenomena:

1. Some of the students often create humor, laugh, and have a level of confidence in English classroom, but they rarely active in learning processes.
2. Students begin to worry when the teacher asks for their opinion on the English text they have read.
3. Some of the students use affective strategies in English classroom.
4. Some of the students are anxious when the teacher asks them to read English texts.
5. The effort to reduce anxiety in English classroom still not optimal.
6. Students like a relaxed and friendly atmosphere produced by the teacher.
7. The most strategies used by the students were laughing.





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8. Students feel comfortable studying in class which is relaxed and with laughter.

Based on the explanation above, the researcher is interested to conduct the research entitled “The Correlation between Students' Affective Strategies and Their Reading Anxiety in English Classroom at MTsN 1 Pekanbaru”

B. Problem

1. Identification of the Problem

Based on the explanation above, the researcher identifies the problem as follows:

- a. Why do some students who often make humor and laugh have a level of confidence in English classroom are rarely active in the learning process?
- b. What factors cause students to worry when teachers ask their opinion about the English texts they have read?
- c. How do students use the Affective strategies?
- d. Why do some of the students are anxious when the teacher asks them to read English texts?
- e. Why is the effort to reduce anxiety in English classroom still not optimal?
- f. Why students like a relaxed and friendly atmosphere produced by the teacher?
- g. Why do students use laughter strategies more in English classrooms?



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- h. Why do students feel comfortable studying in a class that is relaxed and full of laughter.

2. Limitation of the Problem

Based on the identification of the problems above, the researcher needs to limit the problem of the research in order to focus on the topic. There are many interesting aspects to study affective strategies includes lowering your anxiety, encouraging yourself, taking your emotional temperature, and aspects of reading anxiety include unfamiliar scripts and unfamiliar cultural material, and factors that influence reading anxiety include top-down reading anxiety, bottom-up reading anxiety, classroom reading anxiety. Those aspects and factors are included in this research.

3. Formulation of the Problem

Referring to the identification of the problems above, the problems of this research can be formulated into the following questions:

- a. How is students' affective strategies in English classroom at MTsN 1 Pekanbaru?
- b. How is students' reading anxiety in English classroom at MTsN 1 Pekanbaru?
- c. Is there any significant correlation between students' affective strategies and their reading anxiety in English classroom at MTsN 1 Pekanbaru?



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C. Objective and Significance of The Research

1. Objective of the Research

Based on the formulation of the problem above, this research is necessarily carried out in order to achieve the objectives as follows:

- a. To find out students' affective strategies in English classroom at MTsN 1 Pekanbaru.
- b. To find out students' reading anxiety in English classroom at MTsN 1 Pekanbaru.
- c. To find out whether there is a significant correlation between students' affective strategies and their reading anxiety in English classroom at MTsN 1 Pekanbaru.

2. Significance of the Research

- a. The use of emotional regulation strategies that target anxiety is urgently needed. As an effort and step to reduce anxiety that is still not optimal.
- b. Students can reduce the effects of anxiety in the classroom by using affective strategies such as lowering your anxiety, encouraging yourself, and taking your emotional temperature.
- c. Students can try to apply learning strategies that can help their fluency in learning a foreign language in English classroom.
- d. Students get the insight that anxiety can interfere with their learning. This research tells them that affective strategies are believed to reduce their reading anxiety.

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D. Reason for Choosing The Title

There are some reasons why the researcher is interested in conducting this research as follows:

1. Teachers and students need to know one of the important factors that are often overlooked and can influence the language learning process, such as students' reading anxiety in English classroom.
2. Teachers and students need to know that affective strategies are easy to use, strategies that are believed to reduce students' anxiety in the process of learning a foreign language.
3. Many language learners seem to experience difficulties and challenges during class learning activities such as anxiety. There is a need to make students aware of affective strategies for managing and controlling their anxiety in English classroom.
4. The title of this research is still rarely studied in Indonesia, most of the previous studies rarely focused on affective strategies, and research on anxiety mostly focused on speaking anxiety rather than reading anxiety.

E. Definition of the Terms

The topic of this research is the correlation between students' affective strategies and their reading anxiety of the eighth-grade students at MTsN 1 Pekanbaru. To avoid misunderstanding in comprehending this research topic, therefore the researcher gives a definition of the term as follows:



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1. Correlation

Correlation is a measure of the strength of the relationship between two or more sets of data (Creswell, 2012). In this research, the researcher would like to find the correlation between students' affective strategies and their reading anxiety. The independent variable (X) refers to students' affective strategies and the dependent variable (Y) refers to students' reading anxiety in English classroom at MTsN 1 Pekanbaru.

2. Affective strategies

Affective strategies are strategies that refer to anxiety reduction, self-encouragement, and emotional monitoring (Wijirahayu, 2018). In this research, affective strategies mean the strategy that students usually use to control their reading anxiety in English classroom. That is expected to help students in their learning process in English classroom at MTsN 1 Pekanbaru.

3. Anxiety

Anxiety is a feeling of worry, nervousness, and worry related to the autonomic nervous system that prevents some people from succeeding in certain situations (Horwitz, 1986). In this research, anxiety means anxiety in the learning process which focuses on students' reading anxiety.

Reading anxiety is the specific anxiety reactions by students related to their oral performance. Which can be caused by unfamiliar scripts and writing systems, and also unfamiliar cultural material (Saito et al. 1999). In this research, reading anxiety means students' anxiety in the process of learning English, which relates to the English text or sentence they read in English classroom at MTsN 1 Pekanbaru.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Language Learning Strategies

a. Definition of Language Learning Strategies

According to Oxford (1990), language learning strategies are steps taken by students to improve their own language learning. Learning strategies, as O'Malley and Chamot (1990) view them, are specific thoughts or behaviors that individuals use to help themselves in comprehending, retaining, or learning new information. Learning strategies are very important for developing communicative competence. The appropriate language learning strategy results in increased proficiency and greater confidence.

b. Types of Language Learning Strategies

Language learning strategies are divided into two major classes. Direct and indirect. These two classes are subdivided into a total of six groups (Memory, cognitive, and compensation under the direct class. Metacognitive, affective, and social under the indirect class (Oxford, 1990).

1) Direct strategies

The direct strategy is a language learning strategy that directly involves the target language. They consist of:

- a) Memory strategies: techniques that facilitate learners' recall of new input that helps learners to store new information and skills in memory and retrieve them later whenever they are needed.
- b) Cognitive Strategies: cognitive Strategies making associations between new and already known information. That involves manipulation and transformation of the language in some direct ways for processing language input and preparing for language output.
- c) Compensation Strategies: compensation Strategies are behaviors that help students to overcome gaps in knowledge of the target language. Which uses context to make up for information lost in reading and writing.

Therefore, a direct strategy is a strategy used directly involving the target language or language being studied. Which consists of three types, namely: Memory strategies for helping students save and retrieve new information. Cognitive strategies for understanding and produce new languages, and compensation strategies for enabling students to guess or use synonyms so that they are able to use the language even though theoretically there are still many gaps in their knowledge.



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2) Indirect strategies

Indirect strategy refers to language learning strategies that support and manage language learning without directly involving the target language. They consist of:

- a) Metacognitive Strategies: strategies that students use to plan, determine what their learning goals are, monitor their understanding of the material being studied, and to evaluate what they have learned and how well they are doing it (Wenden, 1987) in Hasan (2018).
- b) Affective Strategies: strategies used for controlling emotions, attitudes, and motivation that influence the success or failure of language learning (Oxford, 1990).
- c) Social Strategies: strategies that involve others in the language learning process. This strategy is important because language learning involves others in the process to create better interactions between target language users (Oxford, 1990).

Therefore, this strategy is called an indirect strategy because it supports and manages language learning without (in many cases) directly involving the target language. They consist of metacognitive strategies that allow students to control their own cognition. Affective strategies help regulate emotions,



motivation, and attitudes and social strategies help students learn through interaction with others.

2. The Nature of Affective Strategies

a. Definition of Affective Strategies

Affective strategies are strategies used to control emotions, attitudes, and motivations that can affect the success or failure of students' language learning (Oxford, 1990). Used to reduce anxiety by using mental techniques to make someone feel competent to do learning tasks (O'Malley, 1990).

Affective strategies are very important in language learning because they can help students to control their emotions, and produce strong motivation (Wenden, 1987). Some researchers find that many second or foreign language students fail to master the target language because they do not know how to control their emotions and how to build positive motivations and attitudes for learning a second or foreign language (Bialystok, 1981; Gardner, 1985).

Although according to Wijirahayu (2018), the effect of contributions from affective strategies does not show its significance unless accompanied by a good attitude. But the majority of respondents claim that they are strong users of affective strategies to reduce their anxiety. They also stated that these strategies increase their level of confidence and speaking performance.



Based on the explanation above, affective strategies are one of the six strategies of language learning strategies to control emotion, attitude, motivation and to reduce students' anxiety, that can help students in the process of learning a foreign language, which means it can also affect success in learning a foreign language.

b. Types of Affective Strategies

Oxford (1990) describes three types of affective strategies as follows:

1) Lowering your anxiety

Anxiety can play a strong role. Speaking new languages often causes the greatest anxiety, but some students also experience extraordinary anxiety when listening, reading, or writing new languages (Oxford, 1990). There are three sub-affective strategies related to lowering anxiety:

- a) Using progressive relaxation, deep breathing: according to scientific biofeedback research, this technique is an anxiety reducer. This involves low breathing from the diaphragm, not just the lungs. The simple act of breathing in bringing energy faster. Students can do this technique in class or anywhere. It only takes a few minutes to do this technique. Because of this students use more of this technique to complete many tasks.



- b) Using music: soothing music for five or ten minutes can calm students and make them in a more positive atmosphere for learning. Relaxing musical abilities cannot be denied in the context of language learning that can change the mood and mentality of students.
- c) Using laughter or humor: laughter is the best medicine. The use that has the potential to cause biochemical changes is important for enhancing the immune system. Like watching a funny movie, reading a humorous book, listening to jokes, and so on.

Based on the explanation above, there are three sub-affective strategies related to lowering anxiety, which consists of progressive relaxation, namely, techniques to reduce anxiety with breathing, music used to create a positive atmosphere in learning, and humor that can create a good mood.

2) Encouraging yourself

This strategy is often ignored by language learners, especially those who expect encouragement from others and do not realize that they can provide it themselves. Because the strongest and only encouragement available in many situations comes from within the students. Students need to find ways to arouse their enthusiasm when they try to understand or produce a



new language (Oxford, 1990). There are three sub-affective strategies related to self-encouragement:

- a) Making positive statements: saying or writing positive statements to yourself to feel more confident in learning a new language.
- b) Taking risks wisely: encourage yourself to take risks in language learning situations, even though there are mistakes that are common in learning. This strategy involves a person's conscious decision to take reasonable risks regardless of the possibility of making a mistake.
- c) Rewarding yourself: give yourself a reward for excellent performance in a new language.

Based on the explanation above, there are three sub-affective strategies related to self-encouragement, consisting of making positive statements addressed to yourself to be more confident, taking risk wisely so that we dare to take risks regardless of mistakes made in the learning process, and rewarding yourself to make you always respect yourself for the achievements you have done.

3) Taking your emotional temperature

There are four sub-affective strategies related to taking your emotional temperature (Oxford, 1990):



- a) Listening to your body: pay attention to the signal given by your body. Negative signals such as reflecting stress, tension, worry, fear, and anger; and maybe positive like showing happiness, interest, calmness, and pleasure.
- b) Using a checklist: to find feelings, attitudes, and motivations related to language learning in general.
- c) Writing a language learning diary: writing a diary or journal to keep track of events and feelings in the process of learning a new language.
- d) Discussing your feelings with someone else: talking with another person such as a teacher, friend, relative, to discover and express feelings about language learning.

The four strategies in this set help students assess their feelings, motivations, and attitudes, and in many cases, relate them to language assignments. The strategies in this set are very helpful for distinguishing negative attitudes and emotions that hinder the progress of language learning.

3. The Nature of Anxiety

a. Definition of Anxiety

Anxiety has been considered as one of the most important affective factors that affect mastery of the foreign language (Na, 2007). Many people claim to have a mental barrier to learning a foreign language, even though this same person might be a good



learner in other situations. Anxiety reactions hinder their ability to succeed in foreign language classes. Anxiety is a subjective feeling of tension associated with the arousal of the autonomic nervous system which prevents some people from success in doing something. Psychologists use the term specific anxiety reaction to distinguish people who are generally anxious in various situations from those who are anxious only in certain situations. Anxiety is a cause of poor language learning in some individuals (Horwitz, 1986).

According to Young (1991), in a close review of the literature on anxiety in language learning, at least six potential sources of language anxiety can be identified. Some are associated with the learner, some with the teacher, and some with the instructional practice. From an analysis of this research, language anxiety arises from personal and interpersonal anxieties, learner beliefs about language learning, Instructor beliefs about language teaching, Instructor-learner interactions, classroom procedures, and language testing.

Anxiety is commonly described by psychologists as a state of apprehension, a vague fear that is only indirectly associated with an object (Hilgard et al., 1971) in (Scovel, 1978). Some researchers have found that one of the triggers of student anxiety is speaking a foreign language in front of the class (Young, 1990). Language



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learning researchers have recognized the potential negative impact on language learning (Young, 1986). According to Horwitz (1986), foreign language anxiety is a form of situation-specific anxiety that is uniquely associated with a foreign language learning experience.

b. Components of Anxiety

There are three components of foreign language anxiety have been identified (Horwitz and cope, 1986):

- 1) Communication apprehension: It refers to the level of fear or anxiety of an individual associated with real or anticipated communication with others (McCroskey, 1977). It can be manifested in terms of difficulty in speaking in groups (oral communication anxiety) or in public which is the inability to express oneself fully or to understand what another person says that can lead to frustration and apprehension, or in listening comprehension and word production (Sepricamuryati, 2014).
- 2) Fear of negative social evaluation: It refers to the worries and difficulties arising from concerns about being harassed or hostile by others (Charleton et al., 2006). The apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others would evaluate someone negatively (Sepricamuryati, 2014).
- 3) Test anxiety or apprehension over academic evaluation: Is about the fear of exams, quizzes, and other assignments used to



evaluate students' performance, it can come from the fear of testing (Wu, 2010) in Burgucu (2011). Oral tests have the potential of provoking both test and oral communication anxiety simultaneously with susceptible students (Sepricamuryati, 2014). According to Madsen and Murray's (1984) in their study demonstrated that high-test-anxiety students are distressed by time constraints. As happened to students in the classroom, not all affective strategies can be applied during the learning process because time and place do not allow to use of all strategies. Language skills, environmental and situational factors, time limits, gender, ethnicity and socio-economic background, test techniques, exam format, and instruction are significantly correlated with the level of test anxiety among language learners (Neely & Shaughnessy, 1984; Young, cited in Aydin, 2007).

Jen (2003) found that irrespective of the language teaching method. Personality factors, fear of negative evaluation, low English proficiency, lack of preparation, pressure from the language instructor and tests, and parental pressure were found to be the common instigator of foreign language anxiety among highly anxious language learners (Jen, 2003 in Mohammadi, 2013). As individuals, quantitatively different from each other at the level of anxiety experienced. They differ from each other in the etiology and quality of anxiety experienced as well. Thus, the anxiety experienced



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by each person is different from the others in many aspects (Noormohamadi, R, 2009).

From the above explanation, it can be concluded that anxiety is one of the most important affective factors that can affect the mastery of foreign languages. For some people, anxiety is the cause of their language learning becoming bad. Anxiety itself can be related to students, the teacher, and to the learning process. And one of the triggers of anxiety is like speaking a foreign language in front of the class. There are three components of foreign language anxiety that have been identified, consist of communication apprehension because someone's worries speak in public and cause frustration and fear, fear of negative evaluation refers to the worry someone will get a negative evaluation from others, and test anxiety is anxiety someone will test the academic will be faced.

c. Definition of Reading anxiety

Foreign language reading anxiety (FLRA) refers to feelings of restlessness, worry, or stress that a person suffers while reading texts in FL (Capan & Pektas, 2013). In addition, foreign language reading anxiety appears to be related to the perceived difficulty level of reading material and the type of reading task (Brantemeier, 2005; Mills, Pajares & Herron, 2006). Anderson (2004) states that reading is the most important skill to master. Through reading, students can



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access a lot of information about the target language and culture (Chen & Intarapraserit, 2014).

Saito et al. 1999, argue that, most discussions of foreign language anxiety center on the difficulties caused by anxiety, which are related to oral performance. Research findings by Smith and Racine (2003) also show that spoken, written, and reading communication in the target language causes foreign language anxiety. Reading in a foreign language can cause anxiety for some students. The level of reading anxiety varies based on the target language and a specific writing system. In addition, the level of reading anxiety of students increases with their perceptions of reading difficulties in their foreign languages. Foreign language anxiety is most clearly related to oral aspects of language use such as listening and speaking. Anxiety occurs when learners try to decode or interpret non-native language text.

Therefore reading anxiety refers to feelings of worry and when students try to read and interpret foreign language texts (Muhlis, 2014).

d. Aspects of Reading Anxiety

There are two aspects of reading a foreign language that seems to have great potential to cause anxiety as follows (Horwitz, Saito & Gaza, 1999):



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- 1) Unfamiliar scripts and writing systems: It seems that the less the learner can depend on the reliability of specific systems of sound symbols, the more anxiety that will be experienced in the act of reading. The reader will experience anxiety due to difficulties in processing the text.
- 2) Unfamiliar culture material: It would seem to have an impact at a point in the reading process that is less immediate than that of unfamiliar scripts and writing systems. In other words, anxiety is also anticipated when the reader can decipher words from foreign language texts, but the results are not unreasonable, due to incomplete cultural knowledge.

e. Factors influence Reading Anxiety

Anxiety is an important factor in learning foreign languages, especially in reading. Therefore, it is very important to identify the factors that influence reading anxiety. According to Zoghi (2012), there are three factors that affect reading anxiety, namely Top-down Reading Anxiety, Bottom-up Reading Anxiety, Classroom Reading Anxiety. Each of these will be discussed as revealed below.

1) Top-down Reading anxiety

According to Zoghi (2012), Top-down reading anxiety is one of the factors that affect reading anxiety from readers, especially related to anxiety. Top-down reading anxiety is related to the reader's background knowledge, cultural knowledge, and general



reading ability. Due to the students' lack of knowledge about the ideas expressed in the text, they are unable to recognize the details and main ideas of the text culturally, causing them to become anxious. (Guimba and Alico, 2015).

2) Bottom-up Reading anxiety

According to Zoghi (2012), bottom-up reading anxiety is one of the factors that influence reading anxiety related to certain texts. Bottom-up reading anxiety is related to vocabulary and grammar. This is because students find vocabulary that is not common in text and grammatical structures that are too complex, they cannot understand the meaning of a word, find many words whose meanings are not clear, sentences that are grammatically unfamiliar and the tenses of certain sentences are not clear. they become anxious (Guimba and Alico, 2015).

3) Classroom Reading Anxiety

According to Zoghi (2012), reading anxiety in class is one of the factors that affects reading anxiety from the teaching methods used by teachers in class activities. Students may experience reading anxiety in class when the teacher corrects their pronunciation and translation errors in an assertive way (Guimba and Alico, 2015).

Based on the explanation above, most of the discussions about foreign language anxiety centered on the difficulties caused by



anxiety, which are related to oral performance. Reading in a foreign language can cause anxiety for some students. The level of reading anxiety varies based on the target language and a specific writing system. And it also depends on students' perceptions of reading difficulties. There are two aspects of reading a foreign language that seems to have great potential to cause anxiety such as unfamiliar scripts and writing systems, causing readers to experience anxiety due to difficulties in processing text, and unfamiliar cultural material, namely when readers can decipher words from foreign language texts, but the results do not make sense, because of incomplete cultural knowledge.

4. The Correlation between Students' Affective Strategies and their Reading Anxiety

Saito et al. (1999) said that reading can be a cause of anxiety for some students. Reading anxiety is classified as specific anxiety caused by several factors. Steps to reduce anxiety such as deep breathing and positive self-talk can help students reduce their anxiety of reading a foreign language they do not understand.

Affective strategy is one of six types of language learning strategies that refer to emotions, attitudes, motivations, and values (Oxford, 1990) that is used to reduce anxiety by using mental techniques to make someone feel competent to do the task of learning (O'Malley, 1990). They said that language learning strategies can improve students'



foreign language skills. According to Oxford (1990) good language learners who know how to control their emotions and attitudes about learning. On the other hand, emotions and positive attitudes can make language learning far more effective and enjoyable.

Affective strategy techniques such as self-reinforcement and positive self talk help students get better control of their motivations, attitudes, and anxieties related to language learning (Noormohamadi, R. 2009). Brown (2007), stated that anxiety is someone's feeling of worry about the situation because they are not sure what the outcome is. The use of affective strategies and learning training can help students overcome emotional difficulties (Stern, 1992).

Based on the explanation above it is said that affective strategy is a type of language learning strategy that refers to emotions, attitudes, and motivations. Which is used to reduce student anxiety. By using mental techniques that will build emotions and positive attitudes that make learning more fun. Specific anxiety reduction measures such as deep breathing and positive self-talk can be useful to make students reduce their stress and can develop more effective reading practices. Affective strategy techniques help students gain better control over their anxiety related to language learning.



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B. Relevant Research

To avoid the same title in this research, the researcher shows the research which is relevant to this research. Syafi'i (2016) stated that relevant research is previous research conducted by the previous researchers that are relevant or related to research which a person is conducting. Reviewing the relevant research is intended to avoid "plagiarism" toward the design and findings of the previous research.

The following relevant researchers to this research project are:

1. In 2016, research was conducted by Alhaji Malah Galti entitled "Correlation between the use of affective strategy and speaking anxiety among ShehuGarbai secondary school students in Maiduguri-Borno state". This study is aimed to examine the correlation between the level of students' speaking anxiety and their use of affective strategy during the speaking task. The participants of this study were 93 students (47 females and 46 males). They were from a science and art class of ShehuGarbai secondary school, in Maiduguri, the Borno state capital in Nigeria. FLCAS questionnaire and affective strategies category of SILL was used to collect the data for the study. Correlation analysis was used to determine the relationship between the level of anxiety and the use of affective strategy by the students using SPSS. The school is considered a model school in the state. Their average age was 17 years. The results show that there is a strong relationship between the lack of use of affective strategies and the level of anxiety during a speech. Students with speaking anxiety do not

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seem to use affective strategies. As such, there is a need to make students aware of affective strategies and they should be encouraged to use them during speaking assignments to manage and control their speaking anxiety.

2. A research was conducted by Jamilah Mohammed Sadiq in 2017, entitled "Anxiety in Learning English: A Case Study of English Learners in Saudi Arabia". The purpose of this research was to determine the level of language anxiety among EFL students in the faculty of education at Prince Nora University and the significant relationship between language anxiety levels, one year in a special program, and student age. The participants were chosen randomly. The research sample included 100 students from the College of Education at Princess Nora University in the Kingdom of Saudi Arabia. Data collected through a questionnaire. In this research, the Foreign Language Class Anxiety Scale developed by Horwitz, Horwitz, and Cope (1986) was used to collect research data. Data collected is processed using the Statistical Package for Social Sciences (SPSS) program. To analyze data, descriptive statistics are used to add data, including frequency percentages, averages, and standard deviations. To identify differences in language anxiety levels, according to age and year in certain programs, researchers used Pearson's correlation coefficient. The findings of this research indicate that EFL students experience moderate levels of anxiety. In addition, this finding also shows that there is no significant difference in anxiety level with respect to a particular program year.



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3. In 2014, Sepricamuryati conducted research entitled “The Correlation between Students’ Anxiety and Their Achievement in Learning English of the First Year at MA Al-Qasimiyah Sorek Satu Pelalawan”. The objectives of this research is to find out whether there is a significant correlation between students’ anxiety and their achievement in learning English at MA Al-Qasimiyah Sorek Satu Pelalawan or not. She gave 14 items for questioners and the English achievement of students, and the number of population was 38 students. In measuring the anxiety in her research, she used FLCAS (Foreign Language Classroom Anxiety Scale). She used Documentation to collect the data of Variable Y as students’ achievement. In analyzing the data, she used the Pearson Product-Moment Correlation Coefficient (r) by using SPSS 16.0 program. Finally, she concluded that the higher students’ anxiety was, the lower students’ achievement in learning English would be and the lower students’ anxiety was, the higher students’ achievement in learning English would be.

Previous research studies above explain affective strategy and anxiety. In this research, the researchers only focused to find out the correlation between students' affective strategies and their reading anxiety in English classroom. The difference between this research and previous research conducted by Alhaji Malah Galti is on the variable y. Where previous research only focused on speaking anxiety. Another difference comes between this research and previous research conducted by



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Sepricamuryati and Jamilah Mohammed Sadiq, both of these research differs in the specification of the variable x and y.

C. The Operational Concept

The operational concept is a concept used to provide a theoretical framework to avoid misunderstanding and misinterpretation in this research. In conducting this research, it is necessary to briefly clarify the variables used in analyzing data. There are two variables used in this research, namely affective strategy as variable X and students' reading anxiety in English classroom as variable Y. The students' affective strategies can be seen in the following indicators:

1. Variable X: The indicators of affective strategies (Oxford, 1990):

- a. Students use progressive relaxation, deep breathing techniques.
- b. Students or teachers use soothing music for five or ten minutes to make a positive atmosphere for learning.
- c. Students use laughter techniques to relax in English classroom.
- d. Students make positive statements to make them more confident.
- e. Students push themselves to make decisions and are not afraid to make mistakes in English classroom.
- f. Students appreciate themselves for the progress they have achieved.
- g. Students control their body by deep breathing.
- h. Students make a list of what they need to motivate them in learning.



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- i. Students to write diaries or journals to track events and feelings in the process of learning a new language.
- j. Students talk to others like teachers, friends, relatives, to express their feeling about language learning.

2. Variable Y: The indicators of reading anxiety Saito et al. (1999):

- a. Students are not sure if they understand what they are reading in English.
- b. Students feel intimidated whenever they see the whole page of English in front of them.
- c. Students are nervous when they read a passage in English when they are not familiar with the topic.
- d. Students get upset whenever they encounter unknown grammar when reading English.
- e. Students feel disturbed when they find words they cannot say while reading English.

D. The Assumption and Hypothesis

1. The Assumption

Before formulating the hypothesis as a response to the problem, the researcher would like to present the assumption as follows: "The more students use affective strategies in learning, the better they are controlling their reading anxiety in English classroom".



2. The Hypothesis

Based on the assumptions above, the researcher makes the following hypothesis:

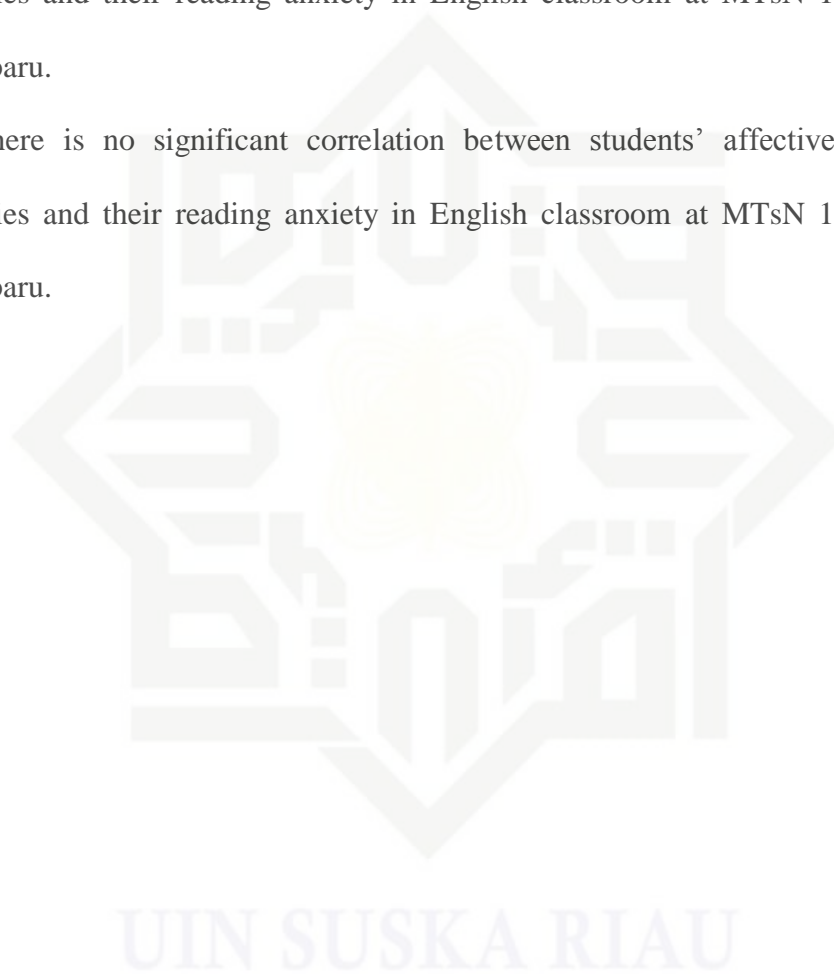
- a. H_a : There is a significant correlation between students' affective strategies and their reading anxiety in English classroom at MTsN 1 Pekanbaru.
- b. H_o : There is no significant correlation between students' affective strategies and their reading anxiety in English classroom at MTsN 1 Pekanbaru.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

In this research, the researcher applies quantitative approach. The type of research was correlational research. According to Gay (2000) correlational research involves collecting data in order to determine whether, and to what degree, a relationship exists between two or more variable. It means that scores within a certain range on one variable are associated with scores within a certain range on the other variable. The kind of this research is explanatory research design. According to Creswell (2012) an explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables or more, where changes in one variable are reflected in changes in the other.

The reason why the researcher chose this type of research is that the researcher wanted to find out whether there is or not a correlation between students' affective strategies and their anxiety in English classrooms at MTsN 1 Pekanbaru. This research involved two variables, the first is students' affective strategies symbolized by "X" in which it is the independent variable and the second is their anxiety in English classroom symbolized by "Y" in which it is the dependent. variable.



Source: Usman (2015)



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B. Location and Time of the Research

This research was conducted on the eighth-grade students at MTsN 1 Pekanbaru and the time in conducting this research was from July to August 2020. The data were collected online via a google form filled out by students.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was the eighth-grade students at MTsN 1 Pekanbaru.

2. Object of the Research

The object of this research was the correlation between students' affective strategies and their reading anxiety at MTsN 1 Pekanbaru.

D. Population and Sample of the Research

1. Population of the Research

According to Creswell (2012) "population is a group of individuals who have the same characteristic". The population of the research is the eighth-grade students of MTsN 1 Pekanbaru. There are 10 classes that consisted of 340 students. Total numbers of the students as follow:



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Table III.1
The Total Population of the Eighth Grade Students At MTsN 1 Pekanbaru

No	Class	Number of Students
1	VIII 1	32
2	VIII 2	33
3	VIII 3	33
4	VIII 4	33
5	VIII 5	33
6	VIII 6	32
7	VIII 7	36
8	VIII 8	36
9	VIII 9	36
10	VIII 10	36
Total		340

2. Sample of the Research

According to Cresswell (2012) sample is a subgroup of the target population that the researcher plans to study for generalizing the target population. In this research, the researcher uses non random sampling. Type of proportional sampling, sampling that takes into consideration the elements or categories in the research population, because the population is not homogeneous (Usman, 2015). The researcher wants to take 17% as a sample. Therefore the sampling technique according to Usman (2015) is:

$$\text{Formula} = \frac{n}{k} \times \text{number of samples}$$

n = Number of population in each class

k = Total population



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Table III.2
Sample of the Research

No	Classes	Students' population	Students' sample
1	VIII 1	32	6
2	VIII 2	33	6
3	VIII 3	33	6
4	VIII 4	33	6
5	VIII 5	33	6
6	VIII 6	32	6
7	VIII 7	36	6
8	VIII 8	36	6
9	VIII 9	36	6
10	VIII 10	36	6
Total Sampling		340	60

E. Technique of Data Collection

The kind of instrument that the researcher used has consisted of one instrument that is questionnaire. There are two types of questionnaires in this research as follows:

1. Questionnaire for Students' Affective Strategies

In this research, the questionnaire was used as an instrument to find out the general picture of students' affective strategies in English classroom at MTsN 1 Pekanbaru. A questionnaire is a form that is given and must be answered by the participant or respondent and returned to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information (Creswell, 2012).

The researcher used 20 items in this research. In addition, items were written in Indonesian in another to the respondents better understanding and responding to questionnaire items. The researcher distributes questionnaires to sample students who aim to find out their

affective strategies scores. This questionnaire contains a number of questions for respondents who deal with affective strategies and are measured using a Likert Scale. According to Sugiyono (2017) if the items of the variable to be measured are included in the measurement of the attitudes, opinions and perceptions of a person or group of people then they can use a Likert scale. For the purposes of quantitative analysis, answers are given a score, namely; 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree.

The most often used strategy scale around the world at this time is the Strategy Inventory for Language Learning (Oxford, 1990). The strategy Inventory for Language Learning (SILL), a questionnaire designed to measure Language Learning Strategies (Fewell, 2010). The questionnaires which were given consisted of some indicators. The indicator was modified from Oxford (1990) about affective strategies. Indonesian statement is written after English statement to make it easier for students to answer it according to their daily habits.

Table III.3
Scoring of Affective Strategies Statement

No	Option	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly Disagree	1





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Table III.4
Questionnaire of Affective Strategies
(Oxford, 1990)

No	Indicators	Item Number
1	Students use progressive relaxation, deep breathing techniques.	1, 11
2	Students or teachers use soothing music for five or ten minutes to make a positive atmosphere for learning.	2, 12
3	Students use laughter techniques to relax in English classes.	3, 13
4	Students make positive statements to make them more confident.	4, 14
5	Students push themselves to make decisions and are not afraid to make mistakes in English classes.	5, 15
6	Students appreciate themselves for the progress they have achieved.	6, 16
7	Students control their body by deep breathing.	7, 17
8	Students make a list of what they need to motivate them in learning.	8, 18
9	Students write diaries or journals to track events and feelings in the process of learning a new language.	9, 19
10	Students talk to others like teachers, friends, relatives, to express their feeling about language learning.	10, 20
Total		20

2. Questionnaire for Students' reading anxiety in English Classroom

The questionnaire used by researchers to measure students' reading anxiety in English classroom at MTsN 1 Pekanbaru. In this research, the researchers modified the Foreign Language Reading Anxiety Scale (FLRAS) questionnaire (Horwitz, Saito & Gaza, 1999) to reveal the foreign language reading anxiety. The FLRAS elicited students' self reports of anxiety over various aspects of reading, their perception of reading difficulties in their target language, and their perceptions of the relative difficulty of reading (Horwitz, Saito & Gaza, 1999).

This questionnaire contains a number of questions for respondents who deal with anxiety and are measured using a Likert Scale. According to Sugiono (2017) if the items of the variable to be measured are included in



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the measurement of the attitudes, opinions and perceptions of a person or group of people then they can use a Likert scale. For the purposes of quantitative analysis, answers are given a score, namely; 5 = Strongly Agree, 4 = Agree, 3 = Neutral , 2 = Disagree, 1 = Strongly disagree. Indicators modified from Saito et al. (1999) about reading anxiety. Indonesian statement is written after English statement to make it easier for students to answer it according to their daily habits.

Table III.5
Scoring of Reading Anxiety Statement

No	Option	Score
1	Strongly Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5.	Strongly Disagree	1

Table III.6
Questionnaire of Reading Anxiety
(Saito et al., 1999)

No	Indicator	Item of Questions
1	Students are not sure if they understand what they are reading in English.	1, 6
2	Students feel intimidated whenever they see the whole page of English in front of them.	2, 7
3	Students are nervous when they read a passage in English when they are not familiar with the topic.	3, 8
4	Students get upset whenever they encounter unknown grammar when reading English.	4, 9
5	Students feel disturbed when they find words they cannot say while reading English.	5, 10
	Total	10

The researcher gave questionnaires via Google form because schools were closed during the pandemic COVID-19. There are two



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questionnaire that researchers give to the students, the first contains statements about affective strategies and the second about reading anxiety.

Validity and Reliability of Instrument

To obtain the data from the respondents, the researcher made try out just for questionnaire tests to determine the validity and reliability then, analyzed the reliability and validity used SPSS 23.0 Program.

1. Validity of Instrument

a. Validity of Affective Strategies Questionnaire

To analyze the validity of affective strategies questionnaire, the researcher conducted a try out to 20 items by handing 30 students who was not included in the research sample. The researcher used SPSS 23 Program to analyze the data. The researcher compared R observed to R table at significant level of 5% is 0.361 ($df=N-2=28$). The R observed of each item should be higher than the R table to be considered as a valid question. If the observed of r on the analysis of less than R table, it can be concluded that these items are not significantly correlated with the total score (declared invalid) and must be removed or corrected.

The results of the analysis showed that there were 20 questions accepted or valid and there were no rejected or invalid, 20 questions are valid and the rest are dropped. Thus, there are 20 items of questionnaire to test affective strategies. The result of validity for affective strategies as follows:



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Table III.7
Validity of Affective Strategies

Item No	R Observed	R table	Status
Question 1	0.740	0.361	Valid
Question 2	0.607	0.361	Valid
Question 3	0.650	0.361	Valid
Question 4	0.723	0.361	Valid
Question 5	0.381	0.361	Valid
Question 6	0.560	0.361	Valid
Question 7	0.385	0.361	Valid
Question 8	0.694	0.361	Valid
Question 9	0.589	0.361	Valid
Question 10	0.702	0.361	Valid
Question 11	0.421	0.361	Valid
Question 12	0.648	0.361	Valid
Question 13	0.602	0.361	Valid
Question 14	0.560	0.361	Valid
Question 15	0.535	0.361	Valid
Question 16	0.684	0.361	Valid
Question 17	0.659	0.361	Valid
Question 18	0.547	0.361	Valid
Question 19	0.678	0.361	Valid
Question 20	0.618	0.361	Valid

b. Validity of Reading Anxiety Questionnaire

To analyze the validity of reading anxiety questionnaire, the researcher conducted a try out to 10 items by handing 30 students who was not included in the research sample. The researcher used SPSS 23.0 Program to analyze the data. The researcher compared R observed to R table at significant level of 5% is 0.361 ($df=N-2=28$). The R observed of each item should be higher than the R table to be considered as a valid question. If the observed of r on the analysis of less than R table, it can be concluded that these items are not

significantly correlated with the total score (declared invalid) and must be removed or corrected.

The results of the analysis showed that there were 10 questions accepted or valid and there were no questions rejected or invalid, 10 questions are valid and the rest are dropped. Thus, there are 10 items of questioner to test anxiety. The result of validity for anxiety questioner as follows:

Table III.8
Validity of Reading Anxiety

Item No	R Observed	R table	Status
Question 1	0.740	0.361	Valid
Question 2	0.607	0.361	Valid
Question 3	0.650	0.361	Valid
Question 4	0.723	0.361	Valid
Question 5	0.381	0.361	Valid
Question 6	0.560	0.361	Valid
Question 7	0.385	0.361	Valid
Question 8	0.694	0.361	Valid
Question 9	0.589	0.361	Valid
Question 10	0.702	0.361	Valid

2. Reliability of Instrument

Reliability has to do with accuracy of measurement. The kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different or by different person. Internal consistency reliability is the instrument administered once, using one version of the instrument (Creswell, 2012). Below was the table of categories of reliability questioner used in determining the level of reliability.





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Table III.9
The Level of Acceptable Reliability

NO	Reliability	Validity
1	>0.90	Very high
2	0.80 – 0.90	High
3	0.70 – 0.79	Reliable
4	0.60 – 0.69	Marginally/Minimally
5	<0.60	Unacceptably low

Cohen, Manion & Morison (2007)

a. Reliability of Affective Strategies Questionnaire

To obtain the reliability of the affective strategies questionnaire, the researcher used SPSS 23.0 Program to find out whether the test was reliable or not.

Table III.10
The Reliability Statistic of Affective Strategies

Cronbach's Alpha	N of Items
.925	20

From the table III.10, it can be seen the value of Cronbach's alpha was 0.925. The value was higher than the standard Cronbach's alpha which 0.60 was. Therefore, it can be concluded that the test was reliable and the level of reliability was very high.

b. Reliability of Reading Anxiety

To obtain the reliability of the reading anxiety questionnaire, the researcher used SPSS 23.0 Program to find out whether the test was reliable or not.

Table III.11
The Level of Acceptable Reliability

NO	Reliability	Validity
1	>0.90	Very high
2	0.80 – 0.90	High
3	0.70 – 0.79	Reliable
4	0.60 – 0.69	Marginally/Minimally
5	<0.60	Unacceptably low

Cohen, Manion & Morison (2007)

Table III.12
The Reliability Statistic of Reading Anxiety

Cronbach's Alpha	N of Items
.835	10

From the table III.12, it can be seen the value of Cronbach's alpha was 0.835. The value was higher than the standard Cronbach's alpha which 0.60 was. Therefore, it can be concluded that the test was reliable and the level of reliability was very high.

G. Techniques of The Data Analysis

To find out whether there is a significant correlation between students' affective strategies and their reading anxiety in English classroom, the data were analyzed by using statistical formula. In analyzed this research, the researcher used Pearson product moment correlation coefficient using SPSS 23.0 Program. The researcher used the score of questionnaire of variable X and the score of variable Y to know whether or not there was any correlation between both variables. There are two types of questionnaires in this research as follows:

1. Questionnaire for Students' Affective Strategies

This questionnaire is a statement that has been provided by researcher. Related to the general description of affective strategies used by students. Then the respondent chooses the appropriate answer and the actual situation by providing a cross (x) for the available answer choices. The researcher will analyze the questionnaire statistically with several steps. First, students' responses to affective strategies. The researcher will analyze the score by using a sum score in which the researcher adds the scores for each individual to give a single score for the variables that represent all questions (Creswell, 2012).





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Table III.13
Categorize the level of Affective Strategies

The range of category	Interpretation
76 – 100	Good
56 – 75	Enough
40 – 55	Low
<40	Very Low

A. Efryandi & H. Syafri (2017)

2. Questionnaire for Students' Reading Anxiety in English classroom

In line with the first questionnaire. This questionnaire is also a statement provided by the researcher. Then the respondent chooses the appropriate answer and the actual situation by giving a cross (x) to one of the columns in accordance with the provisions. In this study using Likert scale. There are several steps in analyzing this questionnaire, namely by looking at students' answers to reading anxiety in English classroom.

There are two variables x and y in this research, the researcher will use product moment correlation to examine whether there is or no significant correlation between two variables.

Table III.14
Categorize the level of Reading Anxiety

The range of category	Interpretation
1 – 48	Low
49 – 66	Medium
>67	High

W. Purnama. S (2017)

To analyze the data of the students' affective strategies and students' anxiety, the researcher used the formula (Sudijono, 2011):

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Number of percentage

F = Frequency

N = Number of sample



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Meanwhile, in order to get easy in analyzing the data, the researcher used SPSS 23.0 program for Windows. The product moment correlation coefficient was obtained by considering the degree of freedom ($df = N - nr$; ($N =$ number of sample, $nr =$ number of variable)

In addition, the procedure of processing the data by using SPSS 23.0 program is as follows:

1. Open SPSS 23.0 program.
2. Click variable view on SPSS data editor.
 - a. On column name, for the first row is Respondent, for the second row is X, and for the third row is Y.
 - b. On column type, for the first row change row numeric to string.
 - c. On the column *label*, for the second row is students' affective strategies and for the third row is students' reading anxiety.
3. Next, click *data view* in the left corner on SPSS data editor. Input the respondent in column *respondent*, scores of prior knowledge in column X, and scores of students' learning interest in column Y.
4. Then, to find the correlation between the score; click *analyze*, choose *correlate* and then choose *bivariate*.
5. From bivariate correlation input X and Y to variable
6. Click *Pearson on correlation coefficient*
7. Choose two tailed on test of significance.
8. Click OK.

Statistically the Hypotheses are:

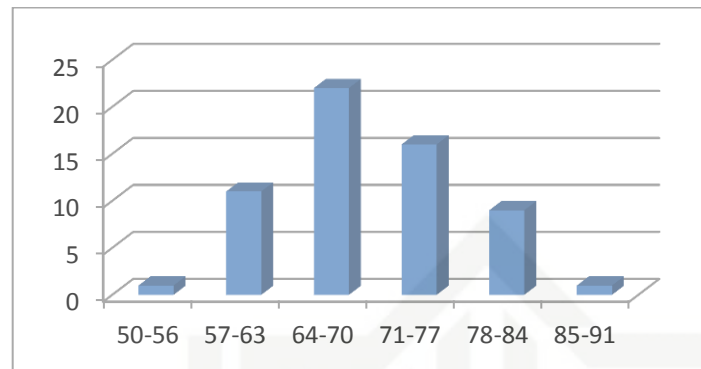
$$H_a : r_o > r_{table}$$

$$H_o : r_o = r_{table}$$

H_a is accepted if $r_o > r_{table}$ or there is a significant correlation between students' affective strategies and their reading anxiety.

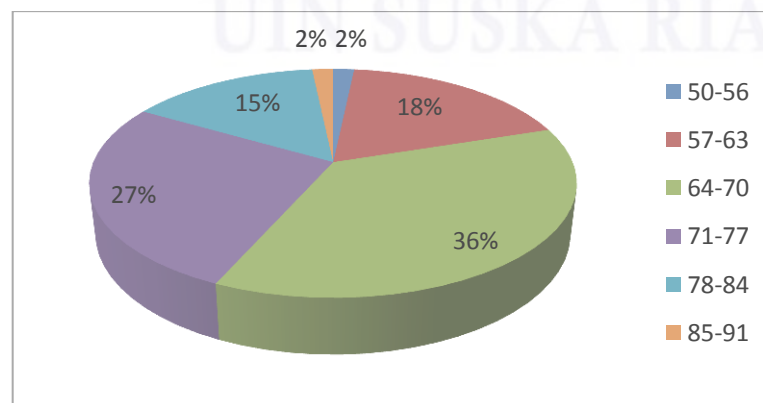
H_o is accepted if $r_o = r_{table}$ or there is no significant correlation between the students' affective strategies and their reading anxiety.

Chart IV.1
The Frequency Score of Students' Affective Strategies



It can be seen, at interval score of 50-56, there was 1 student. At interval score of 57-63, there were 11 students. At interval score of 64-70, there were 22 students. At interval score of 71-77, there were 16 students. At interval score of 78-84, there were 9 students. At interval score of 85-91, there were 1 student. Meanwhile, below the researcher presented the percentage of the students' interval score distribution.

Chart IV.2
The Percentage of the Interval Score Distribution of the Students' Affective Strategies





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It can be seen, at interval score of 50-56, there were 2% percent. At the interval score of 57-63, there were 18% percent. At the interval score of 64-70, there were 36% percent. At the interval score of 71-77, there were 27% percent. At the interval score of 78-84, there were 15% percent. At the interval score of 85-91, there were 2% percent.

The researcher also described the category and the percentage of students' affective strategies as follows:

Table IV.23
The Frequency and Percentage of Students' Affective Strategies

No	Category	Score	Frequency	Percentage (%)
1	Good	76 – 100	12	20%
2	Enough	56 – 75	47	78%
3	Low	40-55	1	2%
4	Very Low	01—39	0	0%
Total			60	100%

From the table IV.23, it can be seen that there were 12 students was at good category, with the percentage was 20%. 47 students were at enough category, with the percentage 78%. 1 student was at low category, with the percentage 2% and there was no student at very low category, with the percentage 0%. Based the explanation above, the researcher concluded that students' affective strategies in at MTsN 1 Pekanbaru was at enough category with the total students were 47 and the percentage was 78%.



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2. Data Presentation of Students' Reading Anxiety

The data are presented based on the items. In this research, there were 10 items in questionnaire of students' reading anxiety. They are:

Table IV.24
I get frustrated when I am not sure whether I understand what I read in English

No.	Alternatives	F	P (%)
1.	Strongly agree	6	10.0
2.	Agree	21	35.0
3.	Neutral	0	0.0
4.	Disagree	21	35.0
5.	Strongly Disagree	12	20.0
	Total	60	100.0

Based on the Table IV.24 above, it can be found that 10% of respondents answered strongly agree, 35% of respondents answered agree, 0% of respondents answered neutral and 35% of respondents answered disagree and 20% of respondents answered strongly disagree. It means that the majority of students agree they get frustrated when they are not sure whether they understand what they read in English with the total students were 27.

Table IV.25
I feel intimidated when I disagree see a whole page of English in front of me

No.	Alternatives	F	P (%)
1.	Strongly agree	4	6.7
2.	Agree	27	45.0
3.	Neutral	0	0.0
4.	Disagree	21	35.0
5.	Strongly Disagree	8	13.3
	Total	60	100%



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Based on the Table IV.25 above, it can be found that 6.7% of respondents answered strongly agree, 45% of respondents answered agree, 0% of respondents answered neutral, 35% of respondents answered disagree and 13.3% of respondents answered strongly disagree. It means that the majority of students agree feel intimidated when disagree they see a whole page of English in front of them with the total students were 31.

Table IV.26
I am nervous when reading in English about topic that is foreign to me

No.	Alternatives	F	P (%)
1.	Strongly agree	21	35.0
2.	Agree	22	36.7
3.	Neutral	0	0.0
4.	Disagree	11	18.3
5.	Strongly Disagree	6	10.0
Total		60	100

Based on the Table IV.26, it can be found that 35% of respondents answered strongly agree, 36.7% of respondents answered agree, 0% of respondents answered neutral, 18.3% of respondents answered disagree and 10% of respondents answered strongly disagree. It means that the majority of students agree nervous when reading in English about a topic that is foreign to them with the total students were 43.



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Table IV.27
I get upset when disagree I encounter unknown grammar when reading English

No.	Alternatives	F	P(%)
1.	Strongly agree	5	8.3
2.	Agree	17	28.3
3.	Neutral	0	0.0
4.	Disagree	31	51.7
5.	Strongly Disagree	7	11.7
Total		60	100

Based on the Table IV.27, it can be found that 8.3% of respondents answered strongly agree, 28.3% of respondents answered agree, 50% of respondents answered neutral and 51.7% of respondents answered disagree and 11.7% of respondents answered strongly disagree. It means that the majority of students disagree get upset when disagree they encounter unknown grammar when reading English with the total students were 38.

Table IV.28
I feel annoyed when I can't pronounce the English sentences that I read

No.	Alternatives	F	P (%)
1.	Strongly agree	4	6.7
2.	Agree	18	30.0
3.	Neutral	0	0.0
4.	Disagree	25	41.7
5.	Strongly Disagree	13	21.7
Total		60	100

Based on the Table IV.28, it can be found that 6.7 % of respondents answered strongly agree, 30% of respondents answered agree, 0% of respondents answered neutral, 41.7% of respondent answered disagree and 21.7% of respondents answered strongly



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disagree. It means that the majority of students disagree that they feel annoyed when they can't pronounce the English sentences that they read with the total students were 38.

Table IV.29
When reading English, I know the words but still can't quite understand what the author is saying

No.	Alternatives	F	P(%)
1.	Strongly agree	5	8.3
2.	Agree	25	41.7
3.	Neutral	0	0.0
4.	Disagree	26	43.3
5.	Strongly Disagree	4	6.7
	Total	60	100

Based on the Table IV.29, it can be found that 8.3% of respondents answered strongly agree, 41.7% of respondents answered agree, 0% of respondent answered neutral and 43.3% of respondents answered disagree and 6.7% of respondents answered strongly disagree. It means that the majority of students disagree understand the words but still can't quite understand what the author is saying when reading English with the total students were 30.

Table IV.30
When I am reading in English, I get so confused I cannot remember what I read

No.	Alternatives	F	P(%)
1.	Strongly agree	5	8.3
2.	Agree	21	35.0
3.	Neutral	0	0.0
4.	Disagree	30	50.0
5.	Strongly Disagree	4	6.7
	Total	60	100



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Based on the Table IV.30, it can be found that 8.3% of respondents answered strongly agree, 35% of respondents answered agree, 0% of respondent answered neutral, 50% of respondents answered disagree and 6.7% of respondents answered strongly disagree. It means that the majority of students disagree get confused they cannot remember what they read when they are reading in English with the total students were 34.

Table IV.31
English culture seems very foreign to me

No.	Alternatives	F	P (%)
1.	Strongly agree	5	8.3
2.	Agree	16	26.7
3.	Neutral	0	0.0
4.	Disagree	31	51.7
5.	Strongly Disagree	8	13.3
Total		60	100

Based on the Table IV.31, it can be found that 8.3% of respondent answered strongly agree, 26.7% of respondents answered agree, 0% of respondent answered neutral, and 51.7% of respondents answered disagree and 13.3% of respondents answered strongly disagree. It means that the majority of students disagree feel English culture seems very foreign to them with the total students were 39.



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Table IV.32
I get nervous and confused when I do not understand every word I read

No.	Alternatives	F	P (%)
1.	Strongly agree	3	5.0
2.	Agree	11	18.3
3.	Neutral	0	0.0
4.	Disagree	28	46.7
5.	Strongly Disagree	18	30.0
	Total	60	100

Based on the Table IV.32, it can be found that 5% of respondents answered strongly agree, 18.3% of respondents answered agree, 0% of respondents answered neutral, and 46.7% of respondents answered disagree and 30% of respondents answered strongly disagree. It means that the majority of students disagree that they get nervous and confused when they do not understand every word they read with the total students were 46.

Table IV.33
I am worried about all the new symbols I have to learn in order to read English

No.	Alternatives	F	P (%)
1.	Strongly agree	13	21.7
2.	Agree	31	51.7
3.	Neutral	0	0.0
4.	Disagree	13	21.7
5.	Strongly Disagree	3	5.0
	Total	60	100

Based on the table IV.33, it can be found that 21.7% of respondents answered strongly agree, 51.7% of respondents answered agree, 0% of respondents answered neutral, 21.7% of respondent answered disagree and 5% of respondents answered strongly disagree.



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It means that the majority of students agree that they worried about all the new symbols they have to learn in order to read English with the total students were 44.

Table IV.34
Students' Reading Anxiety Score

No	Student No	Score	Category	No	Student No	Score	Category
1	Students 1	62	Medium	31	Students 31	54	Medium
2	Students 2	80	High	32	Students 32	64	Medium
3	Students 3	66	Medium	33	Students 33	72	High
4	Students 4	56	Medium	34	Students 34	68	High
5	Students 5	52	Medium	35	Students 35	54	Medium
6	Students 6	70	High	36	Students 36	58	Medium
7	Students 7	64	Medium	37	Students 37	60	Medium
8	Students 8	56	Medium	38	Students 38	46	Low
9	Students 9	56	Medium	39	Students 39	58	Medium
10	Students 10	68	High	40	Students 40	60	Medium
11	Students 11	60	Medium	41	Students 41	70	High
12	Students 12	70	High	42	Students 42	76	High
13	Students 13	60	Medium	43	Students 43	58	Medium
14	Students 14	62	Medium	44	Students 44	68	High
15	Students 15	58	Medium	45	Students 45	62	Medium
16	Students 16	68	High	46	Students 46	72	High
17	Students 17	58	Medium	47	Students 47	66	Medium
18	Students 18	58	Medium	48	Students 48	62	Medium
19	Students 19	68	High	49	Students 49	68	High
20	Students 20	70	High	50	Students 50	66	Medium
21	Students 21	52	Medium	51	Students 51	76	High
22	Students 22	74	High	52	Students 52	78	High
23	Students 23	64	Medium	53	Students 53	68	High
24	Students 24	58	Medium	54	Students 54	76	High
25	Students 25	58	Medium	55	Students 55	66	Medium
26	Students 26	70	High	56	Students 56	64	Medium
27	Students 27	58	Medium	57	Students 57	60	Medium
28	Students 28	50	Medium	58	Students 58	70	High
29	Students 29	58	Medium	59	Students 59	76	High
30	Students 30	70	High	60	Students 60	86	High
Total						3856	
Mean						64	



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To make it clear, the researcher made up the interval score distribution of the students' reading anxiety score. To find the interval, the researcher computed the range of score. Then, the range was divided by class interval.

Below is a chart from the data of interval score distribution of students' reading anxiety frequency.

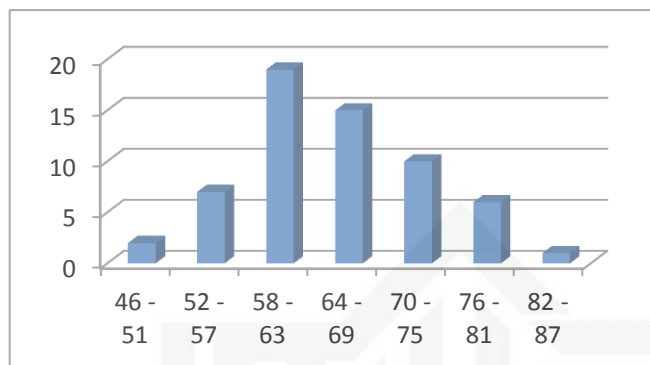
Table IV.35
Frequency of students' reading anxiety

	Frequency	Percent	Valid Percent	Cumulative Percent
	46.00	1	1.7	1.7
	50.00	1	1.7	3.3
	52.00	2	3.3	6.7
	54.00	2	3.3	10.0
	56.00	3	5.0	15.0
	58.00	10	16.7	31.7
	60.00	5	8.3	40.0
	62.00	4	6.7	46.7
Valid	64.00	4	6.7	53.3
	66.00	4	6.7	60.0
	68.00	7	11.7	71.7
	70.00	7	11.7	83.3
	72.00	2	3.3	86.7
	74.00	1	1.7	88.3
	76.00	4	6.7	95.0
	78.00	1	1.7	96.7
	80.00	1	1.7	98.3
	86.00	1	1.7	100.0
Total	60	100.0	100.0	

The following frequency was the data of interval score distribution of students' reading anxiety.

Chart IV.3

The Frequency and Percentage of Students' Reading Anxiety

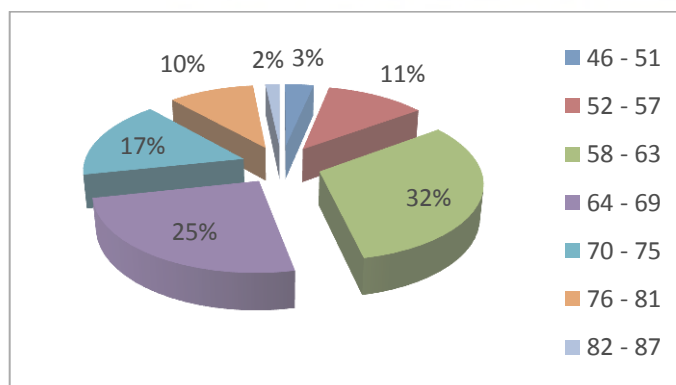


It can be seen, at interval score of 46-51, there were 2 students. At interval score of 52-57, there were 7 students. At interval score of 58-63, there were 19 students. At interval score of 64-69, there was 15 students. At interval score of 70-75, there were 10 students. At interval score of 76-81, there was 6 students. At interval score of 82-87, there was 1 student.

The following chart is the frequency and the percentage of the students' reading anxiety.

Chart IV.4

The Percentage of Interval Score Distribution of Students' Reading Anxiety





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It can be seen, at interval score of 46-51, there were 3% percent. At the interval score of 52-57, there were 11% percent. At the interval score of 58-63, there were 32% percent. At the interval score of 64-69, there were 25% percent. At the interval score of 70-75, there were 17% percent. At the interval score of 76-81, there were 10% percent and at the interval score of 82-87, there were 2% percent.

Table IV.36
The Frequency and Percentage of Students' Reading Anxiety

No	Category	Level	Frequency	Percentage (%)
1	High	67-100	1	2%
2	Medium	49-66	35	58%
3	Low	1-48	24	40%
Total			60	100%

From the table IV. 36, it can be seen that 1 student was at high level and the percentage was 2%. 35 students were at medium level and the percentage was 58%. 24 students were at low level and the percentage was 40%. Based the explanation above, the researcher concluded that students' reading anxiety in at MTsN 1 Pekanbaru was at medium level with the total students were 35 and the percentage was 58%.



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3. The Data Presentation of Students' Affective Strategies And Their Reading Anxiety In English Classroom

Table IV.37
The Score of the Data Presentation of Students' Affective Strategies and Their Anxiety in English Classroom

Students	Affective Strategies Score	Reading Anxiety Score	Students	Affective Strategies Score	Reading Anxiety Score
1	64	62	31	64	54
2	82	80	32	67	64
3	67	66	33	79	72
4	60	56	34	74	68
5	62	52	35	61	54
6	75	70	36	66	58
7	74	64	37	62	60
8	57	56	38	50	46
9	68	56	39	62	58
10	72	68	40	70	60
11	71	60	41	73	70
12	75	70	42	80	76
13	71	60	43	64	58
14	65	62	44	71	68
15	67	58	45	69	62
16	71	68	46	76	72
17	65	58	47	69	66
18	62	58	48	65	62
19	69	68	49	71	68
20	75	70	50	68	66
21	61	52	51	80	76
22	81	74	52	82	78
23	77	64	53	68	68
24	62	58	54	78	76
25	61	58	55	69	66
26	75	70	56	66	64
27	68	58	57	66	60
28	61	50	58	71	70
29	65	58	59	78	76
30	79	70	60	86	86
			Total	4167	3856
			Mean	69	64

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Based on the table IV.37, it is concluded that the total score for students' affective strategies was 4.167 and the total score for students' reading anxiety was 3.856. Meanwhile, the mean score for students' affective strategies was 69 and for students' reading anxiety were 64.

a. Normality Test

The normality test is used to know whether the distribution of the data is normal or not. Then, the researcher used SPSS 23.0 Program for normality test. The following table shows the normality test for variable X "Affective Strategies" and Y "Anxiety".

Table IV.38
Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Affective Strategies	.080	60	.200*	.983	60	.556
Reading Anxiety	.103	60	.178	.982	60	.537

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

For normality test, if the significance level (Asymp. Sig) is bigger than 0.05, the data distribution is normal. For the table above, it can be seen that the asymp significant value for affective strategies was 0.200 And the asymp significant value for reading anxiety was 0.178 So, it can be concluded that both data distribution are normal. Therefore, the analysis of correlation for



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students' affective strategies and their reading anxiety in English classroom could be continued.

b. Descriptive Analysis

For analyzing data of students' affective strategies, the researcher obtained the further analysis description by using SPSS 23.0 Program. It can be seen from the following table:

Table IV. 39
Descriptive Statistics of Affective Strategies Score

	N	Minimum	Maximum	Mean	Std. Deviation
Affective Strategies	60	50.00	86.00	69.45	7.11748
Valid N (listwise)	60				

From the table IV. 39, it can be seen that the mean score of students' affective strategies was 69.45, it means that the level for students' affective strategies was enough. Next, minimum score was 50.00, and maximum score was 86.00.

For analyzing data of students' reading anxiety in English classroom, the researcher obtained the further analysis description by using SPSS 23.0 Program. It can be seen from the following table.

Table IV. 40
Descriptive Statistics Reading Anxiety Score

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Anxiety	60	46.00	86.00	64.26	7.99548
Valid N (listwise)	60				



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From the table IV.40, it can be seen that the mean score of students' reading anxiety was 64.26, it means that the category for students' reading anxiety in English classroom was medium level. Next, minimum score was 46.00, and maximum score was 86.00.

c. Inferential Analysis

Table IV.41
The Correlation between Students' Affective Strategies and Their Reading Anxiety in English Classroom at MTsN 1 Pekanbaru

		Affective Strategies	Reading Anxiety
Affective Strategies	Pearson Correlation	1	.909**
	Sig. (2-tailed)		.000
	N	60	60
Reading Anxiety	Pearson Correlation	.909**	1
	Sig. (2-tailed)	.000	
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table IV.41, there is the symbol **. It is clear that the coefficient correlation was significant at both levels (1% and 5%).

Pearson correlation was conducted in this research in order to determine any significant correlation between students' affective strategies and their reading anxiety in English classroom at MTsN 1 Pekanbaru in order to know whether there was a significant correlation between students' affective strategies and their reading anxiety in English classroom at MTsN 1 Pekanbaru. It can be seen from the value of r table. From Pearson analysis for affective



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strategies and their anxiety in English classroom at MTsN 1 Pekanbaru above, it showed on the table above, r observed was 0.909. With degree of significance 1%, the score of r table obtained was 0,330, therefore, $r_{observed} > r_{table}$ ($0.909 > 0.330$); meanwhile, with degree of significance 5%, the score of r_{table} obtained was 0.254, therefore, $r_{observed} > r_{table}$ ($0.909 > 0.254$); the result showed that the score was significantly correlated between students' affective strategies and their reading anxiety in English classroom at MTsN 1 Pekanbaru.

In addition, the table IV.41 also showed that the coefficient correlation in this research was 0.909 Furthermore, meanwhile, in order to know the level or strength of correlation between two variables, (Riduwan, 2010) provides the following categories:

Table IV.42
The Interpretation of Correlation Coefficient

Coefficient Interval	Interpretation
0.80-1.000	Very Strong
0.60-0.799	Strong
0.40-0.599	Average
0.20-0.399	Weak
0.00-0.199	Very weak

Adopted from (Riduwan, 2010)

The correlation coefficient obtained was 0.909 which means the level of students' affective strategies and their reading anxiety in English classroom at MTsN 1 Pekanbaru was strong.



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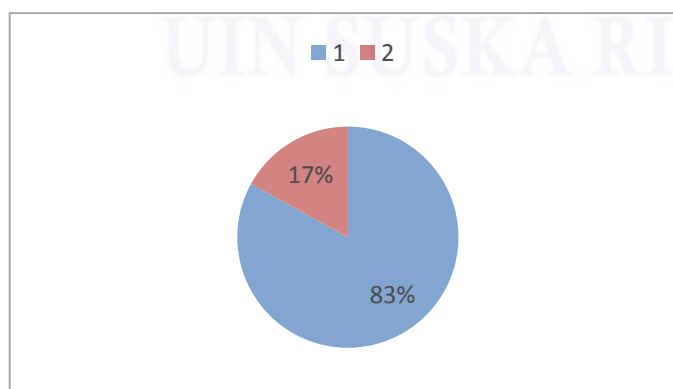
Furthermore, the R determinant should be found in order to find out how significant the correlation between level of students' affective strategies and their reading anxiety in English classroom at MTsN 1 Pekanbaru. According to Riduwan (2011), determinant coefficient is the value that is used to know the contribution given by variable X to variable Y. The following is the process of getting the R determinant:

$$R = (r)^2 \times 100\%$$

$$R = (0.909)^2 \times 100\% \\ = 82.62\%$$

Eventually, the R determinant obtained was 82.62%. It means that 82.2% students' affective strategies at MTsN 1 Pekanbaru were influenced by their reading anxiety in English classroom. Then, the other 17.38% was influenced by other factors.

Chart IV. 5
The Contribution of Students' Affective Strategies and Their Reading Anxiety in English Classroom



In conclusion, there is correlation between students' affective strategies and their reading anxiety in English classroom at the eighth-grade students at MTsN 1 Pekanbaru. 83% of students' affective strategies at the eighth-grade of MTsN 1 Pekanbaru were influenced by students' reading anxiety in English classroom. It was categorized into good level.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out whether there is a significant correlation between students' affective strategies and their reading anxiety in English classroom at MTsN 1 Pekanbaru or not. Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that:

1. The mean score of eighth-grade students' affective strategies at MTsN 1 Pekanbaru was 69.45. It was categorized as “**Enough**” level.
2. The mean score of eighth-grade students' reading anxiety in English classroom was 64.26. It was categorized as “**Medium**” level.
3. There is a significant correlation between students' affective strategies and their reading anxiety in English classroom at MTsN 1 Pekanbaru. It is categorized as “**Very Strong**” level (0.909). It can be said that students' affective strategies of eighth grade MTsN 1 Pekanbaru has a contribution on students' reading anxiety in English classroom. 83% of students' affective strategies of eighth-grade MTsN 1 Pekanbaru were influenced by students' reading anxiety in English classroom.



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B. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows:

1. Affective strategies of the eighth-grade students at MTsN 1 Pekanbaru have a contribution on students' reading anxiety in English classroom. So, it is good for the teacher to try collaborating particular techniques to raise their affective strategy. It is needed on students' reading anxiety in English classroom.
2. Students' reading anxiety in English classroom is on good level. For increase the score, many factors can be influenced.
3. For future researchers, it is important to be able to understand the theories of affective strategies well of many experts' theories, there are also some aspects that they never learn. So, the choice of aspects or indicators which are based on what they learn at school is suggested. And it is also crucial to make sure that the students have already learnt and understood the affective strategies that are going to be tested so that the result of the test will be more relevant and reliable.

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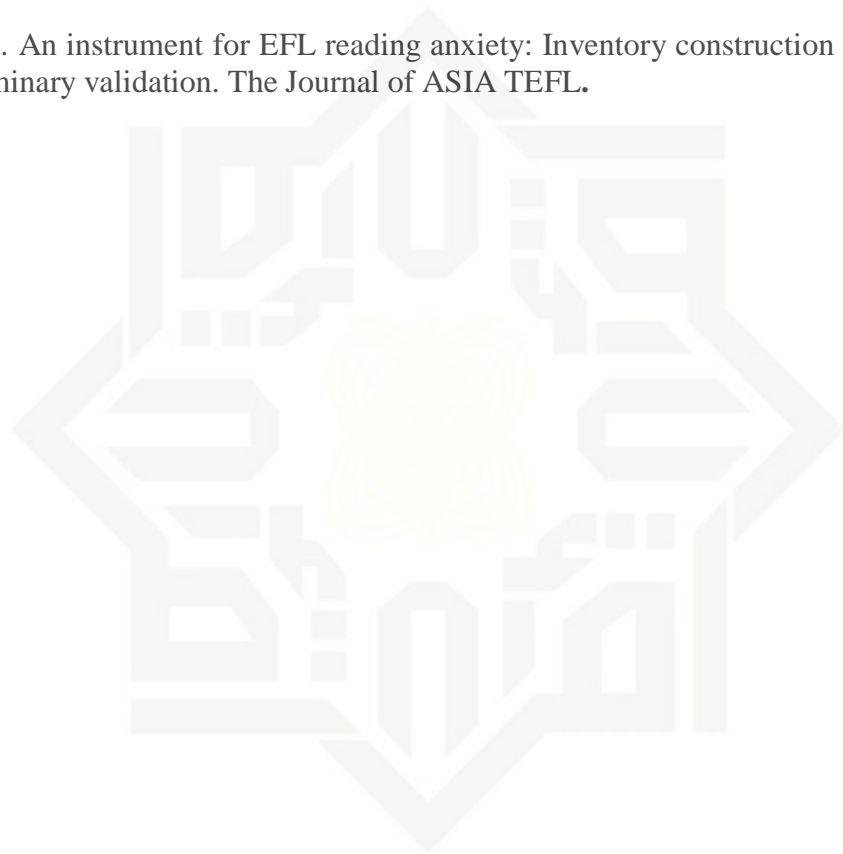
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APPENDIX 1

Syllabus

UIN SUSKA RIAU

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SILABUS SMP/MTs

Mata Pelajaran : BAHASA INGGRIS
Kelas : VIII
Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya serta
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapiinya, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so.,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapiinya dengan		

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat di KI	belajar
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i>)	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya . • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb</i>. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>)	<ul style="list-style-type: none"> • Fungsi sosial Menyuruh, melarang, dan menghimbau. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan keharusan, larangan, himbauan dengan modal <i>must, (don't) have to..., should,</i> - Nomina singular dan plural dengan atau tanpa <i>a,</i> 	<ul style="list-style-type: none"> - Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan,
4.3 Menyusun teks interaksi transaksional		

<p>lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>the, this, those, my, their</i>, dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI 	<p>himbauan melakukan tindakan-tindakan tertentu</p> <ul style="list-style-type: none"> - Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.1 <i>let's ..., can you ..., would you like ..., may I, please.</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas - Melakukan refleksi tentang proses dan hasil belajar
<p>4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu
<p>3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk <i>greeting card</i>, dengan memberi dan meminta informasi terkait</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjaga hubungan interpersonal dengan guru dan 	<ul style="list-style-type: none"> - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu

<p>dengan hari-hari spesial, sesuai dengan konteks penggunaannya</p>	<p>teman.</p>	<ul style="list-style-type: none"> - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat <i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu. - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.5 Menyusun teks khusus dalam bentuk <i>greeting card</i>, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Struktur Teks Teks <i>greeting card</i> dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama peristiwa, hari istimewa) bersifat khusus - Ungkapan khusus yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan a.l. <i>Congratulations. Well done. Good job.</i>, dll. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar - Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain - Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya - Membuat <i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu. - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>there is/are</i>)</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dengan <i>There is/are</i> - Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. - Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan
<p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks,</p>	<ul style="list-style-type: none"> • Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dengan <i>There is/are</i> - Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>. - Frasa kata depan: <i>in, on, under, in front of, below, above</i>, dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan

<p>dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<p>sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none"> - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)</p>	<ul style="list-style-type: none"> • Fungsi sosial Menjelaskan, mendeskripsikan • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Present Tense</i>. - Adverbia: <i>always, often, sometimes, never, usually, every</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks - Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain - Bertanya jawab tentang kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah - Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru
<p>3.8 Menerapkan fungsi sosial, struktur teks,</p>	<ul style="list-style-type: none"> • Fungsi sosial 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru

<p>dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)</p>	<p>Menjelaskan, mendeskripsikan</p> <ul style="list-style-type: none"> • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Present Continuous Tense</i> - Adverbia: <i>now</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<p>menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi - Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka - Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video) - Membuat teks pendek berdasarkan tampilan visual lainnya - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat perbandingan positif, komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ..., the most ...</i> - Perbandingan jumlah: <i>more, fewer, less</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar - Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam tekjs, secara lisan. - Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda - Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya
<p>3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i>)</p>	<p>4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang,</p>	

<p>binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik Perbandingan orang, benda, binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui - Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)</p>	<ul style="list-style-type: none"> • Fungsi sosial Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau. • Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau - Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar - Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami - Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi sosial Melaporkan, mengambil teladan, membanggakan 	<ul style="list-style-type: none"> - Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi
<p>3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis</p>	<ul style="list-style-type: none"> • Fungsi sosial Melaporkan, mengambil teladan, membanggakan 	<ul style="list-style-type: none"> - Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi

<p>dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Struktur teks Dapat mencakup <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i> - Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i>, dan sebagainya. - Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dan sebagainya. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang termuat di KI 	<p>seseorang</p> <ul style="list-style-type: none"> - Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis - Menggunakan bagan alir untuk mempelajari alur cerita - Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan. - Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar - Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana - Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.11 Teks recount</p> <p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)</p> <p>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>		<ul style="list-style-type: none"> - Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar - Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis - Mempelajari contoh dan kemudian
<p>3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan. • Struktur text Dapat mencakup: <ul style="list-style-type: none"> - Judul atau tujuan pengumuman - Informasi rinci yang diumumkan • Unsur kebahasaan <ul style="list-style-type: none"> - Ungkapan-ungkapan yang lazim digunakan dalam 	
<p>4.12. Teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>)</p> <p>4.12.1 Menangkap makna secara kontekstual</p>		

<p>4.12.2 Menyetujui dan menyebarkan pengumuman/pemberitahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>pengumuman yang berbeda-beda</p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik. 	<p>mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas - Melakukan refleksi tentang proses dan hasil belajarnya
<p>3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda
<p>4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</p>	<ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI. 	<ul style="list-style-type: none"> - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya

APPENDIX 2

Instrument of the Research

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State Islamic University of Sultan Syarif Kasim Riau

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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Nama :
Class : 8

Affective Strategies Scale

For each statement, please indicate whether you (SA): Strongly Agree; (A): Agree; (N): Neutral; (D): Disagree; (SD): Strongly Disagree. Please give your first reaction to each statement and mark an answer for every statement.

Fill in each statement by giving a cross (x) in one of the columns in accordance with the following conditions:

No	Statements	Answer choices				
		SA	A	N	D	SD
1	I regulate my breath when getting worried in the classroom					
2	I like listening to soothing music before starting to study					
3	I am more comfortable studying when in a relaxed class and with laughter					
4	I am thinking and make positive statements for myself so that helps me to be more confident.					
5	I try to not be afraid when making mistakes while studying in class					
6	I appreciate myself when I do a good job					
7	When I worry and tremble in class, I try to regulate deep breathing					
8	I make a list of what I need to motivate me in learning					
9	I write a diary or journal to explain the events and feelings that I feel in the process of learning a new language					
10	I always ask teachers and friends when I don't understand the subject matter being studied					
11	Breathing techniques make me more relaxed in the classroom					
12	Listening to soothing music before learning makes me more relaxed					
13	I prefer classes that are relaxed than classes with a serious atmosphere while studying					
14	I feel more confident when the teacher and friends state positive statements that I am able to complete the task well					
15	I encourage myself to learn from every mistake I made					
16	I am happy when I successfully complete the task on time					
17	I think deep breathing techniques can help to begin something that makes me nervous					
18	I compiled a list of things that I need in learning, like a dictionary, material book, to make me more enthusiastic in learning					
19	I noted important things during the learning process, to make it easier to learn again and make me understand better					
20	I often talk with my friends when do not understand the material or when anxious about the assignments given by the teacher					

Nama :
Class : 8

Foreign Language Reading Anxiety Scale (FLRAS)

Statements 1-10 refer to how you feel about reading English. The response of this questionnaire categorized from strongly disagree to strongly agree. For each statement, please indicate whether you (SA): Strongly Agree; (A): Agree; (N): Neutral; (D): Disagree; (SD): Strongly Disagree.

Fill in each statement by giving a cross (x) in one of the columns in accordance with the following conditions:

No	Statements	Answer choices				
		SA	A	N	D	SD
1	I get frustrated when I am not sure whether I understand what I read in English					
2	I feel intimidated whenever I see a whole page of English in front of me.					
3	I am nervous when reading in English about a topic that is foreign to me					
4	I get upset whenever I encounter unknown grammar when reading English.					
5	I feel annoyed when I can't pronounce the English sentences that I read					
6	When reading English, I know the words but still can't quite understand what the author is saying					
7	When I am reading in English, I get so confused I cannot remember what I read					
8	English culture seems very foreign to me					
9	I get nervous and confused when I do not understand every word I read					
10	I am worried about all the new symbols I have to learn in order to read English.					

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 2. Dilarang mengutip, sebarkan atau seluruhnya atau sebagian dengan cara apapun, termasuk dengan menggunakan alat-alat komunikasi, elektronik atau mekanis, tanpa izin UIN Suska Riau.

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UIN SUSKA RIAU

Nama : faruq abdillah fiardaus

Class : 8

Affective Strategies Scale

For each statement, please indicate whether you (SA): Strongly Agree; (A): Agree; (N): Neutral; (D): Disagree; (SD): Strongly Disagree. Please give your first reaction to each statement and mark an answer for every statement.

Fill in each statement by giving a cross (x) in one of the columns in accordance with the following conditions:

No	Statements	Answer choices				
		SA	A	N	D	SD
1	I regulate my breath when getting worried in the classroom					X
2	I like listening to soothing music before starting to study		X			
3	I am more comfortable studying when in a relaxed class and with laughter		X			
4	I am thinking and make positive statements for myself so that helps me to be more confident.			X		
5	I try to not be afraid when making mistakes while studying in class		X			
6	I appreciate myself when I do a good job	X				
7	When I worry and tremble in class, I try to regulate deep breathing			X		
8	I make a list of what I need to motivate me in learning			X		
9	I write a diary or journal to explain the events and feelings that I feel in the process of learning a new language					X
10	I always ask teachers and friends when I don't understand the subject matter being studied			X		
11	Breathing techniques make me more relaxed in the classroom			X		
12	Listening to soothing music before learning makes me more relaxed		X			
13	I prefer classes that are relaxed than classes with a serious atmosphere while studying			X		
14	I feel more confident when the teacher and friends state positive statements that I am able to complete the task well	X				
15	I encourage myself to learn from every mistake I made		X			
16	I am happy when I successfully complete the task on time			X		
17	I think deep breathing techniques can help to begin something that makes me nervous	X				
18	I compiled a list of things that I need in learning, like a dictionary, material book, to make me more enthusiastic in learning		X			
19	I noted important things during the learning process, to make it easier to learn again and make me understand better			X		
20	I often talk with my friends when do not understand the material or when anxious about the assignments given by the teacher	X				

Nama : faruq abdillah firdaus

Class : 8

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2	I feel intimidated whenever I see a whole page of English in front of me.		X			
3	I am nervous when reading in English about a topic that is foreign to me		X			
4	I get upset whenever I encounter unknown grammar when reading English.				X	
5	I feel annoyed when I can't pronounce the English sentences that I read				X	
6	When reading English, I know the words but still can't quite understand what the author is saying		X			
7	When I am reading in English, I get so confused I cannot remember what I read				X	
8	English culture seems very foreign to me	X				
9	I get nervous and confused when I do not understand every word I read		X			
10	I am worried about all the new symbols I have to learn in order to read English.				X	

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a. Persepsi, pengetahuan, dan keterampilan yang diperoleh dari buku ini adalah hak milik pribadi yang tidak dapat dipinjamkan, diperjualbelikan, atau disalin sebagian atau seluruhnya tanpa izin dari penerbit.
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Islamic University of Sultan Syarif Kasim Riau

Nama : Adya Zaskia

Class : 8

Affective Strategies Scale

For each statement, please indicate whether you (SA): Strongly Agree; (A): Agree; (N): Neutral; (D): Disagree; (SD): Strongly Disagree. Please give your first reaction to each statement and mark an answer for every statement.

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4	I am thinking and make positive statements for myself so that helps me to be more confident.	X				
5	I try to not be afraid when making mistakes while studying in class			X		
6	I appreciate myself when I do a good job	X				
7	When I worry and tremble in class, I try to regulate deep breathing		X			
8	I make a list of what I need to motivate me in learning		X			
9	I write a diary or journal to explain the events and feelings that I feel in the process of learning a new language		X			
10	I always ask teachers and friends when I don't understand the subject matter being studied				X	
11	Breathing techniques make me more relaxed in the classroom	X				
12	Listening to soothing music before learning makes me more relaxed	X				
13	I prefer classes that are relaxed than classes with a serious atmosphere while studying		X			
14	I feel more confident when the teacher and friends state positive statements that I am able to complete the task well	X				
15	I encourage myself to learn from every mistake I made	X				
16	I am happy when I successfully complete the task on time	X				
17	I think deep breathing techniques can help to begin something that makes me nervous		X			
18	I compiled a list of things that I need in learning, like a dictionary, material book, to make me more enthusiastic in learning			X		
19	I noted important things during the learning process, to make it easier to learn again and make me understand better	X				
20	I often talk with my friends when do not understand the material or when anxious about the assignments given by the teacher	X				

Nama : Adya Zaskia

Class : 8

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Statements 1-10 refer to how you feel about reading English. The response of this questionnaire categorized from strongly disagree to strongly agree. For each statement, please indicate whether you (SA): Strongly Agree; (A): Agree; (N): Neutral; (D): Disagree; (SD): Strongly Disagree.

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2	I feel intimidated whenever I see a whole page of English in front of me.	X				
3	I am nervous when reading in English about a topic that is foreign to me	X				
4	I get upset whenever I encounter unknown grammar when reading English.		X			
5	I feel annoyed when I can't pronounce the English sentences that I read				X	
6	When reading English, I know the words but still can't quite understand what the author is saying				X	
7	When I am reading in English, I get so confused I cannot remember what I read	X				
8	English culture seems very foreign to me	X				
9	I get nervous and confused when I do not understand every word I read				X	
10	I am worried about all the new symbols I have to learn in order to read English.		X			

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APPENDIX 3

Students' Affective Strategies Score

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APPENDIX 4

Students' Reading Anxiety Score

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APPENDIX 5

Thesis guidance activity

UIN SUSKA RIAU



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DEKORASI

Indeks Surat :

Kode : 009

.. Pengajuan Judul Skripsi

Nomor :

.. Tanggal : 11 April 2019

.. Nama : Fionola Anggraini

.. NIM : 11614203204

.. Nama Pengantar :

.. NIM : Brasa

.. (Mentor/Promotor)

.. Pembimbing :

.. Nama : Nurdi, M.Ed.

.. Tanda Tangan :

.. Diterima Kepada :

1. **Kajur PBI** 11/4 2019 M.

2.

3.

4.

5.

6.

1. **Kapas bewahan "intruder" atau "informas"**

2. **Kapas stasen "informas" coret "intruder"**



Nomor : Un-04/F.II.4/PP.00.9/6860/2019
 Sifat : Biasa
 Lampiran : -
 Hal : 1
 Pembimbing Skripsi : Pembimbing Skripsi
 Kepada : Yth. Nuardi, S.Pd, M.Ed
 Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru
 Assalamu'alaikum warhmatullahi wabarakatuh
 Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :
 Nama : Fionola Anggraini
 NIM : 11614203204
 Jurusan : Pendidikan Bahasa Inggris
 Judul : THE CORRELATION BETWEEN STUDENT'S AFFECTIVE STARATEGIES AND THEIR ANXIETY LEVELS AT SENIOR HIGH SCHOOL 12 PEKANBARU
 Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini
 Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara diaturkan terima kasih.

Nomor : Un-04/F.II.4/PP.00.9/6860/2019

Pekanbaru, 24 April 2019

Sifat : Biasa

Lampiran : -

Hal : 1

Pembimbing Skripsi : Pembimbing Skripsi

Kepada : Yth. Nuardi, S.Pd, M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau

Pekanbaru

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Nama : Fionola Anggraini

NIM : 11614203204

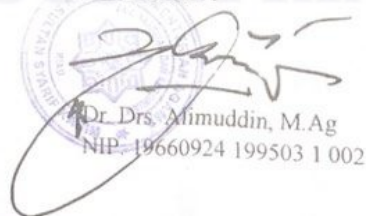
Jurusan : Pendidikan Bahasa Inggris

Judul : THE CORRELATION BETWEEN STUDENT'S AFFECTIVE STARATEGIES AND THEIR ANXIETY LEVELS AT SENIOR HIGH SCHOOL 12 PEKANBARU

Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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 an. Dekan
 Wakil Dekan I


 Dr. Drs. Alimuddin, M.Ag
 NIP. 19660924 199503 1 002

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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 Sifat : Biasa

Pekanbaru, 06 November 2019


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 Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
 Pekanbaru

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- Nama : Fionola Anggraini
- NIM : 11614203204
- Jurusan : Pendidikan Bahasa Inggris
- Judul : The Correlation Between Students' Affective Strategies and Their Anxiety Levels in English Classroom at State Senior High School 12 Pekanbaru
- Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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Tembusan
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UIN SUSKA RIAU

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Tempat : -
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Pekanbaru, 16 April 2020

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NIM : 11614203204
Jurusan : Pendidikan Bahasa Inggris
Judul : The Correlation between Students' Affective Strategies and Their Anxiety in English Classroom at MTsN 1 Pekanbaru
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**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

Jenis yang dibimbing : Proposal
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 Nama Pembimbing : Nuardi, M.Ed
 a. Nomor Induk Pegawai (NIP) : 198303072009011012
 Nama Mahasiswa : Fiona Anggraini
 Nomor Induk Mahasiswa : 11614203204
 Kegiatan : Bimbingan Proposal

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	9-10-19	Synopsis		
	22-10-19	Metode		
	10-11-19	Pendahuluan		
	15-11-19	Chapter II		
	25-11-19	Referensi		
	1-12-19	Chapter III		
	5-12-19	Review chapter & Aca		

Pekanbaru, 5 Desember 2019
 Pembimbing,

NIP. 198303072009011012



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Nama
 Nomor Induk Mahasiswa
 Hari/ Tanggal
 Judul Proposal Penelitian

Fronola Anggraini
 11614203204
 Senin, 130 Desember
 The Correlation between Students' Affective strategies and their Anxiety Levels in English Classroom at junior High School 1 Pekanbaru

NO	URAIAN PERBAIKAN
1.	Find out the main resources
2.	Thank more the number of questionnaires given to students.
3.	

Pekanbaru, 30 Des. 2019
 Penguji I
 Penguji II

Melgis Dilkawaty Pratama, M.Pd.

Nurdiana, M.Pd.

Note:
 Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



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**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : Fionda Anggraini
 Nomor Induk Mahasiswa : 11614203204
 Hari/Tanggal Ujian : Senin / 30 desember 2019
 Judul Proposal Ujian : The Correlation Between Students' Affective Strategies and their Anxiety Levels in English Classroom at MTsN 1 Pekanbaru
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Melgis Dilkaunty Praboma, M.Pd	PENGUJI I		
2.	Nurdiana, M.Pd	PENGUJI II		

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Mengetahui
 a.n. Dekan
 Wakil Dekan I

 Alimuddin, M.Ag
 NIP. 196609241995031002

Pekanbaru, 18 februari 2020
 Peserta Ujian Proposal

 Fionda Anggraini
 11614203204
 NIM.



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- b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Nuardi, M.Ed
- a. Nomor Induk Pegawai (NIP) : 198303072009011012
3. Nama Mahasiswa : Fionola Anggraini
4. Nomor Induk Mahasiswa : 11614203204
5. Kegiatan : Bimbingan skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	5-5-2020	Proposed		
	24-5-2020	Usmueet		
	15-6-2020	Usmueet		
	29-6-2020	Dok Analisa		
	20-7-2020	Tulisan		
	31-7-2020	Chapter V		
	7-8-2020	Ace		

Pekanbaru, 7-8-2020
 Pembimbing,

Nuardi, M.Ed
 NIP. 198303072009011012

APPENDIX 6

Research Letters

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State Islamic University of Sultan Syarif Kasim Riau

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 Sifat : Biasa
 Lamp. : -
 Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 04 Desember 2019

Kepada
 Yth. Kepala Sekolah
 MTsN 1 Pekanbaru
 di
 Tempat

Assalamu'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Fionola Anggraini
NIM	: 11614203204
Semester/Tahun	: VII (Tujuh) / 2019
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
 Wakil Dekan III

Dr. Drs. Nursalim, M.Pd
 NIP. 19660410 199303 1 005



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Un.04/F.II/PP.00.9/3096/2020

Pekanbaru,02 April 2020 M

Biasa
 1 (Satu) Proposal
Mohon Izin Melakukan Riset

Kepada
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 Jl. Arifin Ahmad
 Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Fionola Anggraini
 NIM : 11614203204
 Semester/Tahun : VIII (Delapan)/ 2020
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Correlation between Students' Affective Strategies and Their Anxiety in English Classroom at MTsN 1 Pekanbaru
 Lokasi Penelitian : MTsN 1 Pekanbaru
 Waktu Penelitian : 3 Bulan (02 April 2020 s.d 02 Juli2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
 NIP.19740704 199803 1 001

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 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permisohon Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/3096/2020 Tanggal 2 April 2020**, dengan ini memberikan rekomendasi kepada:

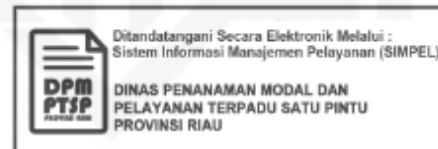
- | | | |
|----------------------|---|--|
| 1. Nama | : | FIONOLA ANGGRAINI |
| 2. NIM / KTP | : | 11614203204 |
| 3. Program Studi | : | PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : | S1 |
| 5. Alamat | : | PEKANBARU, JALAN GARUDA SAKTI, SIMP. PANAM |
| 6. Judul Penelitian | : | THE CORRELATION BETWEEN STUDENTS' AFFECTIVE STRATEGIES AND THEIR ANXIETY IN ENGLISH CLASSROOM AT MTSN 1 PEKANBARU |
| 7. Lokasi Penelitian | : | MTSN 1 PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 26 Mei 2020



Tembusan

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

UIN SUSKA RIAU



PEMERINTAH KOTA PEKANBARU

BADAN KESATUAN BANGSA DAN POLITIK

JL. ARIFIN AHMAD NO. 39 TELP. / FAX. (0761) 39399 PEKANBARU

SURAT KETERANGAN PENELITIAN

Nomor : 071/BKBP-SKP/2020/1392



- a. **Dasar** :
1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
 2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
 3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
 4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
 5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.
- b. **Menimbang** :
- Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPSTP/NON IZIN-RISET/32778 tanggal 26 Mei 2020, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Skripsi.

MEMBERITAHUKAN BAHWA :

1. Nama : FIONOLA ANGGRAINI
2. NIM : 11614203204
3. Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
4. Jurusan : PENDIDIKAN BAHASA INGGRIS
5. Jenjang : S1
6. Alamat : J. GARUDA SAKTI NO. 23 KEL. AIR PUTIH KEC. TAMPAN-PEKANBARU
7. Judul Penelitian : THE CORRELATION BETWEEN STUDENTS' AFFECTIVE STRATEGIES AND THEIR ANXIETY IN ENGLISH CLASSROOM AT MTSN 1 PEKANBARU
8. Lokasi Penelitian : KANTTOR KEMENTERIAN AGAMA KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/ Penelitian dan pengumpulan data ini.

Pelaksanaan kegiatan Riset ini berlangsung selama 1 (satu) tahun terhitung mulai tanggal Surat Keterangan Penelitian ini dibuat.

Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan foto copy Kartu Tanda Pengenal.

Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 18 Juni 2020

a.n Kepala Badan Kesatuan Bangsa dan Politik
Kota Pekanbaru
Sekretaris

H. MAISISCO, S.Sos, M.Si
Pembina
NIP. 19710514 199403 1 007

Tembusan

- Yth
1. Wakil Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru.
 2. Yang Bersangkutan.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
Jalan. Arifin Achmad Simpang Rambutan Nomor.1. Pekanbaru 28294
Telp. 0761 66513, 66504, 61802 Faximile 66513
Email: tu.pekanbaru@yahoo.go.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : B-27// /Kk.04.5/TL.00//06/2020 19 Juni 2020 M
Sifat : --- 27 Syawal 1441 H
Lampiran : -
Perihal : Rekomendasi Penelitian

Yth. Kepala MTsN 1 Pekanbaru

Dengan hormat,

Memperhatikan maksud Surat Fakultas Tarbiyah dan Keguruan UIN Suska Riau Pekanbaru No: Un.04/F.II/PP.00.9/3096/2020, Tanggal 02 April Tahun 2020, dan Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru No: 071 / BKBP-SKP / 2020 /1392 Tanggal 18 Juni Tahun 2020, Perihal seperti Pokok Surat, akan datang menghadap saudara :

Nama : FIONOLA ANGGRAINI
NIM : 11614203204
Fakultas : TARIYAH DAN KEGURUAN UIN SUSKA RIAU
Jurusan : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : JL. GARUDA SAKTI O. 23 KEL.AIR PUTIH KEC. TAMPAN PEKANBARU

Bermaksud melakukan penelitian di Madrasah yang saudara pimpin, guna mendapatkan dan mengumpulkan data yang diperlukan dalam rencana penelitian dengan judul:

" THE CORRELATION BETWEEN STUDENTS' AFFECTIVE STRATEGIES AND THEIR ANXIETY IN ENGLISH CLASSROOM AT MTSN 1 PEKANBARU "

Untuk maksud tersebut kiranya saudara dapat memberikan bantuan/informasi yang diperlukan sepanjang yang bersangkutan dapat mematuhi ketentuan/peraturan yang berlaku semata-mata untuk kepentingan ilmiah.

Demikian surat izin riset/penelitian ini kami buat untuk dapat dipergunakan sebagaimana mestinya, atas bantuan dan kerjasama yang baik kami ucapkan terima kasih.

Kepala

Edwar S. Umar

Tembusan:

1. Ka. Kanwil Kementerian Agama Propinsi Riau
2. Wakil Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru.
3. Yang bersangkutan.

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
Jalan. Arfin Achmad Simpang Rambutan Nomor. 01 Pekanbaru
Telp. 0761 66513, 66504 FAX. 66513
Email : tu.pekanbaru@yahoo.go.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : B-27// /Kk.04.5/TL.00/06/2020 19 Juni 2020
Sifat : --- 27 Syawal 1441 H
Lampiran : -
Perihal : Rekomendasi / Penelitian

Yth. Sdr/i. FIONOLA ANGGRAINI
Di
Pekanbaru

Dengan hormat,

Dalam Rangka Menata Kearsipan dan Kepustakaan Kantor Kementerian Agama Kota Pekanbaru, kami mohon kiranya kesediaan saudara/i untuk melakukan penelitian di bawah lingkungan Kantor Kementerian Agama kota Pekanbaru, agar menyumbangkan satu Exemplar hasil risetnya.

Agar hasil riset tersebut menjadi sumber informasi yang berguna bagi instansi Kantor Kementerian Agama Kota Pekanbaru.

KEPALA

Edwar S Umar

Catatan:
Pas Photo 4x6 warna 1 lembar

- Hak Cipta Dilindungi Undang-Undang
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH TSANAWIYAH NEGERI 1 KOTA PEKANBARU

Jalan .Amal Hamzah No.01 Kota Pekanbaru
Telp.(0761) 38757 Kode Pos 28131 Fax (0761) 38757
Website : www.mtsn1andalanpekanbaru.sch.id

SURAT KETERANGAN

Nomor : B.218 /MTs.04.09/TL.00/07/2020

Yang bertanda tangan dibawah ini :

Nama : FITRISMA RAIS, M.Pd
Nomor Induk Pegawai : 197403132006042010
Pangkat/Golongan Ruang : Penata Tk I, III/d
Jabatan : Kepala Madrasah

Dengan ini menerangkan bahwa :

Nama : FIONOLA ANGGRAINI
NIM : 11614203204
Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
Jurusan : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : JL.GARUDA SAKIT SAKTI O. 23 KEL.AIR PUTIH
KEC.TAMPAN PEKANBARU

Berdasarkan surat dari Kantor Kementerian Agama Kota Pekanbaru Nomor : B.2711/Kk.04.5/TL.00/06/2020 Tanggal 19 Juni 2020 Perihal : Rekomendasi Penelitian, bahwa nama tersebut diatas diberi izin untuk melaksanakan Penelitian di MTs Negeri 1 Kota Pekanbaru dengan judul :

“ THE CORRELATION BETWEEN STUDENTS’ AFFECTIVE STRATEGIES AND THEIR ANXIETY IN ENGLISH CLASSROOM AT MTSN 1 PEKANBARU “

Demikian kami sampaikan untuk dapat dimaklumi dan terima kasih

Dikeluarkan di : Pekanbaru
Pada Tanggal : 3 Juli 2020

Kepala,

(Fitrisma Rais)



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PEKANBARU
MADRASAH TSANAWIYAH NEGERI 1 KOTA PEKANBARU

Jalan .Amal Hamzah No.01 Kota Pekanbaru
Telp.(0761) 38757 Kode Pos 28131 Fax (0761) 38757
Website : www.mtsn1andalanpekanbaru.sch.id

SURAT KETERANGAN

Nomor : B.23/MTs.04.09/TL.00/08/2020

Yang bertanda tangan dibawah ini :

Nama : FITRISMA RAIS, M.Pd
Nomor Induk Pegawai : 197403132006042010
Pangkat/Golongan Ruang : Penata Tk I, III/d
Jabatan : Kepala Madrasah

Dengan ini menerangkan bahwa :

Nama : FIONOLA ANGGRAINI
NIM : 11614203204
Fakultas : TARBIYAH DAN KEGURUAN UIN SUSKA RIAU
Jurusan : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : JL.GARUDA SAKIT SAKTI O. 23 KEL.AIR PUTIH
KEC.TAMPAN PEKANBARU

Berdasarkan surat dari Kantor Kementerian Agama Kota Pekanbaru Nomor : B.2711/Kk.04.5/TL.00/06/2020 Tanggal 19 Juni 2020 Perihal : Rekomendasi Penelitian , bahwa nama tersebut diatas telah selesai melaksanakan Penelitian di MTs Negeri 1 Kota Pekanbaru dari tanggal 3 Juli s.d 10 Juli 2020 dengan judul :

“ THE CORRELATION BETWEEN STUDENTS’ AFFECTIVE STRATEGIES AND THEIR ANXIETY IN ENGLISH CLASSROOM AT MTSN 1 PEKANBARU “

Demikian kami sampaikan untuk dapat dimaklumi dan terima kasih

Dikeluarkan di : Pekanbaru
Pada Tanggal : 7 Agustus 2020

Kepala,



Fitrisma Rais

- Hak Cipta Dilindungi Undang-Undang
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mempublikasikan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Documentations

© Hak cipta milik UIN Suska Riau

State Islamic University of Sultan Syarif Kasim Riau



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



Pertanyaan Respons 60

Bagian 1 dari 3

QUESTIONNAIRES OF STUDENTS' AFFECTIVE STRATEGIES AND THEIR READING ANXIETY (KUESIONER AFEKTIF STRATEGI DAN KECEMASAN MEMBACA SISWA).

Questionnaire of students' affective strategies and their reading anxiety
(Kuesioner afektif strategi siswa dan kecemasan membaca mereka).

Name (Nama) *

Teks jawaban singkat

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
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Pertanyaan Respons 60

60 tanggapan

Tidak menerima tanggapan

Pesan untuk responden

Formulir ini tidak menerima tanggapan lagi

Ringkasan

Pertanyaan

Individual

Name (Nama)

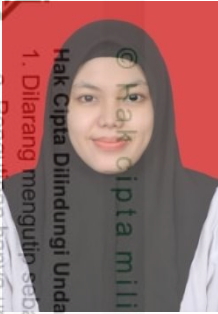
60 tanggapan

Nabilla fitri yani

Arya Brama Akbar

Fazli Mawla Hafiz

CURRICULUM VITAE



Fionola Anggraini is the first daughter from Mr. Syahrul Ependi and Mrs. Martalena. She was born on September, 2nd 1997 in Pekanbaru, Riau, Indonesia. She has two younger brother Teddy Fernando and Ari Stevano. She lives at Jl. Garuda Sakti, Simpang Panam, Pekanbaru.

In 2010, she graduated from SDN 017 Pekanbaru. Then continue education at Junior High School level. In 2013, she completed her studies at Junior High School 23 Pekanbaru and also continued to the Senior High School level, namely SMAN 12 Pekanbaru and then she finished her study at SMAN 12 Pekanbaru in 2016. In 2016, she was accepted to become one of students in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July 2019, she did Kuliah Kerja Nyata (KKN) in Muara Uwai, Bangkinang. Then, she conducted a teaching practice program (PPL) at MTsN 1 Pekanbaru, Riau in September 2019 to December 2019. To fulfil requirements for undergraduate degree in English Education, she conducted the research in July 2020 by the thesis entitled "The Correlation Between Students' Affective Strategies and Their Anxiety in English Classroom at MTsN 1 Pekanbaru.



2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan atau menyebutkan sumber:
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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.