



THE RELATIONSHIP BETWEEN ANXIETY IN LEARNING ENGLISH AND STUDENTS' ACHIEVEMENT AT TENTH GRADE OF SMA IT BANGKINANG



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ENGLISH AND STUDENTS' ACHIEVEMENT AT
TENTH GRADE OF SMA IT BANGKINANG**



BY

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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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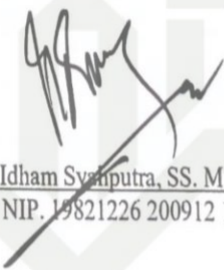
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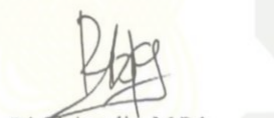
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ABSTRACT

Adzrotul Afifah, (2024): The Relationship Between Anxiety in Learning English and Students' Achievement at Tenth Grade of SMA IT Bangkinang.

The main focus of this research is to test whether there is a significant relationship between anxiety in learning English and the achievement of class X SMA IT Bangkinang students. Researchers used quantitative research, this research uses correlational research. In conducting research, the sample for this study was 40 students. The subjects of this research were class X SMA IT Bangkinang students, the sampling technique used was purposive sampling. In collecting data, two types of instruments were used, namely questionnaires and documentation in the form of students' first semester exam results. The data analysis technique used is Pearson product moment correlation and is assisted by the SPSS 21 program. Based on data analysis, researchers found that the Pearson correlation value was $(,182) < r_{table} (0,320)$ then the research concludes that, H_0 is accepted and H_a is rejected. So, it can be concluded that "there is no significant relationship between anxiety in learning English and the achievement of class X SMA IT Bangkinang students."

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ABSTRAK

Adzrotul Afifah, (2024): The Relationship Between Anxiety in Learning English and Students' Achievement at Tenth Grade of SMA IT Bangkinang.

Fokus utama penelitian ini adalah untuk menguji apakah terdapat hubungan yang signifikan antara kecemasan dalam belajar bahasa Inggris dengan prestasi belajar siswa kelas X SMA IT Bangkinang. Peneliti menggunakan penelitian kuantitatif, penelitian ini menggunakan penelitian korelasional. Dalam melakukan penelitian, sampel penelitian ini adalah 40 siswa. Subyek penelitian ini adalah siswa kelas X SMA IT Bangkinang, teknik pengambilan sampel yang digunakan adalah purposive sampling. Dalam pengumpulan data digunakan dua jenis instrumen yaitu angket dan dokumentasi berupa hasil ujian semester satu siswa. Teknik analisis data yang digunakan adalah korelasi product moment Pearson dan dibantu dengan program SPSS 21. Berdasarkan analisis data, peneliti menemukan nilai korelasi Pearson $(,182) < ,\text{tabel } (0,320)$ maka penelitian menyimpulkan, H_0 diterima dan H_a ditolak. Jadi, dapat disimpulkan bahwa “tidak terdapat hubungan yang signifikan antara kecemasan dalam belajar bahasa Inggris dengan prestasi belajar siswa kelas X SMA IT Bangkinang.

ملخّص

عذرة العفيفة) ٢٠٢٤: (علاقة بين القلق في تعلم اللغة الإنجليزية وإنجاز تلاميذ الصف العاشر بالمدرسة

الثانوية الإسلامية الحكومية ببانجكينانج

التركيز الرئيسي لهذا البحث هو اختبار ما إذا كانت هناك علاقة ذات دلالة إحصائية بين القلق في تعلم اللغة الإنجليزية وإنجاز تلاميذ الصف العاشر بالمدرسة الثانوية الإسلامية الحكومية ببانجكينانج. استخدمت الباحثة نوع ٤٠ تلميذا. وأفراد البحث تلاميذ البحث الكمي والبحث الارتباطي. وفي إجراء البحث كانت عينة البحث الصف العاشر بالمدرسة الثانوية الإسلامية الحكومية ببانجكينانج، وتقنية أخذ العينات المستخدمة هي أخذ العينات العنقودية. وفي جمع البيانات تم استخدام نوعين من الأدوات، وهما استبيان وتوثيق في شكل نتائج امتحانات الفصل الدراسي الأول للتلاميذ. وتقنية تحليل البيانات المستخدمة هي ارتباط لحظة المنتج لبيرسون ويساعده برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢١. وبناء على تحليل البيانات وجدت الباحثة أن قيمة ارتباط بيرسون كانت -0.21 . ($p < 0.05$) ، ثم خلاص البحث إلى أن الفرضية المبدئية مقبولة والفرضية البديلة مردودة. لذلك يمكن استنتاج أنه لا توجد علاقة ذات دلالة إحصائية بين القلق في تعلم اللغة الإنجليزية وإنجاز تلاميذ الصف العاشر بالمدرسة الثانوية الإسلامية الحكومية ببانجكينانج

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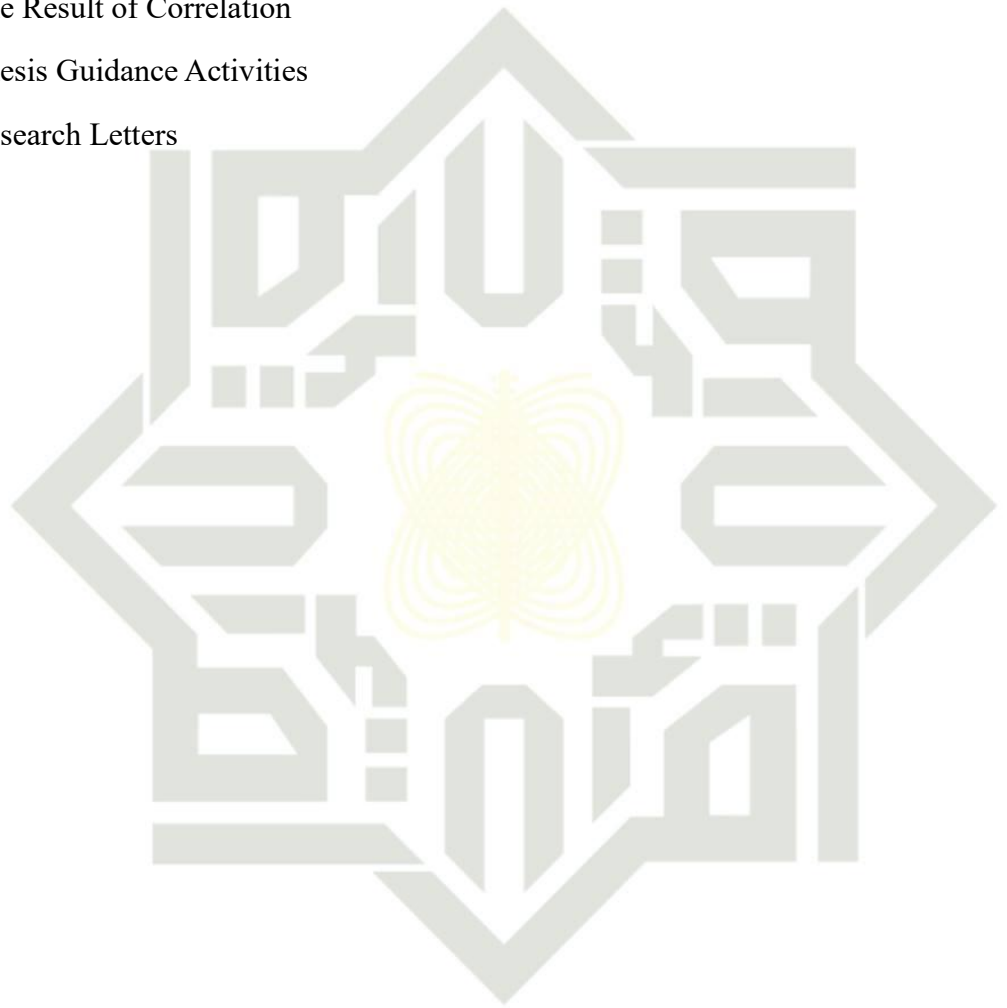


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CHAPTER I

INTRODUCTION

A. Background of the problem

In the modern era, it is imperative for students to process a firm grasp of the English language as it is crucial in facilitating communication with individual across the globe, both in spoken and written form. This aligns with Kasihani (2001, p.43) assertion that English is the foremost foreign language when it comes to accessing information, gaining knowledge in science, technology, cultural art, and fostering international relations. English language learning aims to develop language skills in accordance with the contextual situation of students' daily lives and so that students can achieve success in their language development. Students are directed to master four main skills: listening, speaking, reading and writing. Achievement is the ultimate success of meeting the goals. The level of achievement refers the extent to which a student's success in the examination or standardized test (Wilkes-Carrile, 2000).

A standardized test used to measure student achievement should be based on criteria provided by the learning materials and stated within the curriculum. Meanwhile Syah (1997) defines learning achievement as “the level of success a student has in learning a particular subject at school, expressed through the grades obtained from the result.” Sudjana (1991, p.3) describes achievement as “a student's” abilities following a learning experience.” Student's achievement

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involves changes in the areas of cognitive, affective and psychomotor learning processes experienced by students. While some countries where English is an official or second language may find it easy, but not other countries.

In the context of foreign languages, mastering English can be a complicated process due to the significant differences in writing and pronunciation with their mother tongue. This is especially challenging for countries that do not use English as an official language. Aside from the differences in pronunciation and writing, many other factors impact the learning of English, including social factors and factors that arise from within individuals. One crucial internal factor to consider is anxiety. According to Gardner (2003), anxiety related to learning English is characterized by "a feeling of tension and anxiety specifically related to foreign language difficulties, including speaking, listening, and learning a foreign language."

The impact caused by anxiety experienced by students in learning English is a negative impact, namely the anxiety experienced by students in learning English can affect the performance or quality of students in learning. The higher the anxiety experienced by students when learning English, the more it will hinder students in learning English properly and correctly, this of course can also affect student learning achievement. In Indonesia, English is taught at the primary to university level. This teaching is organized in the curriculum. Currently, most schools in Indonesia use the 2013 curriculum. In this curriculum, all learning activities are student-focused.

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The SMA IT Bangkinang located in the Lipat Kain Kampar district. As one of the formal institutions, the school also provides English lessons for students as an important aspect of language understanding. SMA IT Bangkinang using curriculum 2013 (K13). As a formal educational institution, English becomes a compulsory subject taught twice a week. English learning at SMA IT Bangkinang focuses on developing students' communication skills both oral and written. Therefore, what is emphasized in this learning is how to reduce students' anxiety level in learning English.

Research conducted by Hashempour & Mehrad (2014, p.119) state that academic anxiety can negatively impact on schools activity success and activities as anxious children is self-preoccupying, most of their energy which can be used in their learning process and help to raise their academic succession are wasted and leads to undesirable consequences, so that students will show lack of interest and passion in learning process and as consequence may result in poor performance especially in language learning. Hewitt and Stephenson (2012) found that the students who have high anxiety significantly in English obtain lower grades on the oral exam than those who have low anxiety. They found a significant negative relationship between English language anxiety and oral performance. Furthermore, it was found that there was an important negative relationship between total Foreign Language Classroom Anxiety (FLCA) scores and English scores (Ghorbandordinejad & Ahmadabad, 2016). Similarly, some studies found a significant moderate negative correlation

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between students' anxiety in English learning and English academic achievement (Atef-Vahid & Kashani, 2011).

Learning achievement is a product of the learning process, which cannot be disassociated from the act of learning itself. From a student's perspective, studying is an obligatory task. The achievement of a student in education is contingent upon their learning process. Research aimed at proving the phenomenon of academic attainment indicates that academic achievement results from several factors that operate both within and outside the individual. Lastly, environmental factors encompass the quality of teaching, access to resources, and socio-economic status.

There are three main categories of factors that impact academic performance: intellectual, emotional, and environmental. To elaborate, intellectual factors refer to abilities such as critical thinking, problem-solving, and creativity, while emotional factors include self-efficacy, motivation, and stress. Of these three types of factors, it is now widely accepted that emotional factors, specifically anxiety, and environmental factors such as self-concept and levels of aspiration, have a significant impact on an individual's academic achievement.

Based on observations made on Monday July 25, 2023 the phenomenon seen is that some students still feel nervous and even anxious when asked to speak in front of the class, some students find it difficult to convey ideas and some students are less enthusiastic in learning English. Based on this phenomenon, the researcher intends to examine the relationship between

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students' anxiety and their achievement. This study aims to find out whether anxiety in English learning has a significant relationship with students' achievement in English learning.

B. The Problem of The Research

1. Identification of the problem.

This accords with established phenomena, since numerous students experience anxiety when instructed to construct a narrative or provide explanations, or when required to converse in English during learning activities and social interactions. From the background of the study, there are some problems concerning language anxiety. Those problems are as follows:

- a. The high anxiety of students in learning English
- b. The students feel stress when asked to write an essay
- c. The students feel worried when asked to appear in English lesson
- d. Students' achievement decrease.

2. Limitation of the Problem

After identifying the problems found above, several problems were found, so researchers need to limit the problems to focus more on certain problems. And to solve the identification of this problem, this research focuses on test anxiety in language learning and student achievement.

3. Formulation of the Problem

Based on the above problem, the researcher formulate the problem in the study as follows: Is there a significant relationship between anxiety in

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learning English and students' achievement at Tenth Grade Students of SMA IT Bangkinang?

Objective and Significant of the Research

1. Objective of the Problem

To find out significant relationship between anxiety in learning English and students' achievement at Tenth Grade Students of SMA IT Bangkinang

2. Significance of the Research

The significances of this research are as follows:

a. Theoretically

The result of this research will answer the question from the problem formulation above regarding how significant relationship between anxiety in learning English and students' achievement.

b. Practically

- 1) This research is expected to help teachers provide information about the level and relationship between anxiety in learning English and students' achievement. So that they can choose the right learning strategy and can reduce the impact caused by student anxiety levels.
- 2) This research is expected to be a reference for future researchers regarding the relationship between anxiety in learning English and students' achievement.

© Hak cipta milik UIN Suska Riau **D. Definition of Key Terms**

1. Anxiety in learning English

Anxiety is generally a response to threat or danger now or in the future.

Learning is a process that contains a series of teacher and student actions so that there is a reciprocal relationship that takes place in the classroom to achieve certain goals. In learning, there are several goals to be achieved.

In this research, the meaning of anxiety in learning English is feelings of tension and anxiety that are specifically associated with foreign language difficulties, including speaking, listening and learning foreign languages (Gardner, 2003).

2. Students' achievement

Achievement is the ultimate success of meeting the goals. A standardized test, used to measure student achievement, should be based on criteria provided by the learning materials and stated within the curriculum. In this research, the meaning of students' achievement as Sudjana (1991, p.3) explains that "Achievement is the abilities of the students after he received a learning experience. Student achievement are essentially changes include the areas of cognitive, affective and psychomotor oriented learning process experienced by students". In this research, students achievement take from students' first-semester exam scores.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Anxiety in Learning English

a. Definition of anxiety

“Anxiety is affiliated with a feeling of disquiet, frustration, self-doubt, dreadful, and worry” Schovel (1978, p.134 cited in (Brown, Principles of Language Teaching and Learning Fifth Edition, 2000, p.162). Schovel (1979, p.134) defined anxiety as “a psychological construct, generally depicted by a psychologist as a state of apprehension, a vague fear that is the only roundabout related to an object”.

In the context of language, learners may experience anxiety when they encounter discomfort during the acquisition of a foreign language. Gardner (1994) described foreign language anxiety as “the feeling of pressure related to second language environment, involves speaking, listening, and learning”. Based on the explanation, it can be concluded that anxiety greatly affects listening and speaking skills in the implementation of foreign language learning. English anxiety has a negative impact on the student's learning process resulting from students' lack of focus in receiving information as well as inability to express the skills they have learned.

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b. Type of Anxiety

According to Fordham and Videback (2011), the type of anxiety is divided into four types:

- 1) Generalized Anxiety Disorder (anxiety or fear of something that has not happened). This type of anxiety is characterized by constantly felt discomfort, difficulty concentrating, muscle tension, headaches, ease of anger, difficulties sleeping.
- 2) Social Anxiety Disorder is about worries, fears, and anxieties given by bad, underestimated and unacceptable dissidents in a social environment.
- 3) Specific Phobias is an extreme dread of a certain thing or circumstance. (Example: spider, flying on a plane, closed space, blood, height, lightning storm).
- 4) Panic Disorder is an intensely occurring type of anxiety that occurs without warning. People who suffer from this panic attack will try to avoid public situations, such as parties or other social gatherings. Signs of a person having a panic attack are loss of control, fast and beating heartbeat, sweating, trembling, shortness of breath, cold, nausea, chest pain, headache, dizziness, even fainting.

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c. Sources of Anxiety

Young identified the six sources of anxiety namely:

1) Personal and Interpersonal Anxieties

Low self-esteem: Students are more concerned about what others think of them or students are more worried about how to please others than to please themselves and appreciate their abilities. Competitiveness; when students over-compare themselves to others even make an expectation that does not correspond to their reality. Both of these are significant sources of interpersonal anxiety.

2) Learner Perception about Language Learning.

They believe that speaking skills are priority skills for students who learn a foreign language. Some believe that pronunciation is the highest aspect of speaking skills, so they are not enthusiastic about engaging in English speaking when they have not mastered pronunciation.

3) Instructor Perspective on Language Learning.

When a teacher believes that his role is more speaking in teaching than being a facilitator, which makes most of the class situation is controlled by the teacher thus causing the student to be in a tense state of anxiety. Hadley in Young (1991) states that teachers should avoid focusing on students' mistakes directly. They should pay attention to the way they correct the students to

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reduce anxiety. Thus enabling students in expressing ideas that they have well and correctly without having to feel fear that it will result in errors or corrections when speaking.

4) Instructor-Learner Interactions

Hadley in Young (1991) states that teachers should avoid focusing on students' mistakes directly. They should pay attention to the way they correct the students to reduce anxiety. This might be helpful for students to express their idea properly without fear of making mistakes or being corrected when they are speaking.

5) Classroom procedures

In learning to speak a foreign language, students are required to be able to speak in front of the class while being evaluated by the teacher. This makes learning and the class situation very stressful. Therefore, one needs to create positive and pleasant class conditions so that it can reduce the anxiety that students have as well as improve student language learning performance.

6) Language Testing

Students will feel more anxious when spending time only to find that the test assesses different items with what they have already learned in the classroom. This shows that an unfamiliar test may contribute to the learners' anxiety. Moreover, anxiety

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can increase when students realize they did not master the content (Anandari, 2015).

d. Symptoms of Anxiety

According to Smith (2009), there are four symptoms of anxiety, as follows:

- 1) Emotional symptoms (Feelings of tension, The disorder)
- 2) Cognitive symptoms (Is concerned, Thoughts about the inability to cope)
- 3) Psychological symptoms (Increased heart rate, The muscle tension, Other autonomous arousal symptoms)
- 4) Symptoms of behavior (Avoiding fearful situations, Decreased performance of duties, Increased shock response)

e. Learning English

Learning is a process that contains a series of teacher and student actions so that there is a reciprocal relationship that takes place in the classroom to achieve certain goals. In learning, there are several goals to be achieved, According to Duffy and Roehler (1989), as cited in (Akhiruddin et al., 2019, p.12), Learning is an effort that deliberately involves and uses the professional knowledge possessed by teachers to achieve curriculum goals. Therefore, if one of the components cannot interact, then the learning process will face many obstacles in achieving the learning objectives.



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Daryanto (2009, p.2) argues that learning as a process of effort that is carried out by someone to obtain a new change in behavior as a whole, as a result of one's own experience in interaction with the environment. According to Brown (1994), learning is the process of interaction of students with educators and learning resources in a learning environment. According to Tomlinson (1998), learning is a conscious process involving memory associated with information being studied, for example supporting greetings, using language rules, and vocabulary. Language learning is life enhancing.

Tomlinson and Masuhara (2004) stated that language learning can use knowledge about language systems and use of language that involves institutions, instructors, learners, and spending also prioritizes learning experiences, self-appreciation, emotional involvement, connected learning with thought power, communicative language use, and learning materials that encourage learners' creativity. Suyono & Hariyanto (2014, p.9) learning refers to a process of changing behavior or personal or changing a person's cognitive structure based on certain practices or experiences as a result of active interaction with the environment and learning resources around him. English is one of the important international languages to be mastered or learned. A person uses English to communicate with people in different countries. So that the person can connect with people around

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the world. Besides that learning English can help someone achieve success. Because it increases one's chances of getting a job easily.

The Indonesian government included English as the first foreign language used in Indonesia. In Indonesia, English is a foreign language that can be learned in school and can be used in communication. It is the first foreign language learned as a compulsory subject at school (Panggabean, 2015). Thus, English is the first foreign language officially taught as a compulsory subject to students in junior secondary school in Indonesia.

Learning English is developing the ability to speak English contextually and acceptably according to the context and conditions and daily situations of students. Learning English is essential for today's generation to adapt to global communication, literature, media, and work in the present and future (Marzulina et al., 2021). This is to produce a form of learning English that is more in touch with the language needs of students.

f. Anxiety in Learning English

Anxiety of a foreign language and anxiety in learning English mean the same thing: subjective feelings of fear, tension, fear, agitation, distress and or concern, associated with the perception or anticipation of a threat or negative event in the context of the foreign language or second language. (Wang, 1998). Horwitz et al. (1986, p.128) defines foreign language anxiety as follows: "Foreign language

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anxiety is a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.”

According to Spielberger (2004) anxiety is a subjective feeling of tension, fear, anxiety, and worry related to the arousal of the automatic nervous system. Meanwhile, Gardner (2003) defines FLA (Foreign Language Anxiety) as feelings of tension and anxiety that are specifically associated with foreign language difficulties, including speaking, listening and learning foreign languages.

g. Impact of anxiety in learning English

In fact, the feeling of discomfort that arises from this anxiety will certainly greatly disturb students in learning. Students who feel anxious will think less clearly so they can make more mistakes. Moreover, this anxiety arises when students will do assignments, of course it will be very difficult and disrupt their learning process. This will certainly greatly affect student learning efforts.

Anxiety is part of student psychology or emotions. Control over emotions, attitudes, and motivation is included in the chart of indirect learning strategies in the Affective strategy group. These strategies are techniques such as self-reinforcement and positive self-talk that help students gain better control over their emotions, attitudes, and motivations regarding language learning. By setting the right learning strategy will help students control their emotions, attitudes and

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motivations so that they will be able to build higher concentration in learning. According to Oxford (1990, p.21) there are three ways to reduce student anxiety in affective strategies:

- 1) Using progressive relaxation, deep breathing or meditation,
- 2) Using music,
- 3) Using laughter.

h. Anxiety factors and learning English

According to Cheng (2005), the factors that influence anxiety in foreign languages are:

- 1) Sociodemographic factors: These factors are related to age, gender, academic achievement, experience abroad and multilingualism.
- 2) Situational factors: things related to class situations and social situations.
- 3) Teacher characteristic factors: This is related to the characteristics that exist in the teacher which can increase or decrease anxiety in students.
- 4) Psychological factors: These factors are related to Self-perception, Self-esteem, Self-confident.

i. Aspects of Anxiety in Learning English

There are three aspects of anxiety in language learning:

- 1) Fear of communication

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McCroskey quotes that fear of communication is associated with anxiety in the English language. Based on this quote, they argue that fear of communication is a feeling of shame, distrust, and the fear of students interacting in a foreign language.

2) Test anxiety

Horwitz et al defined test anxiety as a type of performance anxiety triggered by a fear of failure (E.K. Horwitz, 1986). Based on this definition, it can be concluded that this type of anxiety will arise when students are required to be able to complete the test immediately. This anxiety will affect the cognitive aspects of students, which are characterized by reduced memory skills at work they can interfere with students' academic activities.

3) Fear of Negative Evaluation

This type of anxiety is a broader category from test anxiety because it is not limited to the test-taking situation, but it can occur in any social, negative feedback, or job interview or speaking project in a foreign language where someone has to explain the idea orally (Horwitz, 1986, p.127).

2. Students' English Learning Achievements

a. Definition Achievements

Etymologically, achievement comes from the Dutch language, namely *prestatie*, which means the result of effort. Achievements are obtained from the efforts that have been made. Achievements can be

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achieved by relying on intellectual, emotional, and spiritual abilities, as well as self-reliance in dealing with situations in all aspects of life.

“Achievement is the ultimate success of meeting the goals. The level of achievement refers the extent to which a student’s succeeds in the examination or standardized test” (Wilkes-Carrile, 2000). A standardized test, used to measure student achievement, should be based on criteria provided by the learning materials and stated within the curriculum. Sumadi Suryabrata (2006, p.297) "Achievement is a value which is the final formulation that can be given by the teacher regarding the progress or achievement of students during a certain period." Zaenal Arifin (2012, p.3) "Achievement is the result of one's abilities, skills, and attitudes in completing various things."

b. Definition of Students’ learning Achievements

According to Crow & Crow (1969), “extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him”. C.V. Good (1973), defined it as, “knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or by both.” In fact it has become an index of future in today’s highly competitive environment.

Syah (1997) defines learning achievement as "the level of success a student has in learning a particular subject at school, expressed

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through the grades obtained from test results." Sudjana (1991, p.3) describes achievement as "a student's abilities following a learning experience." Student achievement involves changes in the areas of cognitive, affective, and psychomotor learning processes experienced by students.

A student who learns English is of course one who wants to develop and gain knowledge and master English well, through continuous practice and practice. So the achievement of learning English is the ability that students acquire in learning English after they follow the teaching and learning process within a certain time. Their English achievement will be measured through an English final exam according to the standards given by the school.

In monitoring learning, learning achievement means assessing students' knowledge, skills, and attitude values. Learning achievement is used as a measuring tool to measure the level of educational success. Learning will be said to be successful if students can show good learning achievement. Conversely, if the students show poor learning achievement, it means that the learning has failed.

c. Factors that Affect Students' English Learning Achievement

Muhibbin syah divided several factors that affect students' learning achievement:

- 1) Internal factors

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Factors that arise from within the students themselves: Physiological factors (Students' physical condition means those related to the condition of the eyes and ears), Psychological factors (student intelligence, attitudes, interests, talents, and motivation)

2) External factors

- a) Social environment: Relating to schools, teachers, and friends which of course will affect the spirit of student learning.
- b) National Environment: Factors related to school buildings, student homes, learning tools, and study time have a major influence on students.
- c) Learning Approach: The learning approach can be considered as all methods or strategies. Used by our students in increasing the effectiveness and efficiency of the learning process. In this case, the learning approach means a set of operational theories to solve problems to achieve specific learning goals.

B. Relevant Research

There are three relevant researchers as below, to avoid using the same title in this study, namely as follows:

First, Nur Djumadil Iman (2013), conducted a research entitled “the correlation between students’ anxiety and their English learning achievement

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at the first year students of SMP Bhakti Mulya 400.” The research conducted by Nur Djumadil Iman used a quantitative research with correlation technique. Based on the research results of the correlation between students’ anxiety and their English learning achievement in 40 students from first year students of SMP Bhakti Mulya 400 , it was found that the correlation between students’ anxiety and their English learning achievement is significant ($r_{xy} = - 0,657$). Because the significant value is lower than the level of significance and is negative ($-0.657 < 0.05$), it means that student anxiety has a negative and significant correlation with the results of learning English. In this study, it can be concluded that the higher the students' anxiety, the smaller the learning outcomes they get. However, the smaller the anxiety one has, the better the attainable learning outcomes will be. This means that (H_0) in this study was rejected and (H_a) was accepted.

Second, Irma (2021), conducted a research entitled “The students’ anxiety and achievement in pandemic covid-19 by the fourth semester of English program at IAIN Parepare.” This research used descriptive quantitative design. Based on the research results of The students’ anxiety and achievement in pandemic covid-19 by the fourth semester of English program at IAIN Parepare with 30 students participating , it was found that the score of students’ learning anxiety during pandemic covid-19 had three aspects such as worry, emotionality, task generated interference. In aspects worry had six statements, the clarification of this aspect was 58.5%, aspect emotionality had four statements, the clarification of this aspect was 57.8% and the last aspect task

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generated interference had ten statements, the clarification of this aspect was 52.1%. As for the total score for achievement during online learning in pandemic covid-19 was 110.32. The average is 3.67.

Third, Mariamal Luklua (2021), conducted a research entitled “The Effect of Students’ Anxiety on Their English Achievement at Ninth Grade of SMPN 1 Ajung.” The research conducted by Mariamal Luklua used a quantitative research with with associative approach consisting of two variables, dependent and independent variables. The results showed: 1) students’ anxiety level at Ninth grade of SMPN 1 Ajung were 12,5% in low category, 60,71% in moderate category, and 26,78% 22 in high category, 2) students’ English achievement level at Ninth grade of SMPN 1 Ajung were 25% in low category, 58,03% in moderate category, and 16,96% in high category, 3) there was significant negative effect (22,6%) of students’ anxiety on their English achievement at Ninth Grade of SMPN 1 Ajung.

Fourth, Bayu Septiyan Hadinata (2020), conducted a research entitled “The Effect of Students’ Anxiety on Their English Achievement: An Ex Post Facto Study in SMPN 1 Siman Ponorogo”. The research conducted by Bayu Septiyan Hadinata used a quantitative approach and used an ex post facto design. The results showed: The t-score shows 4.340, it was compared to T-table with a 5% level of significance, it listed 1.664. It means the T-score higher than T-table. The significant value was 0.000. It means that the equation regression was significant value (less than) < 0.005 and the equation regression model was $Y = 85.338 + (-0.054)X$. Therefore, we rejected the null hypothesis

and accepted the alternative hypothesis. Based on the result of the data analysis above, concluded that the influence of students' anxiety on their English achievement at eighth-grade students of SMPN 1 Siman Ponorogo is 19.2 %, and the others are influenced by other variables.

The conclusion is students who have higher levels of anxiety tend to have lower levels of achievement. Conversely, students who have lower levels of anxiety tend to have higher levels of achievement. Therefore, it is important for teachers to pay more attention to students to feel comfortable during the learning process, so that students' English achievement becomes high.

C. Operational Concept

The operational concept is a concept that guides the reader so that there is no misunderstanding. It must be interpreted into certain words to make it more measurable. There are two variables in this study, namely variable X as Anxiety in learning English and variable Y as Students' Learning Achievement. Thus, the researcher determines several indicators of the two variables as follows:

1. Anxiety in learning English

Indicator Variable X Indicators of foreign language anxiety are expressed by Horwitz et al. (1986):

- a. Communication anxiety;
- b. Test Anxiety; and
- c. Fear of Negative Evaluation.

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2. Students' English Learning Achievement.

According to M.Sastrapraja, achievement is one of study result which achieved by students after doing evaluation according too each steps, either semester or yearly and etc. so learning achievement is achieved result. Achievement in learnng English is the result of learning English achieved by a person caused by learning and carried out thought evaluation according to its stages such as in the semester. In this research, students achievement take from students' first-semester exam scores.

D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes the better that the relationship between anxiety in English learning and students' achievement at tenth grade of SMA IT Bangkinang.

2. Hypothesis

Based on the background of the problem above the researcher formulates two hypothesis as follows:

Ho: There is no significant relationship between anxiety in English learning and students' achievement at tenth grade of SMA IT Bangkinang.

Ha: There is a significant relationship between anxiety in English learning and students' achievement at tenth grade of SMA IT Bangkinang.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used quantitative research, as the aim is to measure the relationship between anxiety in learning English and students' achievement. This method aligns with Creswell's (2014, p.32) definition of quantitative research, which involves examining the relationship between variables based on factual evidence. These variables can be readily quantified using suitable instruments, thereby enabling statistical analysis of numerical data. Research inquiries commence with a research query or hypothesis and endeavour to obtain results through numerical analysis and quantification of data.

This type of research is an ex post facto research. According to Latif (2004, p.103) ex-post facto research measures the cause and effect relationship without manipulating the independent variables. Meanwhile, according to Subana (2005, p.43) In the ex-post-facto study, the researcher did not start the process from the beginning but immediately saw the result. From the research obtained, the researcher tried to find the cause of the event. The writer used a research instrument to measure students' foreign language anxiety in English learning. Quantitative ex post facto used is ex post facto correlation design. A study that involves the act of collecting data in order to determine whether there is a relationship and the level of relationship between two or more variables.

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This study is a unidirectional study in which variable X is Anxiety in English learning which affects variable Y which is Students' achievement.

B. Time and Location of the Research

This research was conducted on class X SMA IT Bangkinang from April to May for the 2023/2024 academic year. The location of the SMA IT Bangkinang is on Jl. Bangkinang – Lipat Kain KM.7, Ridan Permai Village, Bangkinang Kota District, Kampar Regency, Riau Province.

C. Subject and Object of the Research

The subject of this research is class X SMA IT Bangkinang. The object of this research is The Relationship Between Anxiety in Learning English and Students' Achievement.

D. Population and Sample of the Research

1. Population of the Research

According to Sugiyono (2012, p.61) Population is a generalization area consisting of objects or objects subjects that have certain characteristics and qualities are then determined by researchers to study and draw conclusions. In other words, it is the total group that you are interested in learning more. The population of this study was class X SMA IT Bangkinang in the 2023/2024 academic year.

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Table III.1

Population of class X SMA IT Bangkinang

No	Class	Total students
1	X IIS 1	28 students
2	X IIS 2	32 students
3	X MIA 1	20 students
4	X MIA 2	21 students
5	X MIA 3	23 students
Total population		124 students

2. Sample of the Research

According to Sugiyono (2015) Purposive sampling is a sampling technique with certain considerations. This sampling is done by labeling numbers and students who get number 1 are selected as sample. The sample is taken from a population of 124 students but 35 students have been used as validity sample, the number is reduced $124 - 35 = 89$ students who have to be selected as samples. The number of samples in this study was taken

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

based on the slovin formula :

Information :

n = Number of samples

N = Number of population

d = Significance level (5%, 10%)

$$n = \frac{89}{(1+89(0,1^2))} = \frac{89}{(1+89(0,01))} = \frac{89}{(1+0,89)} = \frac{89}{1,89} = 47$$

But at the time of data collection only 40 students were willing to become respondents because 7 respondents were absent.

E. The Technique of Collecting Data

The Data Collecting data is one of the most crucial parts in a research. Pertaining to Arikunto (2013) instrument of the research as a tool or facility that the researcher used to collect data in order to make the research process easier and get the better result, accurate, complete, methodical, and easy to evaluate.

1. Questionnaire

Arikunto said, "A questionnaire is several written questions used to obtain information from the respondent about his personality or something he knows". In addition, according to Margono, "the questionnaire" is a collection tool information by conveying several written questions to be answered in writing and also by the respondent. In this study, statements in the questionnaire were written in English which were translated into Indonesian to make it easier for respondents to answer questions. Researcher used a Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire with a Likert scale consisting of 30 questions.

FLCAS questionnaire is used to measure level of anxiety amongst students in learning the English language generally. Horwitz et al. (1986) mention 30 questions as the FLCAS questionnaire in terms of knowing students' anxiety in every aspect of learning that influence anxiety occurs.

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The questionnaire concepts divide into three aspects of anxiety such as; communication, fear of negative evaluation, anxiety test.

Likert scale is a research scale used to measure attitudes and opinions. This scale is used to complete a questionnaire that requires respondents to indicate their level of agreement with a series of questions. Usually, the questions used for research are called research variables and are specified specifically. Then, indicators are made as a guideline for properly compiling instrument items. The response to each item using a Likert scale has a gradation from strongly agree (5) to strongly disagree (1).

Table III.2
Blueprint of FLCAS

No	Indicators	Item	Total
1	Communication anxiety	1,5,7,11,12,16,19,21,22,25	10 statement
2	Test anxiety	8,9,10,17,20,23,26,28,29,30	10 statement
3	fear of negative evaluation	2,3,4,6,13,14,15,18,24,27	10 statement

a. Validity of Questionnaire Instrument

A validity test is a tool to find out how much the level of validity of the data used. Good research is said to be good if the measuring instrument used is appropriate. If the measuring instrument used is not appropriate then the research is not valid. Sugiyono (2018, p.267) states that the validity test is a data

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equation data reported by researchers with data obtained directly that occurs on research subjects. The validity test is used to measure whether a questionnaire is valid or at least a questionnaire.

A questionnaire is said to be valid if the statement on the questionnaire is able to reveal what the questionnaire will measure. Test validity on each question if $r_{hitung} > r_{tabel}$ at a significant level ($\alpha = 0.05$) then the instrument is considered invalid and if $r_{hitung} < r_{tabel}$ then the instrument is considered invalid. By using valid and reliable instruments in data collection, it is that the research results will be valid and reliable as well. It indicates that the test validity has been determined to be its most crucial component. The SPSS 21 application is used by the researcher to analyze the data.

In this research, the researcher used content validity. According to Sudaryono (2016) Content validity is the validity of the learning outcomes test as a measuring tool for learning outcomes, namely how the learning outcomes test can measure student learning outcomes and how the content can be represented representatively as a whole material. In validity of this research, before the test was given to the sample of this research, the researcher selected of 50 students' to be used as a validity which was randomly selected. The result of Validity is as follows:

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Table III. 3
FLCAS Questionnaire Validity

Item number	r_{hitung} (item)	r_{tabel} (5%)	Result
Item 1	0.278	0.334	Invalid
Item 2	0.251	0.334	Invalid
Item 3	0.134	0.334	Invalid
Item 4	0.340	0.334	Valid
Item 5	0.319	0.334	Invalid
Item 6	0.604	0.334	Valid
Item 7	0.458	0.334	Valid
Item 8	0.290	0.334	Invalid
Item 9	0.596	0.334	Valid
Item 10	0.450	0.334	Valid
Item 11	0.332	0.334	Invalid
Item 12	0.615	0.334	Valid
Item 13	0.197	0.334	Invalid
Item 14	0.202	0.334	Invalid
Item 15	0.574	0.334	Valid
Item 16	-0.119	0.334	Invalid
Item 17	0.616	0.334	Valid
Item 18	0.448	0.334	Valid
Item 19	0.286	0.334	Invalid

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Item number	r_{hitung} (item)	r_{tabel} (5%)	Result
Item 20	0.474	0.334	Valid
Item 21	0.551	0.334	Valid
Item 22	0.567	0.334	Valid
Item 23	0.398	0.334	Valid
Item 24	0.586	0.334	Valid
Item 25	0.034	0.334	Invalid
Item 26	0.131	0.334	Invalid
Item 27	0.583	0.334	Valid
Item 28	0.401	0.334	Valid
Item 29	0.366	0.334	Valid
Item 30	0.488	0.334	Valid
Item 31	0.373	0.334	Valid
Item 32	0.583	0.334	Valid
Item 33	0.618	0.334	Valid
Item 34	0.569	0.334	Valid
Item 35	0.367	0.334	Valid
Item 36	0.609	0.334	Valid
Item 37	0.525	0.334	Valid
Item 38	0.412	0.334	Valid
Item 39	0.523	0.334	Valid
Item 40	-0.119	0.334	Invalid

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Item number	r_{hitung} (item)	r_{tabel} (5%)	Result
Item 41	0.460	0.334	Valid
Item 42	0.190	0.334	Invalid
Item 43	0.410	0.334	Valid
Item 44	0.210	0.334	Invalid
Item 45	0.562	0.334	Valid
Item 46	0.332	0.334	Invalid
Item 47	0.178	0.334	Invalid
Item 48	0.126	0.334	Invalid
Item 49	0.447	0.334	Valid
Item 50	0.307	0.334	Invalid

Based on the table above the result of processing the validity by using SPSS of the questionnaire item, it was found that 31 items were valid.

b. Reliability of Instrument Test

A test must be reliable as a measuring instrument. Reliability is a necessary characteristic of any good test for it to be valid at all a test must first be reliable as a measuring instrument. If the students are given the same test on two different occasions or with different raters. An instrument is reliable if the result of measurement in the same tastes gives consistency or stable result. It suggests that the same thing is repeated or recurs under identical or very similar conditions. According to Sugiyono (2018, p. 268)

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the reliability test is the degree of consistency and stability of data or findings.

A measuring instrument is considered reliable if its measurements show consistent results over time. The reliability test is carried out after the validity test and the test is a statement or question that is already valid. Therefore, the reliability test here and is carried out to determine the extent to which the results of a measurement can be trusted. Instrument reliability is a requirement for the validity test. Reliability test using SPSS 21. The following table is the level of internal consistency of Cronbach alpha by Cohen, et al (2007, p.506).

Table III. 4
Level of Reliability

Reability	Category
>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
<0.60	Unacceptably low reliability

The tested variable can be said to be reliable if the Cronbach Alpha value is > 0.60 , and if the tested variable can be said to be unreliable if the Cronbach Alpha value is < 0.60 . The result of FLCAS Questioner reliability as follows:

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Table III. 5

Reliability Statistics

Cronbach's Alpha	N of Items
.919	30

Based on the reliability test above, the result obtained show that the FLCAS Questionnaire has a Very high reliable because the cronbach's alpha value is 0,919

3. Normality

The normality test is used to determine whether the data from these variables are normally distributed or not. In this study, the normality test analysis was carried out with the help of the SPSS 21 for Windows program using the One Sample Kolmogorov-Smirnov technique. While the criteria used are that the data is said to be normally distributed if the significance level is > 0.05 at a significance level of 5%, but if the significance value is < 0.05 then the data is said to be not normally distributed.

d. Linearity

A linearity test is used to determine the relationship between the independent variable and the dependent variable is linear or not. This data analysis uses the help of the SPSS 21 for Windows program with the Compare Means -> Test for Linearity statistic at a significance level of 0.05.

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2. Documentation

This documentation method is carried out to find existing data at school regarding student learning outcomes in the first-semester academic year 2023/2024. The data needed in this research is secondary in the form of students' first semester exam scores.

F. Data Analysis Techniques

In this study, researcher used Pearson product moment correlation to analyze data related to the relationship between anxiety in learning English and the learning achievement of class X SMA IT Bangkinang students. Because Pearson product moment correlation is a technique commonly used to determine the significance of the relationship between independent and dependent variables. And to find out whether or not the null hypothesis (H_0) or alternative hypothesis (H_a) is accepted in this research. And the calculation results will show what kind of relationship occurs between the two variables.

The statistical hypotheses were as follow:

sig. 2 tailed ≥ 0.05 = H_a is accepted, H_0 is rejected

sig. 2 tailed ≤ 0.05 = H_0 accepted, H_a is rejected

H_0 : There is no significant relationship between anxiety in English learning and students' achievement at tenth grade of SMA IT Bangkinang.

H_a : There is a significant relationship between anxiety in English learning and students' achievement at tenth grade of SMA IT Bangkinang.

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CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

This research found that anxiety in learning English has a negative correlation, which means there is a very low correlation between anxiety in learning English and student learning achievement. The results of this study indicate that students who have low anxiety are more likely to achieve higher English scores, conversely, students who have high anxiety tend to achieve lower English scores.

B. Suggestion

Based on the findings and discussion above, researchers suggest eliminating or reducing anxiety about learning English by both teachers and students. Teachers must be able to create fun learning activities, and a friendly classroom environment and devote more time and effort to dealing with student anxiety. As suggested by Amiri (2015, p.861), teachers must tolerate mistakes made by students and tell them that making mistakes is unavoidable in learning a foreign language. Sharifi (2015, p.39) emphasizes that students need an environment free from intimidation and feelings of inadequacy so that they can connect complex thinking with appropriate use of language.

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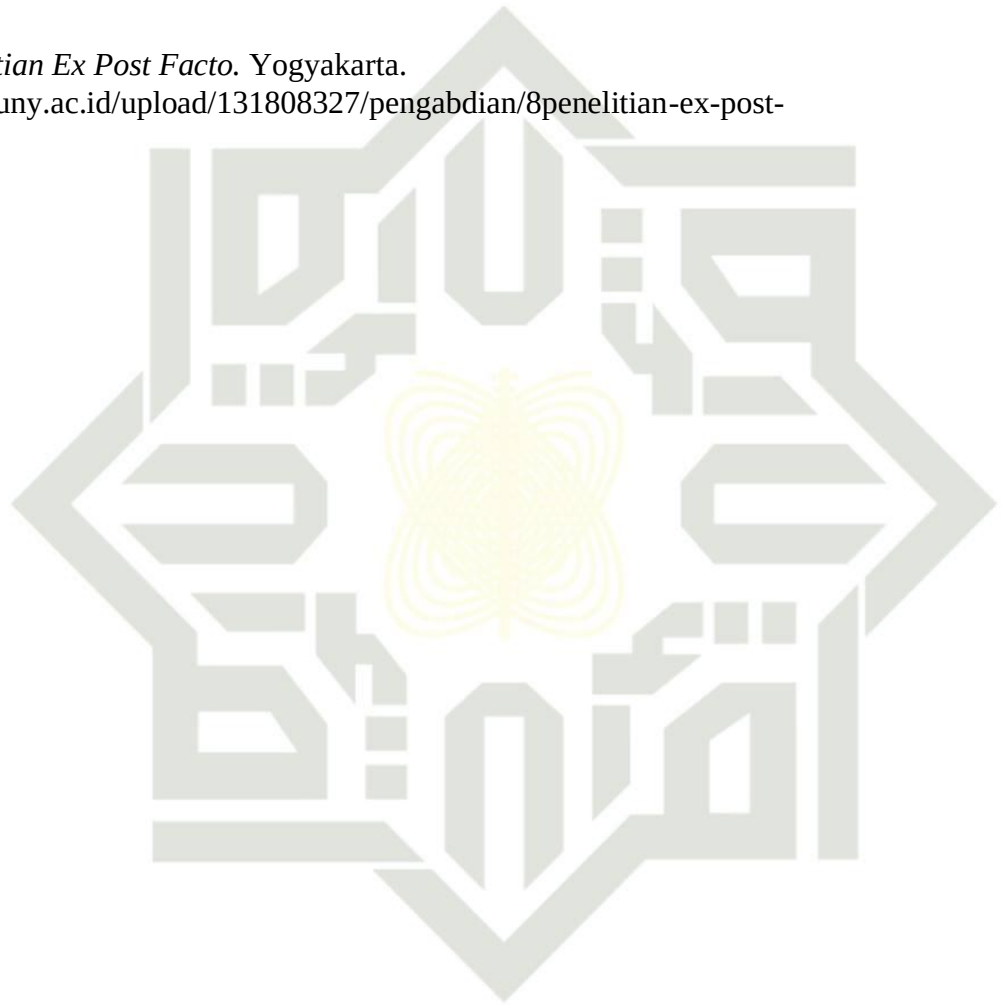
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APPENDIX 1

THE INSTRUMENTS OF ANXIETY IN LEARNING ENGLISH



UIN SUSKA RIAU



Angket respon siswa mengenai kecemasan dalam belajar bahasa inggris

Nama :

Kelas:

This questionnaire was created to determined the level of anxiety experienced by students. Instuction :

- ◆ In this questionnaire there are no right or wrong answer, so the questionnaire are in accodance with the actual situation. Each number has an answer : 1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5.Strongly agree
- ◆ Students only ✓ on answers that are appropriate to the situation.

No	Statement	1 (sangat tidak setuju)	2 (tidak setuju)	3 (netral)	4 (setuju)	5 (sangat setuju)
1	I started to worry when I had to communicate in language class without practice (saya mulai khawatir ketika harus berkomunikasi dikelas bahasa tanpa latihan)					
2	I get annoyed when I don't understand what the teacher is going to correct. (Saya kesal ketika saya tidak mengerti apa yang dikoreksi oleh guru)					
3	I was afraid that other students would laugh at me when the teacher is going to correct (saya takut siswa lain akan menertawakan saya ketika saya berbicara bahasa asing)					
4	I'm afraid my teacher is ready to correct every mistake I make (saya khawatir guru siap untuk memeriksa setiap kesalahan yang saya buat)					
5	I feel nervous when speaking English (saya merasa gugup saat berbicara bahasa inggris)					
6	In language class, I find it very difficult to give responses (dikelas bahasa, saya merasa sangat sulit untuk memberikan tanggapan)					
7	I'm afraid of making grammatical mistakes when I speak (saya takut membuat kesalahan di tata bahasa saat saya berbicara)					
8	During the exam, I thought I would fail, I felt worried (saat ujian, saya berfikir saya akan gagal, saya khawatir)					
9	The more I practice English, the more confused I get (semakin saya berlatih bahasa inggris, semakin saya bingung)					
10	After the exam, I'm still worried (setelah ujian, saya masih khawatir)					
11	I always feel that other students speak English better than me (saya merasa siswa lain berbicara bahasa inggris lebih baik daripada saya)					
12	If I don't understand what the language teacher is saying, I worry (jika saya tidak mengerti apa yang dikatakan guru bahasa, saya khawatir)					
13	I can't feel confident even though my scores are good (saya tidak percaya diri meskipun nilai saya bagus)					
14	I feel overwhelmed by the number of rules you have to learn to speak English (saya merasa kewalahan dengan banyaknya aturan yang harus dipelajari untuk berbicara bahasa inggris)					
15	In language class, I can get so nervous that I forget things I know (dikelas bahasa, saya bisa sangat gugup sehingga saya lupa hal-hal yang saya ketahui)					
16	I feel insecure with other students who can speak English (saya merasa insecure dengan siswa lain yang bisa berbicara bahasa inggris)					
17	During the exam, my emotions affected my performance negatively (selama ujian, emosi saya mempengaruhi kinerja saya secara negatif)					
18	Even though I had prepared well for language class, I'm still anxious (meskipun saya telah mempersiapkan diri dengan baik untuk kelas bahasa, saya masih cemas)					
19	I feel that other students' English pronunciation is better than me (saya merasa pelafalan bahasa inggris siswa lain lebih baik daripada saya)					
20	During the exam, I forgot what I knew (saat ujian, saya lupa apa yang saya ketahui)					
21	I could feel my heart pounding when I would be called on to speak in language class (saya bisa merasakan jantung saya berdebar-debar ketika saya akan dipanggil untuk berbicara dikelas bahasa)					
22	I feel very self-conscious about speaking English in front of other students (saya merasa sangat minder berbicara bahasa inggris didepan siswa lain)					
23	I feel worried when I study for an exam (saya merasa khawatir ketika saya belajar untuk ujian)					
24	I worry about the consequences of making mistake in language class (saya khawatir tentang konsekuensi melakukan kesalahan dikelas bahasa)					
25	I was shaking when I found out that I would be called on in speaking class (saya gemetar ketika mengetahui bahwa saya akan dipanggil dikelas berbicara)					
26	The more I lear, the more confused I get (semakin banyak saya belajar, semakin bingung saya jadinya)					
27	I feel nervous when language teachers ask questions that I haven't prepared beforehand (saya merasa gugup ketika guru bahasa bertanya yang pertanyaannya belum saya persiapkan sebelumnya)					
28	During the exam, I wasn't sure if I would succeed (selama ujian, saya tidak yakin jika akan berhasil)					
29	Exams really disturb my mind (ujian sungguh mengganggu pikiran saya)					
30	Test affect my performance negatively (tes mempengaruhi kinerja saya secara negatif)					
31	I start to panic when I have to speak without preparation (saya mulai panik, ketika harus berbicara tanpa persiapan)					

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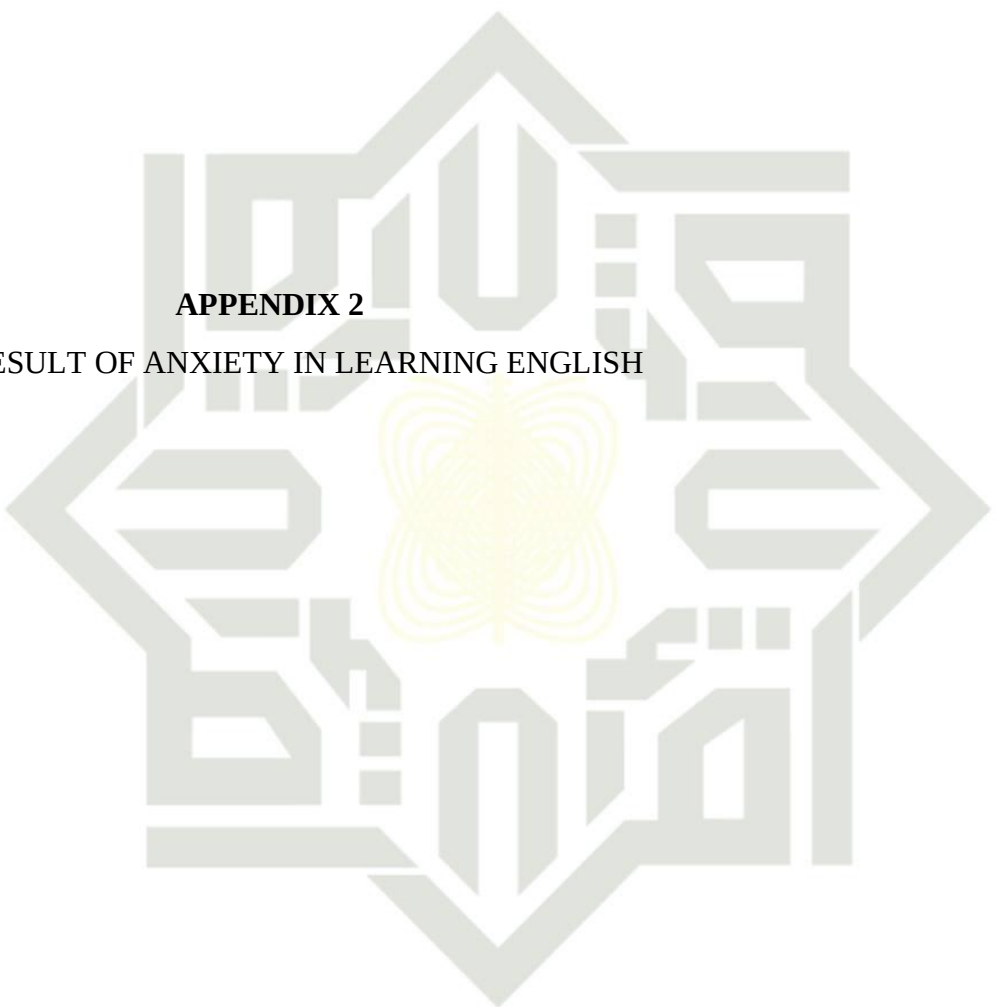
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APPENDIX 2

THE RESULT OF ANXIETY IN LEARNING ENGLISH



UIN SUSKA RIAU

- in Syarif Kasir

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- a. Pengumpulan karya untuk kepentingan penulisan, penilaian, penyusunan laporan, penulisan kurikulum atau tinjauan suatu masa.
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Statistics

		Anxiety
N	Valid	40
	Missing	0
Mean		98.60
Median		100.50
Mode		95 ^a
Std. Deviation		17.107
Variance		292.656
Range		88
Minimum		48
Maximum		136

a. Multiple modes exist. The smallest value is shown

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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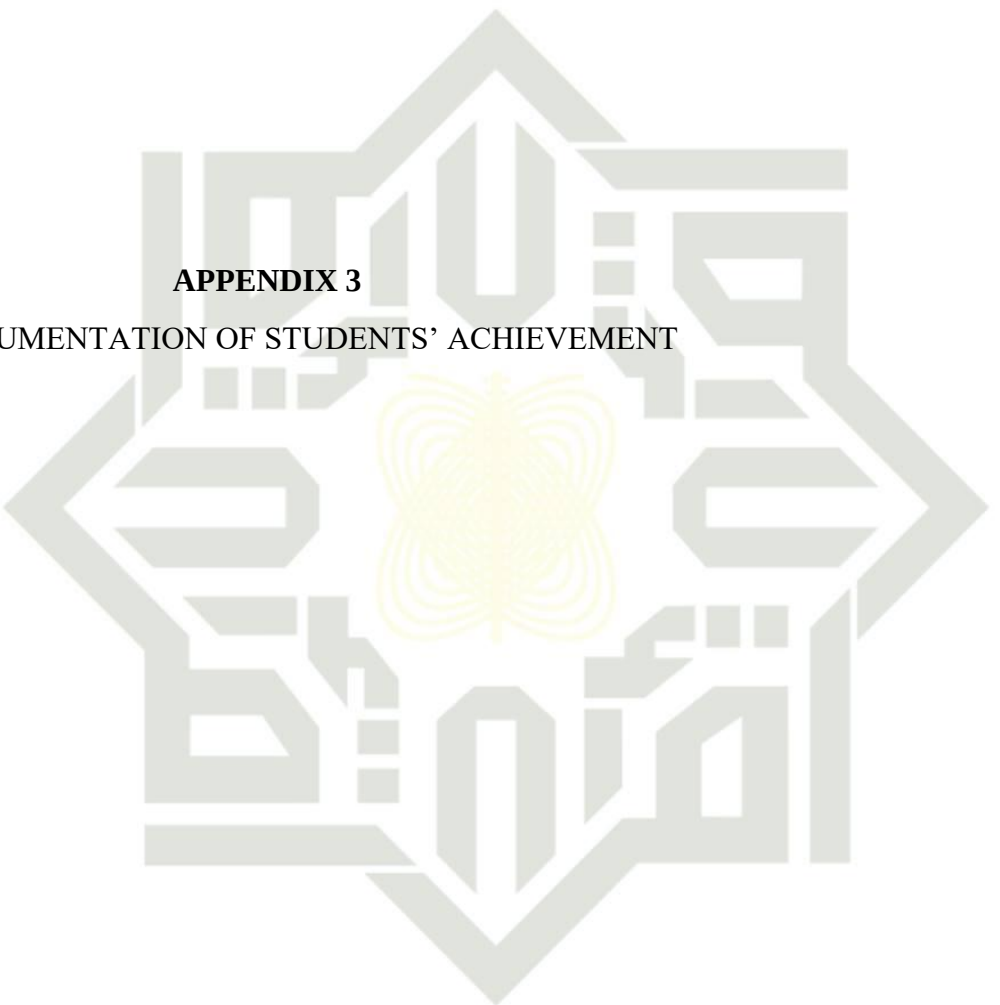
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APPENDIX 3

THE DOCUMENTATION OF STUDENTS' ACHIEVEMENT



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DINAS PENDIDIKAN
YAYASAN ISLAM KAMPAR MADANI RIAU
SMAS ISLAM TERPADU BANGKINANG
KECAMATAN BANGKINANG KOTA

Alamat : Jl. Bangkinang - Lipat Kain Km. 07 Desa Ridan Permai Bangkinang Kota
Telp. 0813 6567 6104 Kode Pos : 28451 Email : islam_terpadu@yahoo.com



IS. 302140605042 Akreditasi : A

DAFTAR HADIR UJIAN
SMA SWASTA ISLAM TERPADU BANGKINANG
TAHUN PELAJARAN 2023/2024

KELAS : X PISO B
Hari/ Tanggal : Sabtu / 9 Des 23
Mata Pelajaran : Bahasa

NO	NIS	NISN	NAMA SISWA	TANDA TANGAN	NILAI	KET	NILAI PERAIKAN
1	2215	0078766155	Ainun Nafisah	1	84	L	
2	2108	0083246358	Aisyah Lutfiah Huseina	2	72	L	
3	2189	0082627615	Aisyah Salsabillah	3	68	L	
4	2216	0076111897	Alzira Trisyah	4	92	L	
5	2217	0082343490	Annisa Fitri Balqis	5	84	L	
6	2218	0073290931	Ayu Ariani Putri	6	68	L	
7	2220	0082954228	Chilca Nayla Putri	7	72	L	
8	2193	0073355033	Dewi Rahmawati	8	100	L	
9	2222	0089308061	Dzikra Al Maghfiroh	9	92	L	
10	2223	0083526886	Fatimah	10	88	L	
11	2225	0079017435	Faura Rizka Illahi	11	52	TL	
12	2195	0079538042	Giska Azzahra	12	92	L	
13	2196	0073558113	Hafiza	13	64	L	
14	2226	0085190845	Hanifah Safitri	14	68	L	
15	2197	0077737871	Hidayatul Maisyarah	15	92	L	
16	2173	0079875722	Ika Fauzia Hasnah	16	76	L	
17	2227	0064496566	Julia Citra	17	68	L	
18	2228	0073456391	Kayla Fayza Azzura	18	80	L	
19	2200	0072125628	Lutfia Anugrah	19	80	L	
20	2229	0071410253	Multia Fasha	20	64	L	
21	2203	0085213972	Nazihfa Azzahra	21	84	L	
22	2232	0074073508	Nazifa	22	60	L	
23	2233	0084596742	Nur Aulia Karima	23	72	L	
24	2235	0085812576	Pinkan Rahma	24	92	L	
25	2179	0082946793	Raudina Alinka	25	68	L	
26	2236	0089543003	Rindang Sofani Nafis	26	92	L	
27	2208	0074529413	Sahirah	27	82	L	
28	2238	0082920271	Salsabilah Fitri	28	64	L	
29	2239	0071328081	Syefregina Putri Rahayu	29	60	L	
30	2210	0074635265	Ummi Adilla	30	76	L	
31	2240	0086538298	Zaena Juli Anggraini	31	72	L	
32	2184	0084810021	Zafira Labiba	32	96	L	

Bangkinang, 9 Des 23

Pengawas,

(*[Signature]*)



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DINAS PENDIDIKAN

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SMAS ISLAM TERPADU BANGKINANG
KECAMATAN BANGKINANG KOTA

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KELAS

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Hari/ Tanggal

: SABTU / 9 DESEMBER 2023

Mapel

: B. INGGRIS

NO	NIS	NISN	NAMA SISWA	TANDA TANGAN	NILAI	KET	NILAI PERBAIKAN
1	2161	0071218506	Adawiyati Luthfiyah	1	92	L	
2	2162	0083672492	Afifah Sawri	2	88	L	
3	2163	0073104684	Afni Ika Putri	3	92	L	
4	2164	0077277851	Aliza Hidayatun Nisa	4	92	L	
5	2165	0075678916	Alzera Trisyah	5	92	L	
6	2166	0085721420	Annisa Hawa Laia Putri	6	100	L	
7	2167	0089856234	Asyifa Azahra Fahmi	7	92	L	
8	2168	0072726904	Aulia Alifanesya	8	84	L	
9	2170	0081640577	Dyan ukhti Al-Adzra	9	80	L	
10	2171	0084081451	Fadyatul As-Syifa	10	100	L	
11	2172	0085819028	Huriatunnisa	11	92	L	
12	2174	0075234618	Lu'lu Zulmi	12	84	L	
13	2175	0086958958	Luthfiyah Yosan Wulandari	13	92	L	
14	2177	0078550727	Nabila Hafizah	14	80	L	
15	2178	0072720645	Nayla Ayu Herlina	15	100	L	
16	2243	0088181960	Poppy Syahfira	16	56	TL	
17	2180	0075181515	Rindang Ilalang	17	92	L	
18	2181	0089669793	Syahbrina Poppy Astri Sitorus	18	92	L	
19	2183	0081350051	Yola Andita	19	76	L	
20	2185	0073285521	Zahra Syazwa Mardhotillah	20	96	L	
21	2186	0082655586	Zayyana Rosya	21	80	L	

Bangkinang, 9-12-2023

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DINAS PENDIDIKAN

YAYASAN ISLAM KAMPAR MADANI RIAU

SMAS ISLAM TERPADU BANGKINANG
KECAMATAN BANGKINANG KOTA



S. 302140605042

Alamat : Jl. Bangkinang - Lipat Kain Km. 07 Desa Ridan Permai Bangkinang Kota
Telp. 0813 6567 6104 Kode Pos : 28451 Email : islam_terpadu@yahoo.com

Akreditasi : A

DAFTAR HADIR UJIAN
SMA SWASTA ISLAM TERPADU BANGKINANG
TAHUN PELAJARAN 2023/2024

KELAS

: X PMIA C

Hari/ Tanggal

: SABTU / 09-12-2023

MAPEL

: ENGLISH

NO	NIS	NISN	NAMA SISWA	TANDA TANGAN	NILAI	KET	NILAI PERBAIKAN
1	2214	0077194435	Adinda Tania Salsa Billa Dinata	1 <i>[Signature]</i>	96	L	
2	2187	0087648762	Affah Savira	2 <i>[Signature]</i>	88	L	
3	2190	0081165831	Aliatun Naimah	3 <i>[Signature]</i>	80	L	
4	2191	0089609108	Anisa Zahra Fadilah	4 <i>[Signature]</i>	96	L	
5	2192	0081702643	Aulia Mutiara Cinta	5 <i>[Signature]</i>	92	L	
6	2221	0089405437	Cici Nurmala	6 <i>[Signature]</i>	88	L	
7	2194	0079074312	Dinda Paramitha	7 <i>[Signature]</i>	86	L	
8	2224	0071650240	Fitria	8 <i>[Signature]</i>	80	L	
9	2198	0071363990	Husnatul Rifa Nabila	9 <i>[Signature]</i>	96	L	
10	2199	0088862795	Ilma Hamda Yunitra	10 <i>[Signature]</i>	92	L	
11	2201	3086247887	Marhamah Ummu Umarah	11 <i>[Signature]</i>	84	L	
12	2230	0085392544	Muti'ah Sarah Syahidah	12 <i>[Signature]</i>	84	L	
13	2202	0077463295	Nabila Az Zahra	13 <i>[Signature]</i>	100	L	
14	2231	0073534728	Nadra Tannaim Sa'adah	14 <i>[Signature]</i>	68	L	
15	2204	0077895603	Nazifa Sahira Amalia	15 <i>[Signature]</i>	88	L	
16	2234	0066794925	Nur Salama	16 <i>[Signature]</i>	28	TL	
17	2205	0075035185	Qanaya Azizah Lauditta	17 <i>[Signature]</i>	100	L	
18	2206	0073928566	Rahmi Syafiqah R	18 <i>[Signature]</i>	100	L	
19	2207	0075894380	Ruqaya Suwandia	19 <i>[Signature]</i>	88	L	
20	2209	0089187976	Syafiqah Naila Rahmani	20 <i>[Signature]</i>	60	L	
21	2211	0084718992	Weli Lesriani	21 <i>[Signature]</i>	68	L	
22	2212	0085174111	Zahira Suraya	22 <i>[Signature]</i>	52	TL	
23	2213	0078670903	Zalfa Nurhalizah	23 <i>[Signature]</i>	84	L	

Bangkinang, 09/12/2023

Pengawas,

[Signature]

(NUR ANI FIK)



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YAYASAN ISLAM KAMPAR MADANI RIAU

**SMAS ISLAM TERPADU BANGKINANG
KECAMATAN BANGKINANG KOTA**

NSS. 302140605042

Alamat : Jl. Bangkinang - Lipat Kain Km. 07 Desa Ridan Permai Bangkinang Kota
Telp. 0813 6567 6104 Kode Pos : 28451 Email : islam_terpadu@yahoo.com



Akreditasi : A

**DAFTAR HADIR UJIAN
SMA SWASTA ISLAM TERPADU BANGKINANG
TAHUN PELAJARAN 2023/2024**

Kelas

: X PISO A

Hari/ Tanggal

: Sabtu, 9 Des 2023

Mata Pelajaran

: English

NO	NIS	NISN	NAMA SISWA	TANDA TANGAN	NILAI	KET	NILAI PERBAIKAN
1	2129	0084219601	ADIB HABIBURRAHMAN	1	80	L	
2	2096	0089895721	ADIB ZAINUL MUTTAQIN	2	80	L	
3	2128	0087822620	ADIB ZAINUL MUTTAQIN ABDULLAH	3	84	L	
4	2130	0074782746	AHMAD FADLIH	4	80	L	
5	2132	0081375550	AHMAD SYUHANUDDIN ALI	5	76	L	
6	2133	0089308839	AL FRIANSYAH	6	60	L	
7	2135	3079951901	ATTHORIQ FAUZI	7	76	L	
8	2136	0071306975	AYUB ABISALI ABRISAM	8		L	
9	2107	0066508688	DEAN AJUNDA ALFATHI	9	64	L	
10	2138	0071498294	FAHRI AZIKRA	10	84	L	
11	2139	0086069477	FARDHAN DWI RIZQY	11	80	L	
12	2140	0067410032	FAROUG IBADURRAHMAN	12	72	L	
13	2142	0083090557	GILANG AL HAFIZ PURBA	13	76	L	
14	2144	0072857503	HAFIZ AZIZAR	14	72	L	
15	2241	0071219412	KHOERUDIN FARQI	15	76	L	
16	2146	0084472973	LUCKY MUHAMMAD NOER	16	80	L	
17	2147	0088726523	MUHAMMAD KHOIRUDIN	17	80	L	
18	2117	0071543266	MUHAMMAD RIZAL	18	72	L	
19	2152	0087338135	MUHAMMAD YUSUF AL ISHAQI	19	76	L	
20	2153	0073806152	PRATAMA ZAKY MIEDLAL Dika	20	80	L	
21	2155	0074532798	RADITYA NANDA PRAMUDITA	21	84	L	
22	2156	0086541055	RASYID AKMAL FAUZAN	22	80	L	
23	2157	0077970495	RAYHAN RAMADHANI MANAR	23	80	L	
24	2125	0085994476	SALMAN AL FARISI	24	80	L	
25	2158	0077862556	SYAHBUDIN	25	44	TL	
26	2126	0086850351	SYAKHDANNOOR LUTHFI P. WIJAY	26	80	L	
27	2159	0085674130	VICKY ANWAR SADAD	27	80	L	
28	2160	0087162042	WAHYU R. SALAM	28	72	L	

Bangkinang,

Pengawas,

(GILANG H.C.)

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APPENDIX 4

THE RESULT OF STUDENTS' ACHIEVEMENT



UIN SUSKA RIAU



Statistics

		Achievement
N	Valid	40
	Missing	0
Mean		76.40
Median		80.00
Mode		80
Std. Deviation		13.337
Variance		177.887
Range		68
Minimum		28
Maximum		96

a. Multiple modes exist. The smallest value is shown

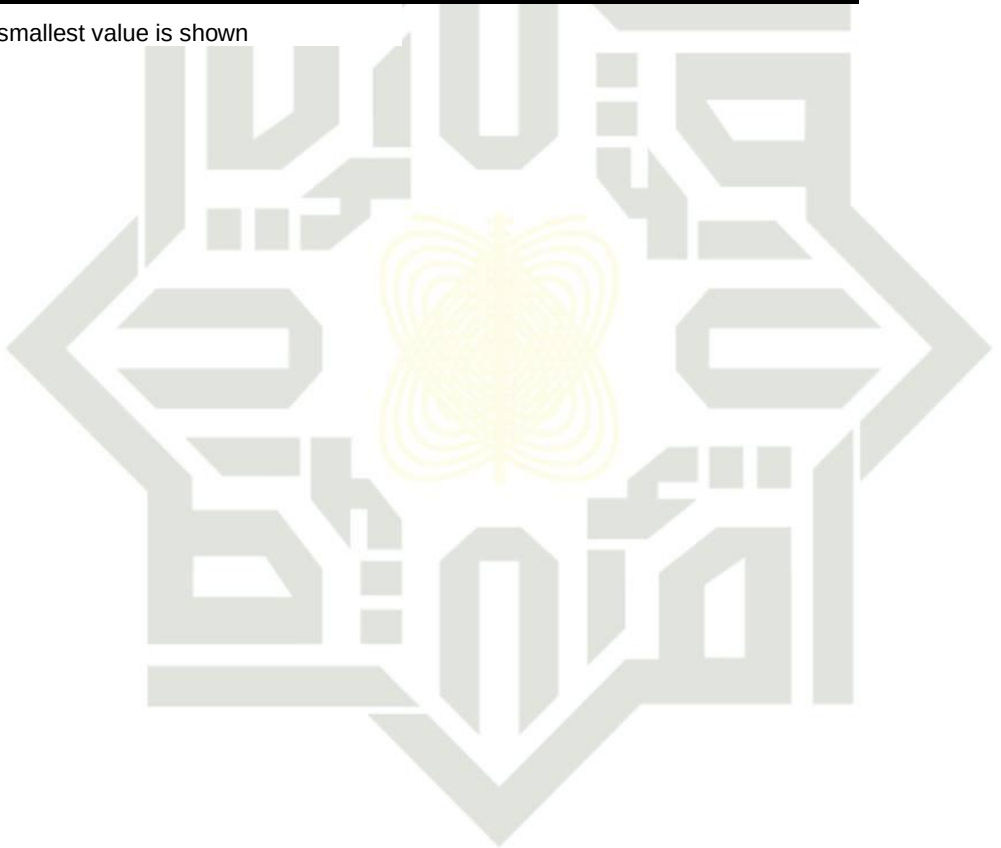
karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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Riau

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UIN SUSKA RIAU

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UIN SUSKA RIAU

APPENDIX 5

THE RESULT OF CORRELATION



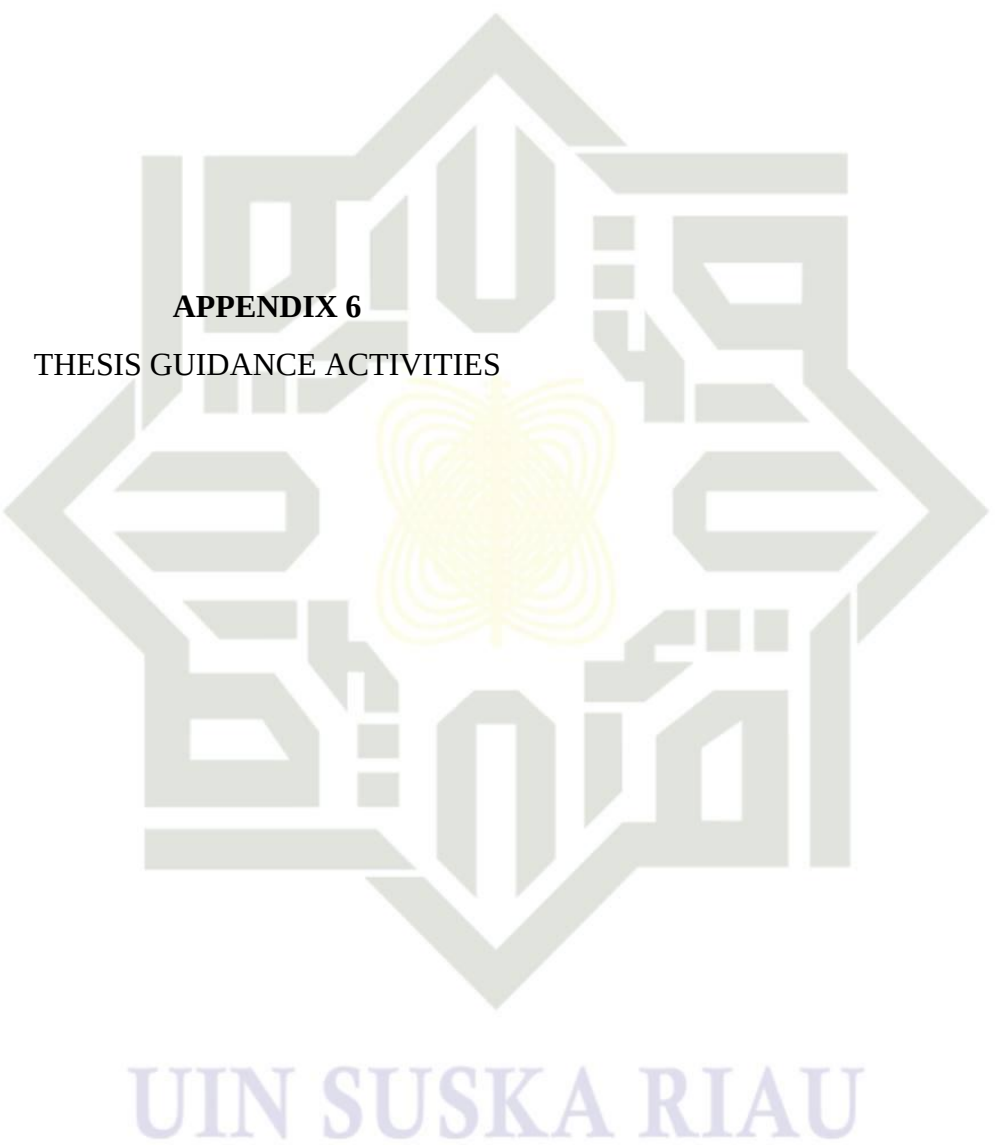
Correlations

		Anxiety	Achievement
Anxiety	Pearson Correlation	1	-.182
	Sig. (2-tailed)		.262
	N	40	40
Achievement	Pearson Correlation	-.182	1
	Sig. (2-tailed)	.262	
	N	40	40

mpa mencantumkan dan menyebutkan sumber:

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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APPENDIX 6

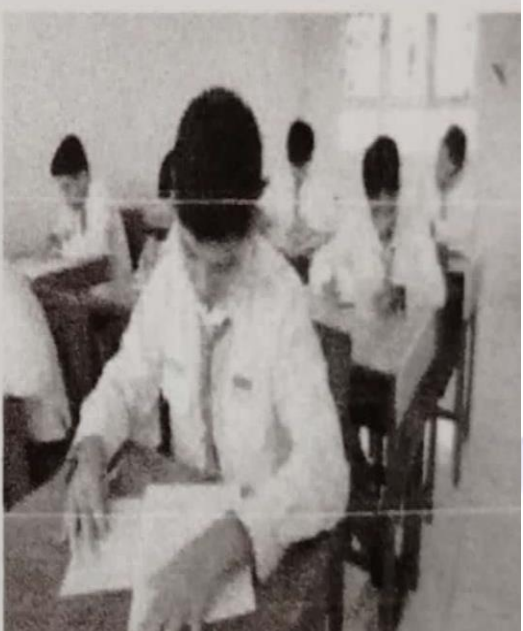
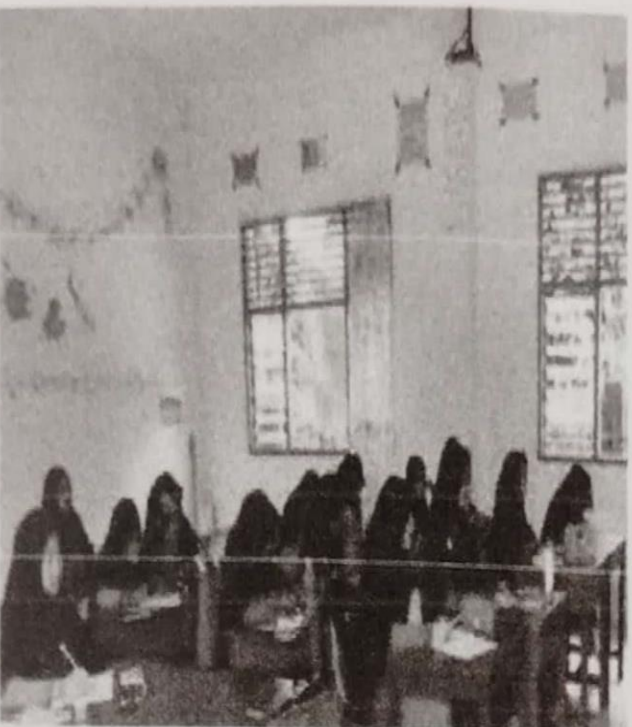
THESIS GUIDANCE ACTIVITIES

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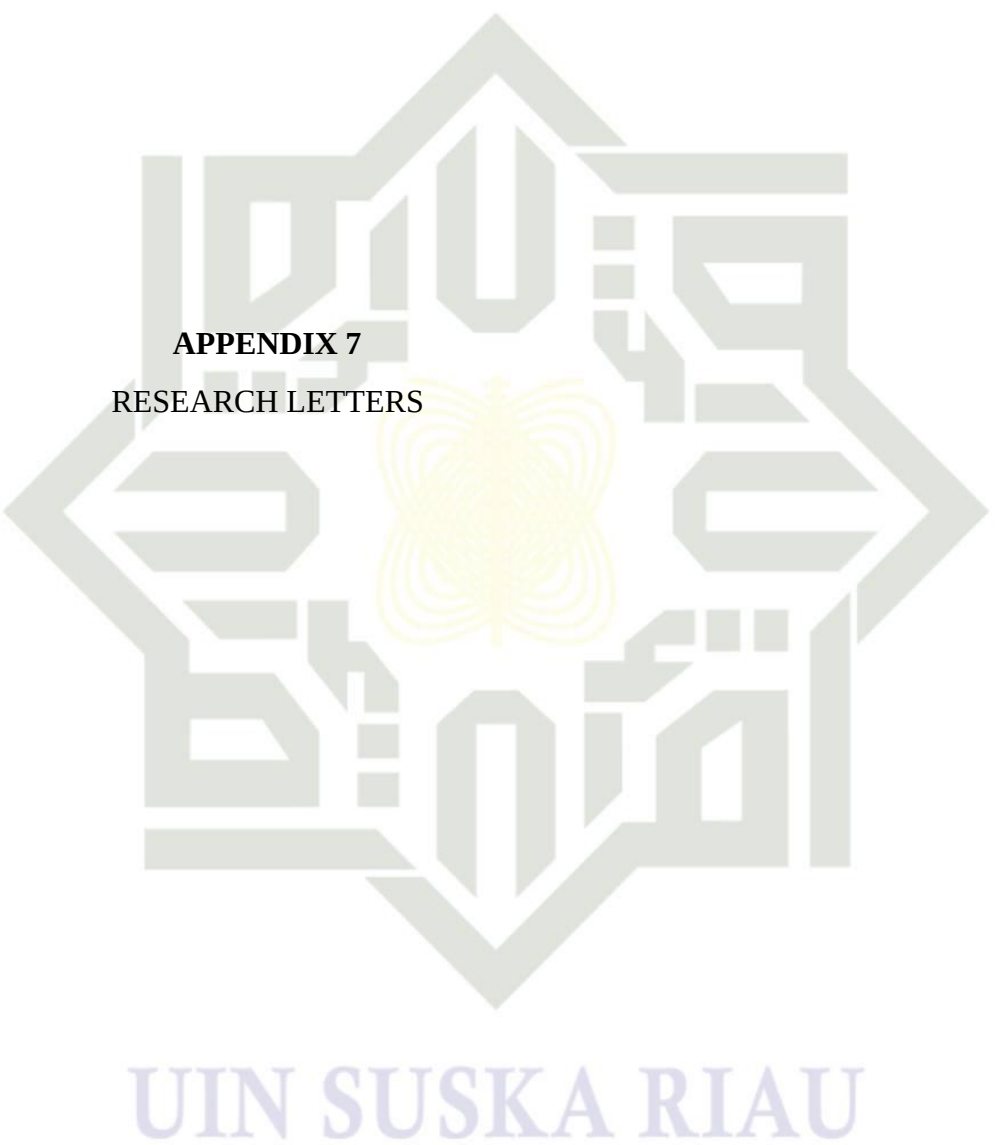
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- a. Penguasaan ilahya untuk keperluan penulisan, penemuan, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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APPENDIX 7

RESEARCH LETTERS

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كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No. 158 Km. 18 Tampan Pekanbaru Riau 28293 P.O. BOX 1054 Telp. (0781) 561647
Fax. (0781) 561647 Web: www.ftk.uinsuska.ac.id E-mail: aftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/8836/2024
Sifat : Biasa
Lamp. : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 20 Mei 2024

Kepada
Yth. Idham Syahputra, SS, M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : ADZROTUL AFIFAH
NIM : 11910421223
Jurusan : Pendidikan Bahasa Inggris
Judul : the effect of language learning anxiety on students' speaking at tenth grade students of SMA IT Bangkinang
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an Dekan
Wakil Dekan I



Arkasih, M.Ag
P. 19721017 199703 1 004

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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KEC. BANGKINANG KOTA

Alamat: Jl. Bangkinang-Lipat Kum Km.07 Desa Rudan Permai Bangkinang Kota
 Telp. 0813 6567 6104 Kode Pos 28451 Email: islam_terpadu@yahoo.com



SURAT IZIN PRARISSET
 Nomor : 135/YIKMR/SMAS-IT/XII/2023

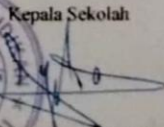
Yang bertanda tangan di bawah ini Kepala SMA Swasta Islam Terpadu Bangkinang, dengan ini menerangkan bahwa :

Nama	: ADZROTUL AFIFAH
NIM	: 11910421223
Semester/ Tahun	: VIII (Delapan)/ 2023
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

di beri izin untuk melaksanakan Prariset di SMA Swasta Islam Terpadu Bangkinang guna mendapatkan data yang berhubungan dengan penelitian, mulai dari 02 Desember s/d 31 Januari 2024.

Demikian Surat izin ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Bangkinang, 02 Desember 2023


 Kepala Sekolah
SAMSUDIN AHMAD, S.Pd.I, M.Pd





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FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrandt No.155 Km.18 Tampan Pekanbaru Riau 28253 PO. BOX 1054 Telp. (0781) 561647
Fax. (0781) 561647 Web www.ftk.uinsuska.ac.id E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/22232/2023
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 11 Desember 2023 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : **Adzrotul Afifah**
NIM : 11910421223
Semester/Tahun : IX (Sembilan)/ 2023
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 Relationship Between Anxiety in Learning English and Students' Achievement at Tenth Grade Students of SMA IT Bangkinang*
Lokasi Penelitian : SMA IT Bangkinang
Waktu Penelitian : 3 Bulan (11 Desember 2023 s.d 11 Februari 2024)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Wassalam
Rektor
Dekan

Zarkasih, M.Ag.
NIP.19721017 199703 1 004

Tembusan :
Rektor UIN Suska Riau



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KEC. BANGKINANG KOTA

Alamat: Jl. Bangkinang-Lipat Kain Km 07 Desa Ridan Permai Bangkinang Kota
 Telp. 0813 6567 6104 Kode Pos 28451 Email: islam_terpadu@yahoo.com



NSS 302140605042

SURAT IZIN RISET
 Nomor : 102/YIKMR/SMAS-IT/V/2024

Yang bertanda tangan di bawah ini Kepala SMA Swasta Islam Terpadu Bangkinang, dengan ini menerangkan bahwa :

Nama	: ADZROTUL AFIFAH
NIM	: 11910421223
Semester/ Tahun	: X (Sepuluh)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau
Judul Penelitian	: <i>"The Relationship Between Anxiety In Learning English And Students' Achievement At Tenth Grade Students Of SMA IT Bangkinang"</i>

di beri izin untuk melaksanakan Riset di SMA Swasta Islam Terpadu Bangkinang guna mendapatkan data yang berhubungan dengan penelitian, mulai dari 03 April s/d 18 Mei 2024.

Demikian Surat izin ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Bangkinang, 20 Mei 2023

Kepala Sekolah



SAMSUDIN AHMAD, S.Pd.I, M.Pd



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN

JL. CUT NYAK DIEN NO. 3 TELP. 076122552 / 076121553
PEKANBARU

Pekanbaru, 15 JAN 2024

Nomor : 800/Disdik/1.3/2024/ 323
Sifat : Biasa
Lampiran :
Hal : Izin Riset / Penelitian

Yth. Kepala SMA IT Bangkinang

di-
Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/61087 Tanggal 12 Desember 2023 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : **ADZROTUL AFIFAH**
NIM/KTP : 11910421223
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : **THE RELATIONSHIP BETWEEN ANXIETY IN LEARNING ENGLISH AND STUDENTS' ACHIEVEMENT AT TENTH GRADE STUDENTS OF SMA IT BANGKINANG**
Lokasi Penelitian : SMA IT BANGKINANG

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

a.n. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS,

EDI RUSMA DINATA, S.Pd,M.Pd
Pembina Tingkat I (IV/b)
NIP. 19720822 199702 1 001

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

a. Penguasaan hanya untuk keperluan penunjang, penunjang, penunjang karya ilmiah, penunjang laporan, penunjang karya atau tinjauan suatu masalah.
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FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Alamat: J. H. R. Soebrandt Km. 15 Tampar Pekanbaru Riau 28292 PO BOX 1564 Telp. (0756) 7377201 Fax. (0756) 211028

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Adzrothul Afifah
Nomor Induk Mahasiswa : 11910421223
Hari/Tanggal Ujian : Selasa, 26 September 2023
Judul Proposal Ujian : The Relationship Between Anxiety in Learning English and students' Achievement at tenth grade students of SMA 1T Bangkinang
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Abdul Hadi, MA. PhD	PENGUJI I		
2.	Rezki Andia, M. Ed	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I



Dr. Zarkasih, M. Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 20 October - 2023
Peserta Ujian Proposal

Adzrothul Afifah
NIM. 11910421223

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat: J. H. R. Soebrandt km. 15 Tampan Pekanbaru Riau 28293 PD BOX 1064 Telp. (0757) 7077307 Fax. (0757) 211128

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama: Adzrotul Afifah
Nomor Induk Mahasiswa: 11910421223
Hari/ Tanggal: Selasa / 26 September 2023
Judul Proposal Penelitian: The effect of anxiety in learning english on student' english learning achievement at tenth grade students of SMA IT Bangkinang

NO	URAIAN PERBAIKAN
	<i>See proposal examination note</i>
1.	Revise title
2.	Revise Background
3.	Revise all of References on chapter I, II, III
4.	Add ~~plan~~ ~~pre~~ preliminary of the references
5.	Revise limitation of research
6.	Revise definition of key terms
7.	Revise operational concept
8.	Revise numbering system
9.	Revise text on chapter III
10.	Revise table on chapter III
11.	Revise References
12.	Revise validity & feasibility
13.	See examiner note.

Penguji I

[Signature]
Abdul Hadi, M.A., Ph.D

Pekanbaru, 26 September 2023

Penguji II

[Signature]
Rizki Amelia, M.Pd

- a. Pengumpulan hanya untuk keperluan penunjang, penemuan, penyusunan karya ilmiah, penyusunan laporan, penyusunan naskah atau tinjauan suatu masa.
- 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.



NOTA PERBAIKAN SKRIPSI

Hari/ Tanggal :
 Dewan Penguji :
 Penguji I : Abdul Hadi, M.A., Ph.D
 Penguji II : Rizki Amelia, M.Pd
 Penguji III : Dedy Wahyudi, S.Pd, M.Pd
 Penguji IV : Nurdiana, S.Pd-I, M.Pd
 Nama Kandidat : Adzrotul Afifah Nim : 11910921223
 Perbaikan :

- Revise background
- Revise question
- Revise formulation
- Revise abstract
- Revise tense on chapter III
- Revise population and sample
- Revise subject and object
- Revise numbering system
- Revise reference
- Revise conclusion
- Revise bullet

Lama perbaikan : 1 (satu) bulan sejak tanggal ujian
 Catatan untuk pemeriksaan setelah diperbaiki :

Telah diperiksa dan disetujui Penguji I :

Telah diperiksa dan disetujui Penguji II :

Telah diperiksa dan disetujui Penguji III :

Telah diperiksa dan disetujui Penguji IV :

Ketika perbaikan skripsi yang dicoret-coret waktu ujian harus dibawa.

Pekanbaru, Juli 2024
 Penguji II/ Panitia

Rizki Amelia, M.Pd

a. Pengujiannya hanya untuk keperluan penunjang, penunjang, penunjang karya ilmiah, penunjang karya atau tinjauan suatu masa.
 b. Pengujiannya 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.



CURRICULUM VITAE

Adzrotul Afifah, born on August 24 2000 in Duri. The first child of Mr. Harli Yasen, S.Ag and Mrs. Nurhasnah. She was graduated from SD Muhammadiyah 6 Pekanbaru in 2013. She completed her junior high school education at SMP IT Bangkinang in 2016. And continued her senior secondary education at SMA IT



Bangkinang in 2019 She completed her senior secondary education. In 2019, She was accepted as a student in the English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN SUSKA RIAU. On July 2022, She was doing KKN (Real Work Program Lecture) in North Tambusai Village. Then, She was doing the Pre-Service Teacher Practice (PPL) Program at PPMTI Tanjung Berulak from October to December 2022. To fulfill requirements for undergraduate degree in English Language Education, she conducted the research by the thesis entitled "The Relationship Between Anxiety in Learning English and Students' Achievement at Tenth Grade of SMA IT Bangkinang"