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**EXAMINING THE RELATIONSHIP BETWEEN STUDENTS'
EMOTIONS IN FOREIGN LANGUAGE AND THEIR ENGLISH
SPEAKING ABILITY IN THE ELEVENTH GRADE AT STATE
VOCATIONAL HIGH SCHOOL 1 TAPUNG HULU**

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University of Sultan Syarif Kasim Riau



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**BY
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**FACULTY EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1447H / 2025 M**



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State Islamic University of Sultan Syarif Kasim Riau



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A Thesis

Submitted in Partial Fulfillment of the requirements for

Award of Bachelor Degree in English Education

(S.Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
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Certify that this skripsi entitled "**Examining the Relationship between Students' Emotions in Foreign Language and Their English-Speaking Ability in the Eleventh Grade at State Vocational High School 1 Tapung Hulu**" is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others' opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, June 16th, 2025



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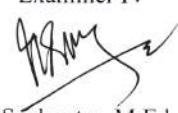
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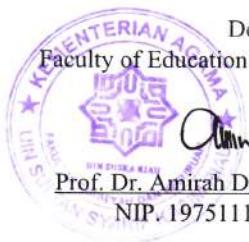
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always give me a lot of love and support. Thank you for making my university life full of happiness. For the students of English Education Department in academic year 2021, May Allah SWT gives us his mercy to get our successful.

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ABSTRACT

Siti Aisah Rahayu (2025) : Examining the Relationship between Students' Emotions in Foreign Language and Their English-Speaking Ability in the Eleventh Grade at State Vocational High School 1 Tapung Hulu

The purpose of this study was to determine whether there is a significant relationship between students' emotion in foreign language, especially English, and their English-speaking ability in the eleventh grade at SMK Negeri 1 Tapung Hulu in the 2024/2025 academic year. This research is a quantitative study, the researcher uses the correlation method in this study there are two variables, namely the independent variable (X), namely students' emotions in foreign language, and the attachment variable (Y), namely the English-speaking ability. The population of this study was 173 students. The number of samples in this study consisted of 40 students. The sample was taken using the Simple Random Sampling Technique. Data collection of students' emotion by used questionnaires, while collecting data on students' speaking ability using documentation (English-speaking Scores). To determine the relationship between the two variables studied, the data were analyzed by using the product-moment correlation coefficient through SPSS 23. The results of this study showed a sig. (2-tailed) value of 0.000. This can be stated as $0.000 < 0.05$. This means that the null hypothesis (H_0) is rejected, while the alternative hypothesis (H_a) is accepted. The correlation coefficient value (r) is 0.953. In conclusion, there is a significant positive relationship between students' emotions in foreign language and their English-speaking ability.



ABSTRAK

Siti Aisah Rahayu (2025) :Meneliti Hubungan Antara Emosi Siswa dalam Berbahasa Asing dan Kemampuan Berbicara Bahasa Inggris Siswa Kelas Sebelas di Sekolah Menengah Kejuruan Negeri 1 Tapung Hulu

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara emosi siswa dalam berbahasa asing khususnya bahasa Inggris dengan kemampuan berbicara siswa kelas XI di SMKN 1 Tapung Hulu tahun pelajaran 2024/2025. Penelitian ini merupakan penelitian kuantitatif, peneliti menggunakan metode korelasi. Dalam penelitian ini terdapat dua variabel yaitu variabel bebas (X) yaitu emosi siswa dalam berbahasa asing dan variable terikat (Y) yaitu kemampuan berbicara bahasa Inggris. Populasi penelitian ini sebanyak 173 siswa. Jumlah sampel penelitian ini terdiri dari 40 siswa. Sampel diambil dengan menggunakan Teknik simple Random Sampling. Pengumpulan data emosi siswa menggunakan kuesioner. Sedangkan untuk pengumpulan data kemampuan berbicara siswa menggunakan dokumentasi (nilai speaking). Untuk mengetahui hubungan antara kedua variabel yang diteliti, data dianalisis menggunakan koefisien Korelasi Product-Moment melalui SPSS 23. Hasil penelitian ini menunjukkan nilai sig. (2-tailed) sebesar 0,000. Hal ini dapat dinyatakan bahwa $0,000 < 0,05$. Artinya hipotesis nol (H_0) ditolak, sedangkan hipotesis alternatif (H_a) diterima. Nilai koefisien korelasi (r) sebesar 0,953. Kesimpulannya, terdapat hubungan positif yang signifikan antara emosi siswa dalam berbahasa asing dengan kemampuan berbicara bahasa Inggris mereka.

ملخص

سيتي عائشة راهابيو، (٢٠٢٥): دراسة العلاقة بين المشاعر العاطفية لدى التلاميذ أثناء الكلام بلغة أجنبية وبين قدرتهم على الكلام باللغة الإنجليزية في الصف الحادي عشر بالمدرسة الثانوية المهنية الحكومية ١ بتفاوونغ هولو

هدف هذا البحث هو معرفة ما إذا كانت هناك علاقة هامة بين المشاعر العاطفية لدى التلاميذ أثناء الكلام بلغة أجنبية، وخاصة اللغة الإنجليزية، وبين قدرتهم على الكلام بما لدى تلاميذ الصف التاسع في المدرسة الثانوية المهنية الحكومية ١ بتفاوونغ هولو للعام الدراسي ٢٠٢٤/٢٠٢٥. هذا البحث هو بحث كمي، وقد استخدمت الباحثة مههج الارتباط. يتضمن البحث متغيرين: المتغير المستقل (X) وهو مشاعر التلاميذ أثناء الكلام بلغة أجنبية، والمتغير التابع (Y) وهو مهارة الكلام باللغة الإنجليزية. بلغ عدد مجتمع البحث ١٧٣ تلميذا، أما عينة البحث فت تكونت من ٤٠ تلميذا تم اختيارهم باستخدام تقنية العينة العشوائية البسيطة. في جمع البيانات، استخدمت الباحثة استبيان لقياس مشاعر التلاميذ أثناء الكلام بلغة أجنبية، تضمن ٢٠ بندًا، واستخدمت التوثيق لتقدير مستوى مهارة الكلام باللغة الإنجليزية لدى التلاميذ. ولمعرفة العلاقة بين المتغيرين، تم تحليل البيانات باستخدام معامل ارتباط بيرسون بواسطة برنامج الحزمة الإحصائية للعلوم الاجتماعية الإصدار ٢٣. وقد أظهرت نتائج البحث أن القيمة الإحصائية (ثنائية الذيل) بلغت ٠,٠٠٠٠٥، وهي أقل من ٠,٠٥، مما يعني رفض الفرضية المبدئية وقبول الفرضية البديلة. وبلغت قيمة معامل الارتباط (r) ٠,٦٠٥، مما يشير إلى وجود علاقة إيجابية كبيرة بين مشاعر التلاميذ أثناء الكلام بلغة أجنبية وقدرهم على الكلام باللغة الإنجليزية. وبالتالي، يمكن استنتاج أن هناك علاقة إيجابية مهمة بين المشاعر العاطفية لدى التلاميذ أثناء استخدام اللغة الأجنبية ومهاراتهم في الكلام باللغة الإنجليزية.



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CHAPTER I

INTRODUCTION

A. Background of the Problem

English an international language that is used by many people around the world, serves as a tool of communication. English is important to learn for everyone in this modern era, where people use English to communicate in their environment. The usefulness of learning English is important because there are many opportunities in English to get a job, and it makes everyone feel easier to interact with other people in the world. In the world of education, many schools have used English. English is taught at almost all levels of school, from junior high school to university level (Rao, 2019).

There are many ways that help students improve their English, such as reading, writing, speaking, and listening, where all of these factors represent English that is important to learn. There are four skills that students must master when learning English: speaking, listening, reading, and writing. Speaking is one of them, and is considered a productive skill. According to Richard (1991, p. 90), speaking is the most important skill that students will be assessed on in real-life situations.

This skill plays a vital role in everyday interactions, and a person's first impression is often based on their ability to speak fluently and coherently. Richard further states that "speaking is one of the main Elements of communication in EFL (English as a Foreign Language) teaching, and this skill requires special attention and guidance." Public speaking can be a challenging

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task for many students. Yusuf (2009, p. 115) states that several problems can arise during speaking, including psychological barriers.

When students experience psychological barriers, it can hinder their concentration, cause nervousness, and even lead to stuttering. Psychological barriers are important in conversations or classroom activities, as they have a profound impact on learning. Brown (1991, p. 73) asserts that these barriers fundamentally affect learning, as they form the basis of learning strategies and techniques. This means that every student's emotional and cognitive state, whether at a low or high level, plays an important role. Speaking is the most important aspect of communication. We need communication to interact with others in our lives.

A person expresses his feelings, emotions, ideas, and motivations through speaking. Emotions can enhance or hinder the learning process, depending on their intensity and valence. Emotions are known to affect various aspects of language learning, including motivation, self-efficacy, and language proficiency. According to Gardner and Lambert (2021), students who experience positive emotions during the learning process tend to have higher levels of motivation and self-efficacy, which in turn leads to increased language proficiency. On the other hand, according to Horwitz (2022), students who experience negative emotions tend to have lower levels of motivation and self-efficacy, which results in decreased language skills.

Positive emotional factors such as self-esteem, empathy, and motivation can facilitate the learning process, but negative emotions such as anxiety

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contribute to poor student performance in class (Arnold and Brown, 2005: 1, 9).

In the process of learning English, students' emotions also play an important role because English is one of the most important foreign languages in the curriculum, which makes all students have to learn it and master it at the end of their education.

To be successful in learning English, students need to work actively with themselves and others during the learning process. Therefore, it is important to maintain students' positive emotional conditions and prevent negative emotional conditions so that students can more easily achieve learning goals. According to Bora (2012), students who have high emotional levels are more involved in speaking and brain-related activities because they have high levels of self-esteem and social skills, and are able to work with others.

He also revealed that students with low emotional levels do not have good relationships with the community, as a result they are isolated from the classroom atmosphere and are not included in speaking and brain-related activities. In other words, speaking or communication skills have a strong relationship with emotions themselves. Using a foreign language that is not one's mother tongue can provide a unique emotional experience.

Previous research has put forward several explanations related to foreign language emotions. One of them is the Linguistic Emotional Processing Theory. This theory states that the differences in the use of the mother tongue and foreign language can affect a person's emotional processing. In addition to internal emotional factors, external influences such as classroom environment,

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teaching strategies, and peer interaction also play significant roles in shaping students' emotions during English learning.

A supportive and engaging classroom environment can foster students' confidence and motivation to speak, while a tense or overly evaluative atmosphere may heighten their anxiety. Teachers who use interactive methods like discussions, role-plays, and group presentations can help reduce emotional tension and create more positive learning experiences. In this regard, the emotional climate of the classroom acts as a crucial context that either promotes or hinders the development of speaking ability.

Moreover, student's past experiences with English learning both inside and outside the classroom may affect their current emotional states. For instance, students who have faced repeated failures or ridicule when speaking English are more likely to associate negative emotions with the subject. These emotional associations can persist and influence their willingness to speak, regardless of their actual proficiency level. On the other hand, students who have had positive reinforcement and encouragement tend to feel more secure and open to practicing English speaking in various settings.

With the growing importance of FLE in language learning, it becomes crucial for educators to consider both affective and cognitive dimensions of student development. Foreign language Emotion, which includes the ability to recognize, manage, and utilize emotions effectively, can significantly contribute to students' speaking competence. By integrating emotional awareness training

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into English language instruction, schools can help students overcome emotional obstacles and build confidence in speaking English.

Therefore, this study aims to investigate how emotional factors influence students' English-speaking ability, particularly in the context of foreign language learning at the eleventh grade of SMK Negeri 1 Tapung Hulu. When using a foreign language, a person may have difficulty understanding and expressing emotions in the same way as in their mother tongue. A person's feelings and cultural identity may be affected by the use of a foreign language.

When using a foreign language, emotional changes can occur due to a closer sense of connection to the culture and values of their mother tongue. Several studies have examined the relationship between emotional experiences and language learning outcomes. For example, Meilyaningsih (2015) found a significant correlation between anxiety and speaking ability, indicating that more anxious students tended to perform worse on speaking tasks. According to Qiangfu Yu (2022), foreign language learners' emotion emphasizes the need to consider the role of multiple emotions and interrelated factors in language learning rather than focusing solely on individual emotion.

This study found that foreign language learners' emotion had a significant impact on their English-speaking ability. Nurmasadah (2022) stated that the results showed that students who experienced positive emotions, such as joy and confidence, tended to perform better on speaking tasks, while those who experienced negative emotion, such as anxiety and frustration, tended to have

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more difficulty. This study found that foreign language learners' emotion had a significant impact on their English-speaking ability.

Huang (2023) described that the results showed that students who experienced positive emotion, such as joy and confidence, tended to perform better on speaking tasks, while those who experienced negative emotions, such as anxiety and frustration, tended to have more difficulty. These studies provide valuable insights into the complex interactions between emotion and language learning outcomes, highlighting the need for further research to understand the specific relationships between students' foreign language emotions and their English-speaking ability.

The above studies and this study have the same independent variable, namely students' emotion in foreign language. This dependent variable is what distinguishes other studies from this study. Reading comprehension was used in the first study, speaking achievement in the second study, and the use of reading strategies in the third study. Meanwhile, this study aims to determine whether there is a positive correlation between students' emotion in foreign language and their speaking ability.

In addition, the difficulties faced by students in speaking ability are influenced by the lack of students' self-confidence and motivation, both of which are related to their emotions. Not only intelligence is needed in achieving success in academics, but also their emotions. If students can manage their emotions well, then they can use their intelligence well, especially in speaking English.

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From the explanation above, the researcher assumes that one of the factors that influence students in speaking during the teaching and learning process is students' emotions in speaking a foreign language. Students who have high emotions can manage and change their negative feelings into positive feelings in an effort to gain knowledge. In addition, if students have emotional intelligence, it means they have the ability to manage their emotions and feelings well. Students can speak English not only about intelligence but also their emotions.

This is because emotions can affect what students want to say and what they want to do. In addition, emotions can motivate them to succeed in speaking. If students can control their emotions well, they can use their intelligence in speaking English well. Through the implementation of *Kurikulum Merdeka*, students are expected to be able to delve deeper into each subject they study, including English, which is one of the compulsory subjects.

English learning is held twice a week, with duration of about one hour per meeting. It is hoped that this curriculum can facilitate students' understanding so that they can master skills and apply them in their daily lives. *Kurikulum Merdeka* emphasizes character and competency development, and encourages students to be more active and independent in the learning process. In addition, the approach in this curriculum involves various disciplines that aim to shape students' personalities both in and outside of school, as part of the responsibility in achieving national education goals. This curriculum is also

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designed to provide students with a broad and meaningful learning experience as a provision for their future.

To meet the needs of students in speaking skills, *Kurikulum Merdeka* stipulates that speaking is one of the basic competencies that must be taught and mastered in English learning at the Senior High School level. Based on initial observations of grade IX students of SMK Negeri 1 Tapung Hulu, the researcher conducted an interview with one of the English teachers at SMK Negeri 1 Tapung Hulu. He said that English is taught twice a week and the passing grade for English in grade XI is 75.

However, students of SMK Negeri 1 Tapung Hulu should have competence in English, especially in speaking. SMK Negeri 1 Tapung Hulu is one of the best public schools in Tapung Hulu, Kampar. In general, English is a compulsory subject there. SMK Negeri 1 Tapung Hulu has used *Kurikulum Merdeka* program as a program for students who need to be more active in class, especially in grade IX. The facts on the ground say something different. Some students at SMK Negeri 1 Tapung Hulu have low speaking skills. The teacher stated that several students had not yet reached the passing grade.

In fact, not all students achieve the best performance in speaking because of their different knowledge backgrounds. However, based on the above ideas and based on the researcher initial observations of the above problems, the researcher found that students of SMK Negeri 1 Tapung Hulu have different emotions in foreign languages that affect language learning and students' achievement, especially in speaking subjects. Based on the issues mentioned,

further research is required to obtain a deeper understanding of the relationship between students' emotions in foreign language and their English-speaking abilities.

To date, there has been no specific research that directly investigates the correlation between foreign language emotions and students' English-speaking ability. Therefore, this study aims to explore students' emotional experiences in foreign language, assess their English-speaking ability, and whether there is a positive correlation between students' foreign language emotion (FLE) and their speaking ability in the eleventh grade at SMK Negeri 1 Tapung Hulu.

In light of these phenomena and the importance of speaking skills in mastering a foreign language, the researcher is highly motivated to conduct a study entitled: "EXAMINING THE RELATIONSHIP BETWEEN STUDENTS' EMOTIONS IN FOREIGN LANGUAGE AND THEIR ENGLISH-SPEAKING ABILITY IN ELEVENTH GRADE AT SMK NEGERI 1 TAPUNG HULU."

B. Problem of the Research

1. Identification of the Problem

Based on the research background, there were some problems in teaching and learning speaking, which are listed below:

- a. Why did some of the students feel that speaking is a difficult subject to learn and understand?

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- b. Why did some of the students feel afraid, nervous, and lacking in confidence when they have to practice speaking in everyday conversations, both inside and outside the classroom?
- c. Why did some of the students have little or no experience speaking English?

2. Limitation of the Problem

In relation to the identification of problems that arise in the process of teaching and learning, according to the research above, these problems need to be addressed. The researcher only focused on analyzing the correlation between Students' Emotion in foreign language and their English-speaking ability.

3. Formulation of the Problem

- a. How is students' emotion in foreign language in the eleventh grade at SMK Negeri 1 Tapung Hulu?
- b. How is students' English-speaking ability in the eleventh grade at SMK Negeri 1 Tapung Hulu?
- c. Is there any significance relationship between students' emotion in foreign language and their English-speaking ability in the eleventh grade at SMK Negeri 1 Tapung Hulu?

C. Objective and Significance of the Research**1. Objectives of the Research**

- a. To describe students' emotion in foreign language in the eleventh grade at SMK Negeri 1 Tapung Hulu

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- b. To describe students' English-speaking ability in the eleventh grade at SMK Negeri 1 Tapung Hulu
- c. To examine whether there is or not a significance relationship between Students' Emotion in foreign language and their English-speaking ability in the eleventh grade at SMK Negeri 1 Tapung Hulu

2. Significance of the Research

Hopefully this research is useful for the writer as a beginner in learning how to conduct the research. The results of this study will be practical and theoretical information that helps teacher to support thoughts and ideas that will provide appropriate guidance for students/trainees in addition to increasing their knowledge of language. The results of this study are expected to be useful and valuable for students and teachers of SMK Negeri 1 Tapung Hulu.

D. Definition of the Terms

In order to avoid misunderstanding about the terms used in this Research, it is necessary for the researcher to define the following terms:

1. Relationship

According to Creswell (2012, p. 338), relationship is a statistical test used to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. This means that if one variable changes, the other variable will tend to change in a predictable direction. For example, if students' positive emotions increase, it is possible that their English-speaking ability also increases indicating a positive relationship.

Conversely, if negative emotions such as anxiety increase, speaking performance might decrease, showing a negative relationship. In educational research, identifying relationships between variables helps to understand how different aspects of the learning process influence one another. In this research, the researcher aims to find the relationship between students' emotion in foreign language (independent variable/X) and their English-speaking ability (dependent variable/Y).

Understanding this relationship is crucial because it may provide insights into whether and how emotional factors impact students' speaking performance. If a significant relationship is found, it can be used to inform teaching strategies that support emotional well-being and enhance speaking skills among students at the eleventh grade of SMK Negeri 1 Tapung Hulu.

2. Students' Emotion in Foreign Language

According to Gardner and Lambert (1972), foreign language emotions are a crucial factor in determining the success of language learning. These emotions ranging from anxiety, motivation, embarrassment, confidence, fear of making mistakes, to enjoyment play a significant role in shaping how students engage with the language learning process. Emotional responses can influence a student's willingness to participate in class, take risks when speaking, and persist through challenges. For example, a student who feels anxious or embarrassed may be reluctant to speak in English, even if they understand the material well.

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On the other hand, a motivated and confident student is more likely to engage actively and practice speaking frequently. Foreign language emotions involve both internal factors (such as self-awareness, self-regulation, and motivation) and social factors (such as peer interaction and classroom atmosphere). In this study, students' emotions are measured using a questionnaire that covers emotional self-awareness, emotional regulation, motivation, social awareness, and interpersonal skills all of which contribute to how students approach English-speaking tasks.

Understanding students' emotions in foreign language learning is essential because emotional states can either facilitate or hinder language production. For instance, positive emotions can stimulate students' creativity and spontaneity in speaking, while negative emotions like fear and nervousness can block language production and reduce fluency.

3. Speaking Ability

Speaking ability is one of the core components of language competence and plays a central role in communication. According to Rita (2009, p. 6), speaking ability refers to the competency of students to express their thoughts, ideas, feelings, and opinions through oral communication. It requires the integration of several language components, including vocabulary, pronunciation, grammar, fluency, and comprehension.

In the context of English as a foreign language (EFL), students must not only know the language but also have the confidence and skill to use it spontaneously and appropriately in real-life situations. In this research,

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speaking ability is observed through students' performance in speaking tasks, and is assessed based on specific criteria such as fluency, accuracy, pronunciation, grammar usage, vocabulary range, and comprehension.

Students with good speaking ability can articulate their ideas clearly, respond appropriately to questions, and engage in meaningful conversations. Additionally, speaking ability is influenced by psychological and emotional factors. For example, students who feel confident and relaxed are more likely to speak fluently, while those who experience language anxiety may struggle with pauses, hesitations, or even avoidance of speaking. Therefore, this study considers speaking ability not just as a linguistic outcome but also as a reflection of the students' emotional readiness and self-perception in using the language.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Foreign Language Emotion

a. Definition of Foreign language emotion (FLE)

Foreign Language Emotion (FLE) refers to the feelings and emotional reactions experienced by individuals when learning and using a foreign language. These emotions can include aspects such as anxiety, joy, frustration, and self-confidence that arise in the context of foreign language learning. According to Dewaele and MacIntyre (2014), FLE is "the emotional experiences that language learners have when learning and using a foreign language, including both positive and negative emotions. These emotions play an important role in influencing students' motivation, attitudes, and performance in learning a foreign language.

The knowledge, emotions, and reactions that surface when learning and utilizing a foreign language are referred to as foreign language emotion FLE. In addition, control value theory, when students feel in control, accomplished, and the activity has value, they will feel positive activating emotions like delight (Shao et al., 2023). On the other hand, negative deactivation emotions like boredom are brought on by a lack of control and value (Li, 2021). Negative feelings like weariness, discomfort, and anxiety can also jeopardize learning a foreign language.

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Pinel and Csizer (2013) mention there are two essential emotions in language learning happiness and anxiety.

FLE does not only involve positive and negative feelings but also reflects a dynamic interaction between internal learner traits and external learning environments. Oxford (2016) explains that emotional responses in language learning are often shaped by learners' cognitive appraisals and the strategies they employ. Positive emotions such as enthusiasm and enjoyment lead to deeper engagement, while negative emotions like shame or fear may hinder performance. As such, developing learners' emotional awareness becomes essential for effective language acquisition.

In addition, MacIntyre and Gregersen (2012) emphasized that learners' emotions are inseparable from classroom interactions and social context. Students often experience speaking anxiety due to the fear of being judged or making mistakes in front of peers and teachers. However, a supportive learning atmosphere where students feel psychologically safe can reduce this anxiety and promote positive emotional experiences. Teachers play a critical role in establishing this supportive environment.

Within the framework of Control-Value Theory by Pekrun (2006), academic emotions are influenced by learners' perception of control over learning outcomes and the value they place on learning tasks. When students believe they can influence their performance and see the value

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of learning English, they are more likely to experience positive emotions such as pride, excitement, and curiosity. Conversely, feelings of helplessness and irrelevance result in demotivation and boredom, which can negatively affect their speaking development.

Dewaele, Witney, Saito, and Dewaele (2018) found that learners who experience more frequent positive FLE are more engaged in classroom interaction and perform better in speaking tasks. This study also emphasizes the teacher's role in fostering an emotionally safe and encouraging environment. Teachers who show empathy and provide positive reinforcement can help reduce foreign language anxiety and increase students' enjoyment in learning.

Furthermore, emotions in language learning are dynamic and can change over time depending on classroom events and personal experiences. Fredrickson's (2001) Broaden-and-Build Theory suggests that positive emotions expand learners' thought-action repertoires and build long-lasting personal resources. In the language learning context, this means that positive emotions such as enjoyment, pride, or satisfaction can enhance learners' confidence, promote linguistic creativity, and support the development of communicative competence. Therefore, understanding and managing foreign language emotion is vital for both learners and educators in achieving effective language instruction.

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b. Component of Students Emotion in Foreign Language

According to Goleman (as cited in Mehta & Singh, 2013, p.1253)

aspects of emotions are divided into five main areas, namely:

1) Self-awareness

Is the capacity to perceive the self in relatively objective terms. Self-awareness involves an interaction between thoughts and feelings. In case of it implies being aware of one's positive as well as negative emotions in a particular situation or a set of circumstances. A person who has high foreign language emotion it means they have self-awareness. Self-awareness competencies include emotional awareness, accurate self-assessment and self-confidence.

According to Goleman (2016, p. 56) self-awareness refers to the way to recognizing one's emotions and their effects and observing feelings as they occur. It means that someone who self-awareness understands between their emotions, their thought and actions, including what they feel and say, understand how their feeling will therefore affect to performance, and use it to guide them in making decisions.

People who are good at self-assessment generally have good understanding of their strengths, weaknesses and limits. Self-confidence is belief with their abilities and potential. It means that someone who self-confidence is able to understand and present

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themselves well. The ability of self-awareness is the most important part of foreign language emotion (FLE).

2) Self-motivation

Is the ability to do what needs to be done, without getting influenced from other people or situations. People with self-motivation can find a reason and strength to complete a task, even in challenging situations and circumstances, without giving up or needing others to encourage them. Motivation is internal circumstances that encourage people to do something (Gleitman in Daud, 2012, p.247). It means that motivation is encouragement from within without any influence from other people and situation.

Person who has high self-motivation can find strongest reason to push them to do something in any situation, can manage oneself to control the deepest desires to guide them reaching goal and optimistic in dealing with problems. In addition, motivation direct oneself to take the initiative and act effectively, and survive the failures faced.

3) Emotion regulation

Emotion regulation is the capacity to notice and control one's emotions. It is the ability to respond to the range of emotions in a manner that is socially acceptable. It lays emphasis on being flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions. This is the ability to control emotion and

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feelings in the right way (Goleman, 2016, p. 56). It means that the ability to self-control in managing disruptive emotions and impulses effectively, so give the positive impact to implement the task.

If their moods are bad or sad, they do not worried and do not let their emotions get out of control. The characteristic of people with high self-regulation are generally have positive feelings to themselves and the environment, they have the ability to overcome stress, they do not allow themselves to angry or jealous, they do not let their impulsive rule them and take decision careless because they always think before act, and they can recovery from emotion pressure quickly.

4) Social awareness

Is the ability to perceive, understand and responding to the emotions of others and feeling comfortable socially. It involves knowing about others their feelings, thinking patterns, viewpoints, accomplishments, facial expressions and other nonverbal messages. Social awareness of emotions plays a vital role in improving the interpersonal relationships of individuals.

5) Social skills

Is the ability to communicate, persuade, and interact with other members of the society, without undue conflict or disharmony. It is the ability to express both positive and negative feelings in the interpersonal context. Social skills take into account art of

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convincing and the ability to create friendly atmosphere at work settings. It also lays emphasis on dealing with difficult people and upsetting situations tactfully. People who want to build and maintain the relationship should be better in giving attention and responds to others.

According to Goleman (as cited in Metha & Singh, 2013, p. 1256) social skills is an ability to communicate, persuade, and interact with other members of society harmoniously without conflict to each other. It means that people who high social skills capable to control their emotions well in relationship to each other, can avoid disputes which might appear, accurately to read the circumstances, can communicate clearly and fluently, help to other, have ability of being cooperative and excellent work in team.

c. Factors of Foreign language emotion (FLE)

Some factors that influence emotions in a foreign language include:

1) Self-awareness

People with high emotional are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control. They're also willing to take an honest look at themselves. They know their

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strengths and weaknesses, and they work on these areas so they can perform better.

2) Self regulation

This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive and careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.

3) Motivation

People with a high degree of emotional are usually motivated. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge and are very effective in whatever they do. Motivation is internal circumstances that encourage people or animal to do something (Gleitman in Daud, 2012, p.247). It means that motivation is encouragement from within without any influence from other people and situation. Person who has high self-motivation can find strongest reason to push them to do something in any situation, can manage oneself to control the deepest desires to guide them reaching goal and optimistic in dealing with problems. In addition, motivation direct oneself to take the initiative and act effectively, and survive the failures faced.

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4) Empathy

Is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open & honest way.

6) Social skills

It's usually easy to talk to and like people with good social skills. Those with strong social skills are usually team players. Rather than focusing on their own success first, they help others grow and shine. They can manage conflict, are good communicators, and are skilled at building and maintaining relationships.

2. The Concept of English-Speaking Ability**a. Definition of Speaking Ability**

Speaking is essential to communication, particularly verbal communication, as people must live their lives in order to form relationship with other people. When studying English, there are there five widely acknowledge components of speaking. That includes understanding, vocabulary, grammar, pronunciation, and fluency. Jones (1989, p.14) stated that speaking is a form of communication, emphasizing the importance of effectively conveying one's message.

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In order to successfully communicate meaning, Jones contends that the manner in which something is said can be equally as important as its content. As a result, speaking is acknowledged as a communication method in which speakers must successfully articulate their ideas and thoughts in order to get across the message they want to get through. Thomburry (2002, p. 1) stated that speaking performance is so ingrained in our daily lives that we often take it for granted.

Speaking comes so naturally to us that, until we have to learn how to speak in a foreign language again, we may forget the difficulties we once had in developing this ability. Johnson and Morrow (1981, p.70) stated speaking is common while using oral language. Communication is the exchange of information between two or more people. In order to transmit or receive meaning, listeners and speaking must respond to what they hear and contribute.

One of the linguistic skills that students learning a foreign language must acquire and perfect is speaking. Furthermore, speaking abilities are a crucial component of language teaching curricula, which makes them a crucial subject for evaluation as well, according to Loma (2004). Speaking ability is a combination of the structural and functional aspects of language, according to Littlewood (1981, p. 1).

The structural component focuses on the grammatical system, which describes the combinations that language elements can make. It is well known that speaking is a very challenging and sophisticated

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talent to acquire, particularly for pupils studying foreign languages. This skill encompasses a wide range of abilities. Arthur Hughes (1990, p.110) said that speaking ability on four components: contents, fluency, eye context and pronunciation.

In short, speaking involves different abilities, which should be used simultaneously. From the descriptions above, the researcher concluded that speaking ability is the ability to produce utterances to communicate that conducted of some indicators such as pronunciation, grammar, vocabulary, fluency, and comprehension. Speaking ability also the ability is describing a report act or situation in that way we communicate with the others.

b. Component of speaking Ability

Speaking is not only means of how we speak fluently and correctly to be understood by others, but it also has components that explain the way we produce the utterances or sentences meaningfully and accurately to be understood by others. Hughes (2003, p.131) stated that speaking ability always assessed through several elements like grammar, vocabulary, fluency, comprehension, and pronunciation.

In addition, Richard and Hornby (1984) stated that, there are five components of speaking skill that are normally recognized as crucial aspect that should be mastered those teachers and students in order to apply and practice of speaking, they are vocabulary, grammar, fluency, pronunciation, and comprehension. Moreover Haris (1974, p.75) said

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that, there are five components to measure students' speaking ability (pronunciation, grammar, vocabulary, fluency, and comprehension. For this reason, the researcher would explain each of those items that mentioned one by one as follows:

1) Fluency

Fluency refers to the ability how to speak fluently and accurately. Smoothness or flow the sounds, syllabus, words and phrases can be indicated the quality of her or his fluency whether it is logically smooth or not. Fluency is one of important aspects in English. According to Foster & Skehan (as cited in Helmanda & Nisa, 2019, p. 81) fluency is ability to speak speed, accuracy and proper expression without having to stop and think too long about what is going to said. It shows that fluency is a part of speaking to indicates how well or how fluent a speaker expresses their idea in term of sentence.

2) Pronunciation

Pronunciation is the way of a person produces or utters the sound of the words meaningfully and accurately to be understood by others in communication such as different phonemes, rising and falling in intonation and stress (Harmer 2001, p.28-33). Pronunciation is a way in which language and particular word or sound is spoken. According to Thornbury (as cited in Helmanda & Nisa, 2019, p. 81) pronunciation refers to the student's ability in

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producing comprehensible utterances to fulfill the task requirements. It is clear that pronunciation is one of important components that has to consider in order making a good speech. If make mistake when pronounce a word it can make a different meaning or message of the content of speech.

3) Vocabulary

Vocabulary can be defined as the words use in language, phrase, clauses, and sentences. If someone has many words to utter what they interest to say, they will be smooth to give some information or receive the information. In vocabulary, the students should know about content word and function word in English vocabulary. Content word refers to classes of word (noun, verb, adjective and adverb) and function word refers to the function of the word in the sentence whether it is as a subjective pronoun or objective pronoun.

4) Grammar

Basically, grammar refers to the sentence structure and tenses. Heaton (1991, p.5) defined grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones. Besides that, grammar will help the students to speak fluently. Grammar is one of important components in language, especially in English. If the students use grammatical

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correctly in the sentence, it makes the listener easier to understand about what the speaker talks about.

Hornby (as cited in Wicaksani, 2003, p. 81) states that grammar describes of the rules for forming words and making sentences. Moreover, grammar is one of components in speaking English to make our sentence be well and easier to catch the point of the message by the listeners.

5) Comprehension

Comprehensibility denoted the ability of understanding the speaker's intention (understand what the speaker said) and general meaning (get the point what the speaker said) by Heaton (1991, p.35). Cohen (2005, p.51) argued that to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks.

From those two experts, it can be said that comprehension refers to the speakers understanding about what are they saying to the listeners in order to avoid misunderstanding information. If someone can answer other question or statement correctly, it indicates that he or she understands and comprehends well.

c. Factors of speaking ability

Tuan & Mai (2015) explained the factors influence student's speaking ability. The researcher got some of them as follows:

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1) Affective factors

One of the most important influences on language learning success or failure is probably the affective side of the learners (Oxford, 1990).

2) Listening ability

Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue.

3) Topical knowledge

Bachman and Palmer (1996) defined it as the knowledge structures in long-term memory. That is, topical knowledge is the speaker's knowledge of related topical information.

3. Relationship between FLE and their speaking ability

In the process of learning a foreign language, emotions play a very important role in determining the extent to which students can master speaking skills. Emotions can have both positive and negative effects on students' self-confidence, motivation, and anxiety when speaking a foreign language. According to Dewaele (2013), emotional factors such as foreign language anxiety and self-confidence can determine the extent to which students can communicate fluently and effectively.

Emotions in speaking have a negative impact on students' academic, cognitive, social and personal development. Horwitz and Cope (1986, p.

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126) stated that nervous students often have difficulty focusing, forgetfulness, sweating, heart palpitations to the point of causing unexpected behavior such as skipping class or delaying homework can be caused by these symptoms. This behavior will ultimately have an impact on cognitive competence because children with high levels of emotion in class will have worse achievements than children with low levels of emotion. In this case, student learning achievement will decrease if the level of emotion increases.

MacIntyre and Gardner (1994) developed a model that suggests that language anxiety can reduce students' self-confidence and hinder their speaking performance. They stated that high levels of anxiety can cause students to focus more on their own shortcomings and potential errors than on the communication process itself. This can result in decreased quality and fluency of speaking. In addition, motivation and attitude are also important components of FLE that affect speaking ability.

Dörnyei (2005) stated that motivation is a key factor that affects success in learning a foreign language. Students who have high intrinsic motivation tend to participate more actively in speaking activities and seek opportunities to use English outside the classroom. Gardner (1985) suggested that a positive attitude toward the target language and its speaker culture can increase students' motivation to learn and speak the language.

A positive attitude can reduce emotional barriers and increase confidence in speaking. To improve FLE and speaking skills, experts

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suggest various strategies. Horwitz (2001) emphasized the importance of creating a supportive and stress-free learning environment, which can reduce students' emotions in speaking a foreign language. In addition, the use of interesting and interactive learning techniques, such as role-playing and group discussions, can increase student participation and reduce fear of speaking.

It can be concluded that there is a relationship between students' emotion in foreign language and their English-speaking ability. Several studies have shown that negative emotions, such as speaking anxiety, can hinder fluency and accuracy of speaking, while positive emotions, such as motivation and self-confidence, can enhance students' speaking ability (MacIntyre & Gregersen, 2012). Therefore, understanding the relationship between emotions and speaking skills is essential in supporting effective foreign language learning.

According to Gardner (1993), students' emotional life contributes to their academic success and social adaptation in the classroom. This means that students' emotions have an impact on their academic achievement. By understanding the relationship between emotions and speaking skills, teachers and students can work together to create more effective learning strategies, such as creating a supportive learning environment, reducing stress in speaking, and increasing students' motivation and confidence in using a foreign language. Because of that, through this study, the researcher

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wanted to know more about the correlation between students' Emotion in foreign language and English-speaking ability.

B. Relevant Research

According to Syafi'i (2007) in relevant research it is necessary to do it by looking at several previous studies conducted by other researchers that are relevant to the research to be conducted. The researcher found several studies related to the relationship between students' foreign language emotions (FLE) and speaking ability. The first was a case study by Nurmasadah (2022) she has conducted research on "We feel anxious and nervous: the undergraduate English student's emotional experiences in learning to speak English".

The participants in this study were students at the private Islamic university in Banjarmasin. A qualitative case study approach was used, and data were collected through questionnaires and speaking tests. The findings revealed that found that three students who experienced negative emotions dominant such as anxiety, nervousness and shyness during learning to speak English.

The second was a case study by Izumi (2017) from University of Lampung, Bandar Lampung. She had done research about the study between students' anxiety and their speaking ability. The participants in this research were the first-grade students of SMA Negeri 1 Kabupaten Tangerang. A qualitative case study approach was employed, and the data were taken through questionnaire and speaking test. The finding revealed that there was a significant correlation between students' anxiety and their speaking ability at the first-grade students of SMA Negeri 1 Kabupaten Tangerang. The conclusion was the increase of

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students' anxiety is followed by the decrease of speaking skill. Whereas, the decrease of students' anxiety is followed by the increase of speaking skill.

The third was a case study from Praia (2017) she had done research about the role of emotions in language learning: exploring the relationship between foreign language speaking anxiety and proficiency. The participants in this study were 21 student's senior high school Abilio Duarte in Palmarejo. A mixed method case study approach was employed, the finding revealed that there was a negative median relationship between student's anxiety and their proficiency. Students with high abilities have low levels of anxiety, while students with low abilities have higher levels of anxiety.

The fourth as a case study from Mulyani (2011) from State Islamic University of Sultan Syarif Kasim Riau. This study focused on the correlation between students' anxiety level and their speaking ability. The participants in this research were the second year of senior high school 1 Enok. Questionnaire and speaking test were used to collect the data. The finding revealed that there was a significant negative correlation between students' anxiety level and their speaking ability at the second-year students of SMAN 1 Enok. The conclusion of this research was the higher students' anxiety level, the lower students' ability in speaking English they get and the lower students' anxiety level, the higher students' ability in speaking English they get.

Despite some of the findings above, there is still a gap in research on the relationship between students' feelings towards a foreign language and their ability to speak English. Previous research that has been carried out convincing

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researchers that learning a new language can give rise to unpleasant emotions such as fear and anxiety, which can hinder the learning process. However, several previous studies have mostly focused on language emotions and speaking performance.

This study aims to fill this gap by examining the relationship between students' foreign language emotions and English-speaking performance at SMK Negeri 1 Tapung Hulu. Therefore, this study is important to determine the correlation between students' anxiety and speaking ability and to investigate which aspects of anxiety most affect students' anxiety towards speaking ability.

C. Operational Concept

The operational concept is a concept used to provide a theoretical framework to avoid misunderstanding and misinterpretation in this study. Syafi'i (2015, p.103) said that operational concepts were derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing, a research paper. There are two variables used in this study, namely students Emotion in foreign language used as variable X and their English-speaking ability that serves as variable Y.

1. Variable X (Students' Emotion in foreign language)

According to Goleman (1995), "X" variable can be seen in the following indicators:

- a. Knowing one's emotions or Self-awareness is when somebody is aware of their strengths and weakness can they maximize their emotion

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- b. Motivating oneself is enjoying challenge and stimulation, seeking out achievement, and the ability to take the optimism.
- c. Managing emotions is using awareness of our emotions to manage our response to different situations and people.
- d. Social awareness in others. It means that it is the ability to enter into emotional states (at will) associated with a drive to achieve and be successful.
- e. Social skills are the ability to enter and sustain satisfactory interpersonal relationships.

2. Variable Y (Speaking Ability)

In this research, the researcher used the eleventh-grade students' final score report of English subject based on documentation provided by the English teacher. Documentation is the technique used to get some data about students' achievement in learning English. In this research, the researcher asked about the results of the final scores report to the teacher because from the final score report, the learning outcome that has been reached could be measured.

D. Assumption and Hypothesis

1. Assumption

In this research, after looking at the theories and the possibilities described in the theoretical framework and operational concept, the researcher presented an assumption by stating that student's emotion in

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foreign language was the important factor which influenced students' English-speaking ability.

2. Hypothesis

a. Null Hypothesis (H_0):

There is no positive relationship between students' emotion in foreign language and their English-speaking ability in the eleventh grade at SMK Negeri 1 Tapung Hulu.

b. Alternative Hypothesis (H_a):

There is a positive relationship between students' emotion in foreign language and their English-speaking ability in the eleventh grade at SMK Negeri 1 Tapung Hulu.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research was correlational quantitative research design. According to Gay, Mills, & Airasian (2012), correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. Creswell, (2005) the correlational research is an attempt to quantify an association between combinations of variables. And then according to (Arikunto, 2006) Correlational research is research that aims to find out the relationship between two phenomena/variables or more; and if there is, how close is the relationship and whether or not the relationship is meaningful.

According to the explanation above, that means the researcher aims to test whether there is an influence of student's emotion in foreign language and their English-speaking ability. This type of research was explanatory research. Explanatory research design deals with two or more variables that affect the dependent variable. According to Cresswel (2012), an explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other.

The reason why the researcher chose this type was that the researcher wanted to find out whether or not there was a positive correlation between students' Emotion in foreign language and their English-speaking ability in the

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eleventh grade at SMK Negeri 1 Tapung Hulu. This research included two variables, namely: (1) students' Emotion in foreign language symbolized by "X" which was the independent variable, and (2) the second variable was their English-speaking ability symbolized by "Y" which was the dependent variable.

Tabel III.1
Correlation between students' emotion in foreign language and English-speaking ability



B. The Location and Time of the Research

The location of the research was at the eleventh grade of SMK Negeri 1 Tapung Hulu JL. Rimba Beringin, Kec. Tapung Hulu, Kab. Kampar, Riau. This research conducted from April – May 2025.

C. Subject and Object of the Research

The research subject was the eleventh grade of SMK Negeri 1 Tapung Hulu, and the object of this research was the correlation between students' emotional in foreign language and their English-speaking ability in the eleventh grade at SMK Negeri 1 Tapung Hulu.

D. Population and sample of the Research

1. Population of the Research

Creswell (2012) states that a population is a group of individuals who have the same characteristic. The population of this research was the

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eleventh grade of SMK Negeri 1 Tapung Hulu. There are six classes consisting of 173 students. Total members of students are as follows.

Tabel III.2
Total Population of the eleventh-grade students'

No	Class	Population
1.	XI TKJ 1	25
2.	XI TKJ 2	32
3.	XI ATP 1	31
4.	XI ATP 2	25
5.	XI TO 1	30
6.	XI TO 2	30
	Total	173

2. Sample of the Research

According to Creswell (2012), sample is the group of participants in a study selected from the target population from which the researcher generalizes to the target population. Sample is part of the object to be taken using from the whole object of study. The researcher took a sample by simple random sampling According to Singh (2006) simple random sampling technique is a technique of taking samples from members of the population random without regard to the existing strata in the population.

Simple random sampling is a technique of taking samples or elements at random, where each element or member of the population has the same opportunity to be selected as a sample. To found a sample of this research, the researcher reviewed Arikunto (2006, p.134) who mentioned that; If the

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population is under 100, the researcher can take all of them and if the population is more than 100, the researcher can take 10% to 15% or 20% to 25% as a sample.

The researcher probably takes the sample comprising 20% to 25% of the total population. The researcher decided to take 25% as the total population and 40 students as the participants from the population.

Tabel III.3
Students' Sample

No	Classes	Students' sample
1.	XI TKJ 1	8
2.	XI TKJ 2	4
3.	XI ATP 1	7
4.	XI ATP 2	8
5.	XI TO 1	7
6.	XI TO 2	6
	Total	40

E. Technique of Data Collection

In collecting the data, the kind of instrument that the researcher used consisted of one instrument, namely a questionnaire. The questionnaire used in this research was as follows:

1. Questionnaire for Students' Emotion in Foreign Language

According to Borwn in Dornyei (2003) a questionnaire is a method of collecting data by giving respondents a set of questions or written statements to answer. Basically, the purpose and benefit of a questionnaire

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is to obtain a number of data or information relevant to the research topic. Generally, this method is used more in quantitative research to describe the relationship between variables.

By providing the list of questions, the answers obtained are then collected as data. Later, the data is processed and concluded as research results. In the context of students' emotions in learning a foreign language, the use of questionnaires is very helpful in understanding the emotions experienced by students. Emotions such as anxiety, motivation, self-confidence, and stress significantly influence their success in learning a foreign language. By collecting appropriate and relevant questions, researchers can describe students' emotional states more objectively and measurably.

Questions used are usually structured in the form of Likert scales, multiple-choice questions, or open-ended questions that allow respondents to express their opinions freely. This provides a framework for data collection, both quantitatively and qualitatively. However, in quantitative research, questionnaire results are often converted into numbers for statistical analysis.

Through analyzing questionnaire data, researchers can identify certain patterns in students' responses to their emotions in learning a foreign language. For example, whether their anxiety levels are directly proportional to low speaking skills, or whether high motivation has a positive impact on academic achievement. Therefore, the results of this

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study can provide input for teachers and educational institutions to create a learning environment that is more supportive of students' emotional aspects.

Questionnaire students Emotion in foreign language was used to know the student's emotion in learning English of the twelfth grade of SMKN 1 Tapung Hulu. The questionnaire consisted of 20 questions and the items had five options on a scale of 1 to 5. The analysis performed in this research used Likert scale. The score ranged from 1 to 5. If the nature of the statement was positive, the respondent attained score 5 for Strongly Agree (SA), 4 Agree (A), 3 for Neutral (N) 2 for Disagree (D), and 1 for Strongly Disagree (SD). If the character was negative, the respondent obtained score 1 for Strongly Agree (SA), 2 for Agree (A), 3 for Neutral (N) 4 for Disagree (D), and 5 for Strongly Disagree (SD).

To prevent the misunderstanding, the questionnaire was administered in Bahasa because all participants learn English as a foreign language. In this case, the researcher helped by her adviser in translating the items of questionnaire to ascertain the items have equal quality in both languages. The participants were having 30 minutes to respond 20 items of the questionnaire. Participants informed that no one would have an access to the data except the researcher and the data would be used only for research purpose. The questionnaire itself used to know the level student's emotion in foreign language, they are in between positive emotion, or negative emotion.

Tabel III.4
Blue print of Students' Emotion in Foreign Language

No	Aspect	Indicator	No Item	Total
1.	Self-Awareness	Knowing one's emotions or Self-awareness is when somebody is aware of their strengths and weakness can they maximize their emotion.	1,2,3,4	4
2.	Self-motivation	Motivating oneself is enjoying challenge and stimulation, seeking out achievement, and the ability to take the optimism.	5,6,7,8	4
3.	Emotion regulation	Managing emotions is using awareness of our emotions to manage our response to different situations and people.	9,10,11,12	4
4.	Social awareness	The ability to perceive, understand and responding to the emotions of others and feeling comfortable socially.	13,14,15,16	4
5.	Social skills	It is the ability to express both positive and negative feelings in the interpersonal context.	17,18,19,20	4

Adapted from Goleman (as cited in Mehta & Singh, 2013, p. 1253)

Tabel III.5
Degree of Likert Scale

Statements	Score (+)	Score (-)
Strongly Agree (SA)	5	1
Agree (A)	4	2
Neutral (N)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

(Sugiono, 2014)

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2. Documentation

According to Biklen (1982), documentation is a method that used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information that can support research. From the description above, it can be concluded that documentation was the technique used to get some data about students' achievement in learning English. In addition to Biklen's (1982) opinion, Sugiyono (2013) also states that documentation is a data collection technique conducted through written documents, photographs, or monumental works related to the research object.

These documents can be used as valid data sources because they are factual and have been previously recorded in a real context. In this research, documentation serves as a tool to obtain authentic data regarding student learning outcomes, thus providing a clear picture of student achievement levels in English. Furthermore, according to Arikunto (2010), documentation is a method used to obtain data from written materials such as diaries, books, meeting minutes, reports, and so on. In the context of this research, the document used is a list of students' final grades, which cover aspects of knowledge and skills in English.

By using this documentation, researchers can objectively evaluate student learning achievement based on teacher assessments, ensuring that the research results have a strong foundation and can be academically justified. The researcher used the list of students' final score report of the

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eleventh-grade students' English subject based on the documentation provided by the English teacher. The score was documented by English teacher in the school that consists of score assessment aspect of knowledge (speaking test, assignments) and score assessment aspect of skills (practice tests and projects). The category of students' scores or English ability based on Merdeka curriculum as follows:

Tabel III. 6
The interval of students' English-speaking ability

The Score Level Scale 1-100	Category
90-100	Very Good
80-89	Good
70-79	Enough
60-69	Less
< 60	Fail

Arikunto (2013)

3. Validity

Validity is the most important consideration in the development and evaluation of measurement instruments. Validity in a test is the extent to which conclusions drawn from the assessment results are appropriate, meaningful, and useful in relation to the objectives of the assessment. Validity testing is a test of data instruments to determine how accurately an item measures what it is intended to measure.

According to Gay, Mills, and Airasian (2012), validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests. This means that a test is considered valid if it truly measures what it claims to measure, and the results can be

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interpreted accurately for their intended purpose. Validity is not a property of the test itself, but of the inferences made from the test scores. Therefore, in the context of educational research, ensuring the validity of instruments is essential to ensure that the collected data accurately reflects the phenomena being studied.

An item can be said to be valid if there is a significant correlation to the total score, this indicates the item's support in expressing something that is intended to be expressed. Items are usually in the form of questions or statements that are shown to respondents using a questionnaire form with the aim of expressing something (Duwi Priyatno, 2014: 51). This study focuses on students' emotions in foreign language and their English-speaking ability.

There are four types of validity for tests: content validity, criterion-related validity, construct validity, and consequential validity and all are interrelated (Gay et al., 2012). In this study, the researcher used content validity. To analyze the validity of variables X and Y, the researcher used the SPSS 23 program. To obtain data from respondents, the researcher conducted a trial of several questionnaires to determine their validity and reliability, then analyzed their reliability and validity using the SPSS 23 program.

According to Brown (2004), if all questions cover all learning objectives (indicators) then the test is valid. To analyze the validity of the student emotion questionnaire in a foreign language, the researcher conducted a trial of 20 questions by submitting 30 students who were not

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included in the research sample. The researcher used SPSS 23 Program to analyze the data. The researcher compared the observed R count with the R table at a significance level of 5%, which was 0.312.

The observed R count for each question item must be higher than the R table to be considered a valid question. If the R count in the analysis is smaller than the R table, it can be concluded that the question item does not correlate significantly with the total score (declared invalid) and must be removed or corrected. The results of the analysis show that there are 20 questions that are accepted or valid and the others are rejected or invalid, 20 questions are valid and the rest are discarded. The discarded items are questions number 1, 7, 11, and 18. These items are discarded because their scores are below 0.312. It can be seen as follows:

Tabel III. 7
Validity of FLE Questionnaire

Item	R hitung	R tabel	Keterangan
Q1	.276	0,312	Invalid
Q2	.742**	0,312	Valid
Q3	.834**	0,312	Valid
Q4	.804**	0,312	Valid
Q5	.883**	0,312	Valid
Q6	.720**	0,312	Valid
Q7	.253	0,312	Invalid
Q8	.698**	0,312	Valid
Q9	.718**	0,312	Valid
Q10	.715**	0,312	Valid
Q11	.174	0,312	Invalid

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Item	R hitung	R tabel	Keterangan
Q12	.697**	0,312	Valid
Q13	.674**	0,312	Valid
Q14	.738**	0,312	Valid
Q15	.853**	0,312	Valid
Q16	.627**	0,312	Valid
Q17	.648**	0,312	Valid
Q18	.132	0,312	Invalid
Q19	.682**	0,312	Valid
Q20	.599**	0,312	Valid
Q21	.753**	0,312	Valid
Q22	.687**	0,312	Valid
Q23	.665**	0,312	Valid
Q24	.562**	0,312	Valid
Q25	.678**	0,312	Valid

4. Reliability.

Brown (2001) states that reliability relates to measurement accuracy, which is reflected in the consistency of results obtained when measurements are taken repeatedly on different individuals. In other words, a reliable instrument is able to produce stable and consistent data over time, without being influenced by irrelevant external factors. When an instrument is tested under similar conditions, the results should remain the same or very close. This is important to ensure that the data obtained is reliable for further analysis in a study.

According to Creswell (2012), one form of reliability commonly used in quantitative research is internal consistency reliability. This form

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focuses on the internal consistency of the questions in a single instrument administered once to respondents. If all items in the instrument measure the same construct, the results will show high consistency. One technique often used to measure internal consistency is the Cronbach's Alpha coefficient, where a value ≥ 0.60 is considered acceptable (Sugiyono, 2018).

Furthermore, Fraenkel, Wallen, and Hyun (2012) explain that reliability is a crucial requirement in developing research instruments because it relates to the extent to which an instrument is free from measurement error. They add that high reliability ensures that the instrument accurately captures the phenomenon being measured. Ary, Jacobs, and Sorensen (2010) also emphasize that reliability is not only crucial for ensuring consistent results but also as a basis for establishing the validity of an instrument, as an unreliable instrument cannot be valid.

The following is a table of reliability test categories used in determining the level of test reliability.

Tabel III. 8
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

(Cohen, Manion & Morison, 2007:506)

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To obtain the reliability of students' emotion in foreign language questionnaire, the researcher used SPSS 23 Program to find out whether the test was reliable or not.

Tabel III.9
The Reliability Statistic Students' Emotion in Foreign Language

Reliability Statistics	
Cronbach's Alpha	N of Items
.938	20

From the table III.9 it can be seen the value of Cronbach's Alpha was 0.938. 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.

F. The Technique of Data Analysis

To find out whether is a significant correlation between students' emotion in foreign language and their English-speaking ability the data were analyzed by using statistical formula. The technique of the data analysis used by the researcher was the Pearson Product-Moment correlation to examine whether there is correlation between students' emotion in foreign language and their English-speaking ability or not. To analyze the correlation between students' emotion in foreign language and English-speaking ability of students in learning English, the researcher used Pearson Product-Moment correlation coefficient (r) through SPSS 23 program for Windows.

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Correlation coefficient is usually represented by r indicating both the direction of the correlation (either positive or negative) and the strength or the degree of the relationship between variables. The method used was Pearson Product-Moment and it was utilized to find the correlation significant. The product moment relationship coefficient was obtained by considering the degree of freedom (df) = $N-nr$, (N = number of samples, nr = number of variable) statistically. The hypotheses were:

H_a : $Sig. < a$ (0.05)

H_0 : $Sig. \geq a$ (0.05)

H_0 is accepted if $Sig. < a$, or there is a significant relationship between students' emotion in foreign language and their English-speaking ability.

H_0 is accepted if $sig. \geq a$, or there is no significant relationship between students' emotion in foreign language and their English-speaking ability.

Then, the strength of relationship was interpreted based on coefficient relationship in the table below:

Tabel III. 10
The Interpretation of relationship 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, p. 136)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out the correlation between students' emotion in foreign language and their English-speaking ability at the eleventh grade of SMKN 1 Tapung Hulu. Based on what has been discussed, presented, and analyzed in the previous chapters, the researcher concluded that:

1. The students' emotion in foreign language in the eleventh grade at SMKN 1 Tapung Hulu is categorized as negative emotion. It can be seen from the mean score of the students' emotion in foreign language, which was 65, and the majority of the students who got scores between 60 and 80 were 33 students with a percentage of 83%.
2. The students' speaking ability in class eleven at SMKN 1 Tapung Hulu is categorized into a less-level. It can be proven by the calculation of speaking scores, and it is found that the mean score of students' speaking was 75, and the majority of them got scores of about 60-69 students, with a percentage of 55%.
3. There was a significance relationship between students' emotion in foreign language and their English-speaking ability at the eleventh grade of SMKN 1 Tapung Hulu. 0.953 of their English-speaking ability at the eleventh grade of SMKN 1 Tapung Hulu was influenced by students' emotion in foreign language. It was categorized as a very strong level.

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B. Suggestion

Based on the conclusions above, the researcher would like to propose several suggestions to enhance students' ability to practice English, particularly in speaking. These suggestions aim to help students improve their English skills effectively. The suggestion are as follows:

Firstly, it is essential for students to develop their Foreign Language Emotion (FLE). FLE refers to an individual's ability to receive, assess, manage, and control their own emotions and those of others around them. In this context, emotion pertains to feelings related to information about interpersonal relationships. By developing FLE, students can communicate more effectively and understand others' feelings in English interactions.

To improve their speaking skills, students can also engage in several practical activities. These include practicing speaking with peers or tutors, watching movies or videos in English, and reading articles or books in English. By regularly engaging in these activities, students can enhance their English-speaking skills and become more confident in communicating with others. By implementing these suggestions, students can potentially improve their English-speaking skills and develop a more nuanced understanding of the language. This, in turn, can lead to more effective communication and a greater sense of confidence in using English in various contexts.

For English teachers and pre-service English teachers, it is very useful for teachers to pay attention to factors that affect students' emotions. For example, first, build more emotional bonds and give more motivation to

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students, especially the problematic ones. Second, implement more cooperative learning situations, which enable students to work with their peers and do peer assessment to decrease negative emotions such as anxiety and hopelessness, for instance, by implementing the jigsaw technique, think-pair-share, or other cooperative learning techniques. Third, it is also beneficial for teachers to give scaffolding, reinforcement, and differentiation to the students who are just introduced to English.

And last, specifically, to cope with the negative emotions, there are some recommendations proposed by some experts to decrease the negative emotions and stimulate positive emotions. For example, teachers could promote students' imagination of their ideal selves in order to decrease anxiety and motivate them with their self-condition in the future. This method can be combined with teaching techniques such as simple drama, role play, making descriptive text of students' ideal selves, and techniques that involve students' imagination.

However, the teachers have to pay attention to the students' emotion in foreign language that the teachers have to know which level of their students' speaking performance in learning English. So that, the teacher can plan what activities that will be conducted in the classroom. In addition, suggestion for further research, it can be investigated correlation between students' emotion in foreign language with other English skills. For future researchers who wish to investigate related issues in this field, it is recommended that they have good preparation and management to achieve more effective results. Researchers can start by conducting a comprehensive literature review, identifying research

gaps, and developing an appropriate methodology to achieve their research objectives. By doing so, researchers can obtain more accurate and beneficial results for the development of knowledge and English language teaching practices.

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APPENDICES

UIN SUSKA RIAU



UIN SUSKA RIAU

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APPENDIX 1

Instrument of the Students Emotion in Foreign Language



Name:

Class:

This questionnaire aims to see the students' Emotion in foreign language.

The information gathered in this survey will help the researcher to determine the relationship between students' Emotion in foreign language and their English-speaking ability.

INSTRUCTION

Please check (✓) the statements that match to your condition. Questionnaire consists of 20 questions.

Note:

SA : Strongly Agree/ Sangat Setuju
A : Agree/ Setuju
N : Neutral/ Netral
D : Disagree/ Tidak Setuju
SD : Strongly Disagree/ Sangat Tidak Setuju

ANGKET PENELITIAN

Statement	Pernyataan	Sangat	Setuju	Neutral	Tidak	Sangat
		setuju			setuju	tidak
SELF -AWARENESS						
1.	Saya tahu bagaimana perasaan saya saat berbicara dalam Bahasa Inggris/ I know how I feel when I speak English.					
2.	Saya dapat mengenali rasa cemas saya saat					



UIN SUSKA RIAU

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	3.	membuat kesalahan dalam berbicara Bahasa inggris/ I can recognize my anxiety when I make mistakes in speaking English.				
	4.	Saya memahami bagaimana emosi saya mempengaruhi kemampuan berbicara Bahasa inggris saya/ I understand how my emotions affect my English-speaking ability.				
EMOTION REGULATION						
	5.	Saya dapat mengendalikan rasa gugup saat berbicara Bahasa inggris di depan orang lain/ I can control my nervousness when speaking English in front of others.				

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6. State Islamic University of Sultan Syarif Kasim Riau	Saya tetap tenang ketika tidak tahu cara mengungkapkan sesuatu dalam Bahasa Inggris/ I stay calm when I don't know how to say something in English.					
7.	Saya bisa mengelola rasa frustasi saat tidak bisa berbicara Bahasa Inggris dengan lancar/ I can manage my frustration when I cannot speak English fluently.					
8.	Saya bisa cepat bangkit dari rasa malu setelah melakukan kesalahan berbicara/ I can recover quickly from embarrassment after making speaking mistakes.					
SELF MOTIVATION						
9.	Saya tetap berusaha meningkatkan kemampuan berbicara Bahasa Inggris meskipun sulit/ I try to improve my					

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© Hak Cipta milik UIN Suska Riau		English speaking even when it's difficult.				
10.		Saya termotivasi untuk berbicara Bahasa Inggris lebih baik setiap hari/ I am motivated to speak English better every day.				
11.		Saya merasa puas Ketika berhasil berbicara Bahasa Inggris dengan baik/ I feel satisfied when I succeed in speaking English well.				
12.		Saya menetapkan tujuan pribadi untuk meningkatkan kemampuan berbicara Bahasa Inggris/ I set personal goals to improve my English speaking.				
SOCIAL AWARENESS						
13.		Saya dapat memahami bagaimana perasaan orang lain saat saya berbicara Bahasa Inggris/ I can understand how others feel when speaking English.				
14.		Saya peka terhadap reaksi teman sekelas saat saya berbicara Bahasa Inggris/				

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	I am sensitive to the reactions of my classmates when I speak English.					
15.	Saya berusaha berbicara Bahasa inggris dengan cara yang membuat orang lain merasa nyaman/ I try to speak English in a way that makes others feel comfortable.					
16.	Saya bisa mengetahui ketika seseorang kesulitan dalam berbicara Bahasa inggris/ I can tell when someone is struggling with speaking englsih.					
SOCIAL SKILLS						
17.	Saya senang berdialog dalam Bahasa inggris dengan teman-teman saya/ I enjoy having conversations in English with my friends.					
18.	Saya mendukung dan menyemangati orang lain saat mereka berbicara Bahasa inggris/ I support					



UIN SUSKA RIAU

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b.

Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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19.	and encourage others when they speak English.				
20.	Saya sering memulai percakapan Bahasa inggris di kelas atau saat kerja kelompok/ I often start English conversations in class or in group work.				

UIN SUSKA RIAU

Name: **Aissa Syakla Karaya**

Class: **11 TKJ**

This questionnaire aims to see the students' Emotion in foreign language. The information gathered in this survey will help the researcher to determine the relationship between students' Emotion in foreign language and their English-speaking ability.

INSTRUCTION

Please check (✓) the statements that match to your condition. Questionnaire consists of 20 questions.

Note:

SA : Strongly Agree/ Sangat Setuju

A : Agree/ Setuju

N : Neutral/ Netral

D : Disagree/ Tidak Setuju

SD : Strongly Disagree/ Sangat Tidak Setuju

ANGKET PENELITIAN

No	Pernyataan	Sangat setuju	Setuju	Neutral	Tidak setuju	Sangat tidak setuju
SELF - AWARENESS						
1.	Saya tahu bagaimana perasaan saya saat berbicara dalam Bahasa Inggris/ I know how I feel when I speak English.				✓	
2.	Saya dapat mengenali rasa cemas saya saat membuat kesalahan dalam berbicara Bahasa Inggris/ I can recognize my anxiety when I make mistakes in speaking English.				✓	
3.	Saya memahami bagaimana emosi saya				✓	

	mempengaruhi kemampuan berbicara Bahasa Inggris saya/ I understand how my emotions affect my English-speaking ability.					
4.	Saya menyadari kelebihan dan kekurangan saya dalam berbicara Bahasa Inggris/ I am aware of my strengths and weaknesses in speaking English				✓	

EMOTION REGULATION

5.	Saya dapat mengendalikan rasa gugup saat berbicara Bahasa Inggris di depan orang lain/ I can control my nervousness when speaking English in front of others.				✓	
6.	Saya tetap tenang ketika tidak tahu cara mengungkapkan sesuatu dalam Bahasa Inggris/ I stay calm when I don't know how to say something in English.				✓	
7.	Saya bisa mengelola rasa frustasi saat tidak bisa berbicara Bahasa Inggris dengan lancar/ I can manage my frustration when I cannot speak English fluently.				✓	
8.	Saya bisa cepat bangkit dari rasa malu setelah melakukan kesalahan berbicara/ I can recover quickly from embarrassment after making speaking mistakes.				✓	

SELF MOTIVATION

9.	Saya tetap berusaha meningkatkan kemampuan berbicara Bahasa Inggris meskipun sulit/ I try to improve my English speaking even when it's difficult.				✓	
----	--	--	--	--	---	--

10.	Saya termotivasi untuk berbicara Bahasa inggris lebih baik setiap hari/ I am motivated to speak English better every day.						✓
11.	Saya merasa puas Ketika berhasil berbicara Bahasa inggris dengan baik/ I feel satisfied when I succeed in speaking English well.					✓	
12.	Saya menetapkan tujuan pribadi untuk meningkatkan kemampuan berbicara Bahasa inggris/ I set personal goals to improve my English speaking.				✓		

SOCIAL AWARENESS

13.	Saya dapat memahami bagaimana perasaan orang lain saat saya berbicara Bahasa inggris/ I can understand how others feel when speaking English.						✓
14.	Saya peka terhadap reaksi teman sekelas saat saya berbicara Bahasa inggris/ I am sensitive to the reactions of my classmates when I speak English.						✓
15.	Saya berusaha berbicara Bahasa inggris dengan cara yang membuat orang lain merasa nyaman/ I try to speak English in a way that makes others feel comfortable.						✓
16.	Saya bisa mengetahui ketika seseorang kesulitan dalam berbicara Bahasa inggris/ I can tell when someone is struggling with speaking English.						✓

SOCIAL SKILLS

17.	Saya senang berdialog dalam Bahasa inggris dengan teman-teman saya/ I enjoy having conversations in English with my						✓
-----	---	--	--	--	--	--	---

	friends.					
18.	Saya mendukung dan menyemangati orang lain saat mereka berbicara Bahasa Inggris/ I support and encourage others when they speak English					✓
19.	Saya sering memulai percakapan Bahasa Inggris di kelas atau saat kerja kelompok/ I often start English conversations in class or in group work.					✓
20.	Saya merasa percaya diri untuk berbicara Bahasa Inggris dalam diskusi kelompok/ I feel confident to speak English in group discussions.					✓

Name: **Dedeck Syafira**

Class: **XI TKJ 1**

This questionnaire aims to see the students' Emotion in foreign language. The information gathered in this survey will help the researcher to determine the relationship between students' Emotion in foreign language and their English-speaking ability.

INSTRUCTION

Please check (✓) the statements that match to your condition. Questionnaire consists of 20 questions.

Note.

SA : Strongly Agree/ Sangat Setuju

A : Agree/ Setuju

N : Neutral/ Netral

D : Disagree/ Tidak Setuju

SD : Strongly Disagree/ Sangat Tidak Setuju

ANGKET PENELITIAN

No	Pernyataan	Sangat	Setuju	Neutral	Tidak	Sangat
		setuju			setuju	
SELF-AWARENESS						
1.	Saya tahu bagaimana perasaan saya saat berbicara dalam Bahasa Inggris/ I know how I feel when I speak English.				✓	
2.	Saya dapat mengenali rasa cemas saya saat membuat kesalahan dalam berbicara Bahasa Inggris/ I can recognize my anxiety when I make mistakes in speaking English.				✓	
3.	Saya memahami bagaimana emosi saya				✓	

	mempengaruhi kemampuan berbicara Bahasa Inggris saya. I understand how my emotions affect my English-speaking ability.					
4.	Saya menyadari kelebihan dan kekurangan saya dalam berbicara Bahasa Inggris/ I am aware of my strengths and weaknesses in speaking English				✓	

EMOTION REGULATION

5.	Saya dapat mengendalikan rasa gugup saat berbicara Bahasa Inggris di depan orang lain/ I can control my nervousness when speaking English in front of others.				✓	
6.	Saya tetap tenang ketika tidak tahu cara mengungkapkan sesuatu dalam Bahasa Inggris/ I stay calm when I don't know how to say something in English.				✓	
7.	Saya bisa mengelola rasa frustasi saat tidak bisa berbicara Bahasa Inggris dengan lancar/ I can manage my frustration when I cannot speak English fluently.				✓	
8.	Saya bisa cepat bangkit dari rasa malu setelah melakukan kesalahan berbicara/ I can recover quickly from embarrassment after making speaking mistakes.				✓	

SELF MOTIVATION

9.	Saya tetap berusaha meningkatkan kemampuan berbicara Bahasa Inggris meskipun sulit. I try to improve my English speaking even when it's difficult.				✓	
----	--	--	--	--	---	--

10.	Saya termotivasi untuk berbicara Bahasa inggris lebih baik setiap hari. I am motivated to speak English better every day.					✓	
11.	Saya merasa puas Ketika berhasil berbicara Bahasa inggris dengan baik/ I feel satisfied when I succeed in speaking English well.					✓	
12.	Saya menetapkan tujuan pribadi untuk meningkatkan kemampuan berbicara Bahasa inggris/ I set personal goals to improve my English speaking.					✓	

SOCIAL AWARENESS

13.	Saya dapat memahami bagaimana perasaan orang lain saat saya berbicara Bahasa inggris. I can understand how others feel when speaking English.					✓	
14.	Saya peka terhadap reaksi teman sekelas saat saya berbicara Bahasa inggris/ I am sensitive to the reactions of my classmates when I speak English.					✓	
15.	Saya berusaha berbicara Bahasa Inggris dengan cara yang membuat orang lain merasa nyaman. I try to speak English in a way that makes others feel comfortable.					✓	
16.	Saya bisa mengetahui ketika seseorang kesulitan dalam berbicara Bahasa Inggris/ I can tell when someone is struggling with speaking English.					✓	

SOCIAL SKILLS

17.	Saya senang berdialog dalam Bahasa Inggris dengan teman-teman saya/ I enjoy having conversations in English with my						✓
-----	---	--	--	--	--	--	---

	friends.				
18.	Saya mendukung dan menyemangati orang lain saat mereka berbicara Bahasa Inggris/ I support and encourage others when they speak English.				✓
19.	Saya sering memulai percakapan Bahasa Inggris di kelas atau saat kerja kelompok/ I often start English conversations in class or in group work.				✓
20.	Saya merasa percaya diri untuk berbicara Bahasa Inggris dalam diskusi kelompok/ I feel confident to speak English in group discussions.				✓

Name: *Astri Fransiska Sari*

Class: *X TEJ*

This questionnaire aims to see the students' Emotion in foreign language. The information gathered in this survey will help the researcher to determine the relationship between students' Emotion in foreign language and their English-speaking ability.

INSTRUCTION

Please check (✓) the statements that match to your condition. Questionnaire consists of 20 questions.

Note.

SA : Strongly Agree/ Sangat Setuju

A : Agree/ Setuju

N : Neutral/ Netral

D : Disagree/ Tidak Setuju

SD : Strongly Disagree/ Sangat Tidak Setuju

ANGKET PENELITIAN

No	Pernyataan	Sangat setuju	Setuju	Neutral	Tidak setuju	Sangat tidak setuju
SELF - AWARENESS						
1.	Saya tahu bagaimana perasaan saya saat berbicara dalam Bahasa Inggris/ I know how I feel when I speak English.	✓				
2.	Saya dapat mengenali rasa cemas saya saat membuat kesalahan dalam berbicara Bahasa Inggris/ I can recognize my anxiety when I make mistakes in speaking English.	✓				
3.	Saya memahami bagaimana emosi saya	✓				

	mempengaruhi kemampuan berbicara Bahasa Inggris saya/ I understand how my emotions affect my English-speaking ability.					
4.	Saya menyadari kelebihan dan kekurangan saya dalam berbicara Bahasa Inggris/ I am aware of my strengths and weaknesses in speaking English	✓				

EMOTION REGULATION

5.	Saya dapat mengendalikan rasa gugup saat berbicara Bahasa Inggris di depan orang lain/ I can control my nervousness when speaking English in front of others.	✓				
6.	Saya tetap tenang ketika tidak tahu cara mengungkapkan sesuatu dalam Bahasa Inggris/ I stay calm when I don't know how to say something in English.	✓				
7.	Saya bisa mengelola rasa frustasi saat tidak bisa berbicara Bahasa Inggris dengan lancar/ I can manage my frustration when I cannot speak English fluently.	✓				
8.	Saya bisa cepat bangkit dari rasa malu setelah melakukan kesalahan berbicara/ I can recover quickly from embarrassment after making speaking mistakes.	✓				

SELF MOTIVATION

9.	Saya tetap berusaha meningkatkan kemampuan berbicara Bahasa Inggris meskipun sulit/ I try to improve my English speaking even when it's difficult.	✓				
----	--	---	--	--	--	--

10.	Saya termotivasi untuk berbicara Bahasa Inggris lebih baik setiap hari/ I am motivated to speak English better every day.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Saya merasa puas Ketika berhasil berbicara Bahasa Inggris dengan baik/ I feel satisfied when I succeed in speaking English well.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Saya menetapkan tujuan pribadi untuk meningkatkan kemampuan berbicara Bahasa Inggris/ I set personal goals to improve my English speaking.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SOCIAL AWARENESS

13.	Saya dapat memahami bagaimana perasaan orang lain saat saya berbicara Bahasa Inggris/ I can understand how others feel when speaking English.	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
14.	Saya peka terhadap reaksi teman sekelas saat saya berbicara Bahasa Inggris/ I am sensitive to the reactions of my classmates when I speak English.	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
15.	Saya berusaha berbicara Bahasa Inggris dengan cara yang membuat orang lain merasa nyaman/ I try to speak English in a way that makes others feel comfortable.	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
16.	Saya bisa mengetahui ketika seseorang kesulitan dalam berbicara Bahasa Inggris/ I can tell when someone is struggling with speaking English.	<input type="checkbox"/>	<input checked="" type="checkbox"/>				

SOCIAL SKILLS

17.	Saya senang berdialog dalam Bahasa Inggris dengan teman-teman saya/ I enjoy having conversations in English with my	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
-----	---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	-------------------------------------

	friends.				
18.	Saya mendukung dan menyemangati orang lain saat mereka berbicara Bahasa Inggris/ I support and encourage others when they speak English.				✓
19.	Saya sering memulai percakapan Bahasa Inggris di kelas atau saat kerja kelompok/ I often start English conversations in class or in group work.				✓
20.	Saya merasa percaya diri untuk berbicara Bahasa Inggris dalam diskusi kelompok/ I feel confident to speak English in group discussions.				✓

Name: Afathar Santiago B.

Class: XI TKJ

This questionnaire aims to see the students' Emotion in foreign language. The information gathered in this survey will help the researcher to determine the relationship between students' Emotion in foreign language and their English-speaking ability.

INSTRUCTION

Please check (✓) the statements that match to your condition. Questionnaire consists of 20 questions.

Note:

SA : Strongly Agree/ Sangat Setuju

A : Agree/ Setuju

N : Neutral/ Netral

D : Disagree/ Tidak Setuju

SD : Strongly Disagree/ Sangat Tidak Setuju

ANGKET PENELITIAN

No	Pernyataan	Sangat setuju	Setuju	Neutral	Tidak setuju	Sangat tidak setuju
SELF - AWARENESS						
1.	Saya tahu bagaimana perasaan saya saat berbicara dalam Bahasa Inggris/ I know how I feel when I speak English.				✓	
2.	Saya dapat mengenali rasa cemas saya saat membuat kesalahan dalam berbicara Bahasa Inggris/ I can recognize my anxiety when I make mistakes in speaking English.					✓
3.	Saya memahami bagaimana emosi saya					✓

	mempengaruhi kemampuan berbicara Bahasa Inggris saya/ I understand how my emotions affect my English-speaking ability.					
4.	Saya menyadari kelebihan dan kekurangan saya dalam berbicara Bahasa Inggris/ I am aware of my strengths and weaknesses in speaking English				✓	

EMOTION REGULATION

5.	Saya dapat mengendalikan rasa gugup saat berbicara Bahasa Inggris di depan orang lain/ I can control my nervousness when speaking English in front of others.			✓		
6.	Saya tetap tenang ketika tidak tahu cara mengungkapkan sesuatu dalam Bahasa Inggris/ I stay calm when I don't know how to say something in English.			✓		
7.	Saya bisa mengelola rasa frustasi saat tidak bisa berbicara Bahasa Inggris dengan lancar/ I can manage my frustration when I cannot speak English fluently.			✓		
8.	Saya bisa cepat bangkit dari rasa malu setelah melakukan kesalahan berbicara/ I can recover quickly from embarrassment after making speaking mistakes.			✓		

SELF MOTIVATION

9.	Saya tetap berusaha meningkatkan kemampuan berbicara Bahasa Inggris meskipun sulit/ I try to improve my English speaking even when it's difficult.			✓		
----	--	--	--	---	--	--

10.	Saya termotivasi untuk berbicara Bahasa inggris lebih baik setiap hari/ I am motivated to speak English better every day.					✓	
11.	Saya merasa puas Ketika berhasil berbicara Bahasa inggris dengan baik/ I feel satisfied when I succeed in speaking English well.					✓	
12.	Saya menetapkan tujuan pribadi untuk meningkatkan kemampuan berbicara Bahasa inggris/ I set personal goals to improve my English speaking.				✓		

SOCIAL AWARENESS

13.	Saya dapat memahami bagaimana perasaan orang lain saat saya berbicara Bahasa inggris/ I can understand how others feel when speaking English.					✓	
14.	Saya peka terhadap reaksi teman sekelas saat saya berbicara Bahasa inggris/ I am sensitive to the reactions of my classmates when I speak English.				✓		
15.	Saya berusaha berbicara Bahasa inggris dengan cara yang membuat orang lain merasa nyaman/ I try to speak English in a way that makes others feel comfortable.					✓	
16.	Saya bisa mengetahui ketika seseorang kesulitan dalam berbicara Bahasa inggris/ I can tell when someone is struggling with speaking English.					✓	

SOCIAL SKILLS

17.	Saya senang berdialog dalam Bahasa inggris dengan teman-teman saya/ I enjoy having conversations in English with my					✓	
-----	---	--	--	--	--	---	--

	friends.					
18.	Saya mendukung dan menyemangati orang lain saat mereka berbicara Bahasa Inggris/ I support and encourage others when they speak English.					✓
19.	Saya sering memulai percakapan Bahasa Inggris di kelas atau saat kerja kelompok/ I often start English conversations in class or in group work.					✓
20.	Saya merasa percaya diri untuk berbicara Bahasa Inggris dalam diskusi kelompok/ I feel confident to speak English in group discussions.					✓

Name: Bayu Andrea Secha

Class: X TKJ 1

This questionnaire aims to see the students' Emotion in foreign language. The information gathered in this survey will help the researcher to determine the relationship between students' Emotion in foreign language and their English-speaking ability.

INSTRUCTION

Please check (✓) the statements that match to your condition. Questionnaire consists of 20 questions.

Note:

SA : Strongly Agree/ Sangat Setuju

A : Agree/ Setuju

N : Neutral/ Netral

D : Disagree/ Tidak Setuju

SD : Strongly Disagree/ Sangat Tidak Setuju

ANGKET PENELITIAN

No	Pernyataan	Sangat setuju	Setuju	Neutral	Tidak setuju	Sangat tidak setuju
SELF -AWARENESS						
1.	Saya tahu bagaimana perasaan saya saat berbicara dalam Bahasa Inggris/ I know how I feel when I speak English.				✓	
2.	Saya dapat mengenali rasa cemas saya saat membuat kesalahan dalam berbicara Bahasa Inggris/ I can recognize my anxiety when I make mistakes in speaking English.				✓	
3.	Saya memahami bagaimana emosi saya				✓	

	mempengaruhi kemampuan berbicara Bahasa inggris saya/ I understand how my emotions affect my English-speaking ability.					
4.	Saya menyadari kelebihan dan kekurangan saya dalam berbicara Bahasa inggris/ I am aware of my strengths and weaknesses in speaking English				✓	

EMOTION REGULATION

5.	Saya dapat mengendalikan rasa gugup saat berbicara Bahasa inggris di depan orang lain/ I can control my nervousness when speaking English in front of others.				✓	
6.	Saya tetap tenang ketika tidak tahu cara mengungkapkan sesuatu dalam Bahasa inggris/ I stay calm when I don't know how to say something in English.			✓		
7.	Saya bisa mengelola rasa frustasi saat tidak bisa berbicara Bahasa inggris dengan lancar/ I can manage my frustration when I cannot speak English fluently.				✓	
8.	Saya bisa cepat bangkit dari rasa malu setelah melakukan kesalahan berbicara/ I can recover quickly from embarrassment after making speaking mistakes.				✓	

SELF MOTIVATION

9.	Saya tetap berusaha meningkatkan kemampuan berbicara Bahasa inggris meskipun sulit/ I try to improve my English speaking even when it's difficult.				✓	
----	--	--	--	--	---	--

10.	Saya termotivasi untuk berbicara Bahasa inggris lebih baik setiap hari/ I am motivated to speak English better every day.					✓	
11.	Saya merasa puas Ketika berhasil berbicara Bahasa inggris dengan baik/ I feel satisfied when I succeed in speaking English well.					✓	
12.	Saya menetapkan tujuan pribadi untuk meningkatkan kemampuan berbicara Bahasa inggris/ I set personal goals to improve my English speaking.					✓	

SOCIAL AWARENESS

13.	Saya dapat memahami bagaimana perasaan orang lain saat saya berbicara Bahasa inggris/ I can understand how others feel when speaking English				✓		
14.	Saya peka terhadap reaksi teman sekelas saat saya berbicara Bahasa inggris/ I am sensitive to the reactions of my classmates when I speak English.						✓
15.	Saya berusaha berbicara Bahasa inggris dengan cara yang membuat orang lain merasa nyaman/ I try to speak English in a way that makes others feel comfortable.						✓
16.	Saya bisa mengetahui ketika seseorang kesulitan dalam berbicara Bahasa inggris/ I can tell when someone is struggling with speaking English.						✓

SOCIAL SKILLS

17.	Saya senang berdialog dalam Bahasa inggris dengan teman-teman saya/ I enjoy having conversations in English with my						✓
-----	---	--	--	--	--	--	---

	friends.					
18.	Saya mendukung dan menyemangati orang lain saat mereka berbicara Bahasa Inggris/ I support and encourage others when they speak English.					✓
19.	Saya sering memulai percakapan Bahasa Inggris di kelas atau saat kerja kelompok/ I often start English conversations in class or in group work.					✓
20.	Saya merasa percaya diri untuk berbicara Bahasa Inggris dalam diskusi kelompok/ I feel confident to speak English in group discussions.			✓		



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APPENDIX 2

Students' Scores of Emotions in Foreign Language

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

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1.	2	2	2	2	3	3	2	2	2	1	3	3	1	1	1	1	1	1	1	35		
2.	5	5	5	5	5	5	5	5	5	5	4	3	3	3	3	3	3	3	3	83		
3.	2	1	1	2	2	2	2	3	2	2	2	3	2	3	2	2	2	1	1	37		
4.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	38		
5.	2	2	2	2	2	3	2	2	2	2	2	1	1	1	1	1	1	1	3	35		
6.	2	2	2	2	2	2	2	2	2	2	3	3	3	3	1	1	1	1	1	42		
7.	1	1	1	1	1	1	1	1	1	3	2	2	2	2	2	2	2	2	2	32		
8.	5	5	5	5	5	5	5	5	4	4	4	4	3	3	3	2	2	2	1	1	80	
9.	2	2	2	2	2	2	2	2	2	2	3	3	3	1	1	1	1	1	1	36		
10.	2	2	2	3	3	1	1	1	1	1	1	1	2	2	2	2	2	2	2	33		
11.	2	1	3	1	2	3	1	2	2	1	3	2	2	1	1	3	2	1	2	2	38	
12.	2	2	1	2	3	1	3	1	2	2	1	3	1	2	1	2	1	2	3	2	40	
13.	1	1	1	1	1	1	2	2	2	2	2	2	2	3	3	3	3	3	3	3	42	
14.	2	2	1	1	1	3	3	3	4	4	4	4	4	5	5	5	5	5	5	5	80	
15.	3	3	3	3	3	3	2	2	2	2	2	2	1	1	1	1	1	1	1	1	37	
16.	3	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	40	
17.	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	30	
18.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	1	35	
19.	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3	3	36	
20.	2	3	1	2	3	1	2	3	1	2	2	2	1	2	2	2	2	3	1	2	40	
21.	2	1	2	1	2	2	1	3	2	2	2	1	2	1	2	2	1	1	1	2	30	
22.	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	3	3	3	36	
23.	5	5	5	5	5	5	5	5	4	4	4	4	4	4	3	3	4	4	4	1	1	80
24.	3	3	3	3	3	3	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	42

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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.

2.5.	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	31
2.6.	2	1	2	3	1	2	2	3	1	2	2	1	3	3	2	3	2	3	1	1	1	1	44
2.7.	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	3	36
2.8.	5	5	5	5	5	5	5	5	2	2	1	1	4	4	4	4	3	3	3	3	3	3	80
2.9.	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	3	3	32
3.0.	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3	3	3	33
3.1.	5	5	5	5	5	5	5	5	3	3	3	1	1	4	4	4	4	2	2	2	2	2	80
3.2.	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3	3	3	31
3.3.	3	2	2	2	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	37
3.4.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	1	27
3.5.	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3	3	3	34
3.6.	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	3	1	3	30
3.7.	5	5	5	5	5	5	5	5	1	1	2	2	2	3	3	3	4	4	4	4	4	4	82
3.8.	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	3	3	3	3	3	33
3.9.	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	3	3	3	3	3	40
4.0.	3	2	1	2	3	1	2	1	2	3	2	2	1	2	2	3	1	2	3	1	2	3	43



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APPENDIX 3

Students' Scores of English-Speaking Ability



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMK NEGERI 1 TAPUNG HULU

Alamat: Desa Rimba Beringin Kec. Tapung Hulu Kab. Kampar Prov. Riau Kode Pos. 28464
Email: smkn1tapunghulu@gmail.com Website: smkn1taapunghulu.sch.id Hp: 08127684603
NPSN: 69726384 NSS: 3211406411001

No.	Name	English Speaking Score
1.	Alissa Syakila Kanaya	70
2.	Astri Fransiska Sari	80
3.	Avathar Santiago B.	70
4.	Bayu Andrea Secha	79
5.	Dedek Syafira	73
6.	Desmauli Panjaitan	80
7.	Dinda Apriliya W.	70
8.	Dini Wulandari Sari	79
9.	Fika Ariska Nurmafiyah	65
10.	Fitri Rahayu Br. Pasaribu	65
11.	Fitri Salma	60
12.	Gebyana Natalia S.	67
13.	Indah Aulia	80
14.	Laura Kristina	65
15.	Meisya Syahla Syaikha	65
16.	Marina Elviany M.	80
17.	Misela Emeraida Br. M	77
18.	Muhammad Fadli Lubis	76
19.	Novi Tria Putri	65
20.	Nur Syakila Aisyah	65
21.	Nabilah Putri	68
22.	Oktavia Winarni	60
23.	Olivia Putri	65
24.	Putri Aulia	67
25.	Putri Prima Agustina S.	67
26.	Prasetyo Nugroho	75
27.	Rara Nursobri	65
28.	Rian Saputra	76
29.	Rio Prayoga Purba	65
30.	Ripka Hana Lidya Br. S	78

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ngutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

ngutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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31.	Rizki Pratama	60
32.	Sakinah Ramadany	65
33.	Satria Meilandry	65
34.	Suhendra	68
35.	Sri Diva Astuti	68
36.	Sugi Fauzi Hasibuan	75
37.	Taufiq Prastyo	65
38.	Warda Adia Agustina	75
39	Winanda Waruwu	68
40.	Yusman Elvira	73

Guru Bidang Studi

Diana, S.Pd



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APPENDIX 4

Decision Letter of Supervisor



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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/4702/2024

Pekanbaru, 21 Februari 2024

Sifat : Biasa

Lamp. : -

Hal : **Pembimbing Skripsi**

Kepada

Yth. Rizki Amelia, S.Pd., M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

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

Nama : SITI AISAH RAHAYU
NIM : 12110422295
Jurusan : Pendidikan Bahasa Inggris
Judul : EXAMINING THE RELATIONSHIP BETWEEN STUDENTS FOREIGN
LANGUAGE EMOTION AND THEIR ENGLISH SPEAKING
PERFORMANCE IN PEER LEARNING AT SMKN 1 TAPUNG HULU
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 dihaturkan terimakasih.

W a s s a l a m

an. Dekan

Wakil Dekan I



Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : B-11887/Un.04/F.II.1/PP.00.9/06/2025
Sifat : Biasa
Lampiran : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 10 Juni 2025

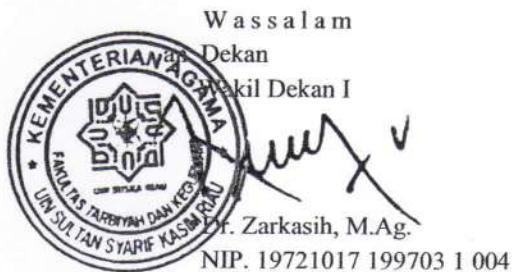
Kepada Yth.
Rizki Amelia, S.Pd., M.Pd.
Dosen Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SITI AISAH RAHAYU
NIM : 12110422295
Jurusan : Pendidikan Bahasa Inggris
Judul : Examining the Relationship Between Students' Emotions in Foreign Language and Their English-Speaking Ability in the Eleventh Grade at Smkn 1 Tapung Hulu
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

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



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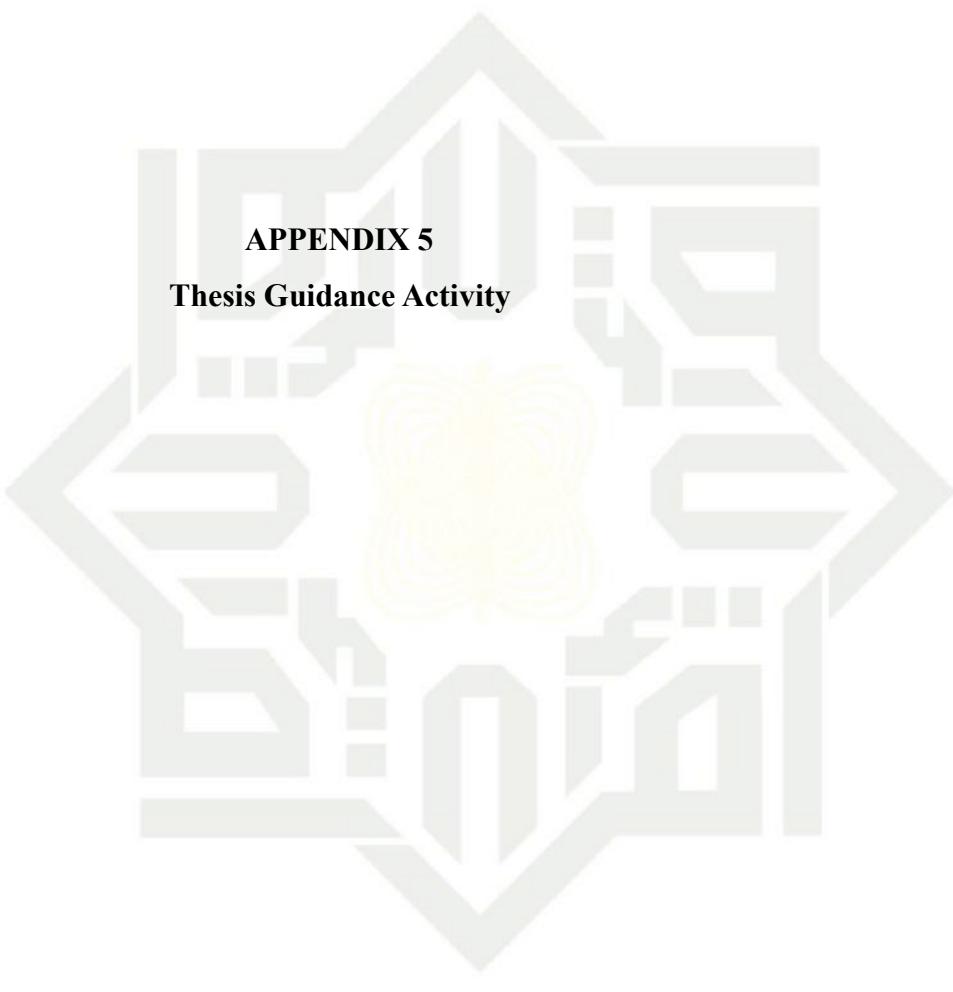
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APPENDIX 5

Thesis Guidance Activity





**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Siti Aisah Rahayu
 Nomor Induk Mahasiswa : 12110422295
 Hari/Tanggal Ujian : Senin/ 01 Juli 2024
 Judul Proposal Ujian : Examining The Relationship Between Foreign Language Students' Emotions And Their English Speaking Ability At SMKN 1 Tapung Hulu.
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian Proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Cut Raudhatul Miski, M.Pd.	PENGUJI I		
2.	Nurdiana, M.Pd.	PENGUJI II		



Mengetahui
a.n. Dekan
Wakil Dekan I

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

Pekanbaru, 30 september 2024
Peserta Ujian Proposal



Siti Aisah Rahayu
NIM. 12110422295

**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

Nama : Siti Aisyah
Nomor Induk Mahasiswa : 12110922295
Hari/ Tanggal : Sabtu / 1 Juli 2024
Judul Proposal Penelitian :

NO	URAIAN PERBAIKAN
1.	Specify the positive or negative emotions mentioned at the assumption.
2.	Add the positive emotion & explanation at the background.
3.	Consider the indicators of FLE at the operational concept.
4.	Tell how to select the sample.
5.	Revise the blue print of questionnaire
6.	Revise the matters of speaking test will be given to students.
7.	Complete the discussion of analyzing the both instruments.

Pekanbaru, 1 Juli 2024

Pengaji I



Cut Raudhatul Miski, M.Pd.

Pengaji II



Nurdrana, M.Pd.

Note:

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

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing

a. Seminar usul Penelitian

b. Penulisan Laporan Penelitian

2. Nama Pembimbing

a. Nomor Induk Pegawai (NIP)

: Rizki Andia, M.Pd

: 1983082023212035

3. Nama Mahasiswa

: Siti AISAH KAHAYU

4. Nomor Induk Mahasiswa

: 1210422295

5. Kegiatan

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	10 Maret 2025	Instrument		
2.	18 Maret 2025	Instrument revision		
3.	19 Maret 2025	Chapter : IV		
4.	20 Maret 2025	Chapter : IV		
5.	9 Juni 2025	Chapter V & Abstract		
6.	13 Juni 2025	Review all chapter		
7.	16 Juni 2025	Acc to join final Exam		

Pekanbaru, 16 Juni 2025
 Pembimbing,

Rizki Andia, M.Pd
 NIP. 1983082023212035



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APPENDIX 6

Research Letter

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Fax. (0751) 361647 Email: tarbiyah@uin-suska.ac.id tarbiyah.uin-suska.ac.id

Nomor : B-6623/Un 04 F.II 3 PP 00.9/2025
Sifat : Biasa
Lamp. : *
Hal : *Mohon Izin Melakukan Prariset*

Pekanbaru, 11 Maret 2025

Vth : Kepala
SMK Negeri 1 Tapung Hulu Kampar
di
Tempat

Assalamu'alaikum Warhmatullahi WaBarakatuh

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

Nama	: Siti Aisah Rahayu
NIM	: 12110422295
Semester/Tahun	: VIII (Delapan) 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

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

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam,

a.n Dekan
Wakil Dekan III

Prof. Dr. Amrul Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001

Tembusan
Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

b. Pengutipan tidak mengujikan kepentingan yang wajar UIN Suska Riau.
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Fax. (0761) 561647 Web www.fk.unsuska.ac.id E-mail: effak_unsuska@yahoo.co.id

Nomor : B-9164/Un.04/F.11/PP.OO.9/05/2025
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 24 April 2025

Yth : Kepala
SMK Negeri 1 Tapung Hulu
Di Kampar

Assalamu 'alaikum warhmatullahi wabarakatuh

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

Nama : Siti Aisah Rahayu
NIM : 12110422295
Semester/ Tahun : VIII (Delapan)/ 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

Ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : Examining the Relationship Between Students' Emotions in Foreign Language and Their English-Speaking Ability in Eleventh Grade at Smkn 1 Tapung Hulu

Lokasi Penelitian : SMK Negeri 1 Tapung Hulu

Waktu Penelitian : 3 Bulan (24 April 2025 s.d 24 Juli 2025)

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

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Tembusan :
Rektor UIN Sultan Syarif Kasim Riau



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMK NEGERI 1 TAPUNG HULU

Alamat : Desa Rimba Beringin Kec.Tapung Hulu Kab.Kampar Prop.Riau Kode Pos. 28464
Email : smkn1tapunghulukampar@gmail.com Website : smkn1tapunghulu.sch.id Hp.08127684603
NPSN : 69726384 NSS : 321140641001



SURAT BALASAN PERMOHONAN IZIN PENELITIAN
NO.1.1 /SMKN.1-TPHU/IV/2025/114

Berdasarkan surat Universitas Islam Negeri Sultan Syarif Kasim Riau nomor B-6623/Un.04/F.II.3/PP.00.9/2025 tanggal 11 Maret 2025 perihal Mohon Izin Melakukan PraRiset.

Yang bertanda tangan dibawah ini Kepala SMK NEGERI 1 TAPUNG HULU, di Desa Rimba Beringin, Kecamatan Tapung Hulu, Kabupaten Kampar, Provinsi Riau

Nama : NANANG SUNARTO , S.Pd.M.Pd
NIP : 19720304 199903 1005
Nama Sekolah : SMK NEGERI 1 TAPUNG HULU

Memberikan Izin Melakukan PraRiset untuk menyusun skripsi mahasiswa Program Studi Pendidikan Bahasa Inggris kepada diawah ini :

Nama : SITI AISYAH RAHAYU
NIM : 12110422295
Semester / Tahun : VIII (Delapan) / 2025
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau.

Demikian Izin Melakukan PraRiset untuk menyusun skripsi mahasiswa Program Studi Pendidikan Bahasa Inggris ini dibuat untuk dipergunakan perlunya, atas perhatiannya dan kerjasamanya yang baik kami ucapkan terima kasih.

Tapung Hulu , 24 April 2025
Kepala
SMK NEGERI 1 TAPUNG HULU

NANG SUNARTO, S.Pd., M.Pd
NIP.19720304 199903 1005



PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMK NEGERI 1 TAPUNG HULU

Alamat : Desa Rimba Beringin Kec.Tapung Hulu Kab.Kampar Prop.Riau Kode Pos. 28464
 Email : smkn1tapunghulukampar@gmail.com Website : smkn1tapunghulu.sch.id Hp.08127684603
 NPSN : 69726384 NSS : 321140641001



SURAT KETERANGAN SELESAI PENELITIAN
NO.1.1 /SMKN.1-TPHU/V/2025/ 141

Yang bertanda tangan dibawah ini Kepala SMK NEGERI 1 TAPUNG HULU, di Desa Rimba Beringin, Kecamatan Tapung Hulu, Kabupaten Kampar, Provinsi Riau

Nama : NANANG SUNARTO , S.Pd.M.Pd
 NIP : 19720304 199903 1005
 Nama Sekolah : SMK NEGERI 1 TAPUNG HULU

Dengan ini menerangkan bahwa mahasiswa berikut :

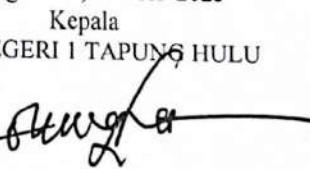
Nama : SITI AISYAH RAHAYU
 NIM : 12110422295
 Semester / Tahun : VIII (Delapan) / 2025
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau.

Telah selesai melaksanakan penelitian di SMK NEGERI 1 TAPUNG HULU, di Desa Rimba Beringin, Kecamatan Tapung Hulu, Kabupaten Kampar, Provinsi Riau. Selama 3 (tiga) minggu terhitung mulai 25 April 2025 – 15 Mei 2025.

Demikian keterangan telah melakukan PraRiset untuk menyusun skripsi mahasiswa Program Studi Pendidikan Bahasa Inggris ini dibuat untuk dipergunakan perlunya, atas perhatiannya dan kerjasaman yang baik kami ucapan terima kasih.

Tapung Hulu , 08 Mei 2025
 Kepala
 SMK NEGERI 1 TAPUNG HULU


 NANANG SUNARTO, S.Pd., M.Pd
 NIP.19720304 199903 1005





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DOCUMENTATION

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





CURRICULUM VITAE

Siti Aisyah Rahayu was born on Agustus, 18 th 2002 in Tapung Hulu. She is the daughter from Mr. Suwirman and Mrs. Puji Lestari. She has three sisters named Rianda Cahyani Ningsih, A.Md.Ak, Fitri Yana Sri Damayanti, and Almira Setiani. In 2010, she graduated from State Elementary School 17 Tapung Hulu. Then she continued her study at State Junior High School 2 Tapung Hulu in 2014.

Moreover, in 2020 the writer graduated from State Senior High School 1 Tapung Hulu. In 2021, she was accepted become one of the students in English Education Department, Faculty of Education and Teaching Training of State Islamic University of Sultan Syarif Kasim Riau. On 2024, she was doing KKN (Kuliah Kerja Nyata) in Sungai Beringin, Tembilahan. Then she was doing Pre-Service Teacher Training Practice at Azzuhra Islamic senior High School Pekanbaru on September to Desember 2024.

Finally, she followed Final Examination and her Thesis entitled: "Examining the Relationship between Students' Emotions in Foreign Language and Their English-Speaking Ability at Eleventh Grade of Smkn 1 Tapung Hulu."

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