

**A Survey of Senior High School Students' Anxiety in English Foreign Language
Classroom**

A Skripsi

Submitted to Language Education Faculty as a Partial Fulfillment of the
Requirements for the Degree of

Sarjana Pendidikan



Bunga Rachmi Rosyfa

20180810044

English Language Education Department

Faculty of Language Education

Universitas Muhammadiyah Yogyakarta

2022

Statement of Authenticity

Statement of Authenticity

I am a student with the following

Name : Bunga Rachmi Rosyfa

Student Number : 20180810044

Study Program : English Language Education

Faculty : Faculty of Language Education

University : Universitas Muhammadiyah Yogyakarta

Certify that this *skripsi* entitled “**A Survey of Senior High School Students’ EFL Anxiety Classroom**” is certainly my own work, and it does not consist of other people's work. I am entirely responsible for the content of this *skripsi*. Others’ opinion findings included in this *skripsi* are quoted in accordance with ethical standards.

Yogyakarta, 23th June 2022



Bunga Rachmi Rosyfa

20180810044

Acknowledgment

Firstly, I would like to thank Allah SWT for providing me with the health and well-being required to complete my *skripsi*. Thank you for always being with me and trusting me. I always trust Your plan for me in the future. I would also like to express my gratitude to Prophet Muhammad Sallallahu Alaihi Wasallam for guiding me to a better life. I sincerely applaud Miss Indah Puspawati, S.Pd., M.A., my adorable *skripsi* advisor. Thank you for always encouraging me during a hard time, improving feedback on my *skripsi*, and being patient with me. Thank you for the time you have taken during your busy life to guide me in writing this *skripsi*. This hard work is impossible to be done without you.

Proudly, I dedicated this *skripsi* to my lovely parents, who always believe in me. To the coolest parents in the world, Mama and Bapak, thank you for the prayers that you always do every prostration for the smooth running of your child in carrying out a struggle that God willing will reach its glory. Thank you for your patience, advice, motivation and always encouragement. I promise to make you happy and proud. I love you both to the moon and back. I could not have done the *skripsi* without your supportive faith and motivation.

Special thanks to my beloved boyfriend Muhammad Ilham Fuadi who is always besides me, we have been go through ups and downs together since 2014. You made my day! Next, don't forget to my dearest friends Rafika Nedy Swastika and Wulan

Rachmawati who are always support me during my skripsi, thank you so much god bless you.

Another special thanks to my cats Belly, Lulu, Lucky, and Luna. They always accompany me whenever I feel lonely, happy, and sad. Thank you for taking care of me and being my friend. I wish you guys long and healthy life. You will always be in my heart I love you. I can't describe that I love you so much guys.

Also, special thanks to our idol Justin Bieber who always accompanies me to do my *skripsi* while listening to his songs that always makes me excited all the time. I always support you and hope we can meet someday at your concert in November 2022 Insha Allah. I am a belieber since I was 11 years old. Thank you for always giving the sad and joy with your songs. He has a wonderful voice. Your masterpiece will always be eternal.

Last, but not least, I want to thank me Bunga Rachmi Rosyfa for believing in me. I want to thank me for doing all this hard work. I want to thank myself for having no days off. I want to thank myself for not giving up till now. You did great! Let's forgive any thing that makes you hurt. Let's make peace with yourself. The journey is still long and full of twists and turns and will be more challenging, but I am on my journey. I am so proud of you Bunga Rachmi Rosyfa. You go girl!

Best Regards,

Bunga Rachmi Rosyfa

Table of Content

Approval Page	i
Statement of Authenticity.....	ii
Acknowledgment	iii
Table of Content	v
List of Table	ix
Table of Figure	x
Abstract	xi
Chapter One Introduction.....	1
Background of Study	1
Identification of the Problem.....	4
Delimitation of the Problem	5
Research Questions	5
Objective of the Research	6
The Significances of the Research.....	6
Students	6
Teachers	7
Other Researchers	7
Organization of the Chapters.....	7
Chapter Two Literature Review	9

Anxiety	9
Factors of Foreign Language Classroom Anxiety	10
Personality Component	10
Student's Beliefs	11
Teacher's Beliefs	11
Interaction between Student and Teacher	11
Atmosphere in the Class.....	11
Test Situation Could Lead the Student to be Anxious.....	11
Foreign Language Anxiety.....	12
Trait anxiety	14
State anxiety	14
Situation specific anxiety	15
Factors of Students' Anxiety.....	15
Communication Apprehension.....	15
Test Anxiety	15
Fear of Negative Evaluation.....	16
Strategies to Overcome the Students' Anxiety.....	16
Preparation.....	17
Relaxation.....	17
Positive Thinking.....	17
Peer Seeking	18
Resignation.....	18

Review of Related Studies	19
Conceptual Framework	22
Chapter Three Methodology	24
Research Design	24
Research Setting	25
Research Population and Sample.....	25
Population.....	25
Sample.....	26
Data Collection Method	27
Instrument of the Research.....	27
Validity.....	29
Reliability	33
Data Analysis.....	35
Reporting.....	37
Chapter Four Results and Discussion	38
Results.....	38
The factors of senior high school students' EFL anxiety.....	38
The strategies used by students to overcome their anxiety	40
Discussion	42
The factors of senior high school students' EFL anxiety.....	42
Students' Beliefs.....	43
Teachers' Beliefs	45

Interaction Between Students and Teacher	47
Atmosphere in the Class.....	48
The strategies used by students to overcome their anxiety	50
Preparation.....	50
Positive Thinking.....	52
Relaxation.....	53
Peer Seeking	55
Resignation.....	56
Chapter Five Conclusion and Suggestions.....	58
Conclusion.....	58
Suggestions.....	60
Teachers	60
Students.....	61
Other Researchers	61
References	63
Appendices	70

List of Table

Table 1 Scale of factors and strategies the senior high school students' EFL anxiety classroom	29
Table 2 Aiken Test Formula	31
Table 3 Validity Criteria	31
Table 4 The Results of the Validity for the Questionnaire	32
Table 5 The interpretation of Cronbach's Alpha Score	34
Table 6 Reliability Statistics.....	35
Table 7 Mean criteria for questionnaire factors and strategies the students' anxiety in EFL learning.....	36
Table 8 The mean score of the factors senior high school students' anxiety in EFL learning.....	39
Table 9 The mean score of the strategies used by senior high school students to overcome their anxiety in EFL learning	41
Table 10 Factor Anxiety "Students' beliefs"	43
Table 11 Factor Anxiety "Teachers' beliefs"	45
Table 12 Factor Anxiety "Interaction between students and teacher"	47
Table 13 Factor Anxiety "Atmosphere in the class"	49
Table 14 Students' strategy "Preparation"	51
Table 15 Students' strategy "Positive Thinking"	52
Table 16 Students' strategy "Relaxation"	54
Table 17 Students' strategy "peer seeking"	55
Table 18 Students' strategy "Resignation"	56

Table of Figure

Figure 1 Conceptual Framework 22