THE EFFECT OF STUDENTS' ANXIETY
ON THEIR ENGLISH ACHIEVEMENT
AT NINTH GRADE OF
SMPN 1 AJUNG

UNDERGRADUATE THESIS

IAIN JEMBER

By:

Mariamal Luklua
SRN: T20166041

STATE INSTITUTE OF SLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHING TRAINING
ENGLISH EDUCATION DEPARTMENT
MARCH 2021

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Submitted to State Institute of Islamic Studies of Jember
to fulfill one of the requirements
for Bachelor Degree *(S.Pd)*
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Day: Wednesday

Date: March 3rd, 2021

The Board of Examiners

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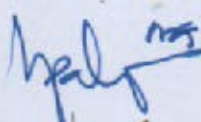
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MOTTO

... يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ...

"Allah will exalt in degree those of you who believe, and those who have been granted knowledge." (Q.S. al-Mujadalah: 11)[1]

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[1] Muhammad Taqi-ud-Din Al-Hilali & Muhammad Muhsin Khan, *The Noble Qur'an English Translation of The Meanings and Commentary*, 747.

DEDICATIONS

This undergraduate thesis is presented to my lovely mother (Ibu Jamilah) and father (Bapak Muhammad) whom I love and thank so much for all of your struggle both financial and spiritual.

ABSTRACT

Mariamal Luklua, 2021. *The Effect of Students' Anxiety on Their English Achievement at Ninth Grade of SMPN 1 Ajung.*

Keywords: Anxiety, English Achievement

English has become one of compulsory subjects taught in most of Indonesian school. Nevertheless, most of students faced difficulties in English learning. Based on the preliminary study, it was found that many of them did not like English subject and it impacted on their English achievement. There were many students got under the criteria of minimum score determined by the school. Besides, there were many students who had no confidence either in writing or in speaking class. Therefore, this research wanted to know whether there was significant effect of students' anxiety on their English achievement at Ninth grade of SMPN 1 Ajung. The objectives of this research were: 1) to describe the level of students' anxiety at Ninth grade of SMPN 1 Ajung, 2) to describe the level of students' English achievement at Ninth grade of SMPN 1 Ajung, 3) to examine whether there was significant effect of students' anxiety on their English achievement at Ninth grade of SMPN 1 Ajung.

This research design was quantitative with associative approach consisting of two variables, dependent and independent variables. The sampling technique used was proportionate stratified random sampling in which the researcher identified the characteristics based on the students' achievement level classification. The researcher adopted students' anxiety from Horwitz to check the level of students' anxiety. Meanwhile, the students' achievement was taken from their mid-term test score because the process of this research took for 2 semesters. After validating the questionnaire to validator, the researcher distributed it to the sample. Then, the researcher analyzed the association by using simple regression analysis.

The results showed: 1) students' anxiety level at Ninth grade of SMPN 1 Ajung were 12,5% in low category, 60,71% in moderate category, and 26,78% in high category, 2) students' English achievement level at Ninth grade of SMPN 1 Ajung were 25% in low category, 58,03% in moderate category, and 16,96% in high category, 3) there was significant negative effect (22,6%) of students' anxiety on their English achievement at Ninth Grade of SMPN 1 Ajung. It indicated that students who had higher anxiety level tended to have lower achievement level. On the contrary, students who had lower anxiety level tended to have higher achievement level.

ACKNOWLEDGEMENT

First and foremost, the writer says *Alhamdulillah* to the Almighty Allah SWT who has been giving some mercies and blessing, so the writer could accomplish this undergraduate thesis making process as one of the requirements for Bachelor Degree well. Second, *sholawat* and *salam* always be given to our prophet Muhammad SAW, while His human race in the last period.

This undergraduate thesis is for achieving Bachelor Degree *(S.Pd)* in faculty of *Tarbiyah* and Teaching Training at English Education Department of IAIN Jember. The undergraduate thesis entitled, "The Effect of Students' Anxiety on Their English Achievement at Ninth Grade of SMPN 1 Ajung."

The writer is grateful to many who have made this undergraduate thesis possible, including families, colleagues, and teachers. The writer is fully aware that this undergraduate thesis could be produced with the generous support and encouragement of others. The writer especially wants to thank to;

1. Prof. Babun Suharto, S.E, M.M as the Director of IAIN Jember who has been giving the opportunity to study in this institution

2. Dr. Mashudi, M.Pd as the dean of *Tarbiyah* Faculty and Teacher Training.

3. Mr. Asyari, M.Pd.I as the head of English Department who has motivated during English learning process

4. Mrs. Sofkhatin Khumaidah, M.Pd., M.Ed., Ph.D as the advisor of this undergraduate thesis who has helped, supported, gave encouragement and insightful suggestion during this work

5. All of lecturers who always taught English and other subjects patiently

6. Mrs. Wiwuk Ika Septiani Dewi as the English teacher at SMPN 1 Ajung who has given the opportunity to disturb the English learning process for conducting this research

7. Mr. Sigit Suyitno as the principal of SMPN 1 Ajung who allowed to conduct this research

8. All students at SMPN 1 Ajung for lending the invaluable time and participating to accomplish the process of this research

9. All my friends

The writer wishes Allah always blesses you all. The writer sincerely hopes that through this undergraduate thesis, the further knowledge and understanding of research for educational improvement will be enhanced. Besides, this undergraduate thesis is far from being perfect, thus, the writer appreciates any questions, comments, and suggestions for next revision.

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CHAPTER I

INTRODUCTION

A. Research Background

Lately, the need of mastering English as one of the most spoken languages in the world is extremely increased. As it was said that English is the major window for us to the outside world. We dare not to close that window, and if we do it, we will spell peril for the future.[1] English is considered as one important foreign language that should be acquired by Indonesians, particularly, for many reasons, such as for education. It might be seen from some institutions, either formal or non-formal, that provide an English studying program for their students. In Junior High School, for instance, English has become one of compulsory subjects taught. However, despite having learnt English for about several years, most of Indonesian students are still unsatisfactory in their English skill. It happens because of several reasons, such as anxiety.

The term of "Language Anxiety" has long been discussed since several years ago. Linguists have been interested with anxiety in learning second or foreign language because of the effect which weakens the learners and learning process. This was started in the mid-1960s in which researchers have suspected that anxiety inhibits foreign/second language

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[1] Geoffrey Broughton, *Teaching English As a Foreign Language*, (London: Taylor & Francis e-Library, 2003), 2.

1

learning.[2] In relation with this fact, many researchers on the next several decades, such as Horwitz and MacIntyre had underlined that anxiety in second or foreign language has negative effects in the classroom. One of the arguments why anxiety tends to occur in a second or foreign language class was confirmed by Guiora that language learning itself is "a profoundly unsettling psychological proposition" because it directly threatens an individual's self-concept and worldview.[3]

A study by Elsadig Mohamed Khalifa Gawi in 2020 entitled, "The Impact of Foreign Language Classroom Anxiety on Saudi Male Students' Performance at Albaha University."[4] He found that there was significant effects of foreign language anxiety on the Saudi male students' performance at Albaha University. On the other hand, Dewa Ayu Ari and Putu Ayu Paramita in 2016 found in their research entitled, *"Pengaruh Anxiety Dalam Speaking Activities"*[5] that there was an effect contributing between students' anxiety at XIA of SMAN 1 Blahbatuh in academic year 2015/2016 and their English speaking skill for about 79%. In addition, a study was conducted by Tuti Hidayati in 2018 entitled, "Student Language Anxiety in Learning English: Examining non-English Major Students in

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[2] Jennifer D. Ewald, "Foreign Language Learning Anxiety In Upper-Level Classes: Involving Students as Researchers", *Foreign Language Annals 40,* no. 1 (2007): 122.

[3] Horwitz et. al., "Foreign Language Classroom Anxiety", *The Modern Language Journal 70*, no. 2 (2012): 125.

[4] Elsadig Mohamed Khalifa Gawi, "The Impact of Foreign Language Classroom Anxiety on Saudi Male Students' Performance at Albaha University", *Arab World English Journal (AWEJ)) 11*, no. 2 (2020).

[5] Dewa Ayu Ari Wiryadi Joni & Putu Ayu Paramita Dharmayanti, "Pengaruh Anxiety Dalam Speaking Activity", *Jurnal Bakti Saraswati 5*, no. 2 (2016).

Rural Area."[6] The result showed that most of non-English major students studying in State Islamic College of Teungku Dirundeng Meulaboh West Aceh exhibited a fairly high level of language anxiety. Furthermore, fear of negative evaluation was perceived to contribute the most to their experiencing anxiety in English class of the four components related to language anxiety.

Anxiety can be experienced by everyone of all ages; children, teenagers, adults, and even the elderly. This usually occurs at certain times, such as when riding a vehicle, doing public speaking, and waiting for the announcement of the results of graduation. For students, most of them will feel anxious when faced with specific subjects, such as Mathematics, Science, and English which they think are scary. Ganschow and Sparks, as cited by Thomas Joko Priyo Sembodo, confirmed that anxiety manifestation in second or foreign language learning situation shown by learners can be classified as an specific anxiety reaction which is similar to Math or Physics anxiety.[7] It was supported by Horwitz, Horwitz, & Cope who argued that the subject's feelings, psycho-physiological indications, and their behavioral reaction in language learning situation are basically the same as any other specific anxiety.[8]

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[6] Tuti Hidayati, "Student Language Anxiety in Learning English: Examining non-English Major Students In Rural Area", *Indonesian Journal of English Teaching and Applied Linguistics 2*, no. 2 (2018).

[7] Thomas Joko Priyo Sembodo, "Dampak Dan Strategi Untuk Mengatasi Kecemasan Berbicara Dalam Pembelajaran Bahasa Inggris Sebagai Bahasa Ke-2 (ESL) Dan Asing (EFL)", *Jurnal Lingua Aplicata 2*, no. 2 (2018): 2.

[8] Horwitz et. al., *Foreign Language*, 125.

Depended on the preliminary study, the researcher found that most of students at Ninth Grade of SMPN 1 Ajung did not like English subject and many of them had difficculties in English learning. It impacts on the students' English achievement. So many students got under the criteria of minimum score determined by the school. As it was said by the English teacher that 10% of students at A class got under the criteria of minimum score, 50% of students at B class got under the criteria of minimum score, while 90% of students at C, D, E, and F class got under the criteria of minimum score. On the other hand, there were many students who had no confidence either in writing or speaking class. It is shown when they had to write something, even only one sentence, they seemed to be shy and fear of making mistakes. Whereas, they could actually do it well. Therefore, the researcher assumes that the students' low achievement was caused by anxiety in English learning.

Based on the statements above, the researcher is interested in conducting a reasearch entitled "The Effect of Students' Anxiety on Their English Achievement at Ninth Grade of SMPN 1 Ajung."

B. Research Questions

The research questions of this research could be formulated as follows:

1. How was the level of students' anxiety at Ninth Grade of SMPN 1 Ajung?

2. How was the level of students' English achievement at Ninth Grade of SMPN 1 Ajung?

3. Was there any significant effect of students' anxiety on their English achievement at Ninth Grade of SMPN 1 Ajung?

C. Research Objectives

In accordance with the background and research problem above, the objectives of this research were:

1. To describe the level of students' anxiety at Ninth Grade of SMPN 1 Ajung.

2. To describe the level of students' English achievement at Ninth Grade of SMPN 1 Ajung.

3. To examine if there was significant effect of students' anxiety on their English achievement at Ninth Grade of SMPN 1 Ajung.

D. Research Significances

1. Theoretically

The researcher hoped this research can contribute to the development of science, especially a study about students' anxiety in relation with their English achievement.

2. Practically

a. For teachers

This research was expected to give information about the level and the effect of students' anxiety on their English achievement.

b. For researchers

This research can be useful as a reference for the next researchers about the relation between students' anxiety and their English achievement.

E. **Limitation and Delimitation of the Research**

The limitation of this research was on using Foreign Language Classroom Anxiety Scale questionnaire in which it was adopted, instead of being adapted, from Horwitz. The scale was created long before the pandemic era, while this research was done after the pandemy in which online learning was the new norm. That anxiety faced by the students in online learning might be different from the one in offline learning was out of control of the researcher. Meanwhile, the delimitation of this research was its focus on the problem in terms of students' anxiety on their English achievement at Ninth grade of SMPN 1 Ajung.

F. **Research Variables**

According to Sugiyono, "Research variable is an attribute or characteristic or value of person, object or activity that has certain variety decided by the researcher to be learned, then, the conclusion is made." Based on the context of one variable to others, so variable is divided into dependent and independent variable. The two variables in this research were:

1. Students' anxiety, as the independent variable (free variable) that influenced the dependent variable. It was symbolized with "X".

2. Students' English achievement, as the dependent variable that was influenced by the independent variable. It was symbolized with "Y".

G. Definition of Key Terms

a. Students' anxiety

Anxiety is a common feeling experienced by many people when they are in certain situation or hear something that makes them afraid and worried. However, students' anxiety is a common experience faced by the students when they are in specific subjects, such as Mathematic, Science, and English in which they think are scary. In this case, the students' anxiety at Ninth grade of SMPN 1 Ajung occurs when they faced an English subject.

b. Students' English achievement

Achievement is a result of cognitive assessment and it usually emphasizes on grades or scores as the evaluation in each subject. Achievement in this study includes formal assessment in terms of summative as it occurs at the end of a lesson, unit, or course and therefore attempt to measure, or summarize, what a student has grasped. It can be said that students' English achievement is a result that is achieved by the students in terms of English skills (including listening, reading, speaking and writing). The achievement was taken from the students' mid-term test score.

H. Research Assumption

Research assumption is referred to a basic assumption or postulate, that is a point of thought which truth is accepted by the researcher. Basic assumption must be clearly formulated before data collection research.[9] In this case, the researcher assumed that:

"There was a significant effect of students' anxiety on their English achievement at Ninth Grade of SMPN 1 Ajung 2020/2021 academic year.

I. Hypotheses

Hypotheses are statements in quantitative research in which the investigator makes a prediction or a conjecture about the outcome of a relationship among attributes or characteristics.[10] Therefore, the hypotheses of this research were:

a. Alternative Hypothesis (H_a): there was significant effect of students' anxiety on their English achievement at Ninth Grade of SMPN 1 Ajung.

b. Null Hypothesis (H_o): there was no significant effect of students' anxiety on their English achievement at Ninth Grade of SMPN 1 Ajung.

J. Preview of Subsequent Chapters

This research is presented in several chapters with systematics as follows:

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[9] Tim Penyusun Buku Pedoman Penulisan Karya Ilmiah IAIN Jember Tahun 2019, 39.

[10] John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Person Education, 2012), 111.

Chapter one is an introduction which consists of description about research background, research questions, the objectives of the research, the significances of the research, limitation and day limitation of the research, research variables, definition of key terms, research assumption, hypotheses, and preview of subsequent chapters.

Chapter two is a literature review which consists of a description about the previous research related to this research that will be conducted and theoretical framework which is used as a guideline in conducting research.

Chapter three is a research methodology that consists of approach and kind of research, population and sample, research instruments and data collection method, and data analysis.

Chapter four is findings and discussions that consist of research setting description, data display, analysis and hypothesis testing.

Chapter five is conclusion of all discussions related to research question and the object of the research. Then, suggestions for the development of education.

CHAPTER II

LITERATURE REVIEW

This chapter presents a literature review which consists of description about the previous research related to this research and theoretical framework which is used as a guideline in conducting this research.

A. Previous Research

There are a lot of researches related to anxiety, some of them are as follows:

1. A research conducted by Mustofa Amiri and Behzad Ghonsooly in 2013 entitled, "The relationship between English Learning Anxiety and the Students' Achievement on Examinations."[11] This research used quantitative approach. It was for students at Gonabad University of Medical Science, Iran. The researcher focused on investigating the relationship English language anxiety and the students' achievement on Examinations. The results showed that high anxiety affected the students' achievement (r=0.348, p<0.001). Moreover, the English classroom anxiety proved to be much more significant than other anxiety levels (r=0.36).

2. A research conducted by Nuraisyiah, Nurdiana and Muhammad Imam Ma'ruf in 2019 entitled, *"Pengaruh Gangguan Kecemasan*

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[11] Mustofa Amiri & Behzad Ghonsooly, "The Relationship between English Learning Anxiety and The Students' Achievement on Examination," *Journal of Language Teaching and Research* 6, no. 4 (July, 2015): 856.

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Terhadap Hasil Belajar Siswa di SMK Negeri 1 Makassar."[12] This research used quantitative approach. It was in SMKN 1 Makassar and for students learning outcomes in Accounting subject. The researcher focused on determining the effect of anxiety disorders on the student learning outcomes. The results showed that anxiety disorders on student learning outcomes in class XI accounting subjects at SMK 1 Makassar through nine indicators, namely: tense, confused, worried, difficult to concentrate, unable to sleep, heart palpitations, excessive cold seat, frequent trembling, and stomach ache has a negative and significant effect.

3. A research conducted by Frinda Imroatus Solihah and Corry Liana in 2017 entitled, *"Pengaruh Tingkat Kecemasan Siswa Terhadap Prestasi Belajar Sejarah Siswa Kelas X IPS 2 SMAN 12 Surabaya."*[13] This research used quantitative approach. It was in SMAN 12 Surabaya and for students' *Sejarah* achievement. The researcher focused on analyzing how big is the level of students' anxiety on their *Sejarah* achievement using *Giving Question and Getting Answer* method. The results showed that the average anxiety level of student was 68.44, and the average of *Sejarah* learning achievement was 77,98.

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[11] Nuraisyiah et. al., "Pengaruh Gangguan Kecemasan terhadap Hasil Belajar Siswa di SMK Negeri 1 Makassar," *Jurnal Ekonomi dan Pendidikan 2,* no. 2 (Juli, 2019): 10-15.

[12] Frinda Imroatus Solihah and Corry Liana, "Pengaruh Tingkat Kecemasan Siswa terhadap Prestasi Belajar Sejarah Siswa Kelas X IPS 2 SMAN 12 Surabaya," *e-Jurnal Pendidikan Sejarah 5,* no. 3 (2017): 1138.

4. A research conducted by Ni Putri Eka Dimas Prameswari in 2017 entitled, *"Pengaruh Anxiety Terhadap Kemampuan Komunikasi Matematis Ditinjau Dari Kecerdasan Majemuk Peserta Didik Kelas VII."*[14] This research used quantitative approach. It was for seventh grade of SMPN 1 Tanjung Raja. The researcher focused on whether there was significant effect of anxiety to the students' Mathematic communication skill. The results showed that there was an effect of anxiety on Mathematical communication skills and influence of multiple intelligences on Mathematical communication skills, and there was no interaction between Mathematic anxiety and multiple intelligence on Mathematical communication skills.

5. A research conducted by Mojtaba Aghajani and Hanieh Amanzadeh entitled, "The Effect of Anxiety on Speaking Ability: an Experimental Study on EFL Learners."[15] This research used quantitative approach. It was for 40 upper-intermediate adult (male and female) EFL learners. The researcher focused on investigating the relationship between students' anxiety and their communication performance. The result showed that there was significant negative relationship between students' anxiety and their communication performance.

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[14] Ni Putri Eka Dimas Prameswari, "Pengaruh Anxiety terhadap Kemampuan Komunikasi Matematis Ditinjau dari Kecerdasan Majemuk Peserta Didik Kelas VII" (Skripsi, Universitas Islam Negeri Raden Intan, Lampung, 2017).

[15] Mojtaba Aghajani and Hanieh Amanzadeh, "The Effect of Anxiety on Speaking Ability: An Experimental Study on EFL Learners," *Journal of Applied Linguistics and Language Research* 4, no. 7 (2017): 154.

Some similarities and differences between this research and the

previous research are presented in table below:

Table 2.1

The Similarities and Differences between This Research

and The Previous Research

No	Research Title	Similarities	Differences
1.	2	3	4
1.	Mustofa Amiri and Behzad Ghonsooly in 2015, "The Relationship between English Learning Anxiety and the Students' Achievement on Examinations"	a. Both are quantitative research b. Both are using Foreign Language Classroom Anxiety Scale adopted from Horwitz as the questionnaire c. Both are about anxiety	a. The object of the previous research was at Gonabad University of Medical Sciences Iran, while this research is at SMPN 1 Ajung b. The previous research used convenience sampling, while this research use proportionate stratified random sampling c. The data analysis of the previous research used correlation, t-test, and some descriptive statistics, while this research used simple linear regression
2.	Nuraisyiah, Nurdiana and Muhammad Imam Ma'ruf in 2019, *"Pengaruh Gangguan Kecemasan Terhadap Hasil Belajar Siswa di SMK Negeri 1 Makassar"*	a. Both are quantitative research b. Both are about anxiety c. Both use proportionate stratified random sampling	a. The dependent variable of prevous research was students learning outcomes in Accounting subject, while this research is students' English achievement b. The object of previous research was at SMKN 1 Makassar, while this research is at SMPN 1 Ajung c. The previous research used simple linear regression analysis and t-test, while this research use only simple linear regression analysis
3.	Frinda Imroatus Solihah and Corry Liana in 2017, *"Pengaruh Tingkat Kecemasan Siswa Terhadap Prestasi Belajar Sejarah Siswa Kelas X IPS 2 SMAN 12 Surabaya"*	a. Both are quantitative research b. Both are about students' anxiety c. Both data analysis technique use simple linear regression	a. The previous research used random sampling technique, while this research uses proportionate stratified random sampling b. The dependent variable of Liana's research was students' Sejarah achievement, while this research is students' English achievement c. The object of Liana's research was at SMAN 12 Surabaya, while this research is at SMPN 1 Ajung

1	2	3
4.	Ni Putri Eka Dimas Prameswari in 2017, *"Pengaruh Anxiety Terhadap Kemampuan Komunikasi Matematis Ditinjau Dari Kecerdasan Majemuk Peserta Didik Kelas VII"*	a. Both are quantitative research b. Both are about anxiety c. Both use students' at Junior High School as the sample	a. The research design of Prameswari's research was 3x3 factorial, while this research is associative research design b. The dependent variable of Prameswari's research was students' skill in Mathematic communication, while this research is students' English achievement c. The sampling technique of Prameswari's research was cluster random sampling, while this research is proportionate stratified random sampling
5.	Mojtaba Aghajani and Hanieh Amanzadeh in 2017, "The Effect of Anxiety on Speaking Ability: an Experimental Study on EFL Learners"	a. Both are quantitative research b. Both are about anxiety c. Both use Foreign Language Classroom Anxiety Scale adopted from Horwitz as the questionnaire	a. The dependent variable of previous research was speaking, while this research is English achievement b. The object of the previous research was at private language institutes in Tehran, while this research is at SMPN 1 Ajung c. The sampling technique of the previous research used convenience sampling, while this research is proportionate stratified random sampling.

By looking at the similarities and differences between the previous and this research, it can be concluded that the distinction of this research focuses on investigating the effect of students' anxiety on their English achievement at Ninth grade of SMPN 1 Ajung.

B. Theoretical Framework

1. Anxiety

The Encyclopedia Britannica ultimate reference suite provides the following definition for anxiety: "a feeling of dread,

fear, or apprehension, often with no clear justification."[16] Besides, Oxford Advanced Learner's Dictionary exhibits two contradicting definitions of the term anxiety, one is negative as "the state of feeling nervous or worried that something bad is going to happen," while the other is positive as "a strong feeling of wanting to do something or of wanting something to happen."[17]

Moreover, it has been defined by different scholars in the field of language learning and educational psychology. Generally, the term "anxiety" is defined by Scovel as "apprehension, a vague fear that is only indirectly associated with an object."[18] Specifically, Spielberger defines anxiety as "an unpleasant emotional state or condition that is characterized by subjective feeling of tension, apprehension, and worry, and by activation or arousal of the autonomic nervous system."[19]

As for the classroom learning environments, and according to Horwitz, anxiety is regarded as "distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.."[20] Meanwhile, foreign language anxiety is defined by MacIntyre as "worry and negative emotional reaction aroused when

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[16] Mustofa Amiri & Behzad Ghonsooly, *The Relationship between English*, 856.

[17] Albert Sydney Hornby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford: Oxford University Press, 2001), 45.

[18] Hashemi, *Language Stress and Anxiety*, 1812.

[19] Elaine K. Horwitz, "Language Anxiety and Achievement," *Annual Review of Applied Linguistics* 21, no. 1 (2001): 113.

[20] Horwitz et. al., *Foreign Language Classroom*, 125.

learning or using a second language."[21] Considering the various definitions offered, the one proposed by Horwitz implies that anxiety is aroused by learning process which are manifested in class as it happens in this research. Regardless of different definitions for anxiety, it is different types and degrees.

a) Types of anxiety

There are three types of language anxiety as follows:[22]

1) Trait anxiety

Trait anxiety is relatively stable personality characteristic, 'a more permanent predisposition to be anxious.'[23] It may be defined as an individual's likelihood of becoming anxious in any situation. MacIntyre & Gardner, as quoted by Alessia, described this feeling as "general personality trait that is relevant across several situations.[24]

2) State anxiety

As cited by Alessia from Spielberg, "state anxiety is a sense of uneasiness that may be experienced at a particular moment in time, as a response to a definite

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[21] Ana Fergina, "The Effect of Language Anxiety in The Classroom,",*Jurnal Guru Membangun* 24, no. 2 (2010): 855.

[22] Mustofa Amiri & Behzad Ghonsooly, *The Relationship between English*, 856.
[23] Hashemi, 1812.
[24] Alessia, Occhipinti, "Foreign Language Anxiety in In-Class Speaking Activities Two Learning Contexts in Comparison" (Thesis, University Of Oslo, 2009), 14.

situation, for example, prior to an examination.[25] In addition, state anxiety is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test.[26]

3) Situation specific anxiety

Situation specific anxiety is related to apprehension unique to specific situations and events.[27] It caused by specific situation or event such as public speaking, examinations or recitations.

Among these types of anxiety, situation-specific anxiety occurs mostly in case the students are in test-taking situation. The anxiety also occurs when students have to speak in front of the class or in public during speaking activity.[28]

On the other hand, Horwitz describes three varieties of foreign language anxiety such as:

1) Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Difficulty in speaking in dyads or groups (oral communication anxiety) or in public ("stage

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[25] Alessia, 14.

[26] Hashemi, *Language Stress and Anxiety*, 1812.

[27] Selami Aydin, "an Investigation on The Language Anxiety and Fear of Negative Evaluation among Turkish Efl Learners," *Asian Efl Journal* 30, no. 1 (2008): 422-423.

[28] Dea Ann Pratiwi and Sulastri Manurung, "The Correlation between Students' Anxiety and Students' Achievement in Learning English," *Jurnal Cahaya Pendidikan* 5, no. 1 (2019): 13.

fright"), or listening to or learning a spoken message (receiver anxiety) are all manifestations of communication apprehension.

2) Test-anxiety refers to a type of performance anxiety stemming from a fear of failure. Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. Students who are test-anxious in foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most prepared students often make errors.

3) Fear of negative evaluation defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively," is a third anxiety related to foreign language learning. Although similar to test-anxiety, fear of negative evaluation is broader in scope because it is not limited to test-taking situations; rather, it may occur in any social, evaluative situation such as interviewing for a job or speaking in foreign language class.[29]

Based on some types of anxiety above, it might be said that anxiety faced by the students at SMPN 1 Ajung

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[29] Horwitz et. al., *Foreign Language Classroom*, 127-128.

includes in situation specific anxiety type in which they felt anxious in English subject, communication apprehension in which they seemed to be shy to speak with others, and fear of negative evaluation in which they had to write something, even only a simple sentence, they seemed to fear for making mistakes.

b) Factors causes for anxiety

There are some factors causes for anxiety, such as:

1) Learners' personality and attitudes towards learning

a) Self-esteem: is a self-judgement of worth and value, based on feelings of efficacy, a sense of interacting effectively with one's own environment. Among those highly anxious language students, those with high self-esteem might handle their anxiety better than those with low self-esteem, resulting in better performance.

b) Introversion: extroverts are often stereotyped as being out-going and talkative and, therefore, better language learners, since they are more likely participateopenly in the classroom and seek out opportunities to practice. Introverts, might be considered less apt language learners, since they seem to be too reserved, too self-

restrained. Students who are shy of socilizing and take other's evaluation serious are more highly anxious.[30]

2) Teachers' attitudes, students class styles and learning experience

Teachers' attitude towards language and students has direct influence on students' anxiety. Teachers who are strict or emphasize the accuracy of language make students nervous. Teaching style influences students. For most students in China, class presentation or oral exam make them highly nervous. Competitiveness can lead to language anxiety. This happens when language learners compare themselves to others or to an idealized self-image, which they can rarely attain.

Meanwhile, Price, as quoted by Amiri, stated four factors of anxiety as follows:

1) The difficulty level of foreign language classes.

2) Personal perception of language aptitude.

3) Certain personality variables (e.g., perfectionism and fear of public speaking).

4) Stressful classroom experiences.[31]

On the other hand, Young mention six factors of anxiety such as:

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[30] Ling Hu & Nawan, "Anxiety in Foreign Language Learning," *in International Conforence on Global Economy, Commerce and Service Science (GECSS),* (Atlantis Press, 2014), 123.

[31] Mostofa Amiri & Behzad Ghonsooly, *The Relationship between English*, 856.

1) Personal and interpersonal.

2) Learners beliefs about language learning.

3) Instructor beliefs about language teaching.

4) Instructor learner interactions.

5) Classroom procedures.

6) Language tests.[32]

Accordingly, factors causes for anxiety in each student are various. It might be caused of introvert person, teacher's attitudes, classroom procedures, personal perception, having high self-esteem, and difficulty level of English language class.

c) Characteristics of anxiety

1) General avoidance: 'forgetting' the answer, showing crelessness, cutting class, coming late, arriving unprepared, low levels of verbal production, lack of volunteering in class, seeming inability to answer even in the simplest questions.

2) Physical actions: squirming, fidgeting, playing with hair or clothing, nervously touching objects, stuttering or stammering, displaying jittery behavior, being unable to reproduce the sounds of intonation of the target language even after repeated practice.

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[32] Ana Fergina, *The Effect of Language Anxiety* ,856.

3) Physical symptoms: complaining about a headache, experiencing tight muscles, feeling unexplained pain or tension in any part of the body.

4) Other signs which might reflect language language anxiety, depending on the culture: over-studying, perfectionism, social avoidance, conversational withdrawal, lack of eye contact, hostility, monosyllabic or noncommital response, image protection or masking behaviors (exaggerated smile, loghing, nodding, joking), failing to interrupt when it would be natural to do so, excessive self-effacement and self-criticism ('I am so stupid').[33]

Meanwhile, Horwitz, Horwitz & Cope mentioned several characteristics of anxiety, such as the subjective feelings, psychological symptoms, and behavioral responses of the anxious foreign language learners. They experience apprehension, worry, even dread. They have difficulty concentrating, become forgetful, sweat, and have palpitations. They exhibit avoidance behavior such as missing class and postponing homework.[34]

Therefore, several characteristics above are possibly feel by students when they are in English learning process. Each student has different characteristics of anxiety. Some of them

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[33] Ling Hu & Nawan, *Anxiety in Foreign*, 123.
[34] Howitz et. al., *Foreign Language Classroom*, 126.

might be have physical actions such as squirming, fidgeting, playing with hair or clothing, nervously touching objects, or have psychical symptoms such as feeling worry, being forgetful, difficult in concentration, and having palpitation.

2. Achievement

Sutratinah Tirtonegoro, as quoted by Rosyid et. al., stated that achievement is an assessment of result for learning activities in the form of symbols, numbers, letters, or a sentence that can reflect the results which have been achieved by each child in a particular period.[35] On the other hand, Djamaroh wrote that achievement is result activity of learning effort stated in the form of numbers, letters, or sentences that represent the result achieved by each learner.[36] While Siti Pratini stated that achievement is a result achieved by learners in doing learning process.[37] In addition, according to Alkin, as quoted by Dea Ann Pratiwi and Sulastri Manurung, achievement refers to accomplishment and carrier the connotation that accomplishments follow a period of study, training or practice.[38]

Based on the definitions above, it can be said that achievement is a result of learning activity with a change achieved by the students in the form of symbols, numbers, letters, or sentences

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[35] Moh. Zainul Rosyid et. al., *Prestasi Belajar* (Batu: Literasi Nusantara, 2019), 6.

[36] Syaiful Bahri Djamaroh, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2002), 19.

[37] Ahmad Syafi'i et. al., "Studi tentang Prestasi Belajar Siswa dalam Berbagai Aspek dan Faktor yang Mempengaruhi," *Jurnal Komunikasi Pendidikan* 2, no. 2 (2018): 118.

[38] Dea Ann Pratiwi and Sulastri Manurung, *The Correlation between Students' Anxiety*, 15.

as the measurement of students' level achievement with standardization that has been settled and to be perfection for students either thinking or doing. In this case, achievement is a result of studying English achieved by the students in the form of numbers that represented in mid-term test score.

a) Types of achievement

There are three types of achievement, such as:

1) Cognitive

Cognitive achievement includes observation, memory, understanding, application, analysis (examination and evaluation carefully), and synthesis.

2) Affective

Affective achievement includes acceptance, welcome, appreciation, internalization (deepening), and characterization.

3) Psychomotor

Psychomotor achievement includes moving and acting skills, verbal and non verbal skills.

b) Factors cause for achievement

There are two factors cause for achievement, such as:[39]

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[39] Yuzarion, "Faktor yang Mempengaruhi Prestasi Belajar Peserta Didik," *Ilmu Pendidikan 2*, no. 1 (2017): 109.

1) Internal factor

Internal factor is factors that come from students themselves including physical (health and condition) and psychological (interest, talent, intelligence, emotion, exhaustion, and how to learn).

2) External factor

External factor is factors that come from outside the students which are influenced by the family, school, community, and natural environment.[40]

c) Characteristics of Achievement

The characteristics of achievement are as follows:

1) Achievement has a goal

2) Achievement has procedure

3) There is material that has been determined

4) Achievement is signed by students' activity

5) The role of the teacher is optimal

6) Descipline

7) Achievement has limited time

8) Evaluation

3. The Relationship between Anxiety And Achievement

Second language researchers and theorists have long been aware that anxiety is often associated with language learning.

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[40] Rosyid et. al., *Prestas Belajar*, 10.

Teachers and students generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language, and several recent approaches to foreign language learning and suggestopedia, are explicitly directed at reducing learner anxiety. Scovel, as quoted by Horwitz, argued that scholars had been unable to establish a clear-cut relationship between anxiety and overall foreign language achievement; he attributed the discrepant finding at least in part to the inconsistency of anxiety measures used and concludes: "it is perhaps premature to relate it (anxiety) to the global and comprehensive task of language acquisition."[41]

Besides, Horwitz, Amiri & Ghoonsoly, and Halder reported that there was a significant moderate negative correlation between foreign language anxiety and achievement in language learning. MacIntyre and Gardner also found significant negative correlations between a specific measure of language anxiety (French class anxiety) and performance on a vocabulary learning task.[42] In addition, Dea Ann Pratiwi and Sulastri Manurung found in their research that there is negative relationship between students' anxiety and students' achievement in learning English at the tenth grade students of Senior High School 08 Batam.[43] It means the increase anxiety in learning English is resulted in decreasing of the

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[41] Horwitz et. al., *Foreign Language Classroom*, 125.

[42] Elaine K. Horwitz, *Language Anxiety*, 115.

[43] Dea Ann Pratiwi and Sulastri Manurung, *The Correlation between Students' Anxiety*, 19.

students score. On the contrary, students who have lower anxiety in learning English tend to have higher score.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a research methodology that consists of approach and kind of research, population and sample, research instruments and data collection method, instrument validity, and data analysis.

A. Approach and Kind of Research

The researcher used associative research with quantitative approach. As stated by Widodo that that associative research is a research planned to know the relation between two or more variables.[44] According to Creswell, "quantitative is an approach for testing objective theories by examining the relationship among variables."[45] The researcher used this kind of method because the researcher wanted to know if there was significant effect of students' anxiety on their English achievement at Ninth grade of SMPN 1 Ajung for which the data was calculated quantitatively.

B. Population and Sample

a) Population

According to Johnson and Christensen, "a population (sometimes called a target population) is the large group to which a researcher wants to generalize his or her sample result. In other words, it is the total group that you are interested in learning more

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[44] Widodo, *Metodologi Penelitian Popular & Praktis* (Jakarta: PT Raja Geafindo, 2017), 67.
[45] John W. Creswell and J. David Creswell, *Research Design Qualitative, Quantitative, and Mix Methods Approaches* (Los Angeles: SAGE, 2018), 4.

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about."[46] The population of this research were the whole students at the Ninth grade of SMPN 1 Ajung started from IXA to IXG class.

Table 3.1

The Students' Number at IX Grade of SMPN 1 Ajung

Num	Class	Total
1	IXA	32
2	IXB	32
3	IXC	32
4	IXD	32
5	IXE	32
6	IXF	32
7	IXG	32
SUM		**224**

b) Sample

Johnson stated that sample is a set of elements taken from a larger population according to certain rules.[47] The sampling technique used in this research was proportionate stratified random sampling.

Proportionate stratified random sampling is used if the characteristics of the population members be known so that the population can be stratified first before selecting the sample. Stratification means that specific characteristics of individuals (e.g., gender-females and males) are represented in the sample and the sample reflects the true proportion in the population of individuals with certain characteristics. When randomly selecting people from a

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[46] R. Burke Johnson and Larry Christensen, *Educational Research Quantitative, Qualitative, and Mixed Approaches* (USA: SAGE Publications, 2014), 250.
[47] R. Burke Johnson and Larry Christensen, 247.

population, these characteristics may or may not be present in the sample in the same proportions as in the population; stratification ensures their representation. Also identify the characteristics used in stratifying the population (e.g., gender, income levels, education).[48] In this case, the stratification was shown in terms of students' classification based on their achievement level in which the vice of principle classified the students' class. Within each stratum, identify whether the sample contains individuals with the characteristics in the same proportion as the characteristic appears in the entire population.[49]

According to Arikunto, if the subject is less than 100, the sample taken is better all, so the research is population research. But if the subject is big, the sample can be taken is between l0%-15% or 20%-25% or more.[50] In this case, the researcher took 50% from the population, because the population was not big but more than 100.

$$\frac{50}{100} \text{ x 224 populations} = 112 \text{ samples}$$

So the samples are 112 students.

To determine the samples, the researcher made a lottery that consisted of small papers. Each small paper was marked with a number based on the total number of each class and attendance list. Then, the researcher took sixteen paper rolls, so the numbers in the

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[48] John W. Creswell and J. David Creswell, *Research Design Qualitative*, 150-151.
[49] John W. Creswell and J. David Creswell, *Research Design Qualitative*, 150-151.
[50] Suharsismi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), 134.

paper were the samples of this research. It was done to the whole classes at Ninth grade of SMPN 1 Ajung. It was found that the samples were 16 students for each class, so in total it was 50% (112) of the population (224).

C. Research Instruments and Data Collection Method

1) Research instrument

Research instrument is a tool used to collect and facilitate a research.[51] The data in this research was taken from the result of students' Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire and their mid-term test score of their English achievement at Ninth grade of SMPN 1 Ajung.

Questionnaire is data collection technique consisting of a set of written questions or statements to be answered.[52] The researcher used students' Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire with Likert scale.

Likert scale is used to measure someone's attitude, opinion, perception, or a group of people about social phenomenon. Then, the indicator is made as a guideline to arrange items of instrument either in the form of statement or question. The response of each item using Likert scale has gradation from very extremely positive to negative.[53]

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[51] Widodo, *Metodologi*, 89.
[52] Sugiyono, *Metode Penelitian*, 142.
[53] Sugiyono, 93.

FLCAS consists of 33 statements with 9 positive statements and 24 negative statements that is presented in the table 3.2 below:

Table 3.2

Foreign Language Classroom Anxiety Scale

Statements

Category	Statements
Positive	2, 5, 8, 11, 14, 18, 22, 28, 32
Negative	1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, 33

Meanwhile, Likert's scoring scale table to measure students' anxiety level using FLCAS is shown below:

Table 3.3

Likert's Scoring Table Adopted from Horwitz

Scoring					
Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

2) Data collection method

The data collection methods used by the researcher were questionnaire and document review. Questionnaire is a data collection technique consisting of a set of written question or statement to the respondents in order to be answered.[54] Document review is data collection activities done through document search.

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[54] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta, 2016), 142.

This technique is carried out by utilizing written documents, pictures, photographs or other objects related to the aspects being studied.[55] In this case, the researcher used students' Foreign Language Classroom Anxiety Scale as the questionnaire and score of students' mid-term test to describe the students' English achievement at Ninth grade of SMPN 1 Ajung as the document review. This researcher used online survey to share the questionnaire to the students' at Ninth grade of SMPN 1 Ajung.

D. Instrument Validity

The instrument validity used by the researcher was construct validity in which the experts were asked to give opinion about questionnaire which had been arranged. The experts in this case were as follows:

1. Siti Khadijah, M.Pd (lecturer of English Education Department of IAIN Jember).

2. Wiwuk Ika Septiani, S.Pd., M.Pd (English teacher of SMPN 1 Ajung).

3. Sofkhatin Khumaidah, M.Pd., M.Ed., P.hD (lecturer of English Education Department of IAIN Jember).

E. Data Analysis

The data analyses technique used in this research were descriptive and inferential statistic as quantitative research used numerical research

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[55] Widodo, *Metodologi*, 75.

data and the analysis used statistic. To answer the research question in this research, the data must be processed and analyzed previously so that it can be used as a basis for making decision.

1) Descriptive statistic

Anas Sudijono wrote that descriptive statistic is a statistic that organizes and analyzes numerical data in order to be able to give an overview regularly and succinctly about a symptom, events or circumstances with the result that certain understandings or meanings can be drawn."[56]

a) Measurement of central tendency

Measurement of central tendency is a single value of data can provide a clear and concise description of the data center which also represents the whole data.

Some of measures of central tendency that presented by the researcher are as follows:

Mean is average value of several pieces of data. It aims to describe the data range with the formula:[57]

$$\bar{x} = \frac{\sum_{i=1}^{n} Xi}{n}$$

Where:

$\bar{x}$: average

$\Sigma\, Xi$: number of the whole data

n : amounts of data

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[56] Anas Sujiono, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali Pers, 2010), 4-5.
[57] Subana, et. al., *Statistika Pendidikan*, (Bandung: CV Pustaka Setia, 2015), 63.

Median is the middle value of a set of data that has been arranged from the smallest to the largest data with the following pattern:[58]

$$M_e = b + P \left(\frac{\frac{1}{2}n - F}{f} \right)$$

Where:

b   : lower limit of median

P   : class length

n   : amounts of data

F   : number of frequencies before the median class

f   : median class frequency

Mode is the data value that appears most frequently or with the greatesr frequency. The pattern is as follows:[59]

$$M_o = b + P \frac{b1}{b1 + b2}$$

Where:

M_o : mode

b   : lower limit of mode

p   : class length

b_1 : mode class frequency minus the previous class frequency

b_2 : mode class frequency minus the next class

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[58] Subana, 71.

[59] Subana, 73.

b) Frequency distribution

Frequency distribution is an arrangement of data starting from the smallest to the largest data that devides the amounts of data into some. As for things the reseracher used are:

Range is the difference of the biggest with the smallest data, with the pattern:[60]

$$R = X_{max}\text{-}X_{min}$$

Class interval is the difference of the biggest with the smallest data devided by the number of classes, with the pattern:[61]

$$P = \frac{R}{K}$$

Where:

P   : class length

R   : range

K   : amounts of class

2)   Inferential statistic

Inferential statistic aims to produce a finding that can be generalized more broadly into population area."[62] Before testing the hypothesis, pre-requisite must be done. For getting a good regression model, then, it should be free of data deviations include

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[60] Subana, 38.
[61] Subana, 40.
[62] Sugiyono, *Metode Penelitian*, 148.

avoiding collinearity, heteroscedasticity, and autocorrelation. However, a good regression must have normal data. It is called normality test.

a)   Normality test

Normality test is the first step in analyzing specific data before a simple linear regression is performed.[63] It is used to test whether in a model questionnaire and test have normal distribution or not. The data to be tested in normality is obtained from students' FLCAS questionnaire and their English achievement. In this case, the researcher uses Kolomogrov Smirnov test by using a significance level (α) 0.05. If the data owned is not normal, the researcher is able to use data transformation in order the research can be continued by using parametric statistic.[64]

b)   Autocorrelation test

Autocorrelation test aims to determine whether the data is random or not. Besides, it also identifies an appropriate time series model.

Autocorrelation is a coefficient that shows the correlation of two values on the same variable in the time horizon. Coefficient values indicate autocorrelation or not if: 1,65 < DW < 2,35 the autocorrelation does not occur. 1,21 <

[63] Cornelius Trihendradi, *Kupas Tuntas Analisis Regresi* (Yogyakarta: Andi Offset, 2007), 13.
[64] Agus Tri Basuki, *Analisis Statistik dengan SPSS* (Yogyakarta: Danisa Media, 2015), 87.

DW < 1,65 or 2,35 < DW < 2,79, it cannot be concluded. If DW < 1,21 or DW < 2,79, an autocorrelation occurs.[65]

c) Collinearity test

Collinearity test aims to test whether in the formed model of regression there is a high correlation among independent variables. If there is a correlation, then, the regression model is declared to contain symptoms of collinearity.[66]

To detect collinear problems in a research is by looking at the correlation value of the two independent variables closes to one or the partial correlation value will be closed to zero. In addition, it can be seen from the guidelines of the Variance Inflation Factor (VIF) value. If the value of VIF is > 2, it indicates the correlation between research independent variable.[67]

d) Heteroscedasticity test

Heteroscedasticity means that there are variable variant in the model unequal regression. If there are variants of the same variable, it is called homoscedasticity. A good regression equation is if the heteroscedasticity does not occur. To find out whether there is heteroscedasticity or not in the regression model, it can be done by observing scatterplot. If scatterplot

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[65] Trihendradi, *Kupas*, 14.
[66] Suliyanto, *Ekonometrika Terapan* (Yogyakarta: Andi Offset, 2011), 81.
[67] Cornelius Trihendradi, *Kupas*, 14.

forms a certain pattern, it means heteroscedasticity occurs. Whereas, if scatterplot spreads randomly, heteroscedasticity does not occur.[68]

e) Hypothesis testing

Linear regression analysis is statistical technique to make model and to investigate the effect between one or some independent variables to dependent variable. There are two linear regression analysis; simple linear regression and multiple linear regression.[69] In this case, the researcher uses simple linear regression. Simple linear regression is regression analysis with one dependent variable using general pattern;[70]

$$Y= a+b.X$$

Where:

Y = Dependent variable

X = Independent variable

a = Constanta

To fulfill the values of a and b, the formula is used as follows:

$$a = \frac{.\Sigma Y - b.\Sigma X}{n.}$$

$$b = \frac{n.\Sigma XY - .\Sigma X.\Sigma Y}{n.\Sigma X^2 - (\Sigma X)^2}$$

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[68] Trihendradi, *Kupas*, 95.
[69] Priyono, *Statistik Dengan Spss*, 91.
[70] Muhammad Ari Tiro, *Dasar-Dasar Statistika* (Makassar: Badan Penerbit Universitas Negeri Makassar, 2004), 302.

Some steps to answer simple linear regression are as follows:[71]

1) Make Alternative Hypothesis (H_a) and Null Hypothesis (H_o) in the form of sentence.

2) Make Alternative Hypothesis (H_a) and Null Hypothesis (H_o) in the form of statistic.

3) Make a helper table to calculate statistics.

4) Enter the statistics from the helper table with pattern:

$$\mathbf{a} = \frac{.\varSigma Y - b.\varSigma X}{n.}$$

$$\mathbf{b} = \frac{n.\varSigma XY - .\varSigma X.\varSigma Y}{n.\varSigma X^2 - (\varSigma X)^2}$$

5) Find the number of regression squares ($JK_{Reg\ [a]}$) with pattern:

$$JK_{\mathbf{Reg\ (a)}} = \frac{(\varSigma X)^2}{n}$$

6) Find the number of regression squares ($JK_{Reg\ [b/a]}$) with pattern:

$$JK_{\mathbf{Reg\ (b/a)}} = b.\left\{ = \varSigma XY - \frac{(\acute{O}X).(\varSigma Y)}{n} \right\}$$

7) Find the number of residual squares (JK_{Res}) with pattern:

$$JK_{\mathbf{Res}} = \varSigma XY^2 - JK_{\mathbf{Reg\ (b/a)}} - JK_{\mathbf{Reg\ (a)}}$$

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[71] Riduwan & Sunarto, *Pengantar Statistika Untuk Penelitian Pendidikan, Sosial, Ekonomi Komunikasi, Dan Bisnis* (Bandung: Alfabeta, 2007), 97-98.

8) Find the average number of regression squares (RJK_{Reg} [a]) with pattern:

$$RJK_{Reg\ [a]} = RJK_{Reg\ [a]}$$

9) Find the average number of regression squares (RJK_{Reg} [b/a]) with pattern:

$$RJK_{Reg\ [b/a]} - JK_{Reg\ (b/a)}$$

10) Find the average number of residual squares (RJK_{Res}) with pattern:

$$RJK_{Res} = \frac{JK Res}{n-2}$$

11) Test the significance with pattern:

$$F_{hitung} = \frac{RJK Reg\ (b/a)}{RJK Res}$$

12) Make conclusion

In this research, the researcher used SPSS 20 for windows to test the pre-requirements and hypothesis instead of using the general pattern above.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of findings and discussions, but the research setting would be necessary to discuss in order to support the data display, data analysis and hypothesis testing of findings, and discussions.

A. Research Setting

This research was conducted in SMPN 1 Ajung on Semeru st. 141 Pancakarya, Jember, East Java. The total number of the teachers in SMPN 1 Ajung are 23 and the students are 696. It has 23 classrooms, 2 laboratory rooms, 1 mosque, 1 library, and 1 school's health clinic.

B. Findings

1. Data Display

This research used quantitative approach with associative research. The sample taken was 50% of the population from which the researcher got the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire (X) and students' English achievement in terms of their mid-term test score (Y). The questionnaires were distributed to 112 students at Ninth Grade of SMPN 1 Ajung on Saturday, September 19th 2020 at 11.17 a.m. and on Monday, October 19th 2020 at 04.58 p.m. all of the questionnaires returned to the researcher. Meanwhile, the students' report card grade of their mid-term test score were asked to the English teacher on Thursday, October 1st 2020 at 09.13 a.m. and the English teacher gave the

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students' mid-term test score on Tuesday, October 13th 2020 at 07.10

p.m. The result of the questionnaire and mid-term test score

recapitulation are as follows:

Table 4.1

Recapitulation of Students' Anxiety and Achievement

Number	Students' English Anxiety (X)	Students' English Achievement (Y)
1	2	3
Resp1	126	80
Resp2	76	82
Resp3	138	80
Resp4	112	80
Resp5	116	72
Resp6	104	80
Resp7	123	80
Resp8	103	76
Resp9	74	90
Resp10	123	76
Resp11	108	80
Resp12	112	80
Resp13	105	80
Resp14	110	82
Resp15	101	80
Resp16	74	90
Resp17	100	76
Resp18	111	76
Resp19	103	76
Resp20	102	72
Resp21	98	76
Resp22	108	76
Resp23	97	78
Resp24	117	76
Resp25	114	78
Resp26	116	74
Resp27	105	78
Resp28	110	78
Resp29	103	76
Resp30	113	76
Resp31	94	78
Resp32	103	76
Resp33	124	68
Resp34	82	78
Resp35	117	70
Resp36	101	70
Resp37	113	70
Resp38	107	70
Resp39	92	76
Resp40	67	76

1	2	3
Resp41	94	74
Resp42	98	70
Resp43	108	70
Resp44	103	70
Resp45	117	70
Resp46	101	74
Resp47	97	74
Resp48	101	70
Resp49	101	74
Resp50	119	64
Resp51	110	64
Resp52	114	64
Resp53	82	72
Resp54	102	66
Resp55	121	66
Resp56	122	66
Resp57	103	76
Resp58	125	66
Resp59	72	74
Resp60	100	62
Resp61	126	66
Resp62	100	62
Resp63	95	66
Resp64	112	72
Resp65	123	70
Resp66	128	62
Resp67	113	58
Resp68	95	70
Resp69	97	76
Resp70	105	70
Resp71	93	70
Resp72	124	76
Resp73	123	56
Resp74	110	74
Resp75	93	70
Resp76	90	70
Resp77	114	76
Resp78	127	70
Resp79	120	58
Resp80	117	60
Resp81	102	64
Resp82	99	68
Resp83	109	72
Resp84	115	64
Resp85	117	64
Resp86	101	64
Resp87	114	68
Resp88	85	64
Resp89	113	72
Resp90	116	70
Resp91	110	64
Resp92	99	64

1	2	3
Resp93	121	72
Resp94	96	62
Resp95	109	70
Resp96	106	64
Resp97	85	70
Resp98	115	70
Resp99	119	74
Resp100	105	66
Resp101	103	68
Resp102	96	74
Resp103	119	74
Resp104	91	74
Resp105	100	68
Resp106	120	74
Resp107	96	76
Resp108	77	66
Resp109	103	72
Resp110	129	64
Resp111	113	70
Resp112	93	74

The result data of students' English anxiety obtained from the distribution of Foreign Language Classroom Anxiety Scale questionnaire adopted from Horwitz to the students at Ninth grade of SMPN 1 Ajung. Meanwhile, the result data of students' English achievement at Ninth grade of SMPN 1 Ajung obtained from asking the student report card grade of their mid-term test score to the English teacher at SMPN 1 Ajung.

2. **Analysis and Hypothesis Testing**

a. **Descriptive Analysis**

General descriptions about the result of both the categories and frequencies from each instrument are as follows:

1) The result of Foreign Language Classroom Anxiety Scale questionnaire. The result of FLCAS questionnaire could be seen in the table below:

Table 4.2

Statistical Questionnaire of Students' English Anxiety

Description	Score
Maximum	138
Minimum	72
Mean	106,57
Median	105,50
Mode	103
Range	66

Frequency distribution of Foreign Language Classroom Anxiety Scale questionnaire using three category was counted in the following pattern below:

$$c = \frac{r}{k}$$

$$c = \frac{66}{3} = 22$$

c   : class length

r   : range

k   : amounts of class

Based on the pattern above, the frequency distribution of students' English anxiety score could be calculated as follows:

Table 4.3

Frequency Distribution of Students' English Anxiety

Num	Interval	F	Percentage (%)	Category
1	72-93	14	12,5	Low
2	94-115	68	60,71	Moderate
3	116-138	30	26,78	High
Sum		**112**	**100,00**	

From the table above, it could be stated that frequency distribution of students' English anxiety score showed the most frequency category was on interval 94-115. Based on the table above, frequency distribution of students' English anxiety score could be presented in the following bar graph:
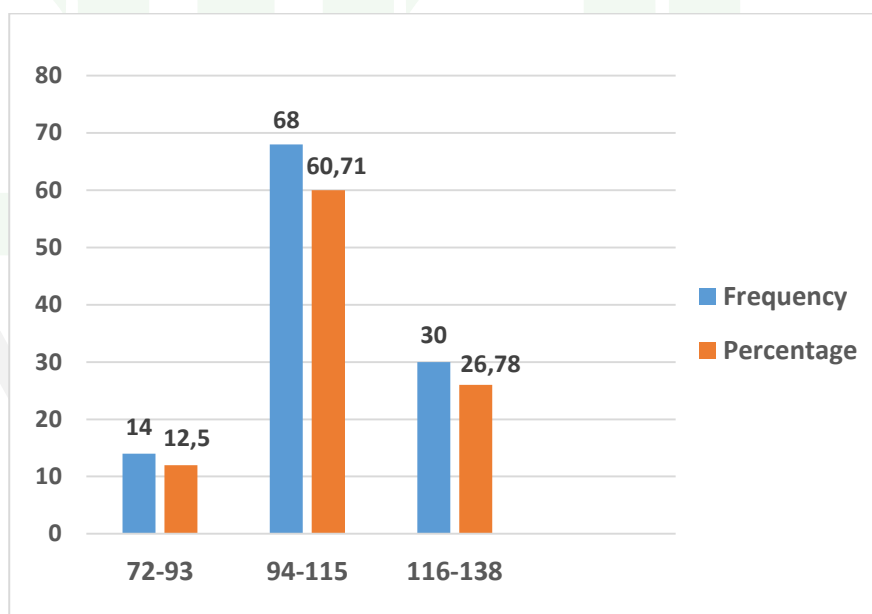
Figure 4.1

Bar Graph of Students' English Anxiety Category

Based on bar graph above, it could be concluded that the level of students' English anxiety at Ninth grade of SMPN 1 Ajung with low category (72-93) was 12,5%, moderate category (94-115) was 60,71%, and high category (116-138) was 26,78%.

2) The result of students' English achievement

The result data of students' English achievement in terms of their mid-term test score could be seen in the table below:

Table 4.4

Statistics Obtained from

Students' English Achievement

Description	Score
Maximum	90
Minimum	56
Mean	71,64
Median	72,00
Mode	70
Range	34

Frequency distribution of students' English achievement using three category was counted in the following pattern below:

$$c = \frac{r}{k}$$

$$c = \frac{34}{3} = 11,3 \text{ (it was completed to 12)}$$

Based on the calculation above, the frequency distribution of students' English achievement score was presented as follows:

Table 4.5

Frequency Distribution of

Students' English Achievement

Num	Interval	f	Percentage%	Category
1	55-66	28	25	Low
2	67-78	65	58,03	Moderate
3	79-90	19	16,96	High
Sum		112	100,00	

From the table above, it could be stated that frequency distribution of students' English achievement score showed the most frequency category was on interval 67-78. Based on the table above, frequency distribution of students' English achievement score could be presented in the following bar graph:
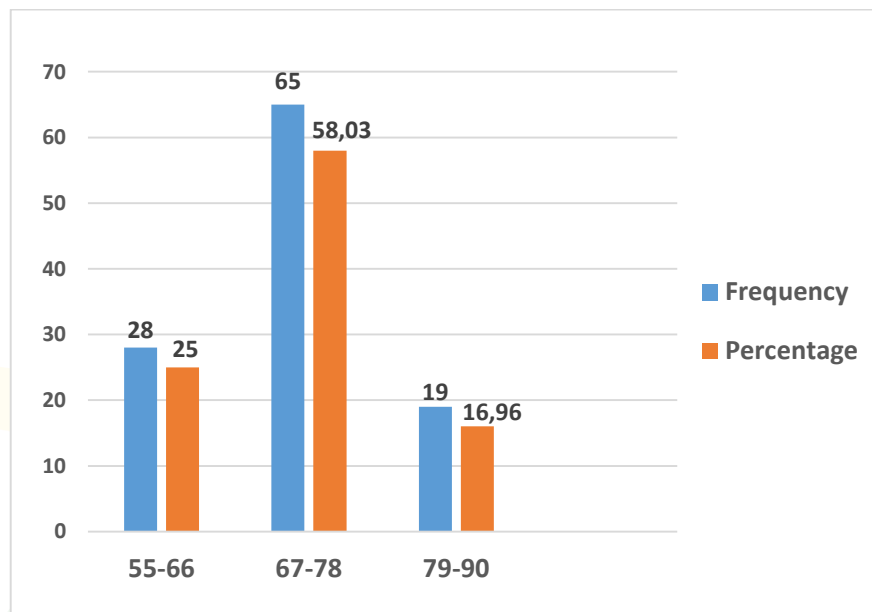
Figure 4.2

Bar Graph of Students' English Achievement Category

Based on bar graph above, it could be concluded that the level of students' English achievement at Ninth grade of SMPN 1 Ajung with low category (55-66) was 25%, moderate category (67-78) was 58,03%, and high category (79-90) was 16,96%.

b. **Inferential Analysis**

Before testing the hypothesis, it was needed requirements analysis. The are four requirements must be done as follows:

1) Normality test

Normality test is used to determine whether in the independent and dependent variable, the regression or both

are normally distributed or not. A good regression is a regression that normally distributed.

The normality test used by the researcher was Kolmogorov-Smirnov in which it can be normal if the significant score is > 0,05. The researcher used SPSS 20 for windows to calculate the data of students' anxiety on their English achievement. The data will be presented below:

Table 4.6

Normality Test of

Students' Anxiety on Their English Achievement

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		112
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	5.52575170
Most Extreme Differences	Absolute	.078
	Positive	.078
	Negative	-.038
Kolmogorov-Smirnov Z		.822
Asymp. Sig. (2-tailed)		.509

Based on the normality test using Kolmogorov-Smirnov above, it showed that the significant value of students' anxiety was 0,509 in which it was bigger than 0,05. Thus, the data of students' anxiety on their English achievement was normally distributed.

2) Autocorrelation test

Autocorrelation is one of the requirements for simple regression analysis testing. Besides, it is to identify an appropriate time series. A good regression is a regression

that does not consist of autocorrelation in which 1,65 < DW

< 2,35.

Table 4.7
Autocorrelation Test of Students' Anxiety on
Their English Achievement

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.475^a	.226	.219	5.55081	1.727

a. Predictors: (Constant), Anxiety

Based on the result on the table above, it showed

that the autocorrelation did not occur because the number of

Durbin Watson was 1,727 in which bigger than 1,65 and

smaller than 2,35. Thus, the autocorrelation did not occur in

the regression used.

3) Collinearity test

Collinearity test is used to see whether there is a

strong correlation between independent variable or not. It

can be shown from the score of Variance Inflation Factor

(VIP) around number 1 or close to number 1. From the

calculation of SPSS 20 for windows, it was found as

follows:

Table 4.8
Collinearity Test of Students' Anxiety on
Their English Achievement

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Anxiety	1.000	1.000

a. Dependent Variable: Students' English Achievement

From the table above, it could be concluded that VIF value = 1 and tolerant value = 1, so the collinearity did not occur in the regression used.

4) Heteroscedasticity test

Heteroscedasticity test used to determine whether there is no residual similarity variation of one observation to others in a regression. Regression which is free of heteroscedasticity is if there is no clear pattern and the dots spread under the number of 0 on Y variable. From the result of recapitulation using SPSS 20 for windows, anxiety variable on students' English achievement could be presented as follows:
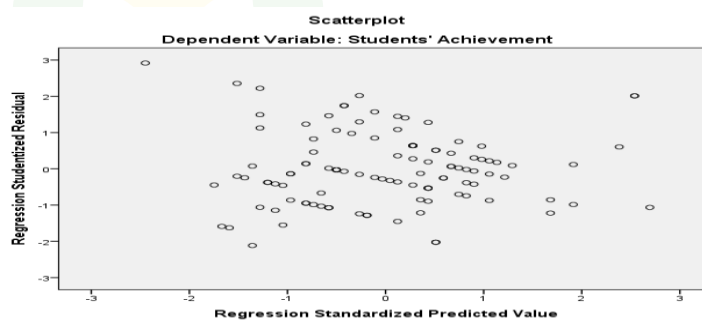
Figure 4.3

Heteroscedasticity Test of Students' Anxiety on Their English Achievement

From the figure above, it could be seen that there was no clear pattern as well as the dots spreaded under the number of 0 on the Y variable, it could be concluded that the heteroscedasticity did not occur. To ensure that it did

not happen, the researcher used Gletser heteroscedasticity which could be shown from the significant value. It said heteroscedasticity did not occur using glatser testing if the significant value was > 0,05. From the calculation using SPSS 20 for windows, the results were obtained such a following table:

Table 4.9

Heteroscedasticity Test of Students' Anxiety on

Their English Achievement

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIP
1	(Constant)	-.935	2.717		-.344	.731		
	Anxiety	.049	.025	.181	1.935	.066	1.000	1.000

From the data above, the significant value was 0,066 > 0,05 in which the heteroscedasticity did not occur and it could be continued to simple linear regression testing.

c. **Hypothesis Testing**

This research aimed to know the effect of students' anxiety on their English achievement. Data analysis used was simple linear regression using SPSS 20 for windows. Simple linear regression is used to know whether there was significant effect of students' anxiety on their English achievement or not. The conclusion of the research is significant only if $t_{count} > t_{table}$ on significant level 0,05, so H_a is accepted and H_o is rejected. Contrarily, if $t_{count} \leq t_{table}$, so H_a is rejected and H_o is accepted.

The data recapitulation of simple linear regression of students' anxiety on their English achievement is presented in the table below:

Table 4.10

Recapitulation of Simple Linear Regression Analysis

Independent Variable	Dependent Variable	Constant (a)	Regression Coefficient	t_{count}	t_{table}	Probability	Decision
Students' anxiety	Students English achievement	96,422	-0,233	-5,664	1, 98177	0,000	H_a is accepted
F_{count} = 32.080 $R2$ = 0,226 α = 0,05							

From the table above, it could be concluded that t_{count} = 5,664 > t_{table} = 1,981 with p= 0,000 < 0,05, so H_a is accepted and H_o is rejected. Therefore, it could be concluded that "there was significant effect of students' anxiety on their English achievement." The estimation of anxiety variable effect is stated as follows:

$$Y = a + bX$$

$$Y = 96,422+(-0,233X)$$

From the equation above, it could be concluded that consistent value of anxiety variable was amounted to 99,422. Regression coefficient X was equal to -0,233 in which every 1% increment of anxiety, the value of English achievement decreases amounting to -0,233. The regression coefficient is negative, so it could be concluded that direction of the effect of variable anxiety on English achievement was negative. Whereas,

the partial determination coefficient (R2) of anxiety variable was 0,226 or 22,6%. It showed that 22,6% of English achievement was affected by anxiety while 78,4% was affected by other factors that did not study in this research.

C. Discussions

The discussion will describe about the result of analysis both descriptively and inferentially obtained through the research as follows:

1. Students' Anxiety at Ninth Grade of SMPN 1 Ajung

Anxiety is a common feeling experienced by many people when they are in certain situation or hear something that makes them afraid and worried. However, students' anxiety is a common experience faced by the students when they are in specific subjects. In this case, the students' anxiety at Ninth Grade of SMPN 1 Ajung occurred when they faced an English subject which they thought was scary. It was supported by Ganschow and Sparks in which they stated that anxiety manifestation in second or foreign language learning situation shown by learners was similar to Math or Physics anxiety. To check the existence and the level of students' anxiety, this research used Foreign Language Classroom Anxiety Scale questionnaire and its scoring from Horwitz. Thus, students' anxiety were necessary to be studied in order to help in describing the level of students' anxiety.

Data of students' anxiety were obtained from the result of Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire which was provided 33 statement items. The data of students' anxiety were presented below:

Table 4.11

Students' Anxiety Level

Num	Interval	Frequency	Category
1	72-93	14	Low
2	94-115	68	Moderate
3	116-138	30	High
Sum		**112**	

Students' results based on their level of anxiety at Ninth grade of SMPN 1 Ajung in low category (72-93) were 12,5% (14 of 112 students), moderate category (94-115) were 60,71% (68 of 112 students), and high category (116-138) were 26,78% (30 of 112 students).

2. **Students' English Achievement at Ninth Grade of SMPN 1 Ajung**

Achievement is a result of cognitive assessment and it usually emphasizes on grades or scores as the evaluation in each subject. Achievement in this study includes formal assessment in terms of summative as it occurs at the end of a lesson, unit, or course and therefore attempt to measure, or summarize, what a student has grasped. It can be said that students' English achievement is a result

that is achieved by the students in terms of English skills (including listening, reading, speaking and writing). The achievement was taken from the students' mid-term test score which represented in numbers. As it was supported by Djamaroh in which he stated that achievement usually describes in the form of numbers, letters, or sentences that represent the result achieved by each learner. Thus, English achievement in this research could be described as a result of English learning process the students got from the teachers in form of score. Therefore, the students' English achievement in terms of their mid-term test score could help the researcher to describe the level of students' English skill.

Data of students' English achievement were obtained from the result of students' mid-term test score. The data of students' English achievement were presented below:

Table 4.12

Students' English Achievement Level

Num	Interval	Frequency	Category
1	55-66	28	Low
2	67-78	65	Moderate
3	79-90	19	High
Sum		**112**	

Student results based on the level of their English achievement at Ninth grade of SMPN 1 Ajung in low category (56-66) were 25% (28 of 112 students), moderate category (67-78) were

58,03%   (65 of 112 students), and high category (79-90) were 16,96% (19 of 112 students).

3. **The Effect of Students' Anxiety on Their English Achievement at Ninth Grade of SMPN 1 Ajung**

This research aimed to know whether there was significant effect of students' anxiety on their English achievement. There an effect of students' anxiety on their English achievement was supported by Horwitz, Amiri & Ghoonsoly, and Halder in which they reported that there was a significant moderate negative correlation between foreign language anxiety and achievement in language learning. MacIntyre and Gardner also found significant negative correlations between a specific measure of language anxiety (French class anxiety) and performance on a vocabulary learning task. It showed after the five trials in which in the final two trials the subjects became more reminiscent of their French classroom experiences and those with higher French class anxiety took longer to respond because of their self-concerns. In addition, extending the time limit to the full two minutes did not result in significantly more responses from the subjects.[72]

The result of simple linear regression analysis was shown in the following table:

---

[72] Elaine K. Horwitz, *Language Anxiety*, 115

Table 4.13

The Effect of Students' Anxiety on Their English

Achievement

Variable	t_{count}	t_{table}	Sig.	Statement
Students'Anxiety	-5.664	1, 98177	0,000	Significant

Based on the data analysis result, it could be stated that there was negative and significant effect of students' anxiety on their English achievement at Ninth grade of SMPN 1 Ajung. This indicates that the higher the students' anxiety are, the lower their English achievement have. This was proven statistically with the result of $t_{count} = 5,664 > t_{table} = 1,98177$ with p= 0,000 < 0,05. Thus, it could be concluded that the significant effect of students' anxiety on their English achievement was 22,6%. It stated that anxiety affected the rises and decreases of their English achievement. If the students' anxiety was high, then their English achievement was low. Contrarily, if the students' anxiety was low, their English achievement was high.

This research was in line with the previous research conducted by Nuraisyiah, Nurdiana and Muhammad Imam Ma'ruf in 2019 entitled *Pengaruh Gangguan Kecemasan Terhadap Hasil Belajar Siswa di SMK Negeri 1 Makassar* in which the previous researchers found that the significant effect of anxiety disorders on student learning outcomes in XI class at Accounting subject was

98% while 2% was affected by other factors.[73] Whereas, this research found that there were 22,6% negative effect of students' anxiety on their English achievement while 78,4% were affected by other factors which did not study in this research.

It was also in related to a research which was conducted by Mojtaba Aghajani and Hanieh Amanzadeh entitled, "The Effect of Anxiety on Speaking Ability: an Experimental Study on EFL Learners." In his result showed that there was significant negative relationship between students' anxiety and their communication performance. This indicated that anxious students tend to have lower scores and poorer communicative performance ability.[74] Meanwhile, this research found that there was significant negative effect of students' anxiety on their English achievement at Ninth Grade of SMPN 1 Ajung. It indicated that anxious students tended to have lower score of their English subject.

From the explanation above, it could be concluded that students who had higher anxiety level mostly got lower English achievement score. On the contrary, students who had lower anxiety level tended to have higher achievement score.

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[73] Nuraisyiah et. al., *Pengaruh Gangguan Kecemasan*, 10-15.
[74] Mojtaba Aghajani and Hanieh Amanzadeh, *The Effect of Anxiety*, 154.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result and discussion about the effect of students' anxiety on their English achievement at Ninth grade of SMPN 1 Ajung 2020/2021 Academic Year, the conclusions that could be made were as follows:

1. Students' results based on their anxiety level at Ninth grade of SMPN 1 Ajung were 12,5% (14 of 112 students) in low category, 60,71% (68 of 112 students) in moderate category, and 26,78% (30 of 112 students) in high category. It could be stated that the most frequency category was in moderate.

2. Students' results based on their English achievement level at Ninth grade of SMPN 1 Ajung were 25% (28 of 112 students) in low category, 58,03% (65 of 112 students) in moderate category, and 16,96% (19 of 112 students) in high category. It could be stated that the most frequency category was in moderate.

3. Depended on simple linear regression testing, it could be concluded that there was significant negative effect (22,6%) of students' anxiety on their English achievement at Ninth grade of SMPN 1 Ajung.

B. Suggestions

By looking at the conclusion and limitation of this research, the suggestions could be stated as follows:

1. For English teachers, it was expected to create an enjoyable English teaching and learning and friendly classroom environment in which it could reduce students' anxiety in order their English achievement is better. Besides, the teachers gave more time and effort to overcome the students' anxiety.

2. For further researchers, it was expected to develop this research in finding other factors that affected the students' English achievement instead of anxiety in which be useful for increasing the students' quality in learning at school.

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Appendix 1
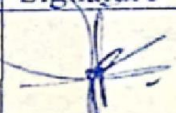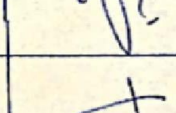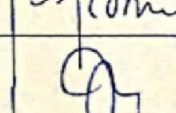
Journal of Research

Name : Mariamal Luklua
SRN : T20166041
Title : The Effect of Students' Anxiety on Their English Achievement at Ninth Grade
of SMPN 1 Ajung
Setting : SMPN 1 Ajung

No	Time	Research Subject	Activity	Signature
1	Thursday, October 8th 2020	Principal (Sigit Suyitno, S.Pd., M.Pd)	Asking permission for conducting the research	
2	Monday, October 12th 2020	English Teacher (W. Ika Septiani, S.Pd., M.Pd)	Interviewing the English teacher	
3	Friday, October 15th 2020	Validator 1 (Siti Khadijah M.Pd)	Instrument validity	
4	Monday, October 19th 2020	Validator 2 (W. Ika Septiani, S.Pd., M.Pd)	Instrument validity	
5	Friday, October 23rd 2020	Validator 3 (Sofkhatin Khumaidah, M. Pd., M.Ed., Ph.D)	Instrument validity	
6	Saturday, October 24th 2020	Students	Sharing the questionnaires	
7	Wednesday, October 28th 2020	English Teacher (W. Ika Septiani, S.Pd., M.Pd)	Asking the students' mid-term score	
8	Monday, November 9th 2020	Principal (Sigit Suyitno, S.Pd., M.Pd)	Asking permission for accomplishment the research	
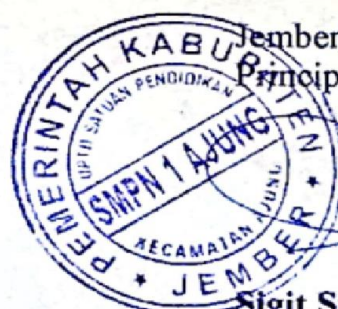
Jember, November 9th 2020
Principal of SMPN 1 Ajung,

Sigit Suyitno, S.Pd., M.Pd
NIP 19621120 1984121 002

Appendix 2

Statement of Work's Originally

Signed below:

Name   : Mariamal Luklua
SRN   : T20166041
Major   : English Education Department
Faculty   : Tarbiyah and Teaching Training
Institute   : IAIN Jember

honestly declared that this undergraduate thesis entitled, "The Effect of Students' Anxiety on Their English Achievement at Ninth Grade of SMPN 1 Ajung" and the results of this research are no elements of plagiarism of research or scientific works that have been done or made by others, except those are quoted in writing this manuscript and mentioned in the sources of citations and references. If it turns out that the results of this research prove there are elements of plagiarism and claims from others in the future, then I am willing to be processed based on the applicable laws.

Thus, I made this statement letter truthfully and with no force from anyone.

Jember, 2021
The Writer

Mariamal Luklua
NIM. T20166041

Appendix 3

Matrix of Research

Tittle	Variable	Sub Variable	Indicator	Source of data	Research Method	Research Question:
THE EFFECT OF STUDENTS' ANXIETY ON THEIR ENGLISH ACHIEVEMENT AT EIGHTH GRADE OF SMPN 1 AJUNG	Students' Anxiety	1. Internal 2. External	1. Types of anxiety 2. Factors that cause anxiety 3. Characteristics of anxiety	1. Respondents a. English teacher b. Students at eighth grade of SMPN 1 Ajung	1. Approach and kinds of research Quantitative 2. Data collection method a. Questionnaire b. Document review 3. Data analysis technique: Simple linear regression $Y=a+bX$	1. How is the level of students' anxiety in English subject at eighth grade of SMPN 1 Ajung? 2. How is the level of students' achievement in English subject at eighth grade of SMPN 1 Ajung? 3. Is there any significant effect of students' anxiety on the students' achievement in English subject at eighth grade of SMPN 1 Ajung?
	Students' English Achievement	1. Internal 2. External	1. Types of achievement 2. Factors that cause achievement 3. Characteristics of achievement			

Appendix 4

Questionnaire of
Foreign Language Classroom Anxiety Scale by Horwitz

I. **Pilihlah jawaban a/b/c/d/e sesuai dengan kondisi Anda saat belajar bahasa Inggris di sekolah**!

II. **Seluruh pernyataan dalam angket ini wajib diisi**!

1. I never feel quite sure of myself when I am speaking in my foreign language class.
   (Saya tidak percaya diri saat berbicara di kelas bahasa Inggris).
   a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju
   b. Setuju   d. Tidak setuju

2. I don't worry about making mistakes in language class.
   (Saya tidak perlu khawatir berbuat salah saat di kelas bahasa Inggris).
   a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju
   b. Setuju   d. Tidak setuju

3. I tremble when I know that I'm going to be called on in language class.
   (Saya gemetar saat tahu akan dipanggil ketika di kelas bahasa Inggris).
   a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju
   b. Setuju   d. Tidak setuju

4. It frightens me when I don't understand what the teacher is saying in the foreign language.
   (Saya takut tidak paham pada apa yang diucapkan guru yang menggunakan bahasa Inggris).
   a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju
   b. Setuju   d. Tidak setuju

5. It wouldn't bother me at all to take more foreign language classes.
   (*Saya tidak keberatan mengambil kelas bahasa Inggris lebih banyak lagi).*
   a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju
   b. Setuju   d. Tidak setuju

6. During language class, I find myself thinking about things that have nothing to do with the course.

(Selama di kelas bahasa Inggris, saya memikirkan hal-hal di luar pembelajaran).

   a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

   b. Setuju   d. Tidak setuju

7. I keep thinking that the other students are better at languages than I am.

   (Saya selalu berpikir teman-teman yang lain lebih baik daripada saya dalam pelajaran bahasa Inggris).

      a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

      b. Setuju   d. Tidak setuju

8. I am usually at ease during tests in my language class.

   (Saya selalu tenang selama ujian berlangsung di kelas bahasa Inggris).

      a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

      b. Setuju   d. Tidak setuju

9. I start to panic when I have to speak without preparation in language class.

   (Saya panik saat harus bicara tanpa persiapan di kelas bahasa Inggris).

      a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

      b. Setuju   d. Tidak setuju

10. I worry about the consequences of failing my foreign language class.

    (Saya khawatir tentang akibat gagalnya kelas bahasa Inggris saya).

       a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

       b. Setuju   d. Tidak setuju

11. I don't understand why some people get so upset over foreign language classes.

    (Saya tidak mengerti kenapa orang-orang banyak yang tidak suka dengan kelas bahasa Inggris).

       a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

       b. Setuju   d. Tidak setuju

12. In language class, I can get so nervous I forget things I know.

    (Saat kelas bahasa Inggris, saya sangat gugup hingga melupakan semuanya).

       a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

       b. Setuju   d. Tidak setuju

13. It embarrasses me to volunteer answers in my language class.

    (Saya malu untuk ikut menjawab secara suka rela saat di kelas bahasa Inggris).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

14. I would not be nervous speaking the foreign language with native speakers.

(Saya tidak gugup bicara dengan orang bule menggunakan bahasa Inggris).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

15. I get upset when I don't understand what the teacher is correcting.

(Saya kesal saaat tidak paham dengan apa yang guru saya koreksi).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

16. Even if I am well prepared for language class, I feel anxious about it

(Bahkan saat saya sudak menyiapkan untuk pelajaran bahasa Inggris dengan baik, saya masih merasa cemas).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

17. I often feel like not going to my language class.

(Saya selalu merasa seakan-akan saya tidak berada di kelas bahasa Inggris).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

18. I feel confident when I speak in foreign language class.

(Saya sangat percaya diri bicara di kelas bahasa Inggris).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

19. I am afraid that my language teacher is ready to correct every mistake I make.

(Saya takut guru bahasa Inggris saya mengoreksi setiap kesalahan yang saya buat).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

20. I can feel my heart pounding when I'm going to be called on in language class.

(Jantung saya berdegup kencang ketika akan dipanggil di kelas bahasa Inggris).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

21. The more I study for a language test, the more confused I get.

(Semakin saya giat belajar untuk ujian bahasa Inggris, saya semakin bingung).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

22. I don't feel pressure to prepare very well for language class.

(Saya optimis bisa mempersiapkan diri dengan baik untuk kelas bahasa Inggris).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

23. I always feel that the other students speak the foreign language better than I do.

(Saya selalu merasa teman-teman yang lain lebih baik dalam menggunakan bahasa Inggris daripada saya).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

24. I feel very self-conscious about speaking the foreign language in front of other students.

(Saya merasa sangat percaya diri bicara menggunakan bahasa Inggris di depan teman-teman yang lain).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

25. Language class moves so quickly I worry about getting left behind.

(Saya khawatir tertinggal di kelas bahasa Inggris yang berjalan sangat cepat).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

26. I feel more tense and nervous in my language class than in my other classes.

(Saya lebih tegang dan gugup di kelas bahasa Inggris daripada kelas yang lain).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

27. I get nervous and confused when I am speaking in my language class.

(Saya gugup dan bingung saat bicara di kelas bahasa Inggris).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

28. When I'm on my way to language class, I feel very sure and relaxed.

(Saya merasa tenang saat dalam perjalanan ke kelas bahasa Inggris).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

29. I get nervous when I don't understand every word the language teacher says.

(Saya gugup saat tidak paham dengan setiap kata yang diucapkan oleh guru bahasa Inggris).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

(Saya kesulitan dengan banyaknya aturan yang harus dipelajari dalam bahasa Inggris).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

31. I am afraid that the other students will laugh at me when I speak the foreign language.

(Saya takut ditertawakan oleh teman-teman yang lain saat bicara bahasa Inggris).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

32. I would probably feel comfortable around native speakers of the foreign language.

(Saya mungkin akan nyaman ada di sekitar orang bule).

a. Sangat setuju   c. Ragu-ragu   e. Sangat tidak setuju

b. Setuju   d. Tidak setuju

33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

(Saya gugup saat guru bahasa Inggris memberi banyak pertanyaan yang tidak terpikirkan sebelumnya).

a. Sangat setuju
c. Ragu-ragu
e. Sangat tidak setuju

b. Setuju
d. Tidak setuju

Appendix 5

The Result of Instrument Validity Done by Validators

INTRUMENT VALIDITY

OF

STUDENTS' ENGLISH ANXIETY

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : IX/Ganjil

Petunjuk

3. Berilah tanda centang (√) pada kolom penilaian yang sesuai menurut pendapat Anda.
4. Keterangan:
    6. Berarti "tidak valid"
    7. Berarti "kurang valid"
    8. Berarti "cukup valid"
    9. Berarti "valid"
    10. Berarti "sangat valid"

Tabel Penilaian

No	Aspek Validasi	Aspek yang Diamati	Valid				
			1	2	3	4	5
1	Validasi Konstruk	Angket yang disajikan sesuai dengan dengan level kelas IX SMPN 1 Ajung.				√	
2	Validasi Bahasa Angket	a. Bahasa yang digunakan pada angket sesuai dengan kaidah Bahasa Indonesia yang baik dan benar. b. Kalimat angket tidak mengandung arti ganda (ambigu). c. Kalimat angket komunikatif, menggunakan bahasa yang sederhana dan mudah dipahami siswa.				√	
3	Validasi	Petunjuk jelas dan tidak					√

	Petunjuk	menimbulkan makna ganda.					

Kesimpulan : (Lingkari salah satu)

1. Angket dapat digunakan tanpa revisi.
2. Ada sebagian komponen angket yang perlu direvisi.
3. Semua komponen harus direvisi.

Saran revisi:
....
....
....
....
....
....

Jember, ...11... sept 2020

Validator

(........ Sitk Khadijah, M.Pd)

INTRUMENT VALIDITY

OF

STUDENTS' ENGLISH ANXIETY

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : IX/Ganjil

Petunjuk

1. Berilah tanda centang (√) pada kolom penilaian yang sesuai menurut pendapat Anda.
2. Keterangan:
   1. Berarti "tidak valid"
   2. Berarti "kurang valid"
   3. Berarti "cukup valid"
   4. Berarti "valid"
   5. Berarti "sangat valid"

Table Penilaian

No	Aspek Validasi	Aspek yang Diamati	Valid				
			1	2	3	4	5
1	Validasi Konstruk	Angket yang disajikan sesuai dengan dengan level kelas IX SMPN 1 Ajung.					√
2	Validasi Bahasa Angket	a. Bahasa yang digunakan pada angket sesuai dengan kaidah Bahasa Indonesia yang baik dan benar.					√
		b. Kalimat angket tidak mengandung arti ganda (ambigu).					√
		c. Kalimat angket komunikatif, menggunakan bahasa yang sederhana dan mudah dipahami siswa.					√
3	Validasi Petunjuk	Petunjuk jelas dan tidak menimbulkan makna ganda.					√
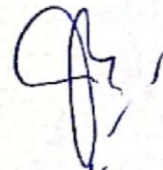
Kesimpulan : (Lingkari salah satu)
1. Angket dapat digunakan tanpa revisi.
2. Ada sebagian komponen angket yang perlu direvisi.
3. Semua komponen harus direvisi.

Saran revisi:
....
....
....
....
....
....
....

Jember, 21 Sept 2020

Validator

(W. Ika Septigani ,S.pd ,M.Pd .

INTRUMENT VALIDITY

OF

STUDENTS' ENGLISH ANXIETY

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : IX/Ganjil

Petunjuk

3. Berilah tanda centang (√) pada kolom penilaian yang sesuai menurut pendapat Anda.
4. Keterangan:
    6. Berarti "tidak valid"
    7. Berarti "kurang valid"
    8. Berarti "cukup valid"
    9. Berarti "valid"
    10. Berarti "sangat valid"

Tabel Penilaian

No	Aspek Validasi	Aspek yang Diamati	Valid				
			1	2	3	4	5
1	Validasi Konstruk	Angket yang disajikan sesuai dengan dengan level kelas IX SMPN 1 Ajung.					√
2	Validasi Bahasa Angket	a. Bahasa yang digunakan pada angket sesuai dengan kaidah Bahasa Indonesia yang baik dan benar.				√	
		b. Kalimat angket tidak mengandung arti ganda (ambigu).				√	
		c. Kalimat angket komunikatif, menggunakan bahasa yang sederhana dan mudah dipahami siswa.					√
3	Validasi	Petunjuk jelas dan tidak					√

	Petunjuk	menimbulkan makna ganda.					

Kesimpulan : (Lingkari salah satu)
1. Angket dapat digunakan tanpa revisi.
2. Ada sebagian komponen angket yang perlu direvisi.
3. Semua komponen harus direvisi.

Saran revisi:
....
....
....
....
....
....

Jember, 23 Oktober 2020

Validator

(.Sofkhatin Khumaidah, M.Pd., M.Ed., Ph.D)

Appendix 6

Research Permitting Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136
Website : www.http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor   : B.0127 /In.20/3.a/PP.00.9/09/2020   21 September 2020
Sifat   : Biasa
Lampiran   : -
Hal   : **Permohonan Izin Penelitian**

Yth. Ketua umum Himpunan Mahasiswa Tadris Bahasa Inggris
Fakultas Tarbiyah dan Ilmu Keguruan, IAIN Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama   : Mariamal Luklua
NIM   : T20166041
Semester   : IX (Sembilan)
Jurusan   : Pendidikan Bahasa
Prodi   : Tadris Bahasa Inggris

Untuk mengadakan Penelitian/Riset mengenai The Effect of Students' Anxiety on their English Achievement at Ninth Grade of SMPN 1 Ajung selama 1 bulan.
Adapun pihak-pihak yang dituju adalah sebagai berikut :

1. Kepala Sekolah SMPN 1 Ajung
2. WaKa Kurikulum SMPN 1 Ajung
3. Guru Bahasa Inggris SMPN 1 Ajung
4. Siswa kelas IX SMPN 1 Ajung

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

Appendix 7

Research Accomplishment Letter

PEMERINTAH KABUPATEN JEMBER
UPTD SATUAN PENDIDIKAN
SMP NEGERI 1 AJUNG
Jl. Semeru No. 141 Pancakarya – Ajung Telp. (0331) 757354

SURAT SELESAI PENELITIAN
Nomor : 421.3 / 66 / 413.18.20523858 / 2020

Yang bertanda tangan di bawah ini

N a m a	:	SIGIT SUYITNO,S.Pd.M.Pd
N I P	:	19621120 198412 1 002
Pangkat / Gol. Ruang	:	Pembina Utama Muda, IV/c
J a b a t a n	:	Kepala Sekolah

Menerangkan bahwa

Nama	:	MARIAMAL LUKIVA
NIM	:	T20166041
Jurusan	:	Pendidikan Bahasa
Program Studi	:	Tadris Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu keguruan

Bahwa Mahasiswa tersebut telah selesai melaksanakan Penelitian di SMP Negeri 1 Ajung dengan judul "The Effect of Students Anxiety on Their English Achievement at Ninth Grade of SMPN 1 Ajung 2020-2021 Academic Year" pada bulan September – Oktober 2020.

Demikian surat keterangan ini di buat untuk dipergunakan sebagaimana mestinya.

Ajung, 9 November 2020
Kepala Sekolah,

SIGIT SUYITNO,S.Pd,M.Pd
NIP. 19621120 198412 1 002

Appendix 8

Calculation of Descriptive Statistics

Using SPSS 20 for Windows

Notes		
Output Created		29-NOV-2020 20:52:08
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	112
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
Syntax		DESCRIPTIVES VARIABLES=X Y /STATISTICS=MEAN SUM STDDEV VARIANCE RANGE MIN MAX SEMEAN KURTOSIS SKEWNESS.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,03

[DataSet0]

Descriptive Statistics	N	Range	Minimum	Maximum	Sum	Mean
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Anxiety	112	66	72	138	11936	106.57
Students' English Achievement	112	34	56	90	8024	71.64
Valid N (listwise)	112					

Descriptive Statistics	Mean	Std. Deviation	Variance	Skewness		Kurtosis
	Std. Error	Statistic	Statistic	Statistic	Std. Error	Statistic
Anxiety	1.213	12.834	164.716	-.352	.228	.122
Students' English Achievement	.593	6.280	39.439	.068	.228	.237
Valid N (listwise)						

Descriptive Statistics	Kurtosis
	Std. Error
Anxiety	.453
Students' English Achievement	.453
Valid N (listwise)	

Statistics

		Anxiety	Students' English Achievement
N	Valid	112	112
	Missing	0	0
Mean		106.57	71.64
Std. Error of Mean		1.213	.593
Median		105.50	72.00
Mode		103	70
Std. Deviation		12.834	6.280
Variance		164.716	39.439
Skewness		-.352	.068
Std. Error of Skewness		.228	.228
Kurtosis		.122	.237
Std. Error of Kurtosis		.453	.453
Range		66	34
Minimum		72	56
Maximum		138	90
Sum		11936	8024

Frequency Table

Anxiety

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72	1	.9	.9	.9
	74	2	1.8	1.8	2.7
	76	1	.9	.9	3.6
	82	2	1.8	1.8	5.4
	85	2	1.8	1.8	7.1
	90	1	.9	.9	8.0
	91	1	.9	.9	8.9
	92	1	.9	.9	9.8
	93	3	2.7	2.7	12.5
	94	2	1.8	1.8	14.3
	95	3	2.7	2.7	17.0
	96	3	2.7	2.7	19.6
	97	3	2.7	2.7	22.3
	98	3	2.7	2.7	25.0
	99	2	1.8	1.8	26.8
	100	4	3.6	3.6	30.4
	101	6	5.4	5.4	35.7
	102	3	2.7	2.7	38.4
	103	7	6.3	6.3	44.6
	104	1	.9	.9	45.5
	105	5	4.5	4.5	50.0
	106	1	.9	.9	50.9
	107	1	.9	.9	51.8
	108	3	2.7	2.7	54.5
	109	2	1.8	1.8	56.3
	110	4	3.6	3.6	59.8
	111	1	.9	.9	60.7
	112	3	2.7	2.7	63.4
	113	5	4.5	4.5	67.9
	114	4	3.6	3.6	71.4
	115	2	1.8	1.8	73.2
	116	3	2.7	2.7	75.9

Anxiety

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	117	5	4.5	4.5	80.4
	119	3	2.7	2.7	83.0
	120	2	1.8	1.8	84.8
	121	2	1.8	1.8	86.6
	122	2	1.8	1.8	88.4
	123	4	3.6	3.6	92.0
	124	2	1.8	1.8	93.8
	125	1	.9	.9	94.6
	126	2	1.8	1.8	96.4
	127	1	.9	.9	97.3
	128	1	.9	.9	98.2
	129	1	.9	.9	99.1
	138	1	.9	.9	100.0
	Total	112	100.0	100.0	

Students' English Achievement

		Frequency	Percent	Valid Percent	Cumulative Percent
	56	1	.9	.9	.9
	58	2	1.8	1.8	2.7
	60	1	.9	.9	3.6
	62	4	3.6	3.6	7.1
	64	12	10.7	10.7	17.9
	66	8	7.1	7.1	25.0
	68	5	4.5	4.5	29.5
	70	21	18.8	18.8	48.2
Valid	72	8	7.1	7.1	55.4
	74	13	11.6	11.6	67.0
	76	18	16.1	16.1	83.0
	78	6	5.4	5.4	88.4
	80	9	8.0	8.0	96.4
	82	2	1.8	1.8	98.2
	90	2	1.8	1.8	100.0
	Total	112	100.0	100.0	

Appendix 9

Normality Test

NPar Tests

Notes

Output Created		29-NOV-2020 07:42:30
Comments		
Input	Active Dataset	DataSet4
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	112
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each test are based on all cases with valid data for the variable(s) used in that test.
Syntax		NPAR TESTS /K-S(NORMAL)=RES_1 /MISSING ANALYSIS.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,02
	Number of Cases Allowed[a]	196608

a. Based on availability of workspace memory.

[DataSet4]

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		112
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	5.52575170
Most Extreme Differences	Absolute	.078
	Positive	.078
	Negative	-.038
Kolmogorov-Smirnov Z		.822
Asymp. Sig. (2-tailed)		.509

a. Test distribution is Normal.
b. Calculated from data.

Appendix 10

Autocorrelation Test

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Anxiety[b]	.	Enter

a. Dependent Variable: Students' Achievement
b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.475[a]	.226	.219	5.55081	1.727

a. Predictors: (Constant), Anxiety
b. Dependent Variable: Students' Achievement

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	988.448	1	988.448	32.080	.000[b]
	Residual	3389.266	110	30.812		
	Total	4377.714	111			

a. Dependent Variable: Students' Achievement
b. Predictors: (Constant), Anxiety

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	96.422	4.406		21.883	.000
	Anxiety	-.233	.041	-.475	-5.664	.000

a. Dependent Variable: Students' Achievement

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	64.3353	79.6812	71.6429	2.98411	112
Residual	-11.59048	15.66471	.00000	5.52575	112
Std. Predicted Value	-2.449	2.694	.000	1.000	112
Std. Residual	-2.088	2.822	.000	.995	112

a. Dependent Variable: Students' Achievement

Appendix 11

Collenearity Test

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Anxiety[b]	.	Enter

a. Dependent Variable: Students' Achievement
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.475[a]	.226	.219	5.551

a. Predictors: (Constant), Anxiety

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	988.448	1	988.448	32.080	.000[b]
	Residual	3389.266	110	30.812		
	Total	4377.714	111			

a. Dependent Variable: Students' Achievement
b. Predictors: (Constant), Anxiety

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics
		B	Std. Error	Beta			Tolerance
1	(Constant)	96.422	4.406		21.883	.000	
	Anxiety	-.233	.041	-.475	-5.664	.000	1.000

Coefficients^a

Model		Collinearity Statistics
		VIF
1	(Constant)	
	Anxiety	1.000

a. Dependent Variable: Students' Achievement

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Anxiety
1	1	1.993	1.000	.00	.00
	2	.007	16.742	1.00	1.00

a. Dependent Variable: Students' Achievement

Appendix 12

Heteroscedasticity Test
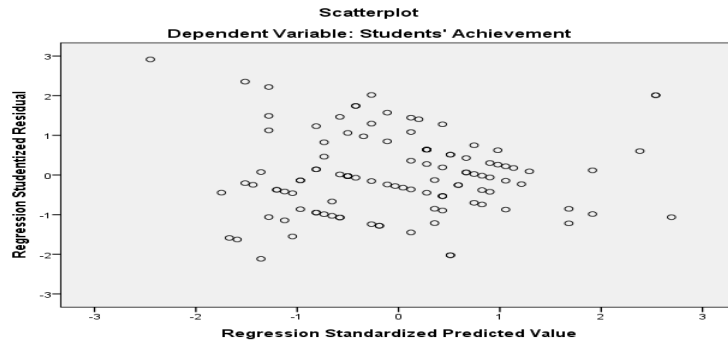
Scatterplot
Dependent Variable: Students' Achievement

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Anxiety[b]	.	Enter

a. Dependent Variable: Abs_Res
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.181[a]	.033	.024	3.42310

a. Predictors: (Constant), Anxiety

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	43.862	1	43.862	3.743	.066[b]
	Residual	1288.936	110	11.718		
	Total	1332.798	111			

a. Dependent Variable: Abs_Res
b. Predictors: (Constant), Anxiety

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.935	2.717		-.344	.731
	Anxiety	.049	.025	.181	1.935	.066

a. Dependent Variable: Abs_Res

Appendix 13

Simple Linear Regression Analysis

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Anxiety[b]	.	Enter

a. Dependent Variable: Students' English Achievement
b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.475[a]	.226	.219	5.551

a. Predictors: (Constant), Anxiety

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	988.448	1	988.448	32.080	.000[b]
	Residual	3389.266	110	30.812		
	Total	4377.714	111			

a. Dependent Variable: Students' English Achievement
b. Predictors: (Constant), Anxiety

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	96.422	4.406		21.883	.000
	Anxiety	-.233	.041	-.475	-5.664	.000

a. Dependent Variable: Students' English Achievement

Durbin Watson Table

Tabel Durbin-Watson (DW), α = 5%

	k=1		k=2		k=3		k=4		k=5	
n	dL	dU	dL	dU	dL	dU	dL	dU	dL	dU
6	0.6102	1.4002								
7	0.6996	1.3564	0.4672	1.8964						
8	0.7629	1.3324	0.5591	1.7771	0.3674	2.2866				
9	0.8243	1.3199	0.6291	1.6993	0.4548	2.1282	0.2957	2.5881		
10	0.8791	1.3197	0.6972	1.6413	0.5253	2.0163	0.3760	2.4137	0.2427	2.8217
11	0.9273	1.3241	0.7580	1.6044	0.5948	1.9280	0.4441	2.2833	0.3155	2.6446
12	0.9708	1.3314	0.8122	1.5794	0.6577	1.8640	0.5120	2.1766	0.3796	2.5061
13	1.0097	1.3404	0.8612	1.5621	0.7147	1.8159	0.5745	2.0943	0.4445	2.3897
14	1.0450	1.3503	0.9054	1.5507	0.7667	1.7788	0.6321	2.0296	0.5052	2.2959
15	1.0770	1.3605	0.9455	1.5432	0.8140	1.7501	0.6852	1.9774	0.5620	2.2198
16	1.1062	1.3709	0.9820	1.5386	0.8572	1.7277	0.7340	1.9351	0.6150	2.1567
17	1.1330	1.3812	1.0154	1.5361	0.8968	1.7101	0.7790	1.9005	0.6641	2.1041
18	1.1576	1.3913	1.0461	1.5353	0.9331	1.6961	0.8204	1.8719	0.7098	2.0600
19	1.1804	1.4012	1.0743	1.5355	0.9666	1.6851	0.8588	1.8482	0.7523	2.0226
20	1.2015	1.4107	1.1004	1.5367	0.9976	1.6763	0.8943	1.8283	0.7918	1.9908
21	1.2212	1.4200	1.1246	1.5385	1.0262	1.6694	0.9272	1.8116	0.8286	1.9635
22	1.2395	1.4289	1.1471	1.5408	1.0529	1.6640	0.9578	1.7974	0.8629	1.9400
23	1.2567	1.4375	1.1682	1.5435	1.0778	1.6597	0.9864	1.7855	0.8949	1.9196
24	1.2728	1.4458	1.1878	1.5464	1.1010	1.6565	1.0131	1.7753	0.9249	1.9018
25	1.2879	1.4537	1.2063	1.5495	1.1228	1.6540	1.0381	1.7666	0.9530	1.8863
26	1.3022	1.4614	1.2236	1.5528	1.1432	1.6523	1.0616	1.7591	0.9794	1.8727
27	1.3157	1.4688	1.2399	1.5562	1.1624	1.6510	1.0836	1.7527	1.0042	1.8608
28	1.3284	1.4759	1.2553	1.5596	1.1805	1.6503	1.1044	1.7473	1.0276	1.8502
29	1.3405	1.4828	1.2699	1.5631	1.1976	1.6499	1.1241	1.7426	1.0497	1.8409
30	1.3520	1.4894	1.2837	1.5666	1.2138	1.6498	1.1426	1.7386	1.0706	1.8326
31	1.3630	1.4957	1.2969	1.5701	1.2292	1.6500	1.1602	1.7352	1.0904	1.8252
32	1.3734	1.5019	1.3093	1.5736	1.2437	1.6505	1.1769	1.7323	1.1092	1.8187
33	1.3834	1.5078	1.3212	1.5770	1.2576	1.6511	1.1927	1.7298	1.1270	1.8128
34	1.3929	1.5136	1.3325	1.5805	1.2707	1.6519	1.2078	1.7277	1.1439	1.8076
35	1.4019	1.5191	1.3433	1.5838	1.2833	1.6528	1.2221	1.7259	1.1601	1.8029
36	1.4107	1.5245	1.3537	1.5872	1.2953	1.6539	1.2358	1.7245	1.1755	1.7987
37	1.4190	1.5297	1.3635	1.5904	1.3068	1.6550	1.2489	1.7233	1.1901	1.7950
38	1.4270	1.5348	1.3730	1.5937	1.3177	1.6563	1.2614	1.7223	1.2042	1.7916
39	1.4347	1.5396	1.3821	1.5969	1.3283	1.6575	1.2734	1.7215	1.2176	1.7886
40	1.4421	1.5444	1.3908	1.6000	1.3384	1.6589	1.2848	1.7209	1.2305	1.7859
41	1.4493	1.5490	1.3992	1.6031	1.3480	1.6603	1.2958	1.7205	1.2428	1.7835
42	1.4562	1.5534	1.4073	1.6061	1.3573	1.6617	1.3064	1.7202	1.2546	1.7814
43	1.4628	1.5577	1.4151	1.6091	1.3663	1.6632	1.3166	1.7200	1.2660	1.7794
44	1.4692	1.5619	1.4226	1.6120	1.3749	1.6647	1.3263	1.7200	1.2769	1.7777
45	1.4754	1.5660	1.4298	1.6148	1.3832	1.6662	1.3357	1.7200	1.2874	1.7762
46	1.4814	1.5700	1.4368	1.6176	1.3912	1.6677	1.3448	1.7201	1.2976	1.7748
47	1.4872	1.5739	1.4435	1.6204	1.3989	1.6692	1.3535	1.7203	1.3073	1.7736
48	1.4928	1.5776	1.4500	1.6231	1.4064	1.6708	1.3619	1.7206	1.3167	1.7725
49	1.4982	1.5813	1.4564	1.6257	1.4136	1.6723	1.3701	1.7210	1.3258	1.7716
50	1.5035	1.5849	1.4625	1.6283	1.4206	1.6739	1.3779	1.7214	1.3346	1.7708
51	1.5086	1.5884	1.4684	1.6309	1.4273	1.6754	1.3855	1.7218	1.3431	1.7701
52	1.5135	1.5917	1.4741	1.6334	1.4339	1.6769	1.3929	1.7223	1.3512	1.7694
53	1.5183	1.5951	1.4797	1.6359	1.4402	1.6785	1.4000	1.7228	1.3592	1.7689
54	1.5230	1.5983	1.4851	1.6383	1.4464	1.6800	1.4069	1.7234	1.3669	1.7684
55	1.5276	1.6014	1.4903	1.6406	1.4523	1.6815	1.4136	1.7240	1.3743	1.7681
56	1.5320	1.6045	1.4954	1.6430	1.4581	1.6830	1.4201	1.7246	1.3815	1.7678
57	1.5363	1.6075	1.5004	1.6452	1.4637	1.6845	1.4264	1.7253	1.3885	1.7675
58	1.5405	1.6105	1.5052	1.6475	1.4692	1.6860	1.4325	1.7259	1.3953	1.7673
59	1.5446	1.6134	1.5099	1.6497	1.4745	1.6875	1.4385	1.7266	1.4019	1.7672
60	1.5485	1.6162	1.5144	1.6518	1.4797	1.6889	1.4443	1.7274	1.4083	1.7671
61	1.5524	1.6189	1.5189	1.6540	1.4847	1.6904	1.4499	1.7281	1.4146	1.7671
62	1.5562	1.6216	1.5232	1.6561	1.4896	1.6918	1.4554	1.7288	1.4206	1.7671
63	1.5599	1.6243	1.5274	1.6581	1.4943	1.6932	1.4607	1.7296	1.4265	1.7671
64	1.5635	1.6268	1.5315	1.6601	1.4990	1.6946	1.4659	1.7303	1.4322	1.7672
65	1.5670	1.6294	1.5355	1.6621	1.5035	1.6960	1.4709	1.7311	1.4378	1.7673
66	1.5704	1.6318	1.5395	1.6640	1.5079	1.6974	1.4758	1.7319	1.4433	1.7675
67	1.5738	1.6343	1.5433	1.6660	1.5122	1.6988	1.4806	1.7327	1.4486	1.7676
68	1.5771	1.6367	1.5470	1.6678	1.5164	1.7001	1.4853	1.7335	1.4537	1.7678
69	1.5803	1.6390	1.5507	1.6697	1.5205	1.7015	1.4899	1.7343	1.4588	1.7680
70	1.5834	1.6413	1.5542	1.6715	1.5245	1.7028	1.4943	1.7351	1.4637	1.7683

n	k=1 dL	k=1 dU	k=2 dL	k=2 dU	k=3 dL	k=3 dU	k=4 dL	k=4 dU	k=5 dL	k=5 dU
71	1.5865	1.6435	1.5577	1.6733	1.5284	1.7041	1.4987	1.7358	1.4685	1.7685
72	1.5895	1.6457	1.5611	1.6751	1.5323	1.7054	1.5029	1.7366	1.4732	1.7688
73	1.5924	1.6479	1.5645	1.6768	1.5360	1.7067	1.5071	1.7375	1.4778	1.7691
74	1.5953	1.6500	1.5677	1.6785	1.5397	1.7079	1.5112	1.7383	1.4822	1.7694
75	1.5981	1.6521	1.5709	1.6802	1.5432	1.7092	1.5151	1.7390	1.4866	1.7698
76	1.6009	1.6541	1.5740	1.6819	1.5467	1.7104	1.5190	1.7399	1.4909	1.7701
77	1.6036	1.6561	1.5771	1.6835	1.5502	1.7117	1.5228	1.7407	1.4950	1.7704
78	1.6063	1.6581	1.5801	1.6851	1.5535	1.7129	1.5265	1.7415	1.4991	1.7708
79	1.6089	1.6601	1.5830	1.6867	1.5568	1.7141	1.5302	1.7423	1.5031	1.7712
80	1.6114	1.6620	1.5859	1.6882	1.5600	1.7153	1.5337	1.7430	1.5070	1.7716
81	1.6139	1.6639	1.5888	1.6898	1.5632	1.7164	1.5372	1.7438	1.5109	1.7720
82	1.6164	1.6657	1.5915	1.6913	1.5663	1.7176	1.5406	1.7446	1.5146	1.7724
83	1.6188	1.6675	1.5942	1.6928	1.5693	1.7187	1.5440	1.7454	1.5183	1.7728
84	1.6212	1.6693	1.5969	1.6942	1.5723	1.7199	1.5472	1.7462	1.5219	1.7732
85	1.6235	1.6711	1.5995	1.6957	1.5752	1.7210	1.5505	1.7470	1.5254	1.7736
86	1.6258	1.6728	1.6021	1.6971	1.5780	1.7221	1.5536	1.7478	1.5289	1.7740
87	1.6280	1.6745	1.6046	1.6985	1.5808	1.7232	1.5567	1.7485	1.5322	1.7745
88	1.6302	1.6762	1.6071	1.6999	1.5836	1.7243	1.5597	1.7493	1.5356	1.7749
89	1.6324	1.6778	1.6095	1.7013	1.5863	1.7254	1.5627	1.7501	1.5388	1.7754
90	1.6345	1.6794	1.6119	1.7026	1.5889	1.7264	1.5656	1.7508	1.5420	1.7758
91	1.6366	1.6810	1.6143	1.7040	1.5915	1.7275	1.5685	1.7516	1.5452	1.7763
92	1.6387	1.6826	1.6166	1.7053	1.5941	1.7285	1.5713	1.7523	1.5482	1.7767
93	1.6407	1.6841	1.6188	1.7066	1.5966	1.7295	1.5741	1.7531	1.5513	1.7772
94	1.6427	1.6857	1.6211	1.7078	1.5991	1.7306	1.5768	1.7538	1.5542	1.7776
95	1.6447	1.6872	1.6233	1.7091	1.6015	1.7316	1.5795	1.7546	1.5572	1.7781
96	1.6466	1.6887	1.6254	1.7103	1.6039	1.7326	1.5821	1.7553	1.5600	1.7785
97	1.6485	1.6901	1.6275	1.7116	1.6063	1.7335	1.5847	1.7560	1.5628	1.7790
98	1.6504	1.6916	1.6296	1.7128	1.6086	1.7345	1.5872	1.7567	1.5656	1.7795
99	1.6522	1.6930	1.6317	1.7140	1.6108	1.7355	1.5897	1.7575	1.5683	1.7799
100	1.6540	1.6944	1.6337	1.7152	**1.6131**	**1.7364**	1.5922	1.7582	1.5710	1.7804
101	1.6558	1.6958	1.6357	1.7163	1.6153	1.7374	1.5946	1.7589	1.5736	1.7809
102	1.6576	1.6971	1.6376	1.7175	1.6174	1.7383	1.5969	1.7596	1.5762	1.7813
103	1.6593	1.6985	1.6396	1.7186	1.6196	1.7392	1.5993	1.7603	1.5788	1.7818
104	1.6610	1.6998	1.6415	1.7198	1.6217	1.7402	1.6016	1.7610	1.5813	1.7823
105	1.6627	1.7011	1.6433	1.7209	1.6237	1.7411	1.6038	1.7617	1.5837	1.7827
106	1.6644	1.7024	1.6452	1.7220	1.6258	1.7420	1.6061	1.7624	1.5861	1.7832
107	1.6660	1.7037	1.6470	1.7231	1.6277	1.7428	1.6083	1.7631	1.5885	1.7837
108	1.6676	1.7050	1.6488	1.7241	1.6297	1.7437	1.6104	1.7637	1.5909	1.7841
109	1.6692	1.7062	1.6505	1.7252	1.6317	1.7446	1.6125	1.7644	1.5932	1.7846
110	1.6708	1.7074	1.6523	1.7262	1.6336	1.7455	1.6146	1.7651	1.5955	1.7851
111	1.6723	1.7086	1.6540	1.7273	1.6355	1.7463	1.6167	1.7657	1.5977	1.7855
112	1.6738	1.7098	1.6557	1.7283	1.6373	1.7472	1.6187	1.7664	1.5999	1.7860
113	1.6753	1.7110	1.6574	1.7293	1.6391	1.7480	1.6207	1.7670	1.6021	1.7864
114	1.6768	1.7122	1.6590	1.7303	1.6410	1.7488	1.6227	1.7677	1.6042	1.7869
115	1.6783	1.7133	1.6606	1.7313	1.6427	1.7496	1.6246	1.7683	1.6063	1.7874
116	1.6797	1.7145	1.6622	1.7323	1.6445	1.7504	1.6265	1.7690	1.6084	1.7878
117	1.6812	1.7156	1.6638	1.7332	1.6462	1.7512	1.6284	1.7696	1.6105	1.7883
118	1.6826	1.7167	1.6653	1.7342	1.6479	1.7520	1.6303	1.7702	1.6125	1.7887
119	1.6839	1.7178	1.6669	1.7352	1.6496	1.7528	1.6321	1.7709	1.6145	1.7892
120	1.6853	1.7189	1.6684	1.7361	1.6513	1.7536	1.6339	1.7715	1.6164	1.7896
121	1.6867	1.7200	1.6699	1.7370	1.6529	1.7544	1.6357	1.7721	1.6184	1.7901
122	1.6880	1.7210	1.6714	1.7379	1.6545	1.7552	1.6375	1.7727	1.6203	1.7905
123	1.6893	1.7221	1.6728	1.7388	1.6561	1.7559	1.6392	1.7733	1.6222	1.7910
124	1.6906	1.7231	1.6743	1.7397	1.6577	1.7567	1.6409	1.7739	1.6240	1.7914
125	1.6919	1.7241	1.6757	1.7406	1.6592	1.7574	1.6426	1.7745	1.6258	1.7919
126	1.6932	1.7252	1.6771	1.7415	1.6608	1.7582	1.6443	1.7751	1.6276	1.7923
127	1.6944	1.7261	1.6785	1.7424	1.6623	1.7589	1.6460	1.7757	1.6294	1.7928
128	1.6957	1.7271	1.6798	1.7432	1.6638	1.7596	1.6476	1.7763	1.6312	1.7932
129	1.6969	1.7281	1.6812	1.7441	1.6653	1.7603	1.6492	1.7769	1.6329	1.7937
130	1.6981	1.7291	1.6825	1.7449	1.6667	1.7610	1.6508	1.7774	1.6346	1.7941
131	1.6993	1.7301	1.6838	1.7458	1.6682	1.7617	1.6523	1.7780	1.6363	1.7945
132	1.7005	1.7310	1.6851	1.7466	1.6696	1.7624	1.6539	1.7786	1.6380	1.7950
133	1.7017	1.7319	1.6864	1.7474	1.6710	1.7631	1.6554	1.7791	1.6397	1.7954
134	1.7028	1.7329	1.6877	1.7482	1.6724	1.7638	1.6569	1.7797	1.6413	1.7958
135	1.7040	1.7338	1.6889	1.7490	1.6738	1.7645	1.6584	1.7802	1.6429	1.7962
136	1.7051	1.7347	1.6902	1.7498	1.6751	1.7652	1.6599	1.7808	1.6445	1.7967

Appendix 15

t-table

Titik Persentase Distribusi t (df = 1 – 40)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

1

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 81 –120)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921
95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah
dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam
kedua ujung

Titik Persentase Distribusi t (df = 121 –160)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
121	0.67652	1.28859	1.65754	1.97976	2.35756	2.61707	3.15895
122	0.67651	1.28853	1.65744	1.97960	2.35730	2.61673	3.15838
123	0.67649	1.28847	1.65734	1.97944	2.35705	2.61639	3.15781
124	0.67647	1.28842	1.65723	1.97928	2.35680	2.61606	3.15726
125	0.67646	1.28836	1.65714	1.97912	2.35655	2.61573	3.15671
126	0.67644	1.28831	1.65704	1.97897	2.35631	2.61541	3.15617
127	0.67643	1.28825	1.65694	1.97882	2.35607	2.61510	3.15565
128	0.67641	1.28820	1.65685	1.97867	2.35583	2.61478	3.15512
129	0.67640	1.28815	1.65675	1.97852	2.35560	2.61448	3.15461
130	0.67638	1.28810	1.65666	1.97838	2.35537	2.61418	3.15411
131	0.67637	1.28805	1.65657	1.97824	2.35515	2.61388	3.15361
132	0.67635	1.28800	1.65648	1.97810	2.35493	2.61359	3.15312
133	0.67634	1.28795	1.65639	1.97796	2.35471	2.61330	3.15264
134	0.67633	1.28790	1.65630	1.97783	2.35450	2.61302	3.15217
135	0.67631	1.28785	1.65622	1.97769	2.35429	2.61274	3.15170
136	0.67630	1.28781	1.65613	1.97756	2.35408	2.61246	3.15124
137	0.67628	1.28776	1.65605	1.97743	2.35387	2.61219	3.15079
138	0.67627	1.28772	1.65597	1.97730	2.35367	2.61193	3.15034
139	0.67626	1.28767	1.65589	1.97718	2.35347	2.61166	3.14990
140	0.67625	1.28763	1.65581	1.97705	2.35328	2.61140	3.14947
141	0.67623	1.28758	1.65573	1.97693	2.35309	2.61115	3.14904
142	0.67622	1.28754	1.65566	1.97681	2.35289	2.61090	3.14862
143	0.67621	1.28750	1.65558	1.97669	2.35271	2.61065	3.14820
144	0.67620	1.28746	1.65550	1.97658	2.35252	2.61040	3.14779
145	0.67619	1.28742	1.65543	1.97646	2.35234	2.61016	3.14739
146	0.67617	1.28738	1.65536	1.97635	2.35216	2.60992	3.14699
147	0.67616	1.28734	1.65529	1.97623	2.35198	2.60969	3.14660
148	0.67615	1.28730	1.65521	1.97612	2.35181	2.60946	3.14621
149	0.67614	1.28726	1.65514	1.97601	2.35163	2.60923	3.14583
150	0.67613	1.28722	1.65508	1.97591	2.35146	2.60900	3.14545
151	0.67612	1.28718	1.65501	1.97580	2.35130	2.60878	3.14508
152	0.67611	1.28715	1.65494	1.97569	2.35113	2.60856	3.14471
153	0.67610	1.28711	1.65487	1.97559	2.35097	2.60834	3.14435
154	0.67609	1.28707	1.65481	1.97549	2.35081	2.60813	3.14400
155	0.67608	1.28704	1.65474	1.97539	2.35065	2.60792	3.14364
156	0.67607	1.28700	1.65468	1.97529	2.35049	2.60771	3.14330
157	0.67606	1.28697	1.65462	1.97519	2.35033	2.60751	3.14295
158	0.67605	1.28693	1.65455	1.97509	2.35018	2.60730	3.14261
159	0.67604	1.28690	1.65449	1.97500	2.35003	2.60710	3.14228
160	0.67603	1.28687	1.65443	1.97490	2.34988	2.60691	3.14195

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 161 –200)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
161	0.67602	1.28683	1.65437	1.97481	2.34973	2.60671	3.14162
162	0.67601	1.28680	1.65431	1.97472	2.34959	2.60652	3.14130
163	0.67600	1.28677	1.65426	1.97462	2.34944	2.60633	3.14098
164	0.67599	1.28673	1.65420	1.97453	2.34930	2.60614	3.14067
165	0.67598	1.28670	1.65414	1.97445	2.34916	2.60595	3.14036
166	0.67597	1.28667	1.65408	1.97436	2.34902	2.60577	3.14005
167	0.67596	1.28664	1.65403	1.97427	2.34888	2.60559	3.13975
168	0.67595	1.28661	1.65397	1.97419	2.34875	2.60541	3.13945
169	0.67594	1.28658	1.65392	1.97410	2.34862	2.60523	3.13915
170	0.67594	1.28655	1.65387	1.97402	2.34848	2.60506	3.13886
171	0.67593	1.28652	1.65381	1.97393	2.34835	2.60489	3.13857
172	0.67592	1.28649	1.65376	1.97385	2.34822	2.60471	3.13829
173	0.67591	1.28646	1.65371	1.97377	2.34810	2.60455	3.13801
174	0.67590	1.28644	1.65366	1.97369	2.34797	2.60438	3.13773
175	0.67589	1.28641	1.65361	1.97361	2.34784	2.60421	3.13745
176	0.67589	1.28638	1.65356	1.97353	2.34772	2.60405	3.13718
177	0.67588	1.28635	1.65351	1.97346	2.34760	2.60389	3.13691
178	0.67587	1.28633	1.65346	1.97338	2.34748	2.60373	3.13665
179	0.67586	1.28630	1.65341	1.97331	2.34736	2.60357	3.13638
180	0.67586	1.28627	1.65336	1.97323	2.34724	2.60342	3.13612
181	0.67585	1.28625	1.65332	1.97316	2.34713	2.60326	3.13587
182	0.67584	1.28622	1.65327	1.97308	2.34701	2.60311	3.13561
183	0.67583	1.28619	1.65322	1.97301	2.34690	2.60296	3.13536
184	0.67583	1.28617	1.65318	1.97294	2.34678	2.60281	3.13511
185	0.67582	1.28614	1.65313	1.97287	2.34667	2.60267	3.13487
186	0.67581	1.28612	1.65309	1.97280	2.34656	2.60252	3.13463
187	0.67580	1.28610	1.65304	1.97273	2.34645	2.60238	3.13438
188	0.67580	1.28607	1.65300	1.97266	2.34635	2.60223	3.13415
189	0.67579	1.28605	1.65296	1.97260	2.34624	2.60209	3.13391
190	0.67578	1.28602	1.65291	1.97253	2.34613	2.60195	3.13368
191	0.67578	1.28600	1.65287	1.97246	2.34603	2.60181	3.13345
192	0.67577	1.28598	1.65283	1.97240	2.34593	2.60168	3.13322
193	0.67576	1.28595	1.65279	1.97233	2.34582	2.60154	3.13299
194	0.67576	1.28593	1.65275	1.97227	2.34572	2.60141	3.13277
195	0.67575	1.28591	1.65271	1.97220	2.34562	2.60128	3.13255
196	0.67574	1.28589	1.65267	1.97214	2.34552	2.60115	3.13233
197	0.67574	1.28586	1.65263	1.97208	2.34543	2.60102	3.13212
198	0.67573	1.28584	1.65259	1.97202	2.34533	2.60089	3.13190
199	0.67572	1.28582	1.65255	1.97196	2.34523	2.60076	3.13169
200	0.67572	1.28580	1.65251	1.97190	2.34514	2.60063	3.13148

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Appendix 16

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Research Activity

</div>
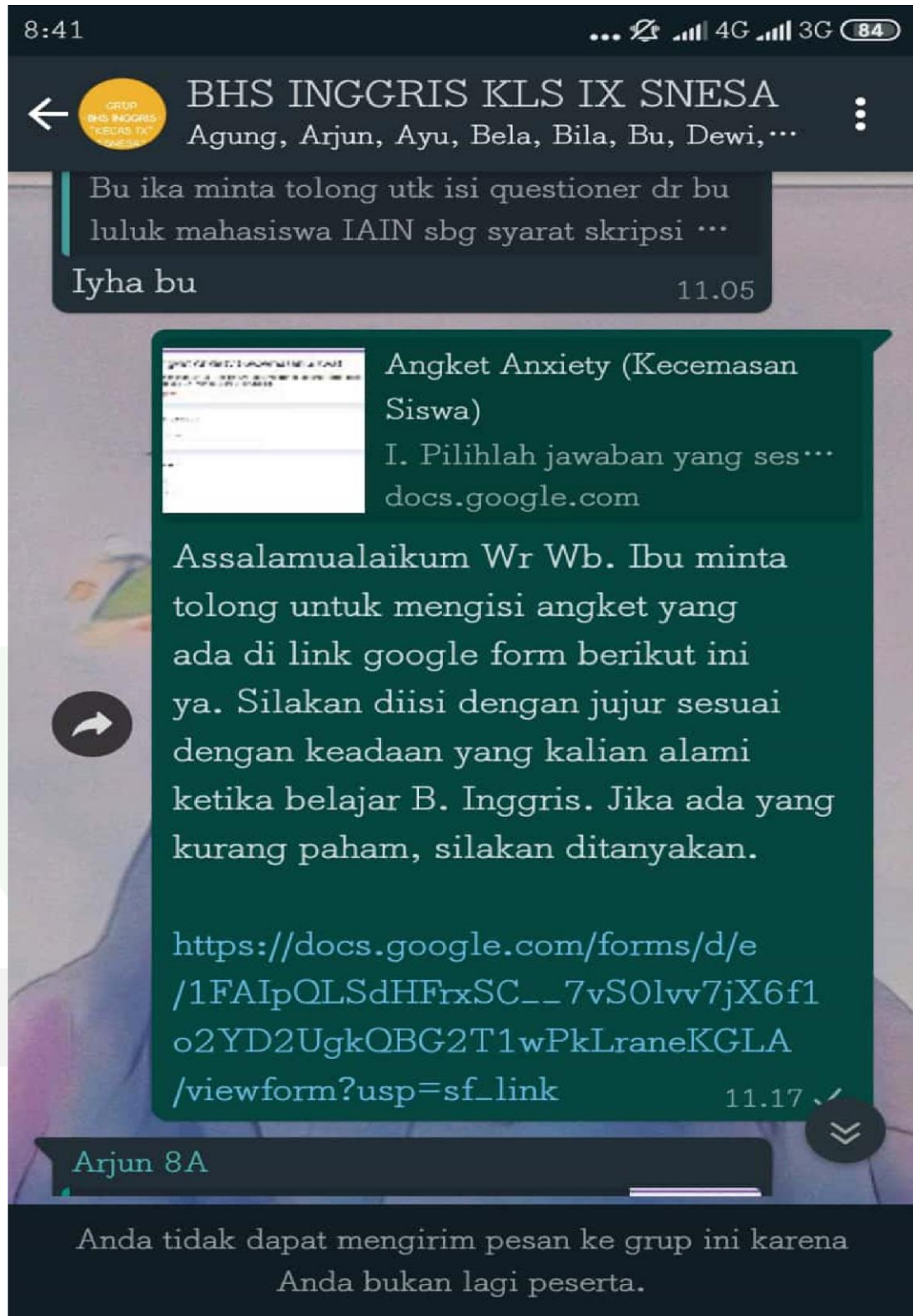
Appendix 17

Autobiography

Name   : Mariamal Luklua

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Faculty   : *Tarbiyah* and Teacher Training

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