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Universitas Brawijaya Universi Pramesthii Lakshita Putri. 2014. A Study on Students' Anxiety and Itssitas Correlation with the Speaking Performance of XI Grade Students at SMAN 1 Krian. Study Program of English, Department of Languages and Literatures, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Fatimah; Co-Universitsupervisor; Endang Sasanti Itas Brawijaya Universitas Brawijaya Keywords: Foreign Language Learning, Speaking, Anxiety, SMAN 1 KRIAN English has become the most dominant global language which should be mastered by all students in Indonesia. Mastering new grammatical rules, pronunciation, and vocabulary, makes foreign language learning a new bigs has challenge for people who study it. One of the big challenges when learning English is speaking. Usually students have difficulty in speaking performance. So it will increase their anxiety. This study was aimed at finding out the anxiety levels of XI grade students, the factors that affect the anxiety and correlation Universi between students' anxiety and the speaking performance of XI grade students of sitas Brawijay SMAN 1 KRIAN. This study used quantitative and qualitative approach since the data were in the form of numbers and word. The quantitative data used in this research were the result of Foreign Language Anxiety Classroom Scale questionnaires filled by ersi XI grade students at SMAN 1 KRIAN, and the result of speaking performance. Sitas BI While the qualitative data used in this research were the result of interview. The researcher collected the data by choosing Foreign Language Classroom Anxiety Scale, distributing the questionnaire to 56 students, collecting the result of questionnaire, selecting 4 students with high anxiety level and 4 students with low Strass Brawllay si anxiety level, asking them to tell a story and deliver speech, scoring, and all a story are all a story and deliver speech, scoring, and all a story are all a story and deliver speech, scoring, and all a story are all a story and deliver speech, scoring, and all a story are interviewing the participants about their speaking performance. Thus, the researcher analyzed them and finally drew a conclusion. The researcher found that there was high anxiety level in XI Social students. The factors that affect students' anxiety namely communication apprehension, test anxiety, and fear of negative evaluation. The researcher also Brawi found significant positive correlation in XI Social between students who have low anxiety score and the speaking performance. There was significant negative correlation between XI Social between who have high anxiety score and the speaking performance. The conclusion was anxiety gave influence to the student's speaking has by Universi performance. For the next researcher, it is recommended to conduct the study of sites anxiety using other theories. The researcher also suggests the next researchers to examine the relationship between speaking anxiety and academic achievement by using different instrument. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya Universitas Brawijaya University ACKNOWLEDGEMENTS Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B First of all, the writer would like to thank God for His blessing and guidance Sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya so that she can finish this project well. This thesis cannot be finished without rawijaya Universitas Brawijaya University gratitude is expressed to her supervisor Fatimah, M.Appl.Ling. for the guidance, sitas Brawijaya Universitas Brawijaya Universities Brawijaya Universitas Brawijaya this research and XI grade students at SMAN 1 KRIAN as the participants who sitas Brawijaya and students at SMAN 1 KRIAN as the participants who sitas Brawijaya and students at SMAN 1 KRIAN as the participants who sitas Brawijaya give the information that the researcher needed. The researcher also wants to deliver her biggest gratitude to her beloved as Brawijava family, especially the researcher's father G.P Handoko and mother Sutarti for Universitheir endless support and prayers. The big thanks are also to her friends: Herman, Sitas Brawijaya Lendra, Nayu, Putri, Rizky, Mujiani, Ika, Ratna, Gea, Dewi, Tri, Izza, Ditya, Weni, Silvi, Firnantia and so on for always supporting and cheering her. Finally, Universithe researcher hopes that this study can be useful for everyone. awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 20 August 2014 iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra The writer Universitas Brawijaya rawijaya

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rawijaya	Universities used in community is called mother tongue (L1). After the first language		
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya brainstorming, reporting, playing card, etc. Every student in a class has different ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi speaking progress. It can be influenced by different factors such as motivation, and also personality. According to Krashen (1981), the affective filter is the role University affective in the process of language acquisition. If students have low motivation, Sitas B Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universita Universit comprehensible input from being used for acquisition. Krashen (1981) suggest University when the filter is 'up' it can obstruct language acquisition.

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University when the filter is 'up' it can obstruct language acquisition. Universities Browning is also related to speaking performance such as to transfer sentence by sentence or University word by word, and it is difficult to demonstrate what they want to speak. When site students perform English spontaneously, it will increase their anxiety MacIntyre Universit & Gardner state "anxiety is little part of learner's first experience with their state foreign language" (1991, p.110). Sometimes the effect of anxiety in students' oral performance will be strong among students who cannot speak English well. They Bra ers are afraid to make mistake in front of their friends, they also think about the negative perception from their friends. Furthermore, some researches have found Universithe negative correlation between language anxiety and performance. One of themsitas Bi is a study by MacIntyre and Gardner (1989) which found significant negative correlations between a specific measure of language anxiety (French class Universitanxiety) and performance on a vocabulary learning task. It is similar conditions it as which happened in Indonesia's English classroom. The writer had observed of TEFL in X grade students last year, the writer looked some students feel nervous when their teacher asked to them make dialog performance. Because some of Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

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Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya REVIEW OF RELATED LITERATURE awijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya In this chapter, the writer explains related literature which will be used to University investigate the problem. They are theoretical framework and the previous study. Problem investigate the problem investigate the problem. Universi 2.1 B Theoretical Framework Universitas Br Theoretical framework includes theories that are related to this study such as Second language acquisition, foreign language learning, Krashen's five Universi hypothesis in second language acquisition, speaking activity, anxiety, types of sitas Brawijaya anxiety, manifestations of anxiety, and instrument for measuring foreign language Universitanxiety. Universit 2.1.1 Second Language Acquisition All people in the world live in a social environment where they have used Universi more than one language every day. The first language that people have learned issit as Brawijaya mother tongue (L1). Usually, they always use it in daily life to communicate with University other people around them. By using it, people feel comfortable to share their Universities Brawijaya University Universi ideas, purpose, and also opinion with other people. For example, people who livesitas Brawijava in Central Java regularly use Javanese as their mother tongue. Another language Universithat people learn after the first language is called second language (L2). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya People acquire second language from their school, environment, and family. According to Gass and Selinker (2008, p.1) also suggest that second language Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
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rawijaya	Universi However, it is more comfortable to speak in the mother tongue.awijaya Universitas Brawija
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rawijaya 	Universit foreign language learning is how the language is learned. In addition, Second Strawija
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rawijaya	Iniversit as Brawija language is a new language that is learnt formally by people at school or campus, Universitas Brawijaya
rawijaya	Universitbut it is not used in their daily life (Cautrell, 2007).ersitas Brawijaya Universitas Brawija
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawija
rawijaya	Universitas Because there are cross-cultural relationship and globalization, people Brawija
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rawijaya	Universitkinds of reason such as they want to build relationship and communication withsitas Brawija
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rawijaya	University other people in different countries. It is also possible that they want to stu	"Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Furthermore, although people learn English from elementary le Universitas Brawijaya Universitas Brawijaya	vel until Universitas Brawijay
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rawijaya	Universit because English is not used in their daily life. Universitas Brawijaya	Universitas Brawijay
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rawijaya	University students from their elementary level until their college level. However,	
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rawijaya	Universi Besides, it will make them have difficulty to speak in a foreign language	niversitas Brawijay
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rawijaya	Universit 2.1.3 Krashen's Five Hypothesis in Second Language Acquisition Universit	hiversitas Brawijay
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rawijaya	Universit There are five hypotheses in second language acquisition. Krashe	n (1981)sitas Brawijay
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rawijaya	University proposed five hypotheses namely, acquisition-learning hypotheses, the	Universitas Brawijay
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rawijaya	Universitas Brawijaya while learning focuses on structure of the language system. Universitas Brawijaya	Universitas Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Bravopinion about the topic which has been discussed together in class. In Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brayaddition, they always worry to use a foreign language that they have not sitas Brawijava Universitas Brawijaya rawijaya Universitas Bb. Fewer participants speak using English. Less participant here means it as Brawijaya Universitas Braybecause they are lazy and feel uncomfortable with it. Universitas Brawijaya Universitas Bc. Nothing to say and it means they prefer to be silent. This is another sitas reason why students prefer to be silent. Because of less knowledge and information about the topic given by teacher, they prefer to be silent. Iversitas Brawijaya d. When speaking in the foreign language they mix it with their mothers as R tongue. It is because they rarely practice and communicate using it. The difficulty of grammar, pronunciation, and also unfamiliar words makesitas Brawijaya some of them prefer to use their mother tongue, because it will be easier to understand. In this research, the writer uses story telling and speech to measure speaking it as performance. Based on Brown's theory, these two speech activities belong to Universitextensive type of speaking performance. Concerning the second research problems, the writer uses Ur's theory when discussing the three factors affecting student's anxiety namely communication apprehension, test anxiety and fear Universitas Brawijava Universitas Brawijava Universi negative evaluation. Because of speaking is very difficult so it will increase it as Brawijaya Universitas Bra Universitas Brawijaya **Universitas Brawijava Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Commonly, Levery person has experience about anxiety. According to sitas Brawijava Horwitz et al. (1986, p.126), anxiety is the subjective feeling of tension, University apprehension, nervousness, and worry associated with an arousal of the autonomic state Br Universitas Brawijaya Universitas Brawijaya Universitas Bruniversi nervous system. For example, when people feel nervous to speak French, they it as Br Universit will tend to make more mistakes either about grammar, spelling, or coherence and s Brawiiava Universit Universitalso they often say "you know, eemm". Moreover, it will increase students' sitas uncomfortable feeling. MacIntyre & Gardner (1991a, p.515) state anxiety negatively influences the language learning process. It can be the major problem Universi that always happens in our life. It can become an obstruction factor when people sitas study and develop their foreign language, such as English language. According to Horwitz et al. (1986, p.127), individuals who feel that they are Sitas Brawijaya competent in their mother tongue, will feel degraded when they are required to speak in their second language. It means that people will feel competent to speak Universitwith other people using their mother tongue rather than using their secondsitas B language. They do not have self confidence to speak English. It is because they feel embarrassed when they make some mistakes in pronouncing English word, University spelling, and also in grammar. They also feel embarrassed when they make it as B mistakes because lack of concentration. Sometimes, the more mistakes that they Universithave made, the more they become nervous.a Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Besides, Horwitz at al. (1986) mention the factor that affecting the anxiety sitas Brawijava are communication apprehension, test anxiety, and fear of negative evaluation. Universi Communication apprehension is related to student's ability to communicate in the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

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rawijaya	University target language. In addition, learners are shy when they speak in from	Iniversitas ont of	Brawijay
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rawijaya	Universi Katalin (2006) established a score range. Students who get higher score the		
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rawijaya Irawijaya	Universithan 99, they are categorized as having low anxiety level. That standard v	THE OTHER	
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rawijaya Universitas B Different from trait anxiety, strait anxiety is an unpleasant feeling which can sit as rawijaya Universitas Brawi Universitas U	Brawijay Brawijay
rawijaya universitas Brawi universitas appear because learners are exposed to a particular situation or condition. It also it as universitas universit	Brawijay
rawijaya Universitaspens in some moments because of the feeling of nervousness, tension, and sitas universitas	D
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rawijava Universi worry. Spilberger (1983 cited in Jiayong, p. 29) states that state anxiety is the sitas	Brawijay
The second secon	Brawijay
rawijaya Universi apprehension which takes place at a particular moment and often accompanies niversitas	Brawijay
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rawijaya Universit physical sign such as perspiration, sweaty palms, dry mouth, muscle contractions it as	
rawijaya Universit rawijaya Universita and tension, increase in heart, and perspiration rates. For example is when there is	
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rawijaya Universita mathematic examination. In the first time, students will feel nervous, they worry sitas Universitas	
rawijaya Universitas  Universitif they cannot get a good score and finish it. But after they finish that exam, they sit as	
rawijaya Universitas B rawijaya Universitas Bra Universitas Bra Universitas	
rawijaya Universitas Bra Irawijaya Universitas B Situation-specific anxiety	
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rawijaya Universitas B Situation-specific anxiety is related with general anxiety and certain sitas	Brawijay
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rawijaya Universitas B"Situation-specific construct can be seen as trait anxiety measure limited tositas	Brawijay
rawijaya Universitas Ba given context. Respondent are tested for their anxiety reaction in well-sitas	Brawijay
defined situation such as public speaking, writing examination, or participating in French class"	Brawijay
rawijaya Universitas B It is because they do not have ability to be proficient to speak, write, listen sitas	
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rawijaya Universitand also read in their second language. ijaya Universitas Brawijaya Universitas	
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Universitas Brawijaya Universitas B From the explanation which the writer has mentioned in a particular Universitas Brawijaya Universitas Brawijaya University situation or condition, sometimes students feel nervous because they are not sitas proficient in speaking English and consequently their manifestation of anxiety Universitwill appeai aya Universitas Brawijaya Universitas Brawijaya 2.1.7 Manifestations of Speaking Anxiety According to Samuelsson (2011, cited in Hadziosmanovic, p.9) speaking anxiety is the difficulty to speak in front of the group. The difficulties in these cases are prepared speeches, oral presentations, answering questions or simple presentation rounds among others. Usually students who have speaking anxiety states Universi are very quiet, passive, and they also receive less attention from their teachers. Sitas Sometimes, speaking in front of their friends or the teacher is like an activity ersil which deeply worries and they feel threatened. Moreover, they are afraid of losingsitas Bra their self confidence and also it will show their language weaknesses. Horwitz et al (1986, p.126) argues that anxious students may avoid studying and in some cases skip class entirely in an effort to alleviate their anxiety. It means the students who feel anxious sometimes feel insecure to join the class. Indeed, people who Universithave speaking anxiety, will be more confused to arrange sentence and they have sitas Bra high degree of pausing, lack of coherence, high insertion filler such as "you know as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya ersitas B Lanerfeldt (2005, cited in Basic, p.11) observed 295 students in the 7-9th las grade when speaking in class. The result shows that a large group of them felt discomfort when speaking in class and 30 % of them believed that their speaking Br Universitas Brawijaya Universitas Brawijaya Universi difficulties started at the intermediate level. They felt pressure about making

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava Universitas Brawiiava** Universitianguage mistakes as well as presenting their opinions in front of their peers ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitand B teachers. Many of them feel uncomfortable about speaking in class and sitas sitas Brawijaya Universitas Brawijaya Universiting English. Anxiety have physical/physiological, emotional, and behavioral Brawil Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya manifestations, and those each individual manifestation can be different. According to Oxford (1999, cited in Biljana, 2013, p.20), there are some University symptoms indicating speaking anxiety and it will be explained as follows: University Brawijaya It includes rapid heart beat, tension muscle, dry mouth, and excessive Universi perspiration. For example if there is a person who becomes a speaker in public speaking in the first time, commonly his heart beats more rapidly than usual and Universitalso has excessive perspiration. He does not want his performance bad in front of sitas the audience. Although he has done preparation before, it is not easy to speak in University front of audience. So consequently it makes his concentration blank. Psychological symptoms It includes embarrassment, feelings of helplessness, fear, going blank Universitinability to concentrate, as well as poor memory recall and they cannot remembersitas Brawijaya things easily. Sometimes, people will feel embarrassed if they cannot speak fluently in front of their audience. Consequently, it will make their concentration sitas Brawijaya Universitas Brawijaya Universitas Brawijaya University not focus on the topic which has been prepared before and become blank. For sites Universitas Brawijaya Alladin, they will blank and also try to remember the content of the text. Making Universitas Brawijava Universi sentence and having little vocabulary, will make all of them try very hard to think Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawiiava** Universitas Brawijaya Universitas Brawijaya University long. Sometimes they feel embarrassed when they pronounce something sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitwrongawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya C. Behavioral symptoms Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BrIt includes squirming, fidgeting, playing with hair or clothing, touchingsitas Brawijaya Universitas Brawijaya Universitafter repeated practice. Moreover, behavioral symptoms of vanxiety is sitas as Brawiiava Universit Universiteonsidered negative behavior in our life such as inappropriate silence, unwillingness to participate to speak, coming late to avoid the lesson, or arriving unprepared. It means that learners who feel insecure with the lesson that Universi can threaten them, will try to avoid it. For example people who are nervous looksitas uncomfortable and always move from side to side in an awkward way, sometimes Universithey play with their hair and touch objects to reduce their nervousness. Other signs which might reflect language anxiety are over-studying, University perfectionism, hostility, excessive competitiveness, as well as excessive self-sitas Universi effacement and self-criticism for example when some anxious student see their sites friends are very fluent in speaking and have confidence, they will feel "I can't do Universitit well-like my friends have done and be brave in front of other friend. I'm sositas Br stupid in this field. They are better than me" Universities B. The writer uses Oxford's theory (1999) when discussing the three factors Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Br Universit affecting student's anxiety namely communication apprehension, test anxiety and sit as Brawijaya fear of negative evaluation. Usually students who feel nervous also reproduce excessive perspiration and play with their hair or clothing. Consequently, they Universitalways make some errors and try to remember the content of the text. When Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya University investigating student's anxiety, there are some instruments. However the writer Brawijaya rersitas Brawijaya - Universitas Brawijaya Universitas Brawijaya Universitonly focuses on FLCAS rsitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya
2.1.8 Foreign Language Classroom Anxiety Scale (FLCAS)
Universitas Brawijaya rawijaya rawijaya rawijaya Universitas B This study tries to find the correlation between anxiety and their oral sitas Brawijaya Universitas Brawijaya Universitas P Universitas Brawijaya Universi instrument related to anxiety namely Foreign Language Anxiety Classroom Scale tas Brawijaya Universitas Brawijaya r is shortened into FLCAS.

Universitas Brawijaya
FLCAS was developed by Horwitz et al. (1986, p.129) and is used for sitas Brawijaya Universit which is shortened into FLCAS.
Universitas Br Universitas Br measuring anxiety levels. FLCAS is "a self-report measure which assesses the liversitas Brawijaya Universi degree of anxiety, as evidenced by negative performance expectancies and socialsitas Brawijaya comparisons, psycho-physiological symptoms, and avoidance behaviors." rawijaya University (Horwitz et al, 1986). In addition, there are 33 question items, 5 point scales as Brawijaya University agree and 1 point scale ranging is "strongly disagree". Stas Brawijaya University agree and 1 point scale ranging is "strongly disagree". But for the number 2,5,8,11,14,18,22,28,32 the point scale can change become 1 Sitas Brawijaya University point scale range of "strongly agree" and 5 point scale ranging is "strongly it as Brawijaya Universitas Brawijaya disagree" Universitas B The writer uses FLCAS to answer the first research problem about anxiety sitas Brawijaya Universitlevel of XI grade student at SMAN 1 KRIAN and select students who have high sitas Brawijaya ersitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya

Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities B There are previous studies that are related to this study. The first is the study it as Brawijava done by Tsui Dik Ki, Lilian (2005) about The Impact of Anxiety on Code Mixing Universi During Lessons (English As A Medium of Instruction) among Junior Students in Sitas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya A Secondary School in Hong Kong. He analyzes whether the student who is anxious has higher frequency of code mixing in those lessons and also what the Universityituation/(when, why) make them do code mixing. The participants were 11sitas students consisting of boy and girls from EMI secondary school in Hong Kong. His research used FLCAS (Foreign Language Classroom Anxiety Scale) and Universi interview. The result showed that students who were more anxious mostly would use code mixing. In addition, there was positive correlation between code mixing Universitand language proficiency among the boys in his research. Furthermore, he foundsitas the boys who had lower score in FLCAS have lower proficiency in English. Universit Besides, there was no correlation between the anxiety level and frequency of Sitas Brawijaya Universi code-mixing among the girls in this study. Another previous study is Toth (2012) who conducted Foreign Language Universit Anxiety and Oral Performance: Differences between High vs Low Anxious EFLSitas Brawijaya Students. He analyzed differences between high- and low-anxious students' oral sitas performance in terms of the assessment criteria used by the raters such as University grammar, I fluency, and pronunciation. He also analyzed how the traters's it as Brawijaya Universitas Brawijaya native speaking interlocutor's impression marks based on overall proficiency, task Universi performance, interaction skills, and depth of answers. The participants were 16 Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya University English major students from a University in Hungary. He used FLCAS. The result Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University of this study suggested that students who have high Foreign Language Anxiety, sitas Brawijava Universitas Brawijaya rawijaya Universities pecially in their fluency, grammar, vocabulary, intonation, effectiveness of sitas Brawijaya Universitas Brawijaya University from students who have low anxiety. They are so easy to converse freely, in term Sitas Brawijaya Universit of various aspect of their L2 speech, especially in their grammar, intonation, sitas Brawijaya Universities Braw' vocabulary, and depth answer. kijaya Universitas Brawijaya
Universitas Brawijaya
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Universitas Brawijaya Universi first previous research analyzes anxiety frequency of code mixing and the second<sub>sitas</sub> Brawijaya previous study investigates high and low anxious students' performance compared Universit with the native speaking interlocutor's impression marks. While the writer's sitas Brawijaya rawijaya research analyzes level of anxiety, factors contributing of anxiety, the correlation Universit between anxiety with their speaking performance and the difference between Sitas Brawijaya Universitanxiety students in XI Social class. The similarity among the studies is the stage Brawijaya instrument used to measure students' level of anxiety which is Foreign Language Universi Classroom Anxiety Scale (FLCAS). Universitas Brawijaya rawijaya

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rawijaya	Universitas B This chapter presents the method used in the study such as research	h design, Jiliyersitas Brawijay
rawijaya	Universitate Brawijaya data source, data collection and data analysis.	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijay
rawijaya	Universit 3.1 B Research design Siaya	Universitas Brawijay
rawijaya	Universitas Br	Universitas Brawijay
rawijaya	Universitas The writer used quantitative and qualitative approach as the research	
rawijaya	Universit According to Punch (2004, p.3) quantitative research is an empirical	research Brawijay
rawijaya 	University where the date are in the form of working While we like time and we self-fit	Niversitas Brawijay
rawijaya 	Universi where the data are in the form of numbers. While, qualitative approach for	cused onsitas Brawijay
rawijaya	Universit understanding phenomena from the perspective of human participant in t	he study.
rawijaya	THE THE TANK I SEE TH	/
rawijaya	University In this research the writer used a quantitative approach because this research	
rawijaya rawijaya	Universita	Universitas Brawijay KRIAN, citas Brawijay
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rawijaya	Universities find out about the correlation between students' anxiety of XI grade Universities L	Students Stas Brawijay Universitas Brawijay
rawijaya	University and their speaking performance. The writer used a qualitative approach	
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rawijaya	Universities Bratch was conducted to find out the factors that affect the anxious Universities Bratch	ety of XI Universitas Brawijay
rawijaya	Universit grade student at SMAN 1 KRIAN. Furthermore, the writer did observati	
rawijaya	Universitas Brawijaya	<b>Universitas Brawijay</b>
rawijaya	Universithe data. So, the quantitative data was obtained through the questionnair	e and the sitas Brawijay
rawijaya	result score of speaking performance. While the qualitative data was	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universithrough the result interview by students aya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas BIn this research, the data source or the subject of the study was XI gradesitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students at SMAN 1 KRIAN. The total population of XI grade student at SMAN 1 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	
rawijaya	Universi KRIAN were 307 consisting of 6 science classes, 3 social classes, and 1 language sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Class Arikunto (2006, p. 134) states that a researcher may take 10%-15% or 20%-
rawijaya	Universi class. Arikunto (2006, p.134) states that a researcher may take 10%-15% or 20%-sitas Brawijay
rawijaya	University 25% or more of the population used as the sample. In choosing the participants, sites Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universithe writer decided to use purposive sampling. According to Arikunto (2006, sitas Brawijay
rawijaya rawijaya	Universitas Brawi Universitas Brawijay Universitas Brawijay Universitas Brawijay
rawijaya	Universitionsideration. The criterion which should be possessed by the participant is that sitas Brawijay
rawijaya	Universita Universitas Brawijay
rawijaya	Universi their English ability was average compared to other classes.
rawijaya	Universi
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rawijaya	Universit recommended by the teacher. In addition, based on observations that the writersitas Brawijay
rawijaya	Universita niversitas Brawijay
rawijaya	University did in the classroom, those 56 students fulfilled the criteria as the participant. The Brawijay
rawijaya	Universit writer did the observation at SMAN 1 Krian in two weeks. The purpose was to sitas Brawijay
rawijaya	Universitas Universitas Brawijay
rawijaya	University monitor the classroom situation and students of the class before giving a test. Inversity Brawijay
rawijaya	Universitas B  The data used in this quantitative research were the result of Foreign
rawijaya	Universitas Brawijay
rawijaya	Universi Language Classroom Anxiety Scale questionnaires filled by XI grade students at Sitas Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Univ<sup>25</sup>sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B According to Griffee (2012, p. 137) there was an advantage of using ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi questionnaires as a research instrument. He suggested that data from ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi University questionnaires were self-reported which allowed the students to think that datasitas Brawijaya Universitas B In this research, the writer used Foreign Language Classroom Anxiety Scale Sitas Brawijaya Universit(FLCAS) because the questionnaire was appropriate to measure anxiety level. The instrument had been developed by Horwitz et al (1986). The questionnaire Universition and 33 questions with 5 alternative answers (5-point Likert scale: 1/exsitas Brawijaya Universi Strongly Disagree, 2 = Disagree, 3 = Neither Agree nor Disagree, 4 = Agree, 5 = Sitas Strongly Agree). But there were some questions which have different score. Since Universithere were two types of data which one was quantitative and qualitative, the writersitas conducted the following steps. Universit The following are the steps in quantitative data collections: Language Classroom Anxiety Scale (FLCAS) 1. Chose Foreign questionnaire of Horwitz (1986) and downloaded it from The Modern Universitas BraLanguage Journal 70. (see Appendix 1) 2. Distributed the questionnaire to 56 students and gave limitation about 5 Universitas Brawijaya to fill it. By giving limitation about 5 minutes, students would Universitas Brawijaya U Universitas Br read and focus to think about the answer. On the other hand, if students it as Universitas Brawijaya Universitas Brathe text and thinking about the answer. Universitas Brawijaya Universities 3. Collected the result of questionnaire. Universities Brawiiava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ<sup>26</sup>sitas Brawijaya Universitas 4. a Selected 4 students with the highest anxiety level and 4 students with the Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bralowest anxiety level from social class. The writer chose 4 students from sitas Brawijaya Universitas Bractivities which took the time for them to prepare. So there would be 8 sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students who would perform speaking. Universitas Brawijaya Universitas Brawijaya Universitas 5. Asked them to tell a story and delivered speech in front of the class about Sitas Brawijaya Universitas Bra3-5 minutes. The topic for story telling was about fairy tale and the speech sitas was about education. The writer took those two topics because the topics were suitable and familiar for them. There were two meetings for their performance in a week, so they could show their speaking performance maximally. The time of preparation was about 10 minutes before performing. Scored their oral performance. This was done by the teacher and the writer. So the result could be objective. The scoring rubric was taken from Stas Brawijaya English Assessment Test 2 which had been developed based on KTSP 2006 by Grace and Sudarwati (2012). (see Appendix 2) Universitas B Having completed the quantitative data collection, the writer started to collect the qualitative data by interviewing the participants about their speaking performance and the result of FLCAS. The writer used structure interview to get sitas Brawijaya Universitas Brawijaya Universitas Brawijaya University more information about the data it could be seen in Appendix 3. In addition, the sit as interview was recorded and the transcripts could be seen in Appendix 4 and 5. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya rawijava

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Mean	99.91 Universitas					
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Universitas Based on t	he table above	, N is the tot	al of data whic	ch were proce	essed and	Brawijay
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that was 56. Then Universitas Br	re was no missi	ing data in tha	it table. In addi	tion, it was sl	nown that	Brawijay
	level score in	XI Social Hig	th anxiety with	mean score		
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Universi median score103	3.00. In addition	n the mean sc	ore was more	than 99, so it	could be	Brawijay
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categorized as in	gn anxiety leve		Mal	7		
		A FELD				
	nat Affect the	Anxiety of	XI Grade S	tudents at S		
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	found the fact	ors that affect	ting the anxiety	v of XI grade		
	Tourid the fact	ors that affec	ing the anxiet	y or Ar grade		
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Universitas Brawijaya University University Brawijaya University Brawijaya ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra According to McCroskey (1977, cited in Yahya, p.230) communication tas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers apprehension is an individual level of fear or anxiety associated with real or University anticipated communication with another person or persons. During the observed, sitas Brawijaya Universitas Brawijaya University had to speak with good pronunciation, use appropriate vocabulary and sites Br University grammatical rules in order to make good sentences. Sometimes, they were not sites fluent when they delivered their ideas and it would affect their feeling. They were Universitanxious and also had negative perception. In addition, there were some factors University why students could not speak fluently and often produce fillers such assitas "hmmmm...aaaaaa" etc. One of the factors was communication apprehension Universit(CA). Once the student was asked to perform using English in a classroomsitas situation, it could cause students' anxiety because they had to perform unfamiliar Universit sounds in front of an audience, made some mistakes in grammar, and they had sit as Brawijaya Universi difficulty to express their ideas. When their teacher asked them to speak usually itas they felt shy to express their idea, they were unwilling to join in speaking and they Universitivere afraid to make mistakes. The writer would compare the communicationsitas Braw apprehension of high anxiety students and low anxiety students. Universitas Brawijaya Universitas Brawijaya Universitas Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University performance and did story telling. It was because they felt shy and they did not sit as Brawijaya want to show their weaknesses in front of the class. It was also strengthened by statement from student number 3: "I am shy when I speak in front of the class. All Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University of my friends look at me, so it makes me nervous". Another point from student Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya with high anxiety was that they felt terrible about their pronunciation which they ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universi did not master. As student number 2, a high anxiety student reported: "I am confused and cannot speak with good pronunciation. It is so difficult". They University tended to avoid communication in English although the communication in English sites B Universitas Brawijaya performance. As student number 1, a high anxiety student reported: "I am not University satisfied with my performance. It is so difficult to arrange sentences when it universities braw performing in front of the class. Limited vocabulary makes me blank and its confused. I could not easily remember some words and content of the story in Universi English". From that statement, most of the students with high anxiety thought that they have difficulty to arrange some words, and memorize the content of the story Universitare not easy. Poor in grammatical knowledge and practice made them markedly sitas uncomfortable when speaking English and they tend to read the text. Besides, they used gap fillers such as "hmm", "errr". It was also supported University the statement of student number 4: "I forgot about word and said aaa...eeee..aaa...eee". In addition, using code mixing would help them to deliver Universitheir argument and idea. It can be seen from student number 4 who has reported: "I am not accustomed to English when speaking, it made me nervous. If I do not know how to translate the word in target language, I used code mixing Universi Furthermore, they could not concentrate and try to focus on the content. Assitas student number 2, a high anxiety student reported: "I could not memorize content of the story, so it made me blank. Although I had done preparation, it was not rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Uni Universities for me to speak in front of the audience. Regularly my mind would be blank. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava Universitas Brawiiava** my foot could not stop moving and I produced much perspiration than usual" ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univers Universi That statement showed that, students had difficulty to memorize the story in English. They tried to remember the sequence of the story. In addition, as Brawijaya Universitas Brawijaya Universitas Brawijaya Universi simultaneously manifestation of anxiety appeared. Another point from student it as Br Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bruniversitas Brawijaya Universitas Brawijaya Universi Universithey could not make their performance fun and attractive. Some of them were shy Universitto speak in front of their friends. Usually, they felt embarrassed when the teachersit asked them to speak up. Consequently, they could not concentrate on their ersit material. Furthermore, they wanted to finish their performance quickly. University On the other hand, it was different from students who had low anxiety, they kept trying to explain their ideas because they were not afraid of making Universit mistakes, and they tried to reduce the difficult words or concept. Although they sitas felt nervous, they tried to relax and move on. Besides, they wanted their performance satisfying. Student number 53, a low anxiety student said, "I was sites satisfied with my performance because I could make my friend enjoy with my story and speech, although I was nervous, I tried to relax. Furthermore, I want to Universitexpress the idea in my mind. In some moment, I produced a lot of perspiration toositas Braw because of my nervousness". Universitas Brawijaya student who had low anxiety had self-confident to speak, they Universitas Brawijaya Univ Universi forgot about the vocabulary which they had prepared before. As a student with sites low anxiety 56 reported that, "Although I had prepared before, but there were some vocab that I forgot to deliver. I should understand the content and did not Injury only memorize the content". From the statement, student with low anxiety Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya sometimes forget the vocabulary which might be used in their performance. But ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi because they understood about the content, they could use other words which had itas Brawijaya Universitas Brawijaya University referred to understand the content first ava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya 4.1.2.2 Fear of Negative Evaluation ersitas Bra Sometimes students who had high anxiety were afraid to make mistakes and Bjudged by their other friends. When they became monotonous, their sites Br
performance would not be attractive anymore. In addition, others' negative thoughts and fear of making pronunciation mistakes would create anxiety. There Universi were other friends who did not care about their friends during performing. Forsitas some students who had high anxiety criticism from teacher and their friends Wersil would make them feel down. They were not self confident in their English Sitas Bl speaking ability. As student number 3, a high anxiety student, he reported, "I was afraid when I made some errors in grammar and my pronunciation was not better than my other friends. So I could not be brave for expressing my idea. There were many friends looking at my performance, consequently I was nervous. I Universitafraid too if my friends laughed at me". Another high anxiety student number 2, sitas B Universitas Brawijay Universitas B Universitas Brawijay Universitas B Universitas Brawijay Universitas B Brawijay Universitas B Brawijay Bra looked at my performance, it made my concentration blank. I could not focus. My ers grammar was so bad too. I often say emmmm... tried to remember it". From the Universitas Brawijaya looking at them accurately. Making a lot of mistakes, they would look foolish and Universi incompetent to speak English. When the writer observed the class, when a student

Universitas Brawijaya **Universitas Brawijava Universitas Brawiiava** Universit with high anxiety was called by the teacher to perform, he was unwilling to do it. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universi They did not want to be a volunteer. As student number 4, a high anxiety student, sit as he reported, "I could not speak well like my other friends. They were better than Universitime, Miss". In addition they compared themselves with their other friends who had sit as Br Universitas Brawijaya Universitas Brawijaya Universitas Bruniversitas Bruniversitas Bruniversitas Brawijaya Universitas Brawijaya Universitas Bruniversitas Universit Sometimes after a student saw that their friends' performance was better than Universitheirs, it would increase their anxiety to speak up and felt down first ava Universitas Braw Universitas Braw Students with fear of negative evaluation are worried that others might not Universitunderstand the content they are talking about in the second language. Horwitz, et Universi al (1991, cited in Yahya, p.235) state that a students' performance in the languages classroom not only is graded by the teacher, but commented on by fellow students On the other hand, low anxiety students thought that criticism from their Universitieacher would become support to be better in the next performance. In addition, sitas Brawijaya they did not care if some other students said that they wanted to show off in front of the audience. They believed that one day, it would give advantages for them to Universitspeak up in front of the public. As student number 55, a low anxiety student, sitas Br reported: "When there were some of my friends laughed at me or my teacher gave advice to me, in the first time, I would not be down but because of this, it tried to Universit correct my weakness in my speaking. Because I loved to learn English so it made sit as Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya me motivated to be better. I did not want to repeat the same mistake". Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraTest Anxiety made some students who had high anxiety nervous on the rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univer test performance. During observation, students who had high anxiety felt rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universituncomfortable. As student number 1, a high anxiety student, reported: "Speakingsitas Brawijaya Universitas Brawijaya Universit class". Another point from high anxiety student is that, they also wanted to skip sitas Universithe class. As student number 2 "I had perception to skip this class because I had it as an incapability to pronounce words in English. "I wanted to finish quickly when I performed". In addition, they did not want other friends saw their weaknesses in Universi speaking English. It was like a threatening condition. Showing bad performance would give negative image to them as if they seem foolish. In other cases, students who had lower anxiety they did not have sit as Brawijaya perception to skip the class. They gave more explanation the content of story and Universit speech when they perform. If they did not give the best performance would sit as Brawijaya Universitinfluence their score. Sometimes, there was manifestation of anxiety happened sites Br when performing such as excessive perspiration, being unable to produce the Universitsounds of the target language, going blank, inability to concentrate, as well assitas Brawijaya poor memory recall and they could not remember things easily. Universities Bream of examination could create an intimidating atmosphere for students. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi In addition, people would feel embarrassed if they could not speak fluently insit as Brawijaya front of their audience. Consequently, their concentration did not focus on the topic which had been prepared before and became blank. as Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya As mentioned in Chapter 3, to find out the correlation between Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitanxiety of XI grade students and their speaking performance, the writer	tested the sitas Brawijay
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rawijaya	University data using Pearson Product Moment Correlation. Versitas Brawijaya	Universitas Brawijay
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Charling Decrees Completion	.969*	4			
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Universita The table above showed	that speakin	g score had $r$	= .969*. It m	eans that	Brawijay
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Universi score. There was no (-) negative	e in .969*. l	If the anxiety	score was lov		
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Would get good score in speaki	ng. Students	who obtained	l lower anxie	ty score, iniversitas	Brawijay
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Universi the level of significance is mor	e than 0.05,	it was categor	rized as no si	gnificantsitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universities Br Based on Table 4.6 showed that speaking had r = -.958\*. It means that Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi speaking had a significantly negative correlation with high students' anxietysita score. If the score anxiety was high it would influence their score in speaking. Universi Students who obtained high anxiety score, they had not ability to reduce their sitas Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br nervous in English speaking and they did not high self confidence in front of their University friend. The symbol of (\*) means that there was a significant value. In terms of Universi significant value, there was a significantly negative correlation among high sites students' anxiety score and speaking performance. It was known from the value of significant correlation between high students' anxiety score and speaking Universi performance which are 0.042 which is  $< \alpha$  ( $\alpha = 0.05$ ). **Discussion** Table 4.1 shows that students in XI Social classes had high level anxiety with mean score of 99.91 and median score of 103.00. Based on Foreign Language Anxiety Classroom (Horwitz, 1986), Katalin (2006) developed a score range. Students who got higher than 99, were categorized as having high anxiety level. On the other hand, if they got lower score than 99, they would be Universit categorized as having low anxiety level. Students with high levels of anxiety had sit as Bra more difficulty in speaking performance. They were difficult to remember the story and incapable to arrange sentences clearly. They were also worried about Universi being judged or saying wrong thing. In addition, they were not accustomed to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas putting their thought into English words. From the result of the analyses, it can be seen that students with low self confidence had high anxiety level. Furthermore, Universitas Brawijaya Universitas Brawijaya Universi some of students in XI Social classes were shy to speak in front of their friends. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya This fact is in line with Krashen's affective filter. He states that when the filter Universi was up, it would obstruct students' language acquisition. as Brawijava Furthermore there were factors affecting anxiety that proposed by Horwitz University namely, communication apprehension, fear of negative evaluation and testsitas Braw Universitas Brawijaya students. Some students who had high anxiety were confused to speak up in front Universit of the class. All students who had high anxiety had communication apprehension sitas experience. Furthermore, they were confused in arranging some grammatical sentences, and difficult to deliver their idea so it made all of them to be nervous. Universi All students who have high anxiety were afraid when there was a speaking test. MacIntyre & Gardner (1991a, p.515) state that anxiety negatively influences the language learning process. Arranging some sentences according to grammatical stass ere rule, memorizing the content and producing good pronunciation made them more anxious when they perform. Some of them also forgot what they had learned Universi before. According to MacIntrye & Gardner (1994) students with high anxietysitas Br would find difficulty to express their own idea and tend to underestimate their own ability. They could not express their thought in front of their friends because ersi they were not fluent to speak English. Inability to express their idea and thoughts it as Bi ersitas Brawijaya Universitas Br Furthermore student with high anxiety did not believe and had low selfsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas confidence with their ability in speaking performance. In addition, Horwitz et al (1986) state that students who did not believe in themselves and what they were University saying, would think that they were incapable of building good impression. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** 

Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Univ<sup>43</sup>sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawiiava** Universitas Brawijaya Universitas Brawijaya Universiting means that what they had done would not change anything. They also were Universitas Brawijaya Universitas Brawijaya Universi Universi feeling down and had negative perception about their friends. In addition, they felts intimidating when they ask by teacher to performance in front of the class. They Universi thought that they would make some mistakes when they spoke. Middleton (2009, sitas Brawijay) Universitas Brawijaya University students were making mistakes when making sentences in a foreign language Universit because they thought the task was complicated. Some high anxiety students said it as that they were not accustomed to speaking in English. They rarely practiced to speak English so it made all of them unwilling to deliver their idea. Furthermore, Universi students were nervous when they spoke in English, and they were afraid to make Usually inhibition also appeared, sometimes students felt embarrassed to speak up in front of the class or share their ideas. They were always worried to use a foreign language that they had not mastered perfectly. According to Ur (1996, University.121) one of inhibition the problems which always occurs in speaking perform. Most high anxiety students thought that they had difficulty to arrange Universi some words and memorize the content. Poor grammatical knowledge and practices it as Brawijaya made them uncomfortable when speaking English. It could be seen when they performed in front of the class. Students who had high anxiety tend to read the Universit context. It was because it was for them difficult to memorize the content of thesitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Furthermore, if high anxiety students did not know how to pronounce Universi words, they would ask their friends by using code mixing. They did code mixing Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawiiava Universitas Brawiiava **Universitas Brawijava** Universit lot in their speaking performance. According to Ur (1996, p.121) code mixing was ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi common problems which always occur in speaking performance. When the observation some students who used code mixing to translate Indonesian words Universitinto English such as "Tambal ban, coklat". Because they rarely practiced and sitas Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br English. By mixing it, it would be easier to make their friend understand the Universit content of story and speech. They were afraid if their friends would laugh at themsit when they made some mistakes in their performance. According to Gregersen and Horwitz (2002), high anxious students had a fear of negative evaluation since they Universit thought that they seem foolish when confronting a group, which allow for negative evaluation by peers or teachers. High anxiety student would feel nervous Universit when there were other friends looking at him intensely. Making a lot of mistakes, would build incompetent image in speaking English. Commonly high anxiety students want to skip if there is a test. They felt<sup>Sitas</sup> intimidated because of that. In addition, it was also confirmed during observation. Students who were asked by the teacher to speak would be more afraid and they Universityanted to finish their performance quickly. Sometimes, because feelingsitas Brawijaya threatened, they felt that the class was not comfortable. Universitas Brawijaya Universi mistakes, and they tried to reduce the difficult words or concept. In addition they sit as tried to be confident when they delivered their story telling and speech. Although their pronunciation is good, they were still confused when arranging sentences Universi using proper grammatical rules. Usually, they confuse to use simple form when Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithe pattern of story telling was past tense. They also forget to add adverb of time ersitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universit Universitin their sentence. They regularly forgot when they must use simple form and sitas adverb of time but they tried to correct their sentences. They did not code mixing University lot in their speaking performance. Rarely, they used code mixing when they felt it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit code mixing if they really did not know the words. So, they asked their friend for Universithelping them to translate it. In addition, they did not read a lot in their speakingsitas performance. They made some notes which contained the points. By using some notes, they could express their idea in front of their friends. Sometimes, if they Universi had difficulties to remember the content of story, they would read the point. Usually, when they were asked by their teacher to perform, they were willing to Universitdo it. Although high anxiety student and low anxiety student had differences but Universi both of them have the same manifestation of anxiety like when they could not Universi express their thought so they touch their skirt, moved their leg, produced perspiration. Universitas BraThe correlation between low students' anxiety and the speakingsitas Brawijaya performance were presented in Table 4.4. The table present that there was positive significant correlation in XI Social classes between students who had low anxiety Universi score and the speaking performance. In XI Social classes showed that the stass Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya correlation between low students' anxiety level and speaking was r Significant value of the variables was 0.031< 0.05. The entire variable was less Universithan 0.05. It means that there were significant positive correlation between Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** University students with low anxiety and the speaking performance. In addition, low anxiety sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University students have high self-confidence to express their ideas. So they could express it as sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya their idea in front of their friend. sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br It can be concluded that there was a significant positive correlation Universitas Brawijaya University tudents with low anxiety level tend to obtain good scores in their speaking University performance. This result finding is similar to Toth (2012) which were students it as who had low anxiety were so easy to converse freely, in term of various aspects of their L2 speech, especially in their grammar, intonation, and vocabulary. Their Universi performances were more attractive than students with high anxiety. Students felt good in speaking when they were absolutely confidence about what they were Universits aying. In the other case, the correlation between high students' anxiety and the speaking performance were presented in Tables 4.6. The table showed that there Universi were significant negative correlation in XI Social classes between students who had high anxiety level and the speaking performance. The correlation between Universithigh students' anxiety score and their speaking performance in XI Social classes were r-.958\*. When they performed in front of the class, students who had high anxiety level would give negative effect on their performance and score. For Universi example, students who were not fluent tend to read, did not use some gesture to sit as make their performances attractive, and eventually it would influence their score. Speaking was very different with reading and writing. When students spoke in Universitas Brawijaya Universitas Brawijaya

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University front of the audience, their audience would look at them intensively	Someofsitas	Brawijay
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correlations namely positive and negative correlations.		
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rawijaya	Universitas BIn this chapter presents conclusion on the finding result and suggest	stion for Brawijay
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rawijaya	Universitas Having the finding results of the research, the writer concludes that I	XI grade Universitas Brawijay
rawijaya	Universit students at SMAN 1 Krian have high anxiety level.	Universitas Brawijay
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rawijaya	Universi Looking at the result interview of XI grade students at SMAN 1 K	riani, the sitas Brawijay
rawijaya	University factors that affect students' anxiety level based on Horwitz (19 University)	hiversitas Brawijay
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rawijaya	Universit communication apprehension, fear negative evaluation and test anxiety.	Studentssitas Brawijay
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rawijaya	Universities who had high anxiety were unwilling to deliver speech performance and continuous conti	Juniversitas Brawijay
rawijaya	Universities. Another point, they felt terrible about their pronunciation which	they did sitas Brawijay
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rawijaya	They have difficulty to arrange some words, and memorize the content	Universitas Brawijay
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rawijaya	who have high anxiety of Foreign Language Anxiety had difficulty to c	converse
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rawijaya	Universit freely in terms of fluency, grammar, vocabulary, and intonation. Wijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas B On the other hand, it was different from students who with low anxiety, they
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universitkept trying to explain the idea where they were not afraid of making mistakes, and sitas Brawija
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rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawija tried to overcome the difficult words or concept. Students who have low anxiety, Universitas Brawijava Universitas Brawijava Universitas Brawijava Universitas Brawijava
rawijaya	Universi they did not have difficulty to converse freely. In addition, they were willing tositas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawija
rawijaya	Universit deliver speech performance and did story telling. Although they felt nervous, they sitas Brawija
rawijaya	University tried to relax and go ahead. They always think that criticism from the teacher Brawija
rawijaya	Universitas Brawijaya Universitas Brawija
rawijaya	Universitwould support to be better in the next performance. rawijaya Universitas Brawija
rawijaya	Universitas Brawing However, there was a kind of manifestation of anxiety that happened both of Brawing Brawin
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rawijaya	tend to obtain low score in their speaking performance. Students who have low University
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rawijaya	Universitanxiety score and the speaking performance tend to obtain high score in their sitas Brawija Universitas
rawijaya	Universi performance. They felt confident when they spoke in front of their friends. Sitas Brawija
rawijaya	University Brawija Anxiety would give negative influence for students who had high anxiety. But for
rawijaya	Anxiety would give negative influence for students who had high anxiety. But for Universitas Brawija
rawijaya	University students who had low anxiety level would try some ways to reduce their anxiety. Sitas Brawija
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rawijaya rawijaya	University same ability to speak in English as their other friends. In addition, they should University Brawijay
rawijaya Irawijaya	University understand about the content. It means that they do not only memorize the sitas Brawijay
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rawijaya	content but also they should understand the material which they deliver. By
rawijaya	Universitunderstanding the story or content of their speech, it will be easier to arrange sitas Brawijay
rawijaya	Universitas Brawijay
rawijaya	Universi sentences in English. Moreover, they should practice. By practicing to be brave to sit as Brawijay
rawijaya	University speak in front of English class, it will help them to perform better. By practicing it
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rawijaya	Universit will also improve intonation when pronouncing words in English. It is expected sitas Brawijay
rawijaya	Universit that their inhibition will decrease. They should prepare and add some vocabulary Universitas Brawijay
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rawijaya	Universition help them when they have difficulty to transfer the target language. It is Brawijay Universitias Brawijay
rawijaya Irawijaya	Universitas Universitas Brawijay Universitas Brawijay Universitas Brawijay Universitas Brawijay
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rawijaya	Universitas Brawiia wijaya Universitas Brawijay
rawijaya	Universitas BraThe teachers should create relaxed atmosphere such as presenting jokes sositas Brawijay
rawijaya	the students feel comfortable during the class. Making error is part of learning a
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rawijaya	Universi foreign language so the teacher should give motivation for their students to keepsitas Brawijay
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rawijaya	University and give effect to be successful of speaking. The teacher asks the other students to sit as Brawijay
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rawijaya	Universitas B				niversitas				Brawijay
rawijaya 	Universita B			1					Brawijay
rawijaya	Universitas B	why some people get so upset over foreign	as Brawi		niversitas				Brawijay
rawijaya	Universitas B	language classes.	as "	a Ui	niversitas				Brawijay
rawijaya	Universita B	In language class, I can			ersitas	Brawijay			Brawijay
rawijaya	Universitas B	get so nervous I forget			es	Brawijay			Brawijay
rawijaya	Universitas B	things I know. It embarrasses me to				Prawijay			Brawijay
	Universitas B	volunteer answers in	IAS	BA		ijay			Brawijay
rawijaya	Universitas B	my language class.			41				Brawijay
rawijaya	Universita14	I would not be	450	3	1//				Brawijay
rawijaya	Universit	nervous speaking the foreign language with	A A		-71				Brawijay
rawijaya	Universi	native speakers.		1	50 17/2	7.			Brawijay
rawijaya	Universi 15	I get upset when I		100	1, 197				Brawijay
rawijaya	Universit	don't understand what			9	T	hive	sitas	Brawijay
rawijaya	Universit	the teacher is correcting.		1110	127 P		hive	sitas	Brawijay
rawijaya	Universit 16	Even if I am well		NIS P	77		- / Enive	sitas	Brawijay
rawijaya	Universita	prepared for language	E. II		P		Jnive	sitas	Brawijay
rawijaya	<b>Universit</b> as	class, I feel anxious		18	i		<b>/</b> Unive	sitas	Brawijay
rawijaya	Universitas 17	about it.  I often feel like not			7		<b>Unive</b> i	sitas	Brawijay
rawijaya	Universitas L	going to my language	1 1 3 5				<b>7</b> Unive	sitas	Brawijay
rawijaya	Universitas B	class.					a Unive	sitas	Brawijay
rawijaya	Universita18 B	I feel confident when I	- 11			aly	a Unive	sitas	Brawijay
rawijaya	Universitas B	speak in foreign	468 1			<b>//</b> /jay	a Unive	sitas	Brawijay
rawijaya	Universita B	language class. I am afraid that my				wijay	a Unive	sitas	Brawijay
rawijaya	Universitas B	language teacher is				rawijay			Brawijay
rawijaya	Universitas B	ready to correct every			rversitas	Brawijay	a Unive	sitas	Brawijay
rawijaya	Universitas B	mistake I make.	as Brawi	jaya Ui	niversitas	Brawijay	a Unive	sitas	Brawijay
rawijaya	Universitas B	I can feel my heart pounding when I'm	as Brawi	jaya Uı	niversitas	Brawijay	a Unive	sitas	Brawijay
rawijaya	Universitas B	going to be called on		jaya Uı	niversitas	Brawijay	a Unive	sitas	Brawijay
rawijaya	Universitas B	in language class. ersit	as Brawi	jaya Uı	niversitas	Brawijay	a Unive	sitas	Brawijay
rawijaya	Universitas B	The more I study for a	as Brawi	jaya Uı	niversitas	Brawijay	a Unive	sitas	Brawijay
rawijaya	Universitas B	language test, the more confused I get.	as Brawi	jaya Uı	niversitas	Brawijay	a Unive	sitas	Brawijay
rawijaya	Universitas Br				niversitas				Brawijay
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rawijaya	Universitas Br			Universitas B				Brawijay
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rawijaya rawijaya		prepare very well for	Brawijaya	Universitas I				Brawijay
rawijaya	Universitas B	language class.	Brawijaya	Universitas I				Brawijay
rawijaya rawijaya	Universitas B	I always feel that the		Universitas				Brawijay
Irawijaya	Universitas B	other students speak the foreign language			Brawijaya			Brawijay
rawijaya	Universitas B	better than I do.		as	Brawijaya			Brawijay
Irawijaya	Universit <del>as Bi</del>	I feel very self-conscious	10 5		rawijaya 			Brawijay
rawijaya rawijaya	Universitas B	about speaking the	AD B	RA	yjaya			Brawijay:
rawijaya rawijaya	Universitas B	foreign language in front of other students.		YL.	Va			Brawijay
Irawijaya	Universitas 25	Language class moves	4	差				Brawijay
rawijaya	Ulliversity	so quickly I worry about	( <b>( A</b> )	Mark C				Brawijay
Irawijaya	Universi	getting left behind.		NA STATE	7,			Brawijay
rawijaya 	Universi 26	I feel more tense and	3422	1/2				Brawijay
rawijaya	Universit	nervous in my language class than in my other				7		Brawijay
rawijaya	Universit	classes.		15 1		/ -		Brawijay
	Universit 27	I get nervous and		77		/ /		Brawijay
rawijaya	Universita	confused when I am	STE					Brawijay
rawijaya	Universitas	speaking in my language class.		52				Brawijay
rawijaya 	Universit 28	When I'm on my way to		The state of the s				Brawijay
rawijaya	Universitas L	language class, I feel	135	1/1/				Brawijay
rawijaya	Universitas B	very sure and relaxed.	1. 1.4	4.0	a			Brawijay
rawijaya 	Universitas Br		4 6		aya			Brawijay
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rawijaya	Universitas B	don't understand every word the language			wijaya			Brawijay
rawijaya rawijaya	Universitas B	teacher says.			<b>I</b> rawijaya			Brawijay
rawijaya rawijaya	Universitas B		Draw!!	Universitas I				Brawijay
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rawijaya	Universitas Bi			Universitas I				Brawijay
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	Jniversitas Br	laugh at m	e when I	as P	72	Universitas	, , ,			Brawijay
		speak the language.	University				Brawijay			Brawijay
2 2	Jniversita 32 Br	1 would prol				13143	Brawijay			Brawijay
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		I get nervo		3		# 1/				Brawijay
	Jniversita /	asks question		MAI	F	F				Brawijay
	Jniversi	I haven't pro	epared in							Brawijay
	Jniversi	advance.		143						Brawijay
	Jniversi	5			7	160	V			Brawijay
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2 2	Jniversitas B		7							Brawijay
	Jniversitas Br		4	- 17		4.5	aly			Brawijay
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rawijaya	Universitas B	naix 2: Speaking rawiiava Univ	Assessment Ru ersitas Brawi	i <b>oric</b> iava Universi	tas Brawijaya		sitas Brawijay
rawijaya	Universitas B	rawijaya Univ	ersitas Brawi		Very Good		sitas Brawijay
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rawijaya	Universitas B		MA	vary the intonation	Intonation dya		sitas Brawijay
rawijaya	Universitats /	Body language	Feels	426	Use body		sitas Brawijay
rawijaya	Universita	and	ashamed,	Does not	language		sitas Brawijay
rawijaya	Universi	eye contact	Does not	Feel ashamed But doesn't	appropriately		sitas Brawijay
rawijaya	Universi		focus	focus on the	and eye		sitas Brawijay
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rawijaya	Universitas	Content	jumpy	chronological	chronological		sitas Brawijay
rawijaya	Universitas L			order	order by using		sitas Brawijay
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rawijaya	Universitas B		Single words	with	near-native		sitas Brawijay sitas Brawijay
rawijaya	Universitas B		Utterances	occasional	fluency, any	1	sitas Brawijay
rawijaya	Universitas B		and short pattern	hesitation aya Universi	hesitation does not interfere		sitas Brawijay
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	Universitas Brawijaya	dengan menggunakan bahasa Inggris?as Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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