

**THE EFFECT OF ANXIETY TOWARD STUDENTS' LEARNING  
MOTIVATION OF THE ELEVENTH GRADE AT SMAN 4 PALU**



**SKRIPSI**

*Presented as a Partial Fulfillment of the Requirements for the Bachelor Degree  
of English Tadris Program Faculty of Tarbiyah and Teacher Training  
State Institute for Islamic Studies Palu*

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2020**

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**Palu, 27<sup>th</sup> November 2020 M**  
**12 Rabiul Akhir 1442 H**

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A skripsi entitled **“THE EFFECT OF ANXIETY TOWARD STUDENTS’ LEARNING MOTIVATION OF THE ELEVENTH GRADE AT SMAN 4 PALU”** by Hasriani 16.1.16.0091, the student of English Tadris Program Faculty of Tarbiyah and Teacher Training State Institute for Islamic Studies (IAIN) Palu. After carefully reading and correcting the skripsi, each advisor views that the skripsi has met the scientific requirements and can be submitted for examination.

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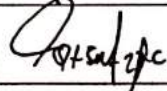


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## LEGALIZATION OF SKRIPSI

A skripsi by Hasriani, NIM: 16.1.16.0091, entitled “**The Effect Of Anxiety Toward Students’ Learning Motivation Of The Eleventh Grade At SMAN 4 Palu**” which has been tested in front of the examiners of Faculty of Tarbiyah and Teacher Training (FTIK) State Institute for Islamic Studies (IAIN) Palu on November 12<sup>th</sup> 2020 M, and on Rabiul Awal 26<sup>th</sup> 1442 H. It can be seen that skripsi has met the criteria for writing scientific papers and can be accepted as a requirements to obtain a bachelor degree of education (S.Pd.) in English Tadris Program (TBI) with some improvements.

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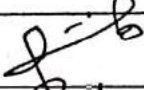
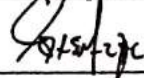


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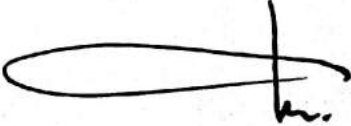
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This skripsi is entitled "The Effect of Anxiety Toward Students' Learning Motivation of the Eleventh Grade at SMAN 4 Palu". This skripsi presented as partial fulfillment of the requirements for the bachelor's degree of English Tadris Department faculty of Tarbiyah and Teacher Training State Institute for Islamic Studies Palu.

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**Palu, 27<sup>th</sup> November 2020 M**

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## ABSTRACT

*Hasriani (16.1.16.0091). The Effect Of Anxiety Toward Students' Learning Motivation Of The Eleventh Grade At SMAN 4 Palu. Skripsi. English Tadris Program, Faculty Of Tarbiyah And Teacher Training State Institute For Islamic Studies Palu, Under the Advisor of Dr. Abdul Gafur Marzuki. S. Pd., M. Pd., and Yuni Amelia, M. Pd.*

The objective of this research was to investigate the effect of anxiety toward students' learning motivation of the eleventh grade at SMAN 4 Palu in the academic year 2019- 2020. This research used as a survey quantitative research method. The population of this research was conducted for the eleventh-grade students of SMAN 4 Palu with consisted of 50 students, who used purposive sampling with took 2 classes as the samples to encourage representative data. In the procedure of collecting data, the researcher used one of instrument is questionnaire. The questionnaire used to encourage the effect of anxiety and the motivation in learning English of the students. The researcher was giving students a questionnaire using Whatsapp. The questionnaire in Google form, so students just open and checklist their answer and send. The result of the questionnaire has shown there was no significant effect of anxiety toward students' learning motivation. This result of Pearson Product Moment table, which has shown were scores of Sig between effect Anxiety and Motivation was 0,450 or more than 0,05. It means there was no effect of anxiety toward motivation. The researcher concluding the effect of anxiety toward students' learning motivation was normal.

**Keywords:** Effect of Anxiety, Students' Learning Motivation.

# CHAPTER I

## INTRODUCTION

This chapter discusses the background of the study, problem statement of the study, objective of the study, significance of the study, scope of the study, and definition of the key terms.

### *A. The Background of the Study*

In the global context of foreign language, anxiety is not a new issue in learning English. Anxiety is associated with threats to self-efficacy and appraisal of situations as threatening and is a hard feeling due to something threatening.<sup>1</sup> Anxiety are feeling of worry and catch in the situation until they not sure what outcomeis.<sup>2</sup> Based on the statement above, anxiety is not a new issue in learning English, anxiety is situation threatening, and hard feeling doing something.

Almost all students have anxiety experience in learning English. The foreign language can be a potential problem in learning for students.<sup>3</sup> Anxiety in a foreign language is not an unusual matter, which is fact. Unfortunately almost all students have experienced and had a bad effect to students in learning English.

There anxiety are feelings of worry, tension, and reaction in learning. Besides that, it means anxiety canbe effected to students in learning motivation. That is the reason why the researcher investigated the anxiety, especially the

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<sup>1</sup>Andi Marwan, TEFLIN Journal, *The Exploratin of Factors Triggering Language Anxiety* , ( vol.19, no.2, August 2008),120.

<sup>2</sup>Jeanne E. Ormrod, *Educational Psychology: Developing Learners*, (Ed.7<sup>th</sup>, Boston: Pearson Education Inc, 2011), 401.

<sup>3</sup> Andi Marwan, TEFLIN Journal *The Exploratin of Factors*,119.

effect of anxiety toward students' learning motivation. In others, the researcher found relationship between anxiety and motivation in learning English. Students' anxiety and motivation were negatively correlated and when students lacked of motivation they felt anxious behavior.<sup>4</sup>

Anxiety has an influence on language acquisition, retention, and production. Therefore, anxiety also has a negative in process learning. This support by nation that anxiety in psychology there is effect can impede the students to master English language. And also negative impact of anxiety is not just in psychological, but also behavioral symptoms to students. It can change the student behavior such as unwillingness to study, hard to focus, and so on.

In learning language, define motivation as aim, purpose, direction, and goal of the activity. While, motivation is the combination of students' attitude, desire, and willingness expending in effort to learn the second language. Besides, language learning motivation is the one study together with anxiety.<sup>5</sup> Define motivation are as aim, purpose, direction, and goal. And motivation are combination of students' attitude, desire, and willingness in effort learning second language.

There are two kinds motivation in learning language: integrative motivation, this motivation is referring to learning approach to speech and culture, and instrumental motivation, this motivation referring to language learning for more practical to goals. Then, the new classification of the motivation was identify,

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<sup>4</sup>*International Journal of English Language Teaching* ,(1, 1, September, 2013),24-41.

<sup>5</sup>*Communication and Linguistics Studies*, (2, 1), 2016, 6-12.



namely intrinsic and extrinsic motivation. Intrinsic motivation implies learning language for the pleasure in doing. Extrinsic motivation like instrumental motivation, it is referring to learn language.<sup>6</sup> Motivation there two types are integrative motivation and instrumental motivation. Integration motivation, this motivation is referring to learning approach to speech and culture, and instrumental motivation, this motivation referring to language learning for more practical to goals.

Motivation and anxiety have significant relation in English learning and each other are closely related in foreign language acquisition. In addition, the foreign language students in various levels achievements could influence by motivation and anxiety. Therefore, exploring the effect anxiety between motivation are in terms of students' English learning achievement.<sup>7</sup> There is significant correlation motivation and anxiety in foreign language acquisition, in various level achievements can influence of motivation and anxiety.

In the field school education, such as high school and colleges, many researchers conducted on motivation and anxiety in Taiwanese English students. However, the research on motivation and anxiety of English students in Technical University in Taiwan is quite limit. In the context Technical University was developing and the need their students learning English was increasing. And this study purpose to help determine how and what extent foreign language learning

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<sup>6</sup>I Cheng Chang. "The Study On Motivation And Anxiety Of English Learning Of Students At A Taiwan Technical University" International Journal of English Language Teaching (Vol.1, No.1, European Centre for Research Training and Development UK September 2013), 24-41.

<sup>7</sup>*ibid*

motivation and anxiety interact with each other that influence English language learning performances among technical university students in Taiwan.<sup>8</sup> And based on the last statement above the research in Taiwan, motivation and anxiety interact with each other that influence English language learning performances.

SMAN 4 Palu is one of public schools in Palu, Central Sulawesi. The school uses curriculum 2013. The reasons researcher chose SMAN 4 Palu are because SMAN Palu is a public school in West Palu, and it represents senior high schools in general. Besides, several students of Tadris Bahasa Inggris (TBI) of State Institute for Islamic Studies who taught during Practice Field Experience (PPL), many found that there are students feel anxious in learning. For instance, when the students learning English in the classroom. Then, the teacher called student they felt anxious. Therefore, the researcher focused on studying the effect of anxiety toward students' learning motivation.

### ***B. The Problem Statement of the Study***

Is there any effect of anxiety toward students' learning motivation of the eleventh grade at SMAN 4 Palu?

### ***C. The Objective of the Study***

The objective of this research was to find out the effect of anxiety toward students' learning motivation of the eleventh grade at SMAN 4 Palu.

### ***D. The Significance of the Study***

The results of this research are expected to be useful theoretically and practically. Theoretically, may add empirical evidence to investigate the effect of

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<sup>8</sup>*ibid*

anxiety toward student's learning motivation, especially for the eleventh grade at SMAN 4 Palu. As in practically, it perhaps become valuable and meaningful information to contribute for teacher, reader, and researcher.

Based on this research, the researcher hope that the result benefit for:

1. Teacher

The benefit for teacher/lecturer is he/she will know the effect of anxiety towards students' motivation.

2. Student/Reader

The benefit for student/reader who read this research, he/she will require knowledge about anxiety in English learning.

3. Researcher

The benefit for future researcher, it will help provide information about the effect of anxiety toward students' learning motivation.

***E. The Scope of the Study***

This research focused on the effect of anxiety toward students' learning motivation of eleventh grade at SMAN 4 Palu.

***F. Definitions of the Key Terms***

Based on this research, the researcher would like to present the operational definition of terms.

1. Anxiety

Anxiety are feelings of tension, apprehension, nervousness, and worry. Anxiety are facilitating and debilitating anxiety may inhibit learning and performance.

## 2. Motivation

Motivation is the a reason behind one's actions or behaviors. Motivation is the reasons underlying behavior. Motivation as the attribute that moves us to do or not to do something. So, motivation is the reason of the action, behavior, and the attribute moves to do or not something.

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses the previous of the studies, theoretical review, and hypothesis.

#### *A. Previous of the Studies*

There are some reviews of related research finding from the previous researcher:

Utami Fauziyah in her research entitled: *The Relationship between Students' Anxiety and Their English Reading Skill*. The subject of this research was the tenth Year Students of SMKN 3 Tangerang city in the academic year 2014 - 2015. The objective of this research was to know the significant correlation between students' anxiety and their English reading skill. And in the end of her research there was found negative significant correlation between students' anxiety and their English reading skill of SMK Negeri 3 Tangerang city with higher anxiety got lower English reading ability and students lower anxiety got higher English in reading ability.<sup>9</sup>

Anggiyana Mustachim in her research entitled: *Students' Anxiety in Learning English*. The subject of this research was the Eighth Year SMPN 9 South Tangerang in academic year 2013- 2014. The objective of this research was to describe what are the factors of anxiety in learning English. And the end of her research was found there are some factor, they are: Speaking in front of class,

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<sup>9</sup>Utami Fauziyah, Thesis. *The Relationship between Students' Anxiety and Their English Reading Skill*. (Jakarta: UIN, 2015).

laughed of others, lack understanding, teacher, unconfidence, and the last lack preparation.<sup>10</sup>

Rio Herwanto in his research entitle: Factors That Language Anxiety in the English Classroom Speaking Performance. The subject of this research was the in SMPN 4 PAKEM Yogyakarta in academic year 2012 - 2013. The objective of this research to discover the phenomena that causes language anxiety in the language classroom setting. It was also understanding about the phenomena, as a learner, as well as a partner in English language teaching. And in the end of research there found several problem related to the factors cause language anxiety in English classroom speaking performance of 7<sup>th</sup> grade students SMPN 4 Pakem Yogyakarta. The first time is demands classroom presentation. The second is afraid making mistakes in pronunciation, grammar, and vocabulary. The third is role of the role of the language teachers. The fourth is self-perception. It is also called as self-esteem. The next is gap of competence. The last is exposure to English.<sup>11</sup>

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<sup>10</sup> Anggiyana Mustachim, Thesis. *Students' Anxiety in Learning English*. (Jakarta: UIN Syarif Hidayatullah, 2014).

<sup>11</sup> Rio Herwanto, Thesis. *Factors That Language Anxiety in English Classroom Speaking Performance*. (Yogyakarta: UNY, 2013).

## ***B. Theoretical Review***

### **1. Definitions of Anxiety**

There are some definitions of anxiety:

- a) Anxiety are a complex self-perfections, beliefs, feelings and behavior in classroom.
- b) Anxiety as the feeling of the tension and apprehension speciallythe second language context, include speaking, listening, and learning.
- c) Anxiety as the worry and negative emotional of the reaction when using or learning the second language.
- d) Anxiety is when the individuals' experience language in require the second language is not fully proficient.<sup>12</sup>

### **2. Kinds of the Anxiety**

There are three categories of anxiety:

- a) Trait anxiety is a stable characteristic of the individual who more can get permanent anxious. Based on the first kind that is included the general level stress of anxiety.
- b) State anxiety is a transient anxiety which based on the situation. When there is response of the stimulus for instance important test. Based on the second kind that is anxiety when get danger of the particular situation.
- c) And the last kind is situation-specific anxiety are more to the persistent and multi-faceted of anxieties or this kind more complex rather than two kinds

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<sup>12</sup> *Ibid.*, 20.

above. Based on the last kind anxiety is more complex of the situation/event for instance as public speaking, examination, and or class participant.

There are three kinds of anxiety of the several factors. And the different factor will resulting the difference kind of the anxiety.

### **3. Effect of the Anxiety in Learning**

Language learning is an activity which involving cognitive that relies of encoding, storage, and process of the retrieval, and the anxiety can disturb students' attention in learning process. Task at hand and reactions are impact of the anxious. For instance, when the teacher make question to the students, the anxious students will focus to answer the teachers' question and the evaluating of the social implications of the answer while giving it. The describes how the anxiety can disturb learning process.<sup>13</sup>

Anxiety have a subtle effect in cognitive processing. The researcher conclude anxiety can be an effect negative in students' performance related to their mental and can be an effect to others. And the add statement related the lack in listening comprehension, impaired in vocabulary learning, lack of pronunciation, low in test, low grades in language of the course and can combination of these factors. Beside those, anxiety is a variety of the variable are a cause and a consequence include of poor language learning. Besides, thoset can be potential effect of the anxiety to learn and performance are most phenomena in psychology and education.

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<sup>13</sup> *Ibid.*, 21.



Otherwise, there are researchers also believe anxiety can bring a good motivation for students as the positive effect for them. Anxiety can also has debilitating and facilitative forms. A stress can be as motivator for students. It can be improving their motivation. And in the contrast some stress can has debilitating effect and can forget some issues during exam for students. The positive facilitating anxiety and the debilitating anxiety was called.<sup>14</sup>

#### 4. Factors of the Anxiety

The factors in anxiety are varieties. Those are can comes from classroom activities and method of the teacher in teaching, include the how the teacher give instruction and task. Found in speaking almost anxiety producing experience.<sup>15</sup> Besides, also found anxiety in producing activities such as in oral skill and oral presentation of the front class. They also that being called in to respond orally can produce anxiety.<sup>16</sup>

The found is laughed by other is one the big factor anxiety<sup>17</sup>. And addition when the teacher used inappropriate ways in teaching also can make students anxiety, such as teacher explain too fast. In says inability in understanding what are said in class often be factor anxiety in communication. Besides that, method

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<sup>14</sup> *Ibid.*

<sup>15</sup> Horwitz, 1986, *op. cit.* 129.

<sup>16</sup> Oxford, (1999), 65.

<sup>17</sup> Mary Lou Price, “ *The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students*”. In Elaine K. Horwitz and Dolly J. Young (ed.), *Language Anxiety: from Theory and Research to Classroom Implications*, (New Jersey: Prentice-Hall Inc., 1991),105.

in teaching such ask student one by one in systematic can be factor anxiety.<sup>18</sup> And that hard correction, ridicule, and uncomfortable to handle students' mistake in front class. The students also feels anxiety because the material is hard make them stress and did not have time to understand the material, it can make anxiety rather than the other class. The last point they found if the foreign class more hard than the other class.

Furthermore above factors, the factor also comes of the students themselves. One of the is the certain learning. Some students found the difficult language, because in their mindset if language is hard. For instance in speaking they must perfectly. And while the other thinking English is a difficult subject. The believe certainly language learning also can make student's tension and frustration in classroom.<sup>19</sup> If student who believe the ability weaker than others<sup>20</sup>. And lack preparation in learning can make students feel anxiety, because they will not performance is maximally.<sup>21</sup>

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<sup>18</sup> Renee von Worde, *Students' Perfectives on foreign Language Anxiety, Inquiry*, (Vol.8 No.1, 2003), 5.

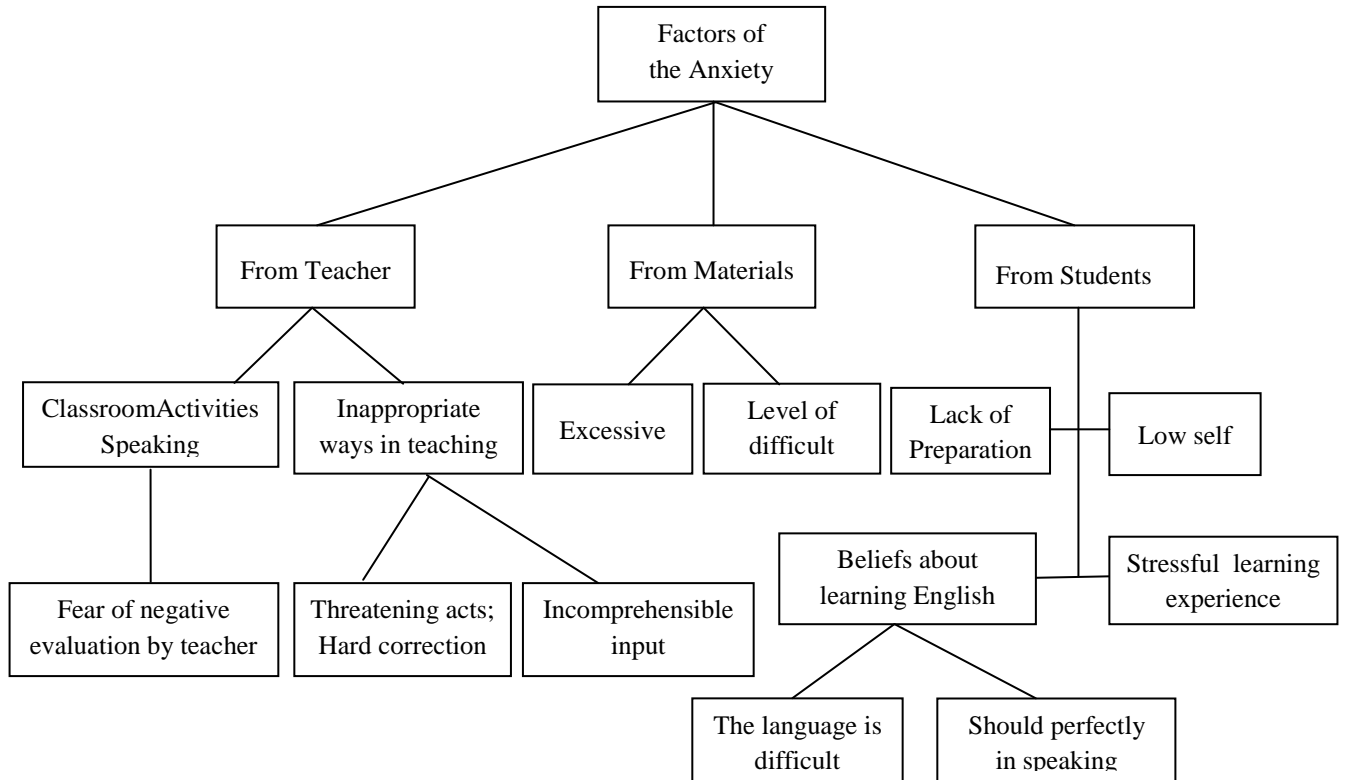
<sup>19</sup>Horwitz, (1986), 127.

<sup>20</sup> Price, (1991), 106.

<sup>21</sup> Ardi Marwan, *Investigating Students' Foreign Language Anxiety*, Malaysian Journal of EFL Research, (Vol.3, 2007), 48.

Here is schema of factor of anxiety according are Horwitz<sup>22</sup>, Worde<sup>23</sup>, and Price:<sup>24</sup>

**(Figure 1: Factors of anxiety adpted from Horwitz, Worde,and Price.)**



<sup>22</sup> Horwitz, (1986), 129-130.

<sup>23</sup> Worde, (2003).

<sup>24</sup> Price, (1991), 105-106.

## 5. Definitions of Motivation

Motivation is a change in a person who is characterized with effective encouragement and the reaction in trying to achieve a goal.

Motivation is the combination of the effort plus to encourage the goal in learning language plus the attitudes in learning language. Based on the definitions above the researcher can conclude motivation is characterized with the effective encouragement and the reaction or the other words motivation is combination effort and the attitude in to encourage the goal.

## 6. Kinds of Motivation

Motivation are kind of two types: the first is intrinsic motivation and extrinsic motivation.

“When the acts of doing something generate interest and enjoyment, it can be called as intrinsic motivation. While, if the only reason for performing an act is to gain something outside the activity itself, such as passing an exam or obtaining financial rewards; it is called as an extrinsic motivation”.<sup>25</sup>

Based on the definition above, action which can resulting interest and enjoyment, that is intrinsic motivation. Besides, the reason of the performing in act to get something of outside, like passing an exam or get financial reward.

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<sup>25</sup>William and Burden (2000), 123.

### **C. Hypothesis**

Action hypothesis is idea that is suggested as a possible explanation of fact.<sup>26</sup>The hypothesis of this research is that there is an effect of anxiety toward students' learning motivation.

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<sup>26</sup>Hornby, *Oxford Advanced Learner's of Current English*, (6<sup>th</sup> Ed, Oxford University Press:2000), 102.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the research design, research variable, population and sample, research instrument, validity and reliability, data of collection procedure, data analysis technique, and statistical hypothesis.

#### ***A. Research Design***

This research categorized into survey quantitative research. Survey is well organizing activities though which ask information of the people is directly. In other word, the survey is a method of data collection. The descriptions a specific aspect of given population. Subjective and external validity are important of a survey research. The quantitative of data collection, survey enables to extract from the very large of the population. In addition, the survey is enables to quantitative study the characteristic of the population. In the same method of data collection with other, the purpose of survey is to describe reliable and valid data ofin the structured that will easily analyzing and reporting.

#### ***B. Research Variable***

This research consists of two variables, dependent and independent variable.

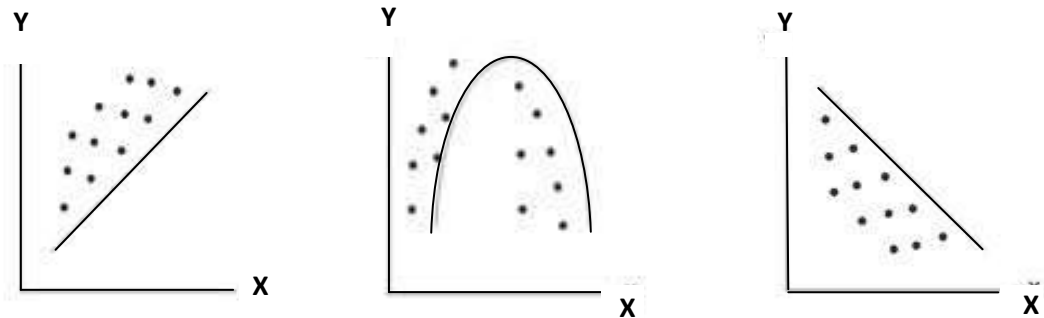
##### **1. Independent variable**

The independent variable (X) is a variable that effect of anxiety, in this research, the independent variable is anxiety.

##### **2. Dependent variable**

The dependent variable (Y) is the result of research. In this research, the dependent variable is that students' learning motivation.

**Figure 2.**  
**Scala Linear**



(Figure A)

(Figure B)

(Figure C)

Explanation:

1. Figure (A) is correlation positive Linear. When the both of two variables (X and Y) up.
2. Figure (C) is correlation non-linear. When the both of two variables (X and Y) scatter of the line.
3. Figure (B) is correlation negative Linear. When the two variables are not same if variable (X) up and the variable (Y) down.

### ***C. Population and Sample***

#### 1. Population

Population is the amount member of the students in research or universe. The population of this research was conducted for the eleventh grade students of SMAN 4 Palu in 2019/2020 academic year.

## 2. Sample

Sample is a part or as representative population of the research. This research used purposive sampling. The research takes two classes as the sample to encourage representative data.

### ***D. Research Instrument***

Instruments are tools which researcher uses in the research to measure the purpose states by Lord and Patricia.<sup>27</sup> There are some steps in preparing instrument: justification, defining objectives, and writing questions or statements. And this research the researcher was used one of instrument:

#### 1. Questionnaire

Questionnaire is a list of the questions or statements about the topic which give to the respondents consist of individual or group. And the purpose is to encourage the information, for instance preference, beliefs, interests and behavior.

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<sup>27</sup> Lord, Patricia, at . al. *Handbook for Research in Cooperative Education and Internship*. (USA: Lawrence Erlbaum Associates. 2011), 120.



## ***E. Validity and Reliability Test***

### **1. Validity**

Validity is as the extent to the instrument measures what it purports to measure.<sup>28</sup> The valid of instrument when measuring what is supposed to measure. And other words, when an instrument accurately measures any prescribed variable it is considered a valid instrument for that particular variable.

### **2. Reliability**

Reliability is the extent to which a measure is related to an outcome. Criterion validity is often divided into concurrent and predictive validity.<sup>29</sup> In other words, reliability is as ‘the extent to which test scores are free from measurement error’.<sup>30</sup> That is a measure of normality or internal consistency of an instrument in measuring certain concepts.

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<sup>28</sup>Shyamalima Bhattacharyya, Ramneek Kaur, Sukirat Kaur, and Syed Amaan Ali, *Chronicles of Dental Research, Validity and reliability of a questionnaire: a literature review* Dec 2017, Vol 6, Issue 2, 1.

<sup>29</sup> *Ibid*, 4.

<sup>30</sup> Nor Hasnida Md Ghazali., *International Journal of Evaluation and Research in Education (IJERE), A Reliability and Validity of an Instrument to Evaluate the School-Based Assessment System: A Pilot Study*, Vol.5, No.2, , ISSN: 2252-8822 , June 2016.

### ***F. Data Collection Procedure***

The procedure of collecting data there were each steps:

#### 1. Questionnaire

The questionnaire uses to encourage the effect of anxiety and the motivation in learning English of the students. Before the researcher arranges questionnaire have to:

- a) Formulating the purpose to achieve of the questionnaire,
- b) Identifying the variables will created questionnaire,
- c) Describing every variables become sub variable more specific and singular,
- d) And determining type data will collect and also determine the technique of the analysis.

“In scoring positively stated Likerts“ strongly agree” receive 5 point. agree 4 points, and so on. For negatively worded items the scoring items the scoring is reversed strongly agree equals 1, agree equals 2, and so on”.

Based on statement of Muller, the score of stated Likerts for positive strongly agree encourage 5 point, agree 4 point and so on. And for negative strongly agree encourage 1 point, agree 2 point, and so on.

### ***G. Technique of the Data Analysis***

In determining the result of the research, the researcher was used statistical analysis. And the researcher made some tests. To describe the conclusion, there were some steps:

1. Linearity test used to obtain the significant relationship between two variables<sup>31</sup>. And should be used anova table.
2. Cronbach's Alpha used to obtain whether populations of the data is normal distributed or not.
3. Pearson Product Moment (r) used to find out whether there is significant correlation between students' anxiety and their motivation learning English.

Here is formulation of Person Product Moment such as follow<sup>32</sup>:

$$r = \frac{N\sum XY - (\sum x)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

In which:

r = The correlation of the score

N = Number of the samples

$\sum X$  = Total score of the variable X

$\sum Y$  = Total score of the variable Y

$\sum XY$  = The multiple score of variables X and Y

$\sum X^2$  = The squared score in variable X

$\sum Y^2$  = The squared score in variable Y

That formula is commonly used to find out the index correlation "r" product moment toward variable X and variable Y if it is manually computed.

4. The next, to obtain the coefficient of determination who represents the percentage of X variable to Y variable, the researcher will used formula:

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<sup>31</sup>Budi Susetyo, *Statistika Untuk Analisis Data Penelitian*, (Bandung: PT Refika Aditama, 2010), 170.

<sup>32</sup>Bernard C. Beins, 287.

$$R = r^2 \times 100\%$$

In which: R = The score determinant coefficient

$r^2$  = The score correlation coefficient

5. Then, to find out the significance between the variables, the formula for the test is<sup>33</sup>:

$$t_{\text{test}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

In which:  $t_{\text{test}}$  = t value

r = the result of correlation coefficient

n = number of sample

6. And the last step is describing the index scores of “r” correlation, r score ( $r_o$ )

**Table.1**

**The Interpretation of Coefficient Correlation of ‘r’ Value<sup>34</sup>**

Coefficient	Interpretation
0.00 - 0.199	There is a correlation between variable X and variable Y, but the correlation is very low. It is mea there is no significant correlation in this rating
0.20 - 0.399	There is a correlation between variable X and variable Y, but it is low.

<sup>33</sup>*Ibid.*, 182.

<sup>34</sup> Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2014), p. 231

0.40 - 0.599	There is a correlation between variable X and variable Y. The value is moderate.
0.60 - 0.799	There is a high correlation between variable X and variable Y.
0.80 - 1.00	There is a very high correlation between variable X and variable Y.

### ***H. Statistical Hypothesis***

The statistical of hypothesis was can be follow as:

$$H_o = r_o \leq r_{table}$$

$$H_a = r_o \geq r_{table}$$

This is criterion used in answering the hypothesis was described as follows:

1. If  $r_o \leq r_{table}$  in significant degree of 0.05,  $H_o$  (null hypothesis) is accepted. That is means there is not significant correlation between effect of anxiety and students' motivation in learning of the eleventh grade at SMAN 4 Palu.
2. If  $r_o \geq r_{table}$  in significant degree of 0.05,  $H_o$  (null hypothesis) is rejected. That is means there is significant correlation between effect of anxiety and students' learning motivation of the eleventh grade at SMAN 4 Palu.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the result of data collections and data analyses to answer the problem statement. That includes; the description of the data, hypothesis testing, findings questionnaire, findings interview, and discussion.

#### *A. Description of the Data and Research Place*

The researcher described generally the description of data got during the research. Where the researcher collected from the result of questionnaire and interview instruments, and the validity and reliability test was ever conducted of before researcher. There were 38 numbers of the statements given to the students of eleventh grade students of SMAN 4 Palu. And the purpose this research was to know the effect of the anxiety toward students' learning motivation.

Before answering the research question of this research, these are the data description of this research obtained.

**Table.2**

#### **Description of Questionnaire**

<b>N</b>	<b><math>\sum X</math></b>	<b><math>\sum Y</math></b>	<b><math>XY</math></b>	<b><math>\sum X^2</math></b>	<b><math>\sum Y^2</math></b>
1	79	66	5214	6241	4356
2	80	61	4880	6400	3721
3	77	69	5313	5929	4761
4	83	58	4814	6889	3364
5	80	51	4080	6400	2601
6	73	58	4234	5329	3364
7	77	54	4158	5929	2916
8	79	55	4345	6241	3025
9	91	59	5369	8281	3481

10	84	61	5124	7056	3721
11	70	53	3710	4900	2809
12	68	57	3876	4624	3249
13	62	59	3658	3844	3481
14	62	64	3968	3844	4096
15	58	55	3190	3364	3025
16	79	45	3555	6241	2025
17	67	48	3216	4489	2304
18	82	46	3772	6724	2116
19	80	59	4720	6400	3481
20	69	75	5175	4761	5625
21	82	48	3936	6724	2304
22	64	39	2496	4096	1521
23	73	52	3796	5329	2704
24	77	62	4774	5929	3844
25	72	44	3168	5184	1936
26	87	48	4176	7569	2304
27	84	62	5208	7056	3844
28	87	67	5829	7569	4489
29	92	59	5428	3481	3481
30	62	72	4464	5184	5184
31	75	55	4125	5625	3025
32	92	38	3496	8464	1444
33	66	48	3168	4356	2304
34	77	58	4466	5929	3364
35	108	75	8100	11664	5625
36	94	61	5734	8836	3721
37	97	67	6499	9409	4489
38	91	64	5824	8281	4096
39	94	49	4606	8836	2401
40	88	62	5456	7744	3844
41	79	67	5293	6241	4489
42	61	49	2989	3721	2401
43	86	54	4644	7396	2916
44	69	54	3726	4761	2916
45	86	70	6020	7396	4 900

46	93	49	4557	8649	2401
47	78	49	3822	6084	2401
48	74	49	3626	5476	2401
49	82	45	3690	6724	2025
50	90	53	4770	8100	2809
50	<b>3960</b>	<b>2822</b>	<b>224257</b>	<b>315699</b>	<b>158204</b>

## 1. Research Site

SMAN 4 Palu is located on Jl. Mokolembake No. 1 Telp. (0451) 460392 West Palu, Palu City, Province Central Sulawesi. The located is strategic with land area  $\pm$  4 Ha. The building was built in 1976 based on the Decree of the Manister of Education and Culture of the Republic of Iondonesia with No: SK.D 353/O/1985 9 Augutust 1985. The first name is school SMPP ( Secondary School envelopment Preparation), then changed be SMAN 4 Palu.



## 2. Total of Teacher and Staff

**Table.3**

No.	Education and Educational Personnel	Total	
		PNS	Honorer
1.	Teachers of the subject	75	8
2.	Staf	6	4
3.	Laboratory	-	-
4.	Librarian	-	1
5.	Security	-	4
6.	Cleaning service	-	5
	<b>Jumlah</b>	<b>81</b>	<b>22</b>

Source data: SMAN 4 Palu 2019.

## 2. Total of Students and Group Learning

**Table.4**

No.	Classes	Total of Students	Total of Group Study
1.	Class 10	432	12
2.	Class 11	402	12
3	Class 12	416	12
	<b>Total</b>	<b>1250</b>	<b>36</b>

Source data: SMAN 4 Palu 2019.

### 3. Total of Rooms/Facilities

**Table.5**

No.	Facilities /Rooms	Total	Surface area(m <sup>2</sup> )	Condition			
				Good	Total	Broken	Total
1.	Class / Theory	35	2028	✓	35		
2.	Laboratorium						
	a. Lab. Physics	1	105		1	✓	
	b. Lab. Biology	1	105	✓	1		
	c. Lab. Kimia	1	105		1	✓	
	d. Komputer Room	3	315	✓	3		
	e. Multimedia Room	1	56	✓	1		
	f. Lab. Art and Film	1		✓			
3.	Central Studio Learning (PSB)	1		✓	1		
4.	Library	1	105	✓	1		
5.	Skills	1	156	✓	1		
6.	Art Room	2		✓	2		
7.	Aula	1	119	✓	1		
8.	UKS	1	12	✓	1		
9.	Counseling Guidance	1	56	✓	1		
10.	Headmaster	1	56	✓	1		
11.	Deputy Head of School	1	30	✓	1		
12.	Teachers	1	162	✓	1		
13.	Operator	1	36	✓	1		
14.	Staff	1	242	✓	1		

15.	OSIS	1		✓	1		
16.	Tennis Field	1	350	✓	1		
17.	Football Field	1	1.000	✓	1		
18.	Bola Volly Field	2	600	✓	2		
19.	Basket Field	1	300	✓	1		
20.	Long Jump Room	1	18	✓	1		
21.	Mosque	1	225	✓	1		
22.	Warehouse	3		✓	3		

Source data: SMAN 4 Palu 2019.

## B. Validity and Realibility

### 1. Validity of Anxiety and Motivation

#### Validity of Anxiety

##### Correlations

Validity	a2	a3	a4	a5	a6	a7	a8	a10	a11	
	a12	a14	a15	a16	a17	a18	a20	a21	a22	a23
Anxiety										
a2	Pearson Correlation	1	.568**	0.211	-0.092	0.180	0.261	0.138		
		0.178	0.226	-0.074	.404**	-0.115	.577**	0.256	.414**	.349*
		.347*	.430**	.527**						
	Sig. (2-tailed)	0.000	0.142	0.525	0.210	0.067	0.338	0.216		
		0.114	0.611	0.004	0.426	0.000	0.072	0.003	0.013	0.002
		0.002	0.000							
	N	50	50	50	50	50	50	50	50	50
		50	50	50	50	50	50	50	50	50
		50								
a3	Pearson Correlation	.568**	1	.323*	0.191	.381**	.573**	0.276		
		0.180	.343*	0.078	.422**	-0.168	0.250	.402**	.454**	.302*
		.412**	.495**	.654**						
	Sig. (2-tailed)	0.000	0.022	0.184	0.006	0.000	0.052	0.211		
		0.015	0.588	0.002	0.243	0.080	0.004	0.001	0.033	0.000
		0.000	0.000							







	N	50	50	50	50	50	50	50	50	50
	50	50	50	50	50	50	50	50	50	50
	50									
a18	Pearson Correlation	.414**	.454**	.435**	.354*	.321*	.552**	.335*		
		0.206	.333*	0.138	.321*	0.162	.294*	.516**	1	
		.344*	.352*	.681**					.427**	.458**
	Sig. (2-tailed)	0.003	0.001	0.002	0.012	0.023	0.000	0.018	0.150	
		0.018	0.339	0.023	0.262	0.038	0.000	0.002	0.001	0.014
		0.012	0.000							
	N	50	50	50	50	50	50	50	50	50
	50	50	50	50	50	50	50	50	50	50
	50									
a20	Pearson Correlation	.349*	.302*	.412**	0.129	.419**	.416**	.323*		
		0.127	0.124	0.212	.358*	0.204	.462**	.368**	.427**	1
		.494**	.351*	.630**						.486**
	Sig. (2-tailed)	0.013	0.033	0.003	0.372	0.002	0.003	0.022	0.378	
		0.389	0.139	0.011	0.155	0.001	0.009	0.002	0.000	0.000
		0.013	0.000							
	N	50	50	50	50	50	50	50	50	50
	50	50	50	50	50	50	50	50	50	50
	50									
a21	Pearson Correlation	.421**	.589**	.332*	0.219	.402**	.576**	.463**		
		0.203	0.139	0.255	0.258	0.011	.496**	.457**	.458**	.486**
		.376**	.337*	.698**						1
	Sig. (2-tailed)	0.002	0.000	0.019	0.127	0.004	0.000	0.001	0.158	
		0.334	0.074	0.070	0.940	0.000	0.001	0.001	0.000	0.007
		0.017	0.000							
	N	50	50	50	50	50	50	50	50	50
	50	50	50	50	50	50	50	50	50	50
	50									
a22	Pearson Correlation	.347*	.412**	0.189	0.114	.524**	.452**	.344*		
		.399**	.370**	0.157	.434**	-0.097	.493**	.289*	.344*	.494**
		1	.330*	.630**						.376**
	Sig. (2-tailed)	0.014	0.003	0.187	0.430	0.000	0.001	0.014	0.004	
		0.008	0.275	0.002	0.502	0.000	0.042	0.014	0.000	0.007
		0.019	0.000							

N	50	50	50	50	50	50	50	50	50	50
50	50	50	50	50	50	50	50	50	50	50
50										
a23	Pearson Correlation	.430**	.495**	0.138	0.134	0.228	.371**	0.142		
		0.197	0.256	.375**	0.159	0.015	0.217	.355*	.352*	.351*
		.330*	1	.546**						
	Sig. (2-tailed)	0.002	0.000	0.341	0.353	0.111	0.008	0.325	0.169	
		0.073	0.007	0.269	0.917	0.130	0.011	0.012	0.013	0.017
		0.000								
N	50	50	50	50	50	50	50	50	50	50
50	50	50	50	50	50	50	50	50	50	50
50										
Anxiety	Pearson Correlation	.527**	.654**	.464**	.427**	.617**	.727**	.618**		
		.532**	.525**	.455**	.570**	.282*	.572**	.664**	.681**	.630**
		.630**	.546**	1						
	Sig. (2-tailed)	0.000	0.000	0.001	0.002	0.000	0.000	0.000	0.000	0.000
		0.000	0.001	0.000	0.048	0.000	0.000	0.000	0.000	0.000
		0.000								
N	50	50	50	50	50	50	50	50	50	50
50	50	50	50	50	50	50	50	50	50	50
50										

\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

Based on the data above, the scores Sig of anxiety is less than 0,05. That means the questionnaire is valid.

## Validity of Motivation

### Correlations



	m2	m3	m4	m5	m6	m7	m8	m9	m10	m11	
m1	m12	m13	m14	m15	Motivation						
m1	Pearson Correlation				1	.687**	.353*	.458**	.573**	.279*	.339*
	.351*	.368**	.386**	0.209	0.187	.425**	.399**	.353*	.589**		
	Sig. (2-tailed)				0.000	0.012	0.001	0.000	0.049	0.016	0.013
	0.008	0.006	0.145	0.193	0.002	0.004	0.012	0.000			
	N	50	50	50	50	50	50	50	50	50	
	50	50	50	50	50	50	50				
m2	Pearson Correlation				.687**	1	.506**	.480**	.569**	.398**	.367**
	.603**	.485**	.333*	.393**	.420**	0.268	.430**	.524**	.699**		
	Sig. (2-tailed)				0.000	0.000	0.000	0.000	0.004	0.009	0.000
	0.000	0.018	0.005	0.002	0.060	0.002	0.000	0.000			
	N	50	50	50	50	50	50	50	50	50	
	50	50	50	50	50	50	50				
m3	Pearson Correlation				.353*	.506**	1	.583**	.510**	.482**	.282*
	.529**	.401**	0.262	.698**	.370**	.409**	.676**	.662**	.733**		
	Sig. (2-tailed)				0.012	0.000	0.000	0.000	0.000	0.047	0.000
	0.004	0.066	0.000	0.008	0.003	0.000	0.000	0.000			
	N	50	50	50	50	50	50	50	50	50	
	50	50	50	50	50	50	50				
m4	Pearson Correlation				.458**	.480**	.583**	1	.638**	.634**	.352*
	.559**	.539**	.361*	.354*	0.232	.501**	.429**	.398**	.704**		
	Sig. (2-tailed)				0.001	0.000	0.000	0.000	0.000	0.012	0.000
	0.000	0.010	0.012	0.105	0.000	0.002	0.004	0.000			



	N	50	50	50	50	50	50	50	50	50
	50	50	50	50	50	50	50	50	50	50
m9	Pearson Correlation	.368**	.485**	.401**	.539**	.639**	.559**	.524**		
	.760**	1	.683**	.479**	.438**	.372**	.428**	.437**	.768**	
	Sig. (2-tailed)	0.008	0.000	0.004	0.000	0.000	0.000	0.000	0.000	0.000
	0.000	0.000	0.001	0.008	0.002	0.002	0.000			
	N	50	50	50	50	50	50	50	50	50
	50	50	50	50	50	50	50	50	50	50
m10	Pearson Correlation	.386**	.333*	0.262	.361*	.522**	.504**	.529**		
	.694**	.683**	1	.426**	.361*	.621**	.320*	.291*	.690**	
	Sig. (2-tailed)	0.006	0.018	0.066	0.010	0.000	0.000	0.000	0.000	0.000
	0.000	0.002	0.010	0.000	0.024	0.040	0.000			
	N	50	50	50	50	50	50	50	50	50
	50	50	50	50	50	50	50	50	50	50
m11	Pearson Correlation	0.209	.393**	.698**	.354*	.338*	.411**	.338*		
	.547**	.479**	.426**	1	.514**	.421**	.647**	.688**	.714**	
	Sig. (2-tailed)	0.145	0.005	0.000	0.012	0.016	0.003	0.016	0.000	0.000
	0.000	0.002	0.000	0.002	0.000	0.000	0.000			
	N	50	50	50	50	50	50	50	50	50
	50	50	50	50	50	50	50	50	50	50
m12	Pearson Correlation	0.187	.420**	.370**	0.232	.342*	.426**	0.179		
	.540**	.438**	.361*	.514**	1	0.217	.595**	.556**	.613**	
	Sig. (2-tailed)	0.193	0.002	0.008	0.105	0.015	0.002	0.214	0.000	0.000
	0.001	0.010	0.000	0.129	0.000	0.000	0.000			



N	50	50	50	50	50	50	50	50	50
	50	50	50	50	50	50	50		

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Based on the data above score Sig of motivation toward scores questionnaire is less than 0,05. That means questionnaire valid.

## 2. Reliability Test

Variabel	Cronbach's Alpha		Keterangan
Anxiety	<b>Reliability Statistics</b>		Based on the data beside the score Cronbach's Alpha is more than 0,6 . That is means the items of questionnaire is reliable.
	Cronbach's Alpha	N of Items	
	0.881	19	
Motivation	<b>Reliability Statistics</b>		
	Cronbach's Alpha	N of Items	
	0.928	15	

## C. Finding of Questionnaire

### 1. Linearity Test

**Table.6**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Motivation * Anxiety	Between Groups	(Combined)	2140.558	28	76.449	.950	.557
		Linearity	45.752	1	45.752	.569	.459
		Deviation from Linearity	2094.806	27	77.585	.964	.542
	Within Groups		1689.762	21	80.465		
	Total		3830.320	49			

Based on the result data above there were scores Sig is 0,542 or more than 0,05 that include linearity data.

## 2. Normality Test

**Table.7**

Tests of Normality						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Anxiety	.085	50	.200*	.979	50	.508
Motivation	.100	50	.200*	.983	50	.686

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the data above there were scores of Sig on Kolmogorv smirnov for anxiety and motivation is 0,200 or more than 0,05. It means data distribution was normal.

## 3. Pearson Product Moment Test

**Table.8**

<b>Correlations</b>			
		Anxiety	Motivation
Anxiety	Pearson Correlation	1	.109
	Sig. (2-tailed)	.450	
	N	50	50
Motivation	Pearson Correlation	.109	1
	Sig. (2-tailed)	.450	
	N	50	50

Based on the data above there were scores of Sig correlation between effect Anxiety and Motivation is 0,450 or more than 0,05. It means there is not correlation between effect of Anxiety and Motivation.

#### **4. R-Test**

Based on the data on Pearson Product Moment test , the scores correlation is 0,109, so as scores R is  $0,109 \times 100\% = 10,9\%$

## 5. T-Test

**Table.9**  
**Independent Samples Test**

Ttest	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal Variances Assumed	0.947	0.333	5.403	98	0	10.56	1.95462	6.68112	14.4389
Equal Variances Not Assumed			5.403	94.872	0	10.56	1.95462	6.67952	14.4405

Based on the data above, the scores Sig (2-tailed) is 0,000 or less than 0,05.

It means Anxiety and Motivation is different or there is correlation/ no effect of anxiety toward students' learning motivation.



## 6. The Interpretation of Coefficient Correlation of 'r' Value<sup>35</sup>

Coefficient	Interpretation
0.00 - 0.199	There is a correlation between variable X and variable Y, but the correlation is very low. It is mea there is no significant correlation in this rating
0.20 - 0.399	There is a correlation between variable X and variable Y, but it is low.
0.40 - 0.599	There is a correlation between variable X and variable Y. The value is moderate.
0.60 - 0.799	There is a high correlation between variable X and variable Y.
0.80 - 1.00	There is a very high correlation between variable X and variable Y.

Where the coefficient correlation is 0,450 or more than 0,05. It means there is not significant correlation effect of anxiety toward students learning motivation.

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<sup>35</sup> Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2014), 231.

### ***C. Statistical Hypothesis***

The statistical of hypothesis were can be follow as:

$$H_o = r_o \leq r_{table}$$

$$H_a = r_o \geq r_{table}$$

This criterion used in answered the hypothesis were described as follows:

1. If  $r_o \leq r_{table}$  in significant degree of 0.05,  $H_o$  (null hypothesis) was accepted.

That means there was not significant between effect of anxiety and students' motivation in learning of the eleventh grade at SMAN 4 Palu.

2. If  $r_o \geq r_{table}$  in significant degree of 0.05,  $H_o$  (null hypothesis) was rejected.

That means there was significant between effect of anxiety and students' learning motivation of the eleventh grade at SMAN 4 Palu.

Where:

The result of this research:  $r_o (10,9) \geq r_{table}(0.000)$  in significant degree of 0.05. Although  $r_o$  more than  $r_{table}$ , but the in test significant is not quality (0,05). And based on the data t-test above, the scored Sig (2-tailed) is 0,000 or less than 0,05. It means Anxiety and Motivation is different or there was no correlation.

#### ***D. Discussion***

The discussion consists of interpretation of data obtained in this research, relation of data obtained with the theories from both variable, and relation comparison of this research with the previous studies. The result of data obtained 50 students of eleventh grade at SMAN 4 Palu. Based on the result there was scores of Sig between effect Anxiety and Motivation were 0,450 or more than 0,05. It means there was not effect of Anxiety toward students' learning motivation. In data analysis, the first result of linearity test showed 0,542 or more than 0,05 that include linearity data. The second result of normality test showed Sig. on Kolmogrov Smirnov for anxiety and motivation is 0,200 or more than 0,05. It means data distribution was normal. The third result of pearson product moment correlation above showed between effect Anxiety and Motivation were 0,450 or more than 0,05. It means there was not effect of Anxiety toward students' learning motivation. The fourth result of R-test on pearson product moment test showed the scores correlation is 0,109 so as scores R is  $0,109 \times 100\% = 10,9\%$ . and the last result of T- test Based on the data above, the scores Sig (2-tailed) is 0,000 or less than 0,05. It means Anxiety and Motivation is different or there is correlation/ no effect of anxiety toward students' learning motivation. And according to the results of the calculation above, the score of correlation coefficient based on table.8 is 0,109. It shows that the correlation there is a correlation between variable X and variable Y, but the correlation is very low. It means there is no significant correlation in this rating. It can be indicated that the

effect of anxiety toward students' learning motivation of the eleventh grade at SMAN 4 Palu.

This finding of research similar found the previous research with Utami Fauziyah in her research entitled: *The Relationship between Students' Anxiety and Their English Reading Skill*. The subject of this research was the tenth Year Students of SMKN 3 Tangerang. The objective of this research was to know the significant correlation between students' anxiety and their English reading skill. And in the end of her research there was found negative significant correlation between students' anxiety and their English reading skill of SMKN 3 Tangerang city with higher anxiety got lower English reading ability and students lower anxiety got higher English in reading ability. And these similar with the previous studies Saito, Garza and Horwitz found in their study that language anxiety and reading score are negatively correlated to each other.<sup>36</sup> Those the previous studies above showed negative correlate between anxiety and reading skill, also the result of this research negative correlate or there is not correlate/effect of anxiety toward students' learning motivation. Although the dependent variable is motivation, but the result also negative.

This result of research support to Abderrezag that anxiety can also has debilitating and facilitative forms. A stress can be as motivator for students. It can be improving their motivation. And in the contrast some stress can has debilitating effect and can forget some issues during exam for students. The positive

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<sup>36</sup> Yoshiko Saito, E.K. Horwitz, and Thomas J. Garza, *Foreign Language Reading Anxiety*, *The Modern Language Journal*, vol. 83, 1999, 211.

facilitating anxiety and the debilitating anxiety was called. Otherwise, there are researchers also believe that anxiety can bring a good motivation for students as the positive effect for them. Based on theory of Abderrezag said anxiety can be motivating students in learning English and vice versa. And the result of this research showed that there is not effect of anxiety toward learning motivation or the motivation still good although there was some students felt anxious.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

This chapter discusses the conclusions and implications based on the research findings. Some suggestions for students, teachers, and researcher.

#### *A. Conclusion*

This research focused to find out the effect of anxiety toward students' learning motivation of the eleventh grade at SMAN 4 Palu in academic year 2020. Based on the result above shown: The researcher found result of questionnaire there was not effect of anxiety toward students' learning motivation. Based on the data above there was scores of Sig between effect anxiety and motivation were 0,450 or more than 0,05. It means there was not effect of anxiety toward students' learning motivation. And the effect of anxiety toward students' learning motivation was not significant or there was not effect each other. Although students felt anxious, but they can controlled, so as the motivation learning English still good.

#### *B. Suggestion*

The researcher would to like give suggestions for those:

##### 1. Teacher

The teacher have to understand the characteristics of the students relate anxiety in learning English. Although anxiety there is not effect to their motivation in learning English, but there was students felt anxious when the teacher give task without text in of front class. And addition, the teachers have

to more creative, friendly, and patient in teaching . In order the students more reduce feeling anxious and they will more enjoy in joining English class.

## 2. Student

The researcher hope students more study to enrich their vocabulary. Besides, in learning English the students should be enjoy and focus in English class.

## 3. Researcher

The further researcher to find out the specific strategy more reducing anxiety in learning English. The researcher suggested to teach vocabulary, she thinks if their vocabulary much they will more enjoy and spirit in learning English

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## Questionnaire Sheet

### A. Instruction to Fill:

1. Give checklist (√) on the statements above based on your situation or condition which ever your get in the English class. For criterias: **SA** (Strongly Agree), **A** (Agree), **NA** (Neither Agree), **D** (Disagree), and **SD** ( Strongly Disagree).
2. If there is statement which unclear, you may ask to researcher.

### B. Data Respondent

Name:

Nis :

Class :

### C. Questionnaire Anxiety in learning English

This questionnaire made for to know the effect of anxiety toward students' learning motivation.

No.	Statements	SA	A	NA	D	SD
1.	I always not focus when learning English class.					
2.	I worry making mistakes in English class.					
3.	I tremble when I know that Iam going to be called in English class.					
4.	I always thinking my friends are better at language than Iam.					
5.	I feel always hard during tests in English class.					

6.	I will panic when I have to speak without preparation in English class.					
7.	I do not understand why some people so upset in English class, I can get so nervous I forget things I know in English class.					
8.	I feel shy to be volunteer answer in English class.					
9.	I feel confidence when I speaking English with native speaker.					
10.	I get upset when I don't understand what the teacher correcting.					
11.	Even tho Iam well prepared for English class, remain I feel anxious for it.					
12.	I often lazy to join English class.					
13.	I feel enjoy when I speak in English class.					
14.	Iam afraid when my teacher ready to correct my mistakes I make.					

15.	I don't feel pressure to prepare very well for English class.					
16.	English class moves so quickly I worry about getting left behind.					
17.	I feel more nervous in my English class than in my other classes.					
18.	I get nervous and confused when I speaking in English class.					
19.	During English class, I feel very sure and relaxed.					
20.	I get nervous when I cannot understand every words the language teacher says					
21.	Iam afraid if my friends will laugh at me when I speak English.					
22.	I get nervous when the langauge teacher asks questions which I have not prepared in advance.					
23.	The more I study for a language test, the more confused I get.					



## Questionnaire Sheet

### B. Instruction to Fill:

1. Give checklist (√) on the statements below based on your situation or condition which ever your get in the English class. For criterias:

**SA** (Strongly Agree), **A** (Agree), **NA** (Neither Agree), **D** (Disagree) and **SD** ( Strongly Disagree).

2. If there is statement which unclear, you may ask to researcher.

### B. Data Respondent

Name:

Nis :

Class :

### C. Questionnaire Motivation in learning English

This questionnaire made to know how the students' learning motivation in English.

No.	Statements	SA	A	NA	D	SD
1.	English can help acquire new ideas and broaden my outlook.					
2.	English help me to better understand and appreciate English culture.					
3.	Iam interested in English class.					
4.	I can learn more about the world through learning English					
5.	English is so important to get good job.					

6.	To be active in society English is essential.					
7.	English will help us in abroad.					
8.	English is essential for personal development.					
9.	English will be helpful for my future career.					
10.	English will be help me to pass my exams and graduate from the collage.					
11.	I enjoy discussion in English class.					
12.	I feel free to express myself in English than my first language.					
13.	I always try to use English as much as well I have in English class.					
14.	I always enjoy learning English.					
15.	I really love learning English.					

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## Lembar Kuesioner

### A. Petunjuk Pengisian:

1. Berilah tanda centang (√) pada pernyataan dibawah ini sesuai kondisi atau situasi yang pernah anda alami didalam kelas bahasa Inggris. Dimana, **SS** (Sangat Setuju), **S** (Setuju), **N** (Netral), **KS** (Kurang Setuju), dan **STS** ( Sangat Tidak Setuju).
2. Apabila ada pernyataan yang kurang dimengerti, anda dapat menanyakannya pada peneliti.

### B. Data Responden

Nama :

Nis :

Kelas :

### C. Kuesioner Kecemasan dalam Belajar Bahasa Inggris

Kuesioner ini dibuat untuk mengetahui bagaimana akibat dari kecemasan dalam belajar bahasa Inggris yang terjadi didalam kelas bahasa Inggris.

No.	Pernyataan	SS	S	N	KS	STS
1.	Saya selalu tidak fokus ketika belajar dikelas bahasa Inggris.					
2.	Saya takut membuat kesalahan dikelas bahasa Inggris.					
3.	Saya gemetar ketika saya tahu saya akan dipanggil kedepan kelas bahasa Inggris.					
4.	Saya selalu berfikir teman-temanku lebih baik disbanding saya dalam berbahasa.					
5.	Saya merasa selalu sulit dalam mengerjakan tes dikelas bahasa Inggris.					

6.	Saya akan panik ketika saya harus berbicara tanpa persiapan dikelas bahasa Inggris.					
7.	Saya bisa merasa sangat gugup sampai saya lupa hal-hal yang saya tahu dikelas bahasa Inggris.					
8.	Saya merasa malu menjadi relawan untuk menjawab pertanyaan dikelas bahasa Inggris.					
9.	Saya merasa percaya diri ketika berbicara bahasa Inggris dengan penutur asli.					
10.	Saya merasa terganggu ketika saya tidak mengerti koreksian yang diberikan oleh guru.					
11.	Bahkan walaupun saya sudah persiapan dengan baik untuk kelas bahasa Inggris, tetap saya merasa cemas.					
12.	Saya sering malas ikut kelas bahasa Inggris.					
13.	Saya merasa santai ketika saya berbicara dikelas bahasa Inggris.					
14.	Saya khawatir ketika guru saya mengoreksi kesalahan yang saya lakukan.					
15.	Saya tidak merasa bahagia mempersiapkan dengan baik kelas bahasa Inggris.					
16.	Ketika kelas bahasa Inggris sangat cepat saya khawatir akan tertinggal pelajaran.					
17.	Saya merasa lebih gugup ketika belajar dikelas bahasa Inggris dibanding kelas yang lainnya.					

18.	Saya merasa gugup dan pusing ketika saya berbicara dikelas bahasa Inggris.					
19.	Selama kelas bahasa Inggris, saya merasa sangat yakin dan santai.					
20.	Saya merasa gugup ketika saya tidak bisa mengerti setiap kata yang guru jelaskan.					
21.	Saya khawatir jika teman-teman saya akan menertawakan saya.					
22.	Saya merasa gugup ketika guru bahasa memberikan pertanyaan sementara saya tidak ada persiapan.					
23.	Semakin saya belajar untuk tes bahasa, semakin saya merasa pusing.					

## Lembar Kuesioner

### A. Petunjuk Pengisian:

- Berilah tanda centang (✓) pada pernyataan dibawah ini sesuai kondisi atau situasi yang pernah anda alami didalam kelas bahasa Inggris. Dimana, **SS** (Sangat Setuju), **S** (Setuju), **N** (Netral), **KS** (Kurang Setuju), dan **STS** ( Sangat Tidak Setuju).
- Apabila ada pernyataan yang kurang dimengerti, anda dapat menanyakannya pada peneliti.

### B. Data Responden

Nama :

Nis :

Kelas :

### C. Kuesioner Motivasi dalam Belajar Bahasa Inggris

Kuesioner ini dibuat untuk mengetahui bagaimana motivasi belajar siswa didalam kelas bahasa Inggris.

No.	Pernyataan	SS	S	N	KS	STS
1.	Bahasa Inggris dapat membantu memperoleh ide baru dan memperluas pengetahuan.					
2.	Bahasa Inggris membantu saya memahami lebih baik dan menghargai budaya bahasa Inggris.					
3.	Saya tertarik pada kelas bahasa Inggris.					
4.	Saya bisa belajar lebih tentang dunia melalui belajar bahasa Inggris.					
5.	Bahasa Inggris sangat penting untuk mendapatkan pekerjaan bagus.					

6.	Bahasa Inggris menjadi utama dalam bersosialisasi.					
7.	Bahasa Inggris akan membantu kita di luar negeri.					
8.	Bahasa Inggris adalah utama untuk pengembangan diri.					
9.	Bahasa Inggris akan membantu untuk karir saya dimasa depan.					
10.	Bahasa Inggris akan membantu saya untuk lulus dalam ujian dari perguruan tinggi.					
11.	Saya menikmati diskusi dalam kelas bahasa Inggris.					
12.	Saya merasa bebas untuk mengekspresikan diri saya dalam bahasa Inggris dari pada bahasa pertama saya.					
13.	Saya selalu mencoba menggunakan bahasa Inggris sebanyak dan sebaik yang saya miliki dikelas bahasa Inggris.					
14.	Saya selalu menikmati belajar bahasa Inggris.					
15.	Saya sangat mencintai belajar bahasa Inggris.					



**Referensi:**

Adapted from Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et. (Horwitz, et.al. Foreign Language Classroom Anxiety. The Modern Language Journal, Vol. 70, No. 2 (Summer, 1986), pp. 125-132 )  
<https://www.jstor.org/stable/i214351>

Yuliana Maulidiyah, In Thesis. "The Correlation Between Students' Anxiety And Their Ability In Speaking Class". (Tulung Agung: IAIN 2014)

Adapted from Foreign Language Learning Motivation Scale Developed from Motivation Test Battery International Journal of English Language Teaching Vol.1, No.1, pp.24-41, September 2013 Published by European Centre for Research Training and Development UK ([www.ea-journals.org](http://www.ea-journals.org)) Entitled Study Motivation and Anxiety of English Learning of Students at a Taiwan Technical University.



	Sig. (2-tailed)	0.003	0.001	0.002	0.012	0.023	0.000	0.018	0.150	0.018	0.339	0.023	0.262	0.038	0.000		0.002	0.001	0.014	0.012	0.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
a20	Pearson Correlation	.349*	.302*	.412**	0.129	.419**	.416**	.323*	0.127	0.124	0.212	.358*	0.204	.462**	.368**	.427**	1	.486**	.494**	.351*	.630**
	Sig. (2-tailed)	0.013	0.033	0.003	0.372	0.002	0.003	0.022	0.378	0.389	0.139	0.011	0.155	0.001	0.009	0.002		0.000	0.000	0.013	0.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
a21	Pearson Correlation	.421**	.589**	.332*	0.219	.402**	.576**	.463**	0.203	0.139	0.255	0.258	0.011	.496**	.457**	.458**	.486**	1	.376**	.337*	.698**
	Sig. (2-tailed)	0.002	0.000	0.019	0.127	0.004	0.000	0.001	0.158	0.334	0.074	0.070	0.940	0.000	0.001	0.001	0.000		0.007	0.017	0.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
a22	Pearson Correlation	.347*	.412**	0.189	0.114	.524**	.452**	.344*	.399**	.370**	0.157	.434**	-0.097	.493**	.289*	.344*	.494**	.376**	1	.330*	.630**
	Sig. (2-tailed)	0.014	0.003	0.187	0.430	0.000	0.001	0.014	0.004	0.008	0.275	0.002	0.502	0.000	0.042	0.014	0.000	0.007		0.019	0.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
a23	Pearson Correlation	.430**	.495**	0.138	0.134	0.228	.371**	0.142	0.197	0.256	.375**	0.159	0.015	0.217	.355*	.352*	.351*	.337*	.330*	1	.546**
	Sig. (2-tailed)	0.002	0.000	0.341	0.353	0.111	0.008	0.325	0.169	0.073	0.007	0.269	0.917	0.130	0.011	0.012	0.013	0.017	0.019		0.000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
Anxi	Pearson Correlation	.527**	.654**	.464**	.427**	.617**	.727**	.618**	.532**	.525**	.455**	.570**	.282*	.572**	.664**	.681**	.630**	.698**	.630**	.546**	1
	Sig. (2-tailed)	0.000	0.000	0.001	0.002	0.000	0.000	0.000	0.000	0.000	0.001	0.000	0.048	0.000	0.000	0.000	0.000	0.000	0.000	0.000	
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50

\*Correlation is significant at the 0.01 level (2-tailed).

\*Correlation is significant at the 0.05 level (2-tailed).

Based on the data above, the scores Sig of anxiety is less than 0,05. That means the questionnaire is valid.

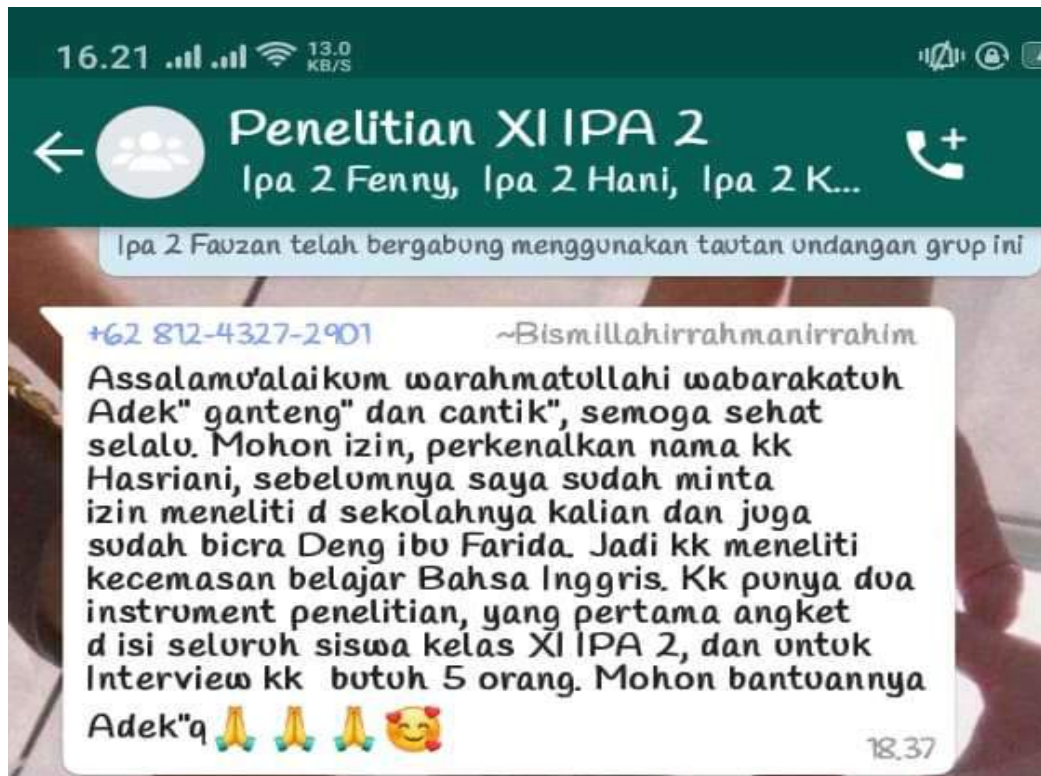


## DOCUMENTATION

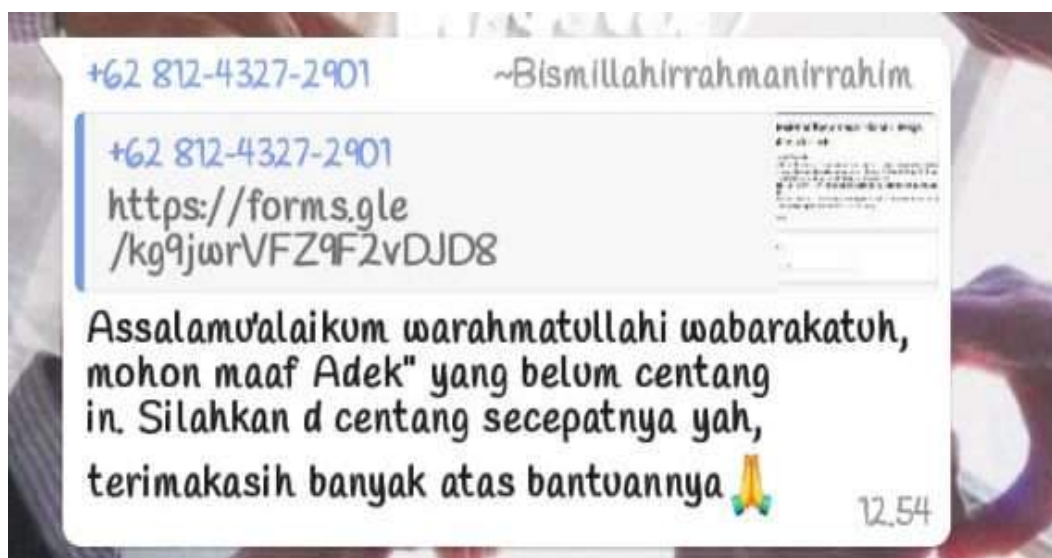
1. Name of the school



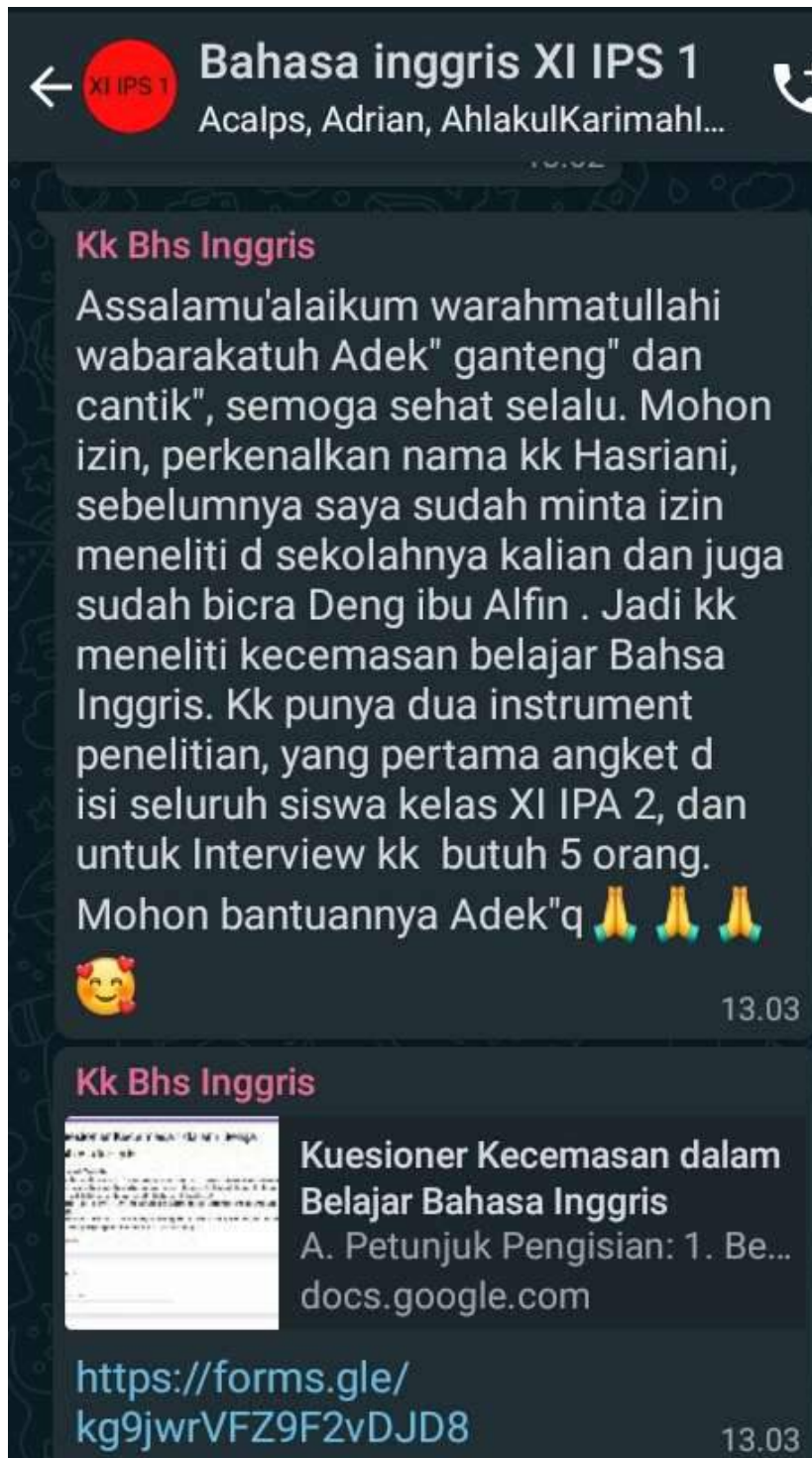
2. Introduction the instrument in Whatsapp XI. IPA2



3. Giving the information to fill and send their answer



4. Introduction the instrument and giving instruction to fill the questionnaire  
XI.IPS1




**Bahasa Inggris XI IPS 1**  
Acalps, Adrian, AhlakulKarimahl...

**Kk Bhs Inggris**  
Assalamu'alaikum warahmatullahi wabarakatuh Adek" ganteng" dan cantik", semoga sehat selalu. Mohon izin, perkenalkan nama kk Hasriani, sebelumnya saya sudah minta izin meneliti d sekolahnya kalian dan juga sudah bicra Deng ibu Alfin . Jadi kk meneliti kecemasan belajar Bahasa Inggris. Kk punya dua instrument penelitian, yang pertama angket d isi seluruh siswa kelas XI IPA 2, dan untuk Interview kk butuh 5 orang. Mohon bantuannya Adek"q 🙏🙏🙏  
😊

13.03

**Kk Bhs Inggris**

 **Kuesioner Kecemasan dalam Belajar Bahasa Inggris**  
A. Petunjuk Pengisian: 1. Be...  
docs.google.com

<https://forms.gle/kg9jwrVFZ9F2vDJD8>

13.03



## PENGAJUAN JUDUL SKRIPSI

Nama : HASRIANI NIM : 161160091  
TTL : PALLA-PALLANG, 30-12-1996 Jenis Kelamin : Perempuan  
Jurusan : Tadris Bahasa Inggris (S1) Semester :  
Alamat : JL LASOSO LRG 1 HP : 082197216575  
Judul :

Judul I

THE EFFECT OF ANXIETY TOWARD STUDENTS' LEARNING MOTIVATION OF THE ELEVENTH GRADE AT SMAN 4 PALU

Judul II

IMPROVING READING SKILL OF THE ELEVENTH GRADE AT SMAN 4 PALU THROUGH SHORT STORY

Judul III

TEACHING VOCABULARY OF THE SEVENTH GRADE AT MTS ANNUR BUUTS PALU USING PICTURE

Palu, 29 Juli 2019

Mahasiswa,

HASRIANI

NIM. 161160091

Telah disetujui penyusunan skripsi dengan catatan :

- why is it importance. Make paragraph  
- learn more about Anxiety study!

Pembimbing I : Dr. Abdul Gafur Marzuki, M-Pd

Pembimbing II : Yuni Amelia, S.Pd, M-Pd

a.n. Dekan  
Wakil Dekan Bidang Akademik  
dan Pengembangan Kelembagaan,

Dr. HAMLAN, M.Ag.  
NIP.196906061998031002

Ketua Jurusan,

Dr. Hj. NUR ASMAWATI, S.Ag., M.Hum  
NIP. 197407262000032002



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALU  
NOMOR : 418 TAHUN 2019

TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 47 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan saudara :

1. Dr. Abdul Gafur Marzuki, M.Pd
2. Yuni Amelia, S.Pd, M.Pd

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama : Hasriani  
NIM : 16.1.16.0091  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : THE EFFECT OF ANXIETY TOWARD STUDENTS' LEARNING MOTIVATION OF THE ELEVENTH GRADE AT SMAN 4 PALU

KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2019

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu  
Pada Tanggal : 31 Juli 2019



D. Mohamad Idhan, S.Ag., M.Ag/  
NIP. 197201262000031001

Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI PALU

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 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
 Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

FORMULIR PENDAFTARAN  
 UJIAN PROPOSAL SKRIPSI

Nama : Hasriani  
 NIM : 161160091  
 SMT/Prodi/Kelas : Tadris Bahasa Inggris (TBI) ( )  
 Alamat : Jl. Lasoso Tg. I  
 No. Tlp / HP : 081243272901  
 Pembimbing :  
 I. Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.  
 II. Yuni Amelia, S.Pd., M.Pd.  
 Judul : The Effect of Anxiety Toward Students' Learning Motivation Of The Eleventh Grade At SMAN 4 Palu.

No.	Persyaratan	Cheklist (diisi oleh Ketua Prodi)		Ket.
		Ada	Tidak	
1	Fotokopi tanda bukti pembayaran SPP semester berjalan			
2	Fotokopi tanda bukti pembayaran Ujian.			
3	Fotokopi Kliring Nilai Sementara / KHS dari semester I-VII			
4	Mempersiapkan Power Point untuk bahan presentasi.			
5	Fotokopi Proposal Skripsi yang telah di acc oleh Dosen Pembimbing sebanyak 3 (Tiga) rangkap dengan map transparant warna hijau.			

Pertimbangan Pembimbing I/II	Persetujuan Dosen Penasihat Akademik	Pemohon
 (... Yuni Amelia, M.Pd NIP. 1990062520012001)	 (Jumri, Hl: Tahang Basire S.Ag, M.Ag NIP. 197025052001121009)	 (... Hasriani ..... ) NIM. 161160091
Catatan Dosen Pembimbing I/II :	Catatan Dosen Penasihat Akademik :	

Penguji : <u>Drs. Muhammad Insan, S.Ag.</u>	Persetujuan Ketua Prodi  (... Dr. Hj Nuras Maulati S.Ag., M.Hum NIP. 19740726200032002)
Har/Tgl : <u>Jumat, 20 Desember 2019.</u>	
Waktu : <u>16:00 Wita - Selesai.</u>	
Tempat : <u>FB Lt-2 Gedung F.</u>	



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Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

Nomor : 3041/In.13/F .I/PP.00.9/17/2019 Palu 17 Desember 2019  
Sifat : Penting  
Lamp : -  
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. Dr. Abdul Gafur Marzuki, S.Pd.,M.Pd. (Pembimbing I)
2. Yuni Amelia, S.Pd.,M.Pd. (Pembimbing II)
3. Drs. Muhammad Ihsan, M.Ag. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-  
Palu

*Assalamualaikum warahmatullahi wabarakatuh*

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nama : Hasriani  
NIM : 16.1.16.0091  
Jurusan/Kelas : Tadris Bahasa Inggris (TBI)  
Judul Skripsi : The Effect of Anxiety Toward Students' Learning Motivation of the Eleventh Grade at SMAN 4 Palu.

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Jumat, 20 Desember 2019  
Waktu : 16.00 Wita - Selesai  
Tempat : F8 Lt.2 Gedung F

*Wassalamualaikum warahmatullahi wabarakatuh.*

a.n. Dékan  
Ketua Jurusan Tadris Bahasa Inggris



Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP: 19740726 2000032002

Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi ).
- c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi )
- d. 1 rangkap untuk Ketua Jurusan
- e. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- g. 1 rangkap untuk ditempel pada papan pengumuman.



**BERITA ACARA  
SEMINAR PROPOSAL SKRIPSI**

Pada hari ini ....., tanggal ..... bulan ..... tahun 20....., telah dilaksanakan Seminar Proposal

Skripsi :

Nama :

Hasriani

NIM :

16.1.16.001

Jurusan :

Tadris Bahasa Inggris (TBI - .....)

Judul Skripsi :

The Effect of Anxiety Toward Students' Learning Motivation of the Eleventh Grade at SMAW 4 Palu

Pembimbing :

I. Dr. Abdul Gafur Marzuki S.pd., M.pd.

II. Yuni Ametra S.pd., M.pd.

Penguji :

Dr. Muhammad Usau M.Ag.

**SARAN-SARAN PENGUJI/PEMBIMBING**

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	70	Clarify your problem, <del>and</del> objective, and research methodology.
2.	BAHASA & TEKNIS PENULISAN	70	Improve your grammar.
3.	METODOLOGI	70	Make it clear
4.	PENGUASAAN	75	good enough.
5.	JUMLAH		
6.	NILAI RATA-RATA	72,75	

Pembimbing I,

Pembimbing II,

Palu,

20\_\_

Penguji,

Dr. Abdul Gafur Marzuki S.pd., M.pd.  
NIP. 0983071201101006

Yuni Ametra S.pd., M.pd.  
NIP. 19905229201012001

Dr. Muhammad Usau M.A  
NIP. 196505201992301006

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP. 19740726 200003 2 002



**BERITA ACARA  
SEMINAR PROPOSAL SKRIPSI**

Pada hari ini ..... Jumat .. tanggal .. 12 .. bulan .. Desember .. tahun 2019, telah dilaksanakan Seminar Proposal Skripsi :

Nama : Hawriani

NIM : 16.1.16.0081

Jurusan : Tadris Bahasa Inggris (TBI - 4...)

Judul Skripsi : The Effect of Anxiety Toward Students Learning Motivation of the Eleventh Grade at SMAN 4 Palu.

Pembimbing : I. Dr. Abdul Gafur Marzuki S.Pd., M.Pd.

II. Yuni Amelia S.Pd., M.Pd.

Penguji : Drs. Muhammad Ihsan S.Ag.

**SARAN-SARAN PENGUJI/PEMBIMBING**

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	85	see draft
2.	BAHASA & TEKNIS PENULISAN	85	see draft
3.	METODOLOGI	85	see draft
4.	PENGUASAAN	85	see draft
5.	JUMLAH		
6.	NILAI RATA-RATA	85	

Palu, 20\_\_

Pembimbing I

Pembimbing II

Penguji,

Dr. Abdul Gafur Marzuki S.Pd., M.Pd.  
NIP. 898307120401006

Yuni Amelia S.Pd., M.Pd.  
NIP. 199606232018012001

Drs. Muhammad Ihsan M.A.  
NIP. 196505301992501006

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP. 197407262000032002



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Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

**BERITA ACARA  
SEMINAR PROPOSAL SKRIPSI**

Pada hari ini Jumat, tanggal 20 bulan 12 tahun 2019, telah dilaksanakan Seminar Proposal Skripsi :  
Nama : Hasriani  
NIM : 16.1.16.0091  
Jurusan : Tadris Bahasa Inggris (TBI - .....)  
Judul Skripsi : The Effect of Anxiety Toward Students Learning Motivation of the Eleventh Grade at SMAN 11 Palu.  
Pembimbing : I. Dr. Abdul Gafur Marzuki S.Pd., M.Pd.  
II. Yuni Ametra S.Pd., M.Pd.  
Penguji : Dr. Muhammad Ihsan M.Ag.

**SARAN-SARAN PENGUJI/PEMBIMBING**

NO.	YANG DINILAI	NILAI	PERBAIKAN
1.	ISI	90	lihat catatan pd narkal
2.	BAHASA & TEKNIS PENULISAN	92	ide
3.	METODOLOGI	92	ide
4.	PENGUASAAN	93	Back
5.	JUMLAH		
6.	NILAI RATA-RATA		

Pembimbing I,

Dr. Abdul Gafur Marzuki S.Pd., M.Pd.  
NIP. 09 03 0711 201104006

Pembimbing II,

Yuni Ametra S.Pd., M.Pd.  
NIP. 1990 06 2292018 01 2001

Palu, 20-12-2019

Penguji,

Dr. Muhammad Ihsan M.Ag.  
NIP. 1965 0550 1992 301006

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
NIP. 19740726 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALU

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FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

**DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI  
TAHUN AKADEMIK 20 / 20**

Nama : Hasriani  
NIM : 16.1.16.0091  
Jurusan : Tadris Bahasa Inggris (TBI - .....)  
Judul Skripsi : The effect of Anxiety Toward Students'  
Learning Motivation of the Eleventh  
Grade at SMAN 4 Palu  
Tgl / Waktu Seminar :

NO.	NAMA	NIM	SEM. / JUR.	TTD	KET.
1.	Ulma Nadilah	16.1.16.0046	VII / TBI	<i>[Signature]</i>	
2.	Diky Hendriawan	16.1.16.0097	VII / TBI	<i>[Signature]</i>	
3.	Lufna	16.1.16.0092	VII / TBI	<i>[Signature]</i>	
4.	Lia Umi Mulyana	17.1.16.0066	V / TBI	<i>[Signature]</i>	
5.	Fadlan	17.1.16.0083	V / TBI	<i>[Signature]</i>	
6.	Hartini	17.1.16.0071	V / TBI	<i>[Signature]</i>	
7.	Sti Resti Widya Hartuti	17.1.16.0080	V / TBI	<i>[Signature]</i>	
8.	Vinni Septaviani	16.1.16.0097	VII / TBI	<i>[Signature]</i>	
9.	Sety dwita Sari	16.1.16.0051	VII / TBI	<i>[Signature]</i>	
10.	AIFu Habibah	16.1.16.0105	VII / TBI	<i>[Signature]</i>	
11.	Ismita Idrisiah	16.1.16.0088	VII / TBI	<i>[Signature]</i>	
12.	Ila susani S. Peto	16.1.16.0086	VII / TBI	<i>[Signature]</i>	
13.	Ali Babar	16.1.16.0089	VII / TBI	<i>[Signature]</i>	
14.	Rina Ratua Dila	16.1.16.0106	VII / TBI	<i>[Signature]</i>	
15.	Fajar Wabidin	16.1.16.0094	VII / TBI	<i>[Signature]</i>	

Pembimbing I,

Pembimbing II,

Palu,

2019

Penguji,

Dr. Abdul Gafur Marzuki S.Pd., M.Pd. NIP. 196307112011011006  
Yuni Amelia S.Pd., M.Pd. NIP. 199006292018 01 2001

Drs. Muhammed Husam M. Ag. NIP. 196505301992361006

Mengetahui  
a.n. Dekan  
Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.



**DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI  
 TAHUN AKADEMIK 20 / 20**

Nama : Hasriani  
 NIM : 16.1.16.0091  
 Jurusan : Tadris Bahasa Inggris (TBI - ..... )  
 Judul Skripsi : The Effect of Anxiety Toward Students' Learning Motivation of the Eleventh Grade at SMAN 4 Palu.  
 Tgl / Waktu Seminar : \_\_\_\_\_

NO.	NAMA	NIM	SEM. / JUR.	TTD	KET.
16.	Farid Abdul Aziz	16.1.16.0051	7/TBI		
17.	Andi Aldi	16.1.16.0040	7/TBI		
18.	Ahik Ummidoh	171160059	5/TBI		
19.	FIRA	17116001	5/TBI		
20.	Moh. Saad	16.010146	7/PAI		
21.	Arfan Syarif	16160003	7/TBI		

Palu, 20\_\_\_\_  
 Penguji,

Pembimbing I, Dr. Abdul Gafur Marzuki S.Pd., M.Pd. NIP. 198307112011011006  
 Pembimbing II, Yuni Amelia S.Pd., M.Pd. NIP. 199006292018012001

Drs. Muhammad Ihsan M.Ag.  
 NIP. 19650530 1992301 006

Mengetahui  
 a.n. Dekan  
 Ketua Jurusan TBI,

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

Nomor : 793 /In.13/F.I/PP.00.9/07/2020  
Lampiran : -  
Hal : Izin Penelitian Untuk  
Menyusun Skripsi

Palu, 9 Juli 2020

Yth. Kepala Sekolah Menengah Atas Negeri (SMAN) 4 Palu

Di

Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Hasriani  
NIM : 16.1..16.0091  
Tempat Tanggal Lahir : Palla-Pallang 30 Desember 1996  
Semester : VIII ( Delapan)  
Program Studi : Tadris Bahasa Inggris (TBI)  
Alamat : Jl. Lasoso Irg 01  
Judul Skripsi : THE EFFECT OF ANXIETY TOWARD  
STUDETS' LEARNING MOTIVATION OF THE ELEVENTH  
GRADE AT SMAN 4 PALU  
No. HP : 081243272901

Dosen Pembimbing :

1. Dr. Abdul Gafur Marzuki, S.Pd., M.Pd
2. Yuli Amelia, S.Pd., M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah Menengah Atas Negeri (SMAN) 4 Palu

Demikian, atas perkenannya diucapkan terima kasih.

Wassalam,



Mohamad Idhan, S.Ag., M.Ag.  
NIP. 19720126 200003 1 001

Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.



**PEMERINTAH DAERAH PROVINSI SULAWESI TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
CABANG DINAS WILAYAH 1 KOTA PALU  
SMA NEGERI 4 PALU**



Alamat : Jalan Mokolembake No. 01 Palu Barat  
Akreditasi Sekolah A (95,18)

Website :

Kelurahan : Lere  
Kecamatan : Palu Barat  
Kota : Palu  
Provinsi : Sulawesi Tengah

[www.sman4palu.sch.id](http://www.sman4palu.sch.id)

Telephon : 0451-460392  
Faximall : 0451-460392  
E-mail : [sman4plu@gmail.com](mailto:sman4plu@gmail.com)  
Kode Pos : 94221

**SURAT - KETERANGAN**  
No MN. 11 /305/ 421.4 / Dikbud.

Kepala SMA Negeri 4 Palu menerangkan kepada :

N a m a : Hasriani  
NIM : 16.1.16.0091  
Program Studi : Tadris Bahasa Inggris ( TBI)

Benar yang bersangkutan telah melaksanakan penelitian / observasi dari tanggal 27 Juli s/d 26 Agustus 2020 di SMA Negeri 4 Palu dalam rangka Penyusunan Skripsi Mahasiswa IAIN Palu yang berjudul :

**The Effect Of Anxiety Toward Student' Learning Motivation Of The Eleventh Grade At SMAN 4 Palu.**

Demikian Surat Keterangan ini untuk dipergunakan sesuai keperluanya



Palu, 21 September 2020

Kepala Sekolah

....., S.Pd.M.Si

Nip 19700723 199512 1 001



# BUKU KONSULTASI

## Pembimbingan Skripsi

Nama : Hasriani  
NIM : 161160091  
Jurusan/Prodi : Tadris Bahasa Inggris (Tea)  
Judul Skripsi : The Effect of Anxiety Toward  
Students' Learning Motivation  
Of The Eleventh Grade At  
SMAN 4 Palu.

FAKULTAS TARRIBYAH & ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI  
(IAIN) PALU

**BUKU KONSULTASI  
PEMBIMBINGAN PENULISAN SKRIPSI**



NAMA : HASRIANI  
NIM : 16.1.16.0091  
JURUSAN : TADRIS BAHASA INGGRIS  
PEMBIMBING : I. DR. ABDUL GAFFUR MARZUKI S.Pd., M.Pd.  
II. YUNI AMELIA S.Pd., M.Pd.  
ALAMAT : Jl. PUEBONOGO 1  
NO. HP : 0812.4327.2801

**JUDUL SKRIPSI**

THE EFFECT OF ANXIETY TOWARD STUDENTS'  
LEARNING MOTIVATION OF THE ELEVENTH  
GRADE AT SMAN 4 PALU.

5. Dekan menetapkan dan menerbitkan surat keputusan tim dosen penguji munaqasyah skripsi yang telah ditunjuk oleh Ketua Jurusan/Wakil Dekan Bidang Akademik dan Pengembangan Kelembagaan.
6. Ketua Jurusan Cq. Bidang Akmah menerbitkan jadwal dan undangan ujian untuk seluruh tim dosen penguji.
7. Mahasiswa melaksanakan ujian skripsi yang dipinpin oleh 1 orang ketua tim penguji dan di tambah 4 orang penguji.
8. Ketua tim penguji mempersiapkan segala kelengkapan administrasi ujian munaqasyah skripsi.
9. Tim penguji menyerahkan hasil penilaian kepada ketua tim penguji, selanjutnya ketua tim menyerahkan berkas nilai ujian skripsi beserta kelengkapannya ke Subbag. Akmah. untuk penetapan nilai akhir dan pelaksanaan Yudisium.

## JURNAL KONSULTASI PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Hastiani

NIM :

Jurusan/Prodi :

Judul Skripsi :

Pembimbing I : Dr. Abdul Gafur Marzuki S.Pd.,M.Pd.  
Pembimbing II : Yoni Amelia S.Pd.,M.Pd.

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
1.	Senin, 2 Desember 2019	1	Elaborasi background. The reason of chose - elaborate anxiety - The questionnaire.	
2.	Selasa, 3 Desember 2019	1	Added some theories paragraph organization	
3.	Kamis, 5 Desember 2019	1	Done! Can continue to the 1st supervisor.	
4.	Jumat, 6 Desember 2019	1	Revisi: Background diturangi. Theories. Perbaiki Grammar	
5.	Senin, 12 Desember 2019	1	Tambahkan gambar Variable. Perfect schema factors of anxiety.	

No.	Har/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
6.	Jumat, 13 Desember 2019	ii	-Hilangkan nama kelasnya.	
7.	Senin, 18 Mei 2020.	ii	Perbaiki lagi gambar yang salah.	
8.	Senin, 25 Mei 2020.	iii	Bikin instrument Penelitian	
9.	Selasa, 2 Juni 2020	iii	Revisi Instrument Penelitian.	
10.	Jumat, 5 Juni 2020	iii	Revisi instrument Penelitian.	
11.	Rabu, 30 September 2020.	iv	-Don't use the term correlation. -Don't use "will" -Revisi your writing, make good looking, use justify and mind the space the body text.	

No.	Har/Tanggal	Bab	Saran Pembimbing	Tanda Tangan
12.	Sabtu, 3 Oktober 2020	iv	-Revisi layout -Revisi tabel -Revisi footnote	
13.	Sabtu, 10 Oktober 2020	I	Revisi lagi.	
14.	Senin, 12 Oktober 2020	iv	-Revisi lagi -Revisi lagi	
15.	Ahad, 18 Oktober 2020.	iv	-Berkali paragraph harus justify -Perbaiki foto tulis -Perbaiki spasi -Check logo -Referensi harus sesuai abjad -Revisi penulisan tahun di referensi.	

No.	Hari/Tanggal	Bab	Saran Pembimbing	Tanda Tangan

**Laporan Penyelesaian Bimbingan dari Dosen Pembimbing:**

Yth. Ketua Jurusan .....  
 Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)  
 IAIN Palu

Yang bertanda tangan di bawah ini:

- Nama : Dr. Abdul Gafor Marzuki S.Pd., M.Pd.  
 NIP : 09 03 0711 2011011 006  
 Pangkat/Golongan : Penata Tk 1/III d.  
 Jabatan Akademik : Lektor  
 Sebagai : Pembimbing I
- Nama : Yuni Amelia S.Pd., M.Pd.  
 NIP : 1990 062292018 01 2001  
 Pangkat/Golongan : Penata <sup>muda</sup> Tk. I / III b.  
 Jabatan Akademik : Asisten Ahli  
 Sebagai : Pembimbing II

Melaporkan bahwa penyusunan skripsi oleh mahasiswa:

Nama : Hasriani  
 NIM : 16.1.16.0091  
 Jurusan : English Tadris Department (TBI)  
 Judul : The Effect of Anxiety Toward Students' Learning Motivation of The Eleventh Grade at IAIN Palu.

Telah selesai dibimbing dan siap untuk diujikan dihadapan sidang ujian munaqasyah skripsi.

Pembimbing I

NIP. 0903 0711 201101 1006

Palu, 3 November 2020.

Pembimbing II

NIP. 1990 062292018 01 2001

## TATA TERTIB SEMINAR

### A. PENDAFTARAN

1. Minimal satu minggu sebelum seminar telah mendaftar kepada Ketua Jurusan dan menyerahkan proposal 3 eksemplar (1 Dosen Pembimbing I, 1 Dosen Pembimbing II dan 1 Ketua Jurusan).
2. Menyiapkan abstrak dan pokok-pokok pikiran dalam bentuk Hand Out/Print Out Power Point untuk dibagikan kepada calon peserta seminar.
3. Membuat pengumuman seminar dan menempelkannya di depan pengumuman dengan sepengetahuan Ketua Jurusan.
4. Telah melaksanakan/menghadiri seminar minimal 10 kali.

### B. PELAKSANAAN SEMINAR

1. Dihadiri minimal oleh seorang Dosen Pembimbing dan Ketua Jurusan serta 20 orang perbandingan umum (mahasiswa).
2. Waktu seminar 1-2 jam.
3. Meminta hasil penilaian/koreksian/perbaikan sesaat setelah seminar usai, kepada Dosen Pembimbing dan Ketua Jurusan.

## KARTU SEMINAR

### PROPOSAL SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN

NAMA : Hestiari  
T.T.L : Palu - Palang, 30 Desember 1995  
NIM. : 16.1.16.0091  
JURUSAN : Tadris Bahasa Inggris (TBI)  
ALAMAT : Jl. Sasoso



INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU





**KARTU SEMINAR PROPOSAL SKRIPSI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

NAMA	: Hasriani
NIM.	: 16.1.16.0091
JURUSAN	: Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Selasa, 27 Desember 2019	Hasriani	Developing Skill in Writing Recount Text of Grade VIII. Students of SMP Negeri 1 Dampal Selatan Thru Free Writing.	1. Drs. Muhammad Ihsan, M.Ag. 2. Ana Kuliahana, S.Pd., M.Pd.	
2	Senin 28 Oktober 2019	Puput Nurhayati	Teaching speaking Through Fishbowl Strategy to the eleventh grade students of MAN 1 PALU	1. Drs. Muhammad Ihsan, M.Ag. 2. Ana Kuliahana, S.Pd., M.Pd.	
3	Jumat 31 Okt. 2019	Zulfiani	Peran Majelis Ta'lim Asyhadul Ahlul Khairaat dalam mewujudkan ululwalid Islamiyah Cordes Tada Kedatangan Timenbo Selatan.	1. Drs. H. Hamsah, M.Pd. 2. Hatta Faldhurrozi, S.Pd., M.Pd.	
4	Kamis 21 Nov 2019	Faida	Improving Students Pronunciation Of English vowel sounds By using Short Conversation to the seventh grade of SMP Negeri 1 Sempu	1. Drs. Muhammad Ihsan, M. Ag. 2. Ana Kuliahana S.Pd, M. Pd	
5	Senin 09 Desember 2019	Yuni Pratiwi	Improving The Speaking Skill Through Watching Animation Movies to The Eight Grade Students at SMP Islam Kerpada (IT) Qurrota A'yun Palu.	1. Drs. Muhammad Ihsan, M.Ag. 2. Ana Kuliahana, S.Pd., M.Pd.	
6	Kamis 23 April 2020	Agus Awaluddin	Improving Students' Reading Skills Through "jigsaw" Learning Method At The Second Grade of SMPN 1 Palu.	1. Drs. Muhammad Ihsan, M.Ag. 2. Yuni Amelia S.Pd., M.Pd.	
7	Jumat 10 Juli 2020	Fitikma	Pelaksanaan Pembelajaran Full Day School Terhadap Pola Pembinaan Kegiatan Ekstrakurikuler di MTs Muhammadiyah Nurul Huda Palu Barat Kota Palu.	1. Dr. Kamaruddin, M. Ag. 2. Kacumiati, S.Ag., M.Ag.	
8	Senin 13 Juli 2020	Lufna	Improving Students' Reading Skill by Using SQAR Method for Senior High School.	1. Dr. Hj. Nurasmawati, S.Ag., M.Hum. 2. Fitriainingsih, S.S., S.Pd., M.Hum.	
9	Senin 13 Juli 2020	Ismir Mufiah	Teaching Present Continuous tense through white brain method to second grade of SMPN 3 Palu.	1. H. Nurdin, S.Sos Phd. 2. Ana Kuliahana S.Pd, M.Pd.	
10	Rabu 15 Juli 2020	Ira Wanti	Nilai Kearifan lokal Tradisi Mopang, Etnis Mandaq Selatan Memumbuhkannya At-Litale Kula Dides- Kabupaten Mangrove Ke-Brombaitz lokal wasuf Utara.	1. Dr. Houdan, M. Ag. 2. H. Ubadyah, S. Ag., M. Pd.	

Catatan: Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALU  
NOMOR : 746 TAHUN 2020

TENTANG  
PENETAPAN TIM PENGUJI SKRIPSI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan tim penguji skripsi untuk menguji skripsi mahasiswa pada ujian munaqasyah;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, maka perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 23 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN TIM PENGUJI SKRIPSI FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan Tim Penguji Skripsi Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu sebagai berikut :

1. Ketua Tim Penguji : Dr. Hj. Nur Asmawati, S.Ag., M.Hum.  
2. Penguji Utama I : Drs. Mohamad Ihsan, M.Ag.  
3. Penguji Utama II : Andi. Muh. Dakhlan, S.Pd.I., M.Pd.  
4. Pembimbing/Penguji I : Dr. Abdul Gafur Marzuki, S.Pd, M.Pd.  
5. Pembimbing/Penguji II : Yuni Amelia, S.Pd., M.Pd.

untuk menguji Skripsi Mahasiswa

Nama : Hasriani

NIM : 16.1.16.0091

Program Studi : Tadris Bahasa Inggris


Judul Skripsi : THE EFFECT OF ANIXETY TOWARD STUDENTS LEARNING MOTIVATION OF THE ELEVENTH GRADE AT SMAN 4 PALU.

KEDUA : Tim Penguji Skripsi bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2020

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditentukan di : Palu  
Pada Tanggal : 11 November 2020  
Dekan,  
  
Dr. Mohamad Ihsan, S.Ag., M.Ag.  
197201262000031001

Tembusan :

1. Rektor IAIN Palu;  
2. Kepala Biro AUAK IAIN Palu



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALU  
الجامعة الإسلامية الحكومية فالو  
STATE INSTITUTE FOR ISLAMIC STUDIES PALU  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

Nomor : 1752 /In.13/F.I/PP.00.9/11/2020  
Sifat : Penting  
Lampiran : -  
Perihal : Undangan Menghadiri Ujian Skripsi.

Palu, 11 November 2020

Yth. Bapak/Ibu Tim Penguji Skripsi  
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
2. Drs. Mohamad Ihsan, M.Ag.
3. Andi. Muh. Dakhlan, S.Pd.I., M.Pd.
4. Dr. Abdul Gafur Marzuki, S.Pd, M.Pd.
5. Yuni Amelia, S.Pd., M.Pd.

Palu

*Assalamualaikum wr.wb.*

Dalam rangka pelaksanaan Ujian Munaqasyah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Hasriani  
NIM : 16.1.16.0091  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : THE EFFECT OF ANIXETY TOWARD STUDENTS LEARNING MOTIVATION OF THE ELEVENTH GRADE AT SMAN 4 PALU.

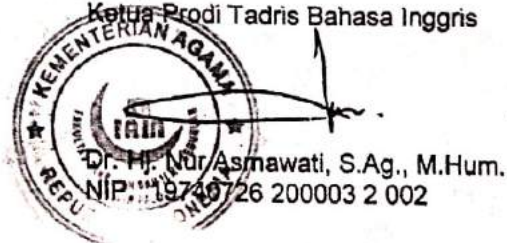
dengan hormat kami mohon kesediaanya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Kamis, 12 November 2020  
Jam : 14.00 Sampai Selesai  
Meja Sidang : -  
Tempat : Kantor Ftik Lantai 2 (Ruang 1)

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan  
Kepala Prodi Tadris Bahasa Inggris



Tembusan :

1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu;
2. Kepala Bagian Tata Usaha FTIK IAIN Palu;
3. Mahasiswa yang bersangkutan.

**Catatan Bagi Peserta Ujian Skripsi :**

1. Berpakaian Jas Lengkap + Kopyah (Pria).
2. Berpakaian Kebaya Muslimah (Wanita).

## CURICULUM VITAE

### A. Researcher Identity:

Name : Hasriaani  
Date of birth : Palla- Pallang, 30<sup>th</sup> Desember 1996  
Gender : Female  
Address : Jl. Poros Palu Bangga, Puebongo 2 Palupi.  
Religion : Islam  
Number Phone : 081243272901  
Hobby : Cooking  
Email : hasrianioioiusman@gmail.com

### B. Parent Identity:

1. Father's Name : Koni Usman  
Religion : Islam  
Education : Elementary School  
Work : Farmer  
Address : Dusun Palla- Pallang, Desa Tallu Banua Utara

2. Mother's Name : Sitti Hadarawi  
Religion : Islam  
Education : MA Tinambung  
Work : Trader and Housewife  
Address : Dusun Palla- Pallang, Desa Tallu Banua Utara

### C. Educational Background:

1. SDN 10 Palla- Pallang graduation 2010
2. SMPN 2 Sendana graduation 2013
3. MA Alkhairaat Pusat Palu 2013- 2014
4. SMAN 1 Sendana graduation 2016
5. Continued study in Institute of Islamic Studies (IAIN) Palu S1 English Tadris Department (TBI), Teacher Training and Tarbiyah Faculty 2016 untill now.

**D. Organization Experiences:**

1. Former member of Menwa Satuan 252 Wirakarma IAIN Palu periode 2017- 2018
2. Member of Sahabat Pulau Indonesia dari 2017- now
3. Former head of Kopri Komisariat IAIN Palu Periode 2018-2019

**D. Job Experiences:**

1. Household Assistant 2013-2014
2. Waitress Multitalent 2019-2020
3. Worker Fotocopy Bismillah 2020

**E. Skills:**

Cooking.