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APPENDICES

APPENDIX 1

LIST OF TRANSLATERY

Numb.	Page	Surah/ Verse	Translation
1.	1	Ar- ruum (30)/ 22	“And among the signs of his power is the creation of the heavens and the earth, and the diversity of language and skin color. Surely, in such indeed are signs for people who know.”
2.	2	Ibrahim (14)/ 4	“And We sent not a messenger except [to speak] in the language of his (own) people, in order to make (things) clear to them. Now Allah leaves straying those whom He pleases and guides whom He pleases and He is exalted in power, full of Wisdom.”
3.	6	Al-Baqarah (2)/ 155	“We will surely test you with something of fear and hunger and a

			loss of wealth and lives and crops, but give glad tidings to the steadfast”.
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APPENDIX 2

A. General Description of The Research Location

1. The Brief History about Languages Development Center (PPB) at IAIN Antasari Banjarmasin

The research has been done at Languages Development Center (PPB) IAIN Antasari Banjarmasin. It is located on KM 4,5 Jalan Ahmad Yani, Banjarmasin. Languages Development Center (PPB) IAIN Antasari was originally named Languages Institute of IAIN Antasari, which was founded in 1975. In 1989 changed to Languages Services Unit (UPB) IAIN Antasari. Then, in early 2002 turned into a Languages Development Center (PPB) IAIN Antasari until now.

Since Language Institute of IAIN Antasari was founded in 1975 until 1989, it experienced several changes of director. They were:

- a. H. Muhammad Daud Yahya (1975-1977)
- b. Drs. Muhammad Ramli (1977-1979)
- c. Drs. Anwar Masy'ari (1979-1982)
- d. Drs. H. Syaifuddin Syukur, MA (1982-1986) and
- e. Drs. H. Abdurrahman Yasin, Lc (1986-1989).

In 1989, the Languages Institute of IAIN Antasari turned into Languages Services Unit of IAIN Antasari that led by a head who was appointed by the Rector. There were four heads of Language Services Unit of IAIN Antasari, they were:

- a. Drs. H. Abdurrahman Yasin, Lc (1989-1995)
- b. Drs. Burhanuddin Abdullah, M. Ag (1995-1997)
- c. Drs. Isa Anshari MZ (1997-2000) and
- d. Drs. Abdul kadir Munsyi, Dip. Ad. Ed (2000-2001).

In early 2002, the Languages Services Unit of IAIN Antasari turned into Languages Development Center (PPB) IAIN Antasari. It is a non-structural organization that led by a head, the coordinator is the Vice Rector, and Rector as responsible person. There has four heads of

Language Development Center (PPB) IAIN Antasari since 2002 until now.

- a. Dr. Hadariansyah, MA (2002 - December 2003)
- b. Syaifuddin A. Husin, MA (2004 - July 2005)
- c. Drs. H. Ahmad Gazali, M. Ag (August 2005 – July 2009)
- d. Drs. H. M. Amin Djamaludin, MA (2009 - now).

2. Vision and Mission of PPB IAIN Antasari

a. Vision :

- Become the best model center of teaching and development in the domain of language, especially foreign language (Arabic and English) in the 2025.

b. Mission :

- 1) Administer the teaching and training of foreign language (Arabic and English) for the internal and external academician of IAIN Antasari.
- 2) Doing the research and development of teaching on the aspect of linguistics especially foreign language (Arabic and English).
- 3) Make relations and development with others for the quality improvement on teaching foreign language (Arabic and English)

3. Motto and Slogan

Motto : Innovative, Creative, and Great Achievement.

Slogan : *Bahasa cermin pribadi bangsa* (Language is the reflection of nation personality)

B. The Description about Lecturers of PPB IAIN Antasari Academic Year 2015/2016

1. The human resource of PPB nowadays are :

No.	Full Name	Position
1	Drs. H. M. Amin Djamaluddin, MA	Head of PPB
2	Drs. Akhmad Dairoby	Secretary
3	Rahmila Murtiana, MA	Head of Training Division
4	H. Ibnu Arabi, M.Fil.I.	Head of Development Division
5	Arief Rahman Hakim, M.Pd	Development Division Staff
6	Rasma Afifah, S.Th.I, S.Pd.	Training Division Staff
7	Hasbiansyah, S.Ag.	Equipment and Finance staff
8	Rolly Khairuddin	General Staff

2. The List of English Lecturers, are:

No.	Name	Class/ Local
1.	Fithriani, S.Th.I, S.Pd	01
2.	Fitra Ramadani, M.Pd	02
3.	Saidil Imani, S.Pd.	03
4.	Yansyah, M.Pd.	04
5.	Mutiara Citra Dewi, S.Pd.	05
6.	Rasma Afifah, S.Th.I, S.Pd., M.Pd.I.	06
7.	Helmi, M.Pd.	07

8.	Rezqan Noor Farid, S.Pd., M.Hum.	08
9.	Nurul Hidayah, S.Pd.	09
10.	M. Rifqi Hidayat, S.H.I., M. Sy.	10
11.	Astuti Utami Lubis, S.Pd.	11
12.	Isnaniah, M.Pd.	12
13.	Nur Afiah, S.Pd.	13
14.	Herlena, S.Pd.	14
15.	Rusydi Hanafi, S.Pd.	15
16.	Dewi Ratna Sari, S.Pd.	16
17.	Muhammad Shodiq, S.Pd.	17
18.	Siti Fatimah, S.Pd.	18
19.	Amallinda, S.Pd.	19
20.	Nor Millah Hayati, M.Pd.BI.	20
21.	Dina Kamilia, S.Pd.	21
22.	Edwin Yulisar, S.Pd.	22
23.	Riezky Amalia, S.Pd.	23
24.	Normiyati, S.Pd.	24
25.	Hadriansyah, S.Pd.	25
26.	Hidayah Nor, M.Pd.	26

27.	Dessy Purwaningsih, S.Pd.	27
28.	Syarifah Salmah, M.Pd.I	28
29.	Ahsaniah, S.Pd.	29
30.	Ernawati, S.Pd.	30
31.	Hamrani, S.Pd.	31
32.	M. Junaidi, S.Pd.	32
33.	Fahriah, S.Pd.	33
34.	Arbayah, S.Pd.	34
35.	Ismaya Mulan Sari, S.Pd.	35
36.	Winda Wahihah, S.Pd.	36
37.	Jamilatuz Zahro, SS.	37
38.	Rini Endah Handayani, S.Pd.	38
39.	Rezeki Ridha Amaliah, S.Pd.	39
40.	Mety Dewi Astuti, S.Pd.	40
41.	Cecep Zakarias El Bilad, S.IP. M.Ud	41
42.	Yudhi Uddin, S.Pd.	42
43.	Abdul Rasyid, S.Pd.	43
44.	Raudah, S.Pd.	44
45.	Ratmi Ningsih, S.Pd.	45

46.	Siti Khairiah, S.Pd.	46
47.	Nurul Inayah, S.Pd.	47
48.	Rahma Pitria Ningsih, S.Pd.	48
49.	Nor izatil Hasanah, M. Pd	49
50.	Muzdalifah, S.Pd.	50
51.	Khairunnisa, S.Pd.	51
52.	Abdul Mujib, S.Pd.	52
53.	Helma Nuraini, M.Psi.	53
54.	M. Zain Arifuddin Noor, M.Pd.	54
55.	Hikmatun Nufus, S.Pd.	55
56.	Awaluddin, M.Pd.	56
57.	Raudatul Jannah, S.Pd.	57
58.	Nurul Qamariah, S.Pd.	58
59.	Khalik Marwan, S.Pd.	59
60.	Novia Hidayati, S.Pd.	60
61.	Wardatun Nadhirah, M.Hum.	61
62.	Muhammad Robby, S.Pd.	62
63.	Ade Helman Anwary, S.Pd.	63
64.	Muhammad Syaifi, S.Pd.	64

65.	Eka Helmah, S.Pd.	65
66.	Siti Mukarramahm, S.Pd.	66
67.	Yulianti Erlena, S.Pd.	67
68.	Hatmiah, S.Pd.	68
69.	Silvia Najemi, S.Pd.	69
70.	Nurul Huda Fithriani, S.Pd.	70
71.	Diana, S.Pd.	71
72.	Dedy Taufiq, S.Pd.	72
73.	Fahmiannor Anshari, S.Pd.	73
74.	Nilu Yuspasari, S.Pd., M.Pd.I.	74
75.	Marlena, S.Pd.	75
76.	Husin, S.Pd.	76
77.	Rusdaniah, S.Pd.	77
78.	Maina Rahayu, S.Pd.	78
79.	Mukhlis Abdi, S.Pd.	79
80.	Haderi, S.Pd.	80
81.	H. Khalid, M.Pd.	81

C. The Facilities of Languages Development Center (PPB) IAIN Antasari

Languages Development Center (PPB) has facilities such as an office, a language laboratory (owned by Institute), and a library that consists some books of General, Languages, and Religion. While the rooms for learning is by using some rooms of faculties in IAIN Antasari Banjarmasin, included their classroom facilities like LCD, fan, etcetera.

APPENDIX 3

THE RESULT OF OBSERVATION AT LANGUAGES DEVELOPMENT CENTER IAIN ANTASARI BANJARMASIN

1. First observation

Day/ Date: Monday, September 28, 2015

Lecturer: Husin, S. Pd

Class level: 76, local 2.29 PSB Second floor

Time : 06.40-08.20 am

Objective: Observe the phenomena of students' anxiety in speaking and the factors contributing of students' anxiety in speaking.

Brief description of the setting:

At the first observation which held on Monday, September 28, 2015 and started at 06.40 am until 08.20 am. At the class level 76, the students learned about how to ask someone using Yes/ No questions and short answers with be. The number of students class 76 was 21 which consist of 10 males and 11 females. One students could not attend the class because was sick.

Honestly, I came late to the class about 10 minutes because I had to ask admitted to the PPB Office before. After I gave the permission, I direct went to the classroom and took the seat in the back of the class. The teacher explained about how to conduct an interrogative sentence focus on Yes/ No Questions and short answers with be. Example, Are you free? The answer, Yes, I am or No, I am not, etcetera.

The students listened carefully to the teacher explanation. The teacher wrote some of his explanation on the whiteboard and then asked students to ask him if they had not understood yet. Because there were no questions, the teacher asked the students to answer the exercise in their books. One of the student asked to me “why you did not do the exercise?”, I smile and explained that I am just an observer for doing my final task. She understood and nodding her head.

The teacher then told the students that the time to answer is over and they had to collect their work. After all of the students collected, the teacher distributed it to other students to correct together. The class was a little bit noisy and some students were talking with their friends, texting on their phone, or even open their BBM on the phone. The teacher did not notice this, since he just stood up and gave the correct answer.

Some of them gave high score but not little gave low score. After that, on 07.30 am the teacher asked the students to open their books “Interchange” pages 6. Next, he introduced variety of expressions that common used in the conversa tions. The teacher read the expression in the text book and ask students to repeat while translating expression into Indonesia. “Are you and Andi from Japan? Yes, we are or No, we are not.” “Are Ani and Andi from Japan? Yes, they are ot No, they are not.” And so on.

First of all only some students who repeated the spoken utterance, then the teacher asked the others students to join practicing say the expressions. There are some students still are not repeated, especially students who sat in the back row, there are students who pretend to follow by just moving the mouth, and there are also the following while the smiling or chuckling.

In explanation, the teacher 75 % spoke Indonesia and 25 % spoke English. It happened because the students had low ability in English and they did not understand if the teacher spoke English all the time. Five minutes left, the teacher greeted students to close the lesson by saying “Hamdallah”. After the class, I met the teacher to say thank for today and permit me to came again tomorrow.

Reflections:

The students are less confident to speak up personally but they still have effort to do so. Teachers' voice a little slow so for students in the back seat including me sometimes we're not clear to hear. The writer think that the class has a rule on using the phone, but he didn't control and notice this problem.

2. Second observation

Day/ Date: Tuesday, September 29, 2015 Lecturer: Husin, S. Pd

Class level: 76, local 2.29 PSB Second floor Time: 06.40-08.20 am

Objective: Observe the phenomena of students' anxiety in speaking and factors contributing of students' anxiety in speaking.

Brief description of the setting:

I came 10 minutes earlier to the classroom, there were not students after 5 minutes almost all students were also in the class. During waiting the teacher who little late, some of the students were talking with their classmates. The teacher came to the class with greeted his students. T: Assalamu'alaikum wr.wb, Good morning, how are you today? Ss: Wa'alaikum salam wr.wb, Good morning sir, we're fine, thanks.

Today, the teacher wanted to explain about song, the title of the song is "What about now" by Westlife. Before played the music, the teacher asked the students kept their books or dictionary and phone. He then distributed a paper to the student and also gave me one, the students asked to fill in the blank the song lyrics with what their listened.

This activity took about 30 minutes because the students had a little difficulties to find the correct word, so the teacher replayed the song until 4 times. After that, the teacher asked to the students collected their paper and correcting the students' answer. Next, they sang a song together but many students feel shy and doesn't up their voice.

Because many students got a low score, the teacher prepared the material about "to be (is, am, are) to remedial test. The teacher asks to the students to fill in the blank the exercise in the book page 145. This activity took about 35 minutes until the teacher write the correct answer in the white board and also the translations which are written randomly.

Before close the class, the teacher asked if there any difficulties of does not understanding. T: Any questions? The teacher tried to call his students attention. But nobody asked. Then he gave home work to the students for collect it tomorrow

and erased the whiteboard by himself. He then closed the lesson with said “Hamdallah” together.

Reflection:

The writer found this class was interesting, the teacher started the lesson by greeting. The students to settle up the class when the teacher greeted the students, they suddenly quite, even though there were some students were still talking with their classmates. They also appeared the phenomena of speaking anxiety when only some students who want to sing together or open their voice.

3. Third observation

Day/ Date: Wednesday, September 30, 2015 Lecturer: Husin, S. Pd

Class level: 76, local 2.29 PSB Second floor Time: 06.40-08.20 am

Objective: Observe the phenomena of students’ anxiety in speaking and factors contributing of students’ anxiety in speaking.

Brief description of the setting:

At the third observation which held on Wednesday, September 30, 2015 and started at 06.40 am until 08.20 am at the class level 76, the students learned about descriptive text. The number of students was 21 which consist of 10 males and 11 females.

For the first, the teacher was warming-ups, and said usual greeting in English. Then, the teacher checked attendance and asked to the students collected their homework. The class is so noisy; a lot of chatting and laughing. The teacher puts the class in the order and this take quite a time.

The teacher read the text fluently while walked to the students’ seat and the students repeated after the teacher. The teacher chose some of students to read the text front of class, and then the teacher instructed other students for listening it carefully. Then, he asked the students found out the new or difficult vocabularies then looked for the meaning in dictionary.

The teacher wrote some vocabulary on the white board, like as:

Personality: friendly, quite, shy, serious, etcetera.

Apperance: tall, short, little heavy, thin, good looking, etcetera.

Then asked to the students make a sentences with vocabulary above, “Ok, please attention, I gave you 30 minutes to make sentences with vocabulary above with positive, negative and affirmative”.

After about 30 minutes, the teacher reminded the students that they had only a few minutes more to finish their task. And after the time was finished, he asked them to exchange with their friends to correct their friends’ answers and asked to him if there any not understanding. Afterward, the teacher greeted the studets close the activities by saying “Hamdallah”, the students answer his greeting. It needed about 10 minutes.

For this meeting, the class was in crow situation along the teaching learning process. Some of students talked with their friend and did something else.

Reflection:

Personally, the writer likes the way the teacher introduced what they were going to do in the class. He gave clear instructional objective at the time.

4. Fourth observation

Day/ Date: Monday, October 05, 2015

Lecturer: Normiyati, S. Pd

Class level: 24, local 2.26 PBI Second floor

Time: 06.40-08.20 am

Objective: Observe the phenomena of students’ anxiety in speaking and factors contributing of students’ anxiety in speaking.

Brief description of the setting:

The teacher started by greeting the students, she said “Good morning students!” the students answered, “Good morning, Miss!” How are today?”, “I am fine, thanks”. After that, she checked their attendance. This class include 22 students, female 14 students and male 8 students. Two students could not attend the class because were sick. There were some students who coming late.

Then, the teacher wrote some vocabulary about daily routine on the white board and asked the students to find the meaning of those words in their dictionary, the words like wake up, get up, take a bath, brush teeth, wash clothes, pray, prepare meal, have breakfast, have dinner, have lunch and get ready for school. After 5 minutes the teacher asked the students to answer the translate of the words into Indonesia and memorizing those words.

First, the teacher read the words loudly and asked the students to repeat it. She corrected the wrong pronunciations and asked them to follow the correct pronunciation. She also asked the difficult words to them and they answered them.

After explaining the words, she divided the students into 5 groups, each group consisted of 4 students. It's like a guessing game where one student goes to the front of the class and other students in the group choose one word. The teacher showed a student in the front as a clue for their friends.

Once when they were playing games, the student in the front of the class seemed confused and didn't know what should he do to make their friend guess the key word, because they just give five chances by the teacher to answer. Furthermore, their group can't give the correct answer and he apparently flushed. This activity took about 30 minutes.

After that the teacher gave an exercise like as:

1. Write 5 verbs with 's'
2. Write 5 adjectives with 's'
3. Write 5 verbs with 'L'
4. Write 5 adjectives with 'L'
5. Write 5 verbs with 'm'

They were busy finding words by opening their dictionaries. Some of them asked me to help find the English words. After finding the words, she asked the students to make a sentence of their words.

Before the teacher closed the lesson, she asked the students to collect their worksheets and told them what we were going to learn next meeting. In this meeting, the situation of the class was noisy. The teacher was friendly and can be a good motivator for her students. In explanation, the teacher 75% spoke English and 25% spoke Indonesian. It happened because the students had good ability in English.

Reflection:

For this meeting, the class was quiet and the students were actively participating in the classroom. However, there are some symptoms which appeared by the students when they asked to speak in front of the class. Like: hands shake, feeling hot, avoid eye contact, playing her veil, etcetera.

5. Fifth observation

Day/ Date: Tuesday, October 06, 2015

Lecturer: Normiyati, S. Pd

Class level: 24, local 2.26 PBI Second floor

Time: 06.40-08.20 am

Objective: Observe the phenomena of students' anxiety in speaking and factors contributing of students' anxiety in speaking.

Brief description of the setting:

The teacher opens the class by saying greeting and asking students' condition. Besides, she also asked students' readiness to learn. The teacher started the lesson by giving warming up to the students to make them focused on the topic. She asked some questions to motivate students to speak, and that questions were related to the topic. "Ok, students, what do you do every morning?" the teacher asked. The students answer "Take a bath, miss, having breakfast, studying, etcetera". "Good, today, we are going to discuss about daily routine".

While talking in the classroom, the doesn't use projector or power-point for the entire sessions. She asked the students to open their books on page 19. She takes pieces of paper in hand and writes down formula of simple present tense on whiteboard. As follows:

1. Nominal (without verb)

Example:

+ . Dini and Ahmad are kind people

- . Dini and Ahmad are not kind people

? . Are Dini and Ahmad kind people?

2. Verbal (with verb)

Example:

+ . My mother cooks capcay

- . My mother does not cook capcay

? . Do my mother cook capcay?

After that, the teacher asked "Any questions so far?", because the students do not ask, she gave the students to do an exercise on page 21. While the students do their task, the teacher walking around to see the students. This activity took about 30 minutes until their finished the task.

Next, she asked the students to practice their work in the front of the class. Some of them disagree with her and ask to practice in their chairs only. But she still want to them practice in the front, and said that do not ashame because we are studying. Finally, they are agree even though many of them still making mistake especially in grammar and pronunciation.

Before closing the class, firstly the teacher asked students difficulties during the teaching and learning process. If were some questions concerning with the materials, the teacher would give a bit explanation and the answer. After finishing it, she closed the class by saying salam.

Reflection:

In this meeting, students appeared anxious in speaking when the teacher asked them. Commonly factors contributing of their anxious are afraid of making mistakes, lack of pronunciation and grammar. To see the symptoms of anxiety is quite difficult, but the students felt embarrassment, more silent and unwillingness to participate.

6. Sixth observation

Day/ Date: Wednesday, October 07, 2015

Lecturer: Normiyati, S. Pd

Class level: 24, local 2.26 PBI Second floor

Time: 06.40-08.20 am

Objective: Observe the phenomena of students' anxiety in speaking and factors contributing of students' anxiety in speaking.

Brief description of the setting:

At the sixth observation which held on Wednesday, October 8, 2015 and started at 06.40 am until 08.20 am at the class level 24, the students learned about time expression. One student could not attend the class because she was sick.

The teacher started the class by salam, asked students' condition and their readiness to learn. Before beginning the lesson, the teacher checked the students' presence and the students said present, miss when the name was called. She also arranges the students seats in U form. This form she thinks that to interact with the students easily and can always keep an eye on the students.

The teacher asked some questions to the students related with the topic before, the students answered enthusiastically and seriously. She did brainstorming by asking students related with the topic which would be discussed. It needed time about 15 minutes. Next, in the lesson she focuses on speaking skill (communication skill, pronunciation practice; drilling). First, teacher read the dialog on page 22 and asked the students to repeat after her. After that, she invites the students to speak up with her or with each partner. In practicing the speaking, the teacher doesn't care about grammar, she motivates the students to be confident and brave.

After that, the teacher asks "any questions so far or any vocabulary meaning that difficult?" and the students answered and questioned. Then, she asked them to fill in the blank exercise 1 on page 23. "I have a task for you. Please answer exercise 1 using preposition at, in and on. I give you 10 minutes to finish it." After the students finished, she asked them to change their work with partner and checked together.

While waiting the time over, the teacher wants to do a guessing game. Of course the students felt happy and class to be noisy. She divided them into three groups, each group consisted about 7 until 8 students. Then, each group sent one student to be a volunteer and as a person who giving the clues without sound. She wrote the sentence and only let see to the volunteer, and the volunteer gave the clue to their friends.

The last, the time was over and the teacher reminded the students not be forgotten to memories much vocabulary and the students listened it carefully.

Afterward, the teacher greeted the students to close the activities by saying “Hamdallah”. Then the students answered her greeting.

Reflections:

In this meeting, the writer observed that the class was quite noisy during the teaching and learning process. The students became more passive to participate in the classroom, because they were afraid to answer the teacher’s questions. During they were doing the games, only a few students who enthusias.

7. Seventh observation

Day/ Date: Monday, November 02, 2015

Lecturer: Nor izzatil h, M. Pd

Class level: 49, local 20 Fak. Syariah HK

Time: 06.40-08.20 am

Objective: Observe the phenomena of students’ anxiety in speaking and factors contributing of students’ anxiety in speaking.

Brief description of the setting:

The teacher started the class by salam, asked students’ condition and their readiness to learn. This class consist of 21 students, 16 females and 4 males but 1 male doesn’t come because of sick. The teaching learning process started from 7 am. Because the teacher can came on 7 o’clock and this has agreed by all of the students.

The first one the teacher told the students of how to make the dialogue about formal and informal greeting. Greeting around the world like a bow from Japan and South kores, kiss and huge from Russia, brazil and others, Namaste or the salam from India, Thailand, Saudi Arabia, Yordania, Middle East, etcetera.

The second was the teacher gave the example of how to write the dialogue by the audio and then ask the students to make the short conversation in pair, this activities took about 30 minutes while the teacher playing music by her laptop (the writer think this is the teachers’ strategy to make the students does not stress and more relax during do the task).

After that, the teacher asked the students to presenting their work in the front of class by turns. Some students do not indicate the phenomena of anxiety but some other students exactly indicate it. It can be seen when they were asked to speak in front of class so not confident and feel unease while cover their face with the paper. And other student said, “Dibangku aja bu lah, ulun supan maju ke muka.” But the teacher convinced her to don’t be shy because we are studying.

Finally, all the students finished presenting their conversation and then the teacher asked the students to do the exercises in the book page 10 that is matching the greeting expression and the correct responses. This activity took 30 minutes until check it together. The teacher did an evaluation by giving some comments on students' performance. She motivated the students to be more confident, brave, and give more attention about the intonation. Next she said goodbye to the students before leaving the classroom.

Reflections:

The writer thinks that the relationship between the teacher and the students are like a friend. However, there are some students still afraid when asked by the teacher to speak in front of their classmates. This is interesting that she tried to reduce the students' anxiety by playing music.

8. Eighth observation

Day/ Date: Tuesday, November 03, 2015

Lecturer: Nor izzatil h, M. Pd

Class level: 49, local 20 Fak. Syariah HK

Time: 06.40-08.20 am

Objective: Observe the phenomena of students' anxiety in speaking and factors contributing of students' anxiety in speaking.

Brief description of the setting:

The teacher opened the class with saying basmallah and greeting the students with saying "Good morning" the students answerd, "Good morning, miss!" How are you today?" "I am fine, thanks". Today, 20 students came to the classroom and 1 male doesnot come because of sick. The teacher came into class at 7 am because as agreement together and say salam then checking students' presence.

The teacher prepared the material about Grammar focus. The teacher write some formulas related to the object pronoun. In this meeting, the teacher applies some tricks of physical strategy to manage the students' anxiety of speaking English. It is proofed when the teacher asks one of the students to convey her idea about materials which they have on that day using English.

Furthermore, the main material begins. The teacher divides the students into some couples. The teacher gives thirty minutes for each group to make a sentence using object pronoun. The teacher calls each group in front of the class –one by one-. Each group contains two persons. It is done until all the students finished their work.

Before closing the class, teacher asked students to write the material in their note book. Teacher also gave assignment for students to finish the exercise in the students' material book.

Reflections:

For this meeting, before the teacher came, the situation of the class was noisy. But, the student becomes calm down and quiet directly when she has come and talk more to her students about the materials using English. Furthermore, the teacher strategies to gave attention the students by giving cues, and body movement to help her in conveying her idea.

9. Ninth observation

Day/ Date: Wednesday, November 04, 2015 Lecturer: Nor izzatil h, M. Pd

Class level: 49, local 20 Fak. Syariah HK Time: 06.40-08.20 am

Objective: Observe the phenomena of students' anxiety in speaking and factors contributing of students' anxiety in speaking.

Brief description of the setting:

At the last observation which held on Wednesday, November 04, 2015. The teacher prepared the media of listening that are laptop speaker sound. All of the students come to the class. The teacher asked the students to listen carefully and then playing song about English Alphabets.

After that, the teacher asked the students to spell their names. Before of that, she gave an example with said, "My name is Iza, so I spell my name I Z A, How do you spell your name?" The students look anxious when the teacher pointed them directly to spell their names. This activity needed duration about 30 minutes.

Then, the teacher asked the students to open their books on page 7 and reading aloud the text article. One of the students read it with her voice so little, but some students listen carefully even though some others busy with theirselves. Next, she asked them to check the statements that true based on the text article. The students who paid attention easy to answer, while they who not paid attention just silent and listen their friends' answer.

The teacher implements psychological strategy to manage the students' anxiety of speaking English. It can be seen from the teacher' way to help the student in conveying idea in the class using English. It is looked from how does the teacher's effort to manage the student's anxiety of speaking English.

Furthermore , the teacher command the students to ask their friends about how they look like. It is aimed students will interact with others in speaking to make them confident by themselves and enrich they new vocabulary of the simple conversation. Some students asked to the writer about my name, where do you live, and so on. This activities needed about thirty minutes.

The last, the teacher asks the students to show they work in the front of class. Some students said “Yes”, most students said, “Yaah”. After all of the students finished it, before the teacher closed the class she gave homework to the students. Then she greeted students to close the activities by saying “Hamdallah”. It needed duration about 10 minutes.

Reflections:

In this meeting, the writer observe that the teacher tried to solve the problem to make the teaching and learning process could run well. Actually, the teachers have their own strategy to manage their students’ anxiety of speaking English. The students look anxious when the teacher pointed them directly with said their name to do what she wants.

APPENDIX 4

THE STUDENT INTERVIEW

Informant's Name : Muhammad Luthfi
 Day/ Date : Wednesday, September 30, 2015
 Class/ Local : 76

The interviewer: "Bagaimana perasaanmu ketika kamu berbicara dalam bahasa Inggris?"

The interviewee: "(Diam dalam beberapa saat, berpikir) ada sedikit.. ee.. cemas, takut salah pengucapannya."

The interviewer: "Bagaimana perasaanmu ketika kamu melakukan kesalahan di dalam kelas?"

The interviewee: "hmm.. jadi ga percaya diri, malu juga kadang-kadang suka diketawain teman."

The interviewer: "Apa yang kamu lakukan ketika kamu tidak mengerti apa yang dosen katakan?"

The interviewee: "Kalo ga ngerti jadinya tuh merasa gelisah, mau nanya sama bapaknya gak enak rasanya, ya udah nanya sama teman yang udah ngerti aja."

The interviewer: "Bagaimana perasaanmu ketika kamu berbicara dengan dosenmu dalam Bahasa Inggris?"

The interviewee: "eem.. awalnya ngerasa deg-deg kan, tapi kalo udah biasa ga papa lagi".

The interviewer: "Bagaimana kamu mengatasi koreksi dari dosenmu?"

The interviewee: "itu... saya bingung ketika saya tidak mengerti apa yang dosen koreksi, tapi saya akan berusaha berbuat yang lebih baik".

The interviewer: "Ketika kamu bingung tentang topik tertentu dikelas, bagaimana kamu berusaha untuk memahaminya?"

The interviewee: "Hmm.. saya akan bertanya lebih dahulu kepada teman sebelah saya, tetapi kalau dia tidak faham juga baru saya memberanikan diri untuk bertanya kepada dosen."

The interviewer: “Bagaimana perasaanmu berada dikelas dengan mahasiswa yang bicara Bahasa Inggris lebih baik daripada kamu?”

The interviewee: “saya selalu merasa ga nyaman ketika ada teman yang lebih pintar, tapi menjadi motivasi juga supaya lebih bisa ngomong bahasa Inggrisnya.”

The interviewer: “Bagaimana perasaanmu ketika kamu bicara bahasa Inggris didepan teman-temanmu dikelas?”

The interviewee: “mereka membuat saya bingung tentang beberapa kata dalam bahasa Inggris. Saya takut ketika maju kedepan kalo dikelas karena mereka melihat pad saya.”

The interviewer: “Apa yang kamu lakukan ketika kelas bahasa Inggris berjalan sangat cepat dan memaksamu tertinggal dibelakang?”

The interviewee: “Ya.. saya berusaha mengejar ketertinggalan dengan bertanya sama teman, tapi kalo masih belum jelas minta bapanya untuk bisa lebih pelan menjelaskannya dan mengulang yang sudah diajarkan .”

The interviewer: “Apa yang kamu lakukan jika teman sekelasmu menertawaimu ketika kamu bicara dalam bahasa Inggris?”

The interviewee: “jadi blank aja gitu, tapi berusaha untuk tidak terpengaruh dan melakukan relaksasi seperti menarik nafas dalam-dalam.”

Informant's name : Wahyudi

Day/ Date : Wednesday, September 30, 2015

Class/ Local : 76

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dalam bahasa Inggris?”

The interviewee: “err.. saya merasa berdebar-debar karena sulit mengucapkannya ketika akan berbicara dalam bahasa Inggris.”

The interviewer: “Bagaimana perasaanmu ketika kamu melakukan kesalahan di dalam kelas?”

The interviewee: “hmm.. malu, karena diketawain teman padahal belum tentu yang ngetawain lebih baik daripada saya, hehe.”

The interviewer: “Apa yang kamu lakukan ketika kamu tidak mengerti apa yang dosen katakan?”

The interviewee: “minta diulang penjelasan bapaknya, kalo masih belum paham belajar sendiri di rumah.”

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dengan dosenmu dalam Bahasa Inggris?”

The interviewee: “yeah, biasa aja. Anggap seperti bicara dengan teman saja, haha”.

The interviewer: “Bagaimana kamu mengatasi koreksi dari dosenmu?”

The interviewee: “eem... diambil apa yang perlu karena itu untuk kebaikan saya juga kan”.

The interviewer: “Ketika kamu bingung tentang topik tertentu dikelas, bagaimana kamu berusaha untuk memahaminya?”

The interviewee: “bertanya, soalnya bila diem lebih ga ngerti, hehe.”

The interviewer: “Bagaimana perasaanmu berada dikelas dengan mahasiswa yang bicara Bahasa Inggris lebih baik daripada kamu?”

The interviewee: “rasanya itu seneng karena bisa minta lajari, hehehe.”

The interviewer: “Bagaimana perasaanmu ketika kamu bicara bahasa Inggris didepan teman-temanmu dikelas?”

The interviewee: “saya biasanya latihan dengan baik ketika akan bicara bahasa Inggris didepan kelas. Tapi ketika mereka melihat saya, lupa apa yang saya mau sampaikan, gugup jadinya.”

The interviewer: “Apa yang kamu lakukan ketika kelas bahasa Inggris berjalan sangat cepat dan memaksamu tertinggal dibelakang?”

The interviewee: “eem.. kalo bapanya kecepatan ngejelasinnya, saya minta untuk lebih pelan dan bertanya apa yang belum ngerti.”

The interviewer: “Apa yang kamu lakukan jika teman sekelasmu menertawaimu ketika kamu bicara dalam bahasa Inggris?”

The interviewee: “ikut tertawa juga, hahaha .”

Informant's Name : Nida Amalia Hasanah
Day/ Date : Wednesday, September 30, 2015
Class/ Local : 76

The interviewer: "Bagaimana perasaanmu ketika kamu berbicara dalam bahasa Inggris?"

The interviewee: "Apa ya? Hmm rasanya itu tegang, panik gitu, iya takut. Takut gak lancar gitu.."

The interviewer: "Bagaimana perasaanmu ketika kamu melakukan kesalahan di dalam kelas?"

The interviewee: "malu, intinya karena saya takut diketawain oleh teman-teman."

The interviewer: "Apa yang kamu lakukan ketika kamu tidak mengerti apa yang dosen katakan?"

The interviewee: "Kadang-kadang.. hmm.. bertanya, kadang-kadang biarin aja."

The interviewer: "Bagaimana perasaanmu ketika kamu berbicara dengan dosenmu dalam Bahasa Inggris?"

The interviewee: "sedikit gugup, ada rasa sedikit sungkan gitu".

The interviewer: "Bagaimana kamu mengatasi koreksi dari dosenmu?"

The interviewee: "belajar lebih giat supaya bisa mempersiapkan semuanya lebih baik lagi".

The interviewer: "Ketika kamu bingung tentang topik tertentu dikelas, bagaimana kamu berusaha untuk memahaminya?"

The interviewee: "caranya ya.. bertanya, kalo bisa sih minta bapanya lebih komunikatif lagi ngejelasinnya."

The interviewer: "Bagaimana perasaanmu berada dikelas dengan mahasiswa yang bicara Bahasa Inggris lebih baik daripada kamu?"

The interviewee: "perasaannya jadi termotivasi lebih rajin belajar supaya bisa seperti dia juga."

The interviewer: “Bagaimana perasaanmu ketika kamu bicara bahasa Inggris didepan teman-temanmu dikelas?”

The interviewee: “(diem, mikir) hehe gimana ya, malu sih kan diliatin sama teman-teman, bikin cemas jadinya, karena saya kurang mempersiapkan diri juga.”

The interviewer: “Apa yang kamu lakukan ketika kelas bahasa Inggris berjalan sangat cepat dan memaksamu tertinggal dibelakang?”

The interviewee: “bertanya dan meminta dijelasin kembali lebih detil.”

The interviewer: “Apa yang kamu lakukan jika teman sekelasmu menertawaimu ketika kamu bicara dalam bahasa Inggris?”

The interviewee: “meminta jangan diketawain, karena itu bikin mental drop. yang mentertawakan itu juga belum tentu bisa padahal. Malah bisa lebih buruk.”

Informant’s Name : Nadirah

Day/ Date : Wednesday, September 30, 2015

Class/ Local : 76

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dalam bahasa Inggris?”

The interviewee: “agak sedikit gugup, soalnya saya kurang dalam penguasaan kosa kata, dan takut kalau pengucapannya salah.”

The interviewer: “Bagaimana perasaanmu ketika kamu melakukan kesalahan di dalam kelas?”

The interviewee: “malu, tapi dari situ saya bisa mengambil pembelajaran.”

The interviewer: “Apa yang kamu lakukan ketika kamu tidak mengerti apa yang dosen katakan?”

The interviewee: “bertanya kepada dosen dan memintanya untuk mengulang kembali apa yang dia katakan dengan bahasa Indonesia.”

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dengan dosenmu dalam Bahasa Inggris?”

The interviewee: “sedikit gugup, tapi kalau sudah terbiasa, menjadi ga gugup lagi.”

The interviewer: “Bagaimana kamu mengatasi koreksi dari dosenmu?”

The interviewee: “memperbaikinya dengan belajar lebih giat supaya tidak melakukan kesalahan lagi.”

The interviewer: “Ketika kamu bingung tentang topik tertentu dikelas, bagaimana kamu berusaha untuk memahaminya?”

The interviewee: “eem... belajar memahaminya pelan-pelan, tapi kalau belum paham juga baru bertanya.”

The interviewer: “Bagaimana perasaanmu berada dikelas dengan mahasiswa yang bicara Bahasa Inggris lebih baik daripada kamu?”

The interviewee: “Ada yang lebih pintar, ada yang sudah lancar gitu. Nah itu bikin takut juga. Yang lain sudah menguasai gitu, sudah pintar nah diri sendiri masih begitu, masih kurang, bikin takut.”

The interviewer: “Bagaimana perasaanmu ketika kamu bicara bahasa Inggris didepan teman-temanmu dikelas?”

The interviewee: “eemm... saya tidak terlalu suka bicara didepan kelas, saya malu.”

The interviewer: “Apa yang kamu lakukan ketika kelas bahasa Inggris berjalan sangat cepat dan memaksamu tertinggal dibelakang?”

The interviewee: “err.. diem dulu sampai bapanya selesai menjelaskan, baru bertanya apa yang tidak dimengerti tadi.”

The interviewer: “Apa yang kamu lakukan jika teman sekelasmu menertawaimu ketika kamu bicara dalam bahasa Inggris?”

The interviewee: “berjanji pada diri sendiri untuk tidak akan mengulangi kesalahan sehingga tidak akan diketawain lagi dikemudian hari.”

Informant's Name : Heny Anggraini

Day/ Date : Wednesday, October 07, 2015

Class/ Local : 24

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dalam bahasa Inggris?”

The interviewee: “Perasaannya ya, sebenarnya sih saya takut teman-teman saya akan menertawakan saya... saya tipe orang yang pemalu, jadi saya kesusahan dalam mengekspresikan hal-hal yang saya pikirkan.”

The interviewer: “Bagaimana perasaanmu ketika kamu melakukan kesalahan di dalam kelas?”

The interviewee: “Biasanya tuh malu, kalau reaksi teman itu suka menertawakan, jadi tuh bikin gak percaya diri, udah gitu kadang-kadang disorak-sorakin juga apalagi kalau ibunya senyum-senyum kaya gak enak hati gitu.”

The interviewer: “Apa yang kamu lakukan ketika kamu tidak mengerti apa yang dosen katakan?”

The interviewee: “hmm.. kadang-kadang bertanya sama teman atau langsung ke ibunya gitu.”

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dengan dosenmu dalam Bahasa Inggris?”

The interviewee: “gugup, takut salah, tapi sebenarnya pengen sharing ke ibunya.”

The interviewer: “Bagaimana kamu mengatasi koreksi dari dosenmu?”

The interviewee: “ehh.. kadang-kadang saya ngajak ngobrol ibunya, ketika saya tidak mengerti apa yang beliau koreksi jadi bisa tahu salahnya dimana, terus saya perbaiki.”

The interviewer: “Ketika kamu bingung tentang topik tertentu dikelas, bagaimana kamu berusaha untuk memahaminya?”

The interviewee: “hmm... nanya sama teman yang faham, karena nanya sama ibunya kadang-kadang dicuekin, bikin resah malah. Waktu itu nanya, “bu ini maksudnya gimana?” “itu tanya aja ke teman”

katanya. Jadi ibunya itu gak mau ngasih tau. Nah nanti takutnya pas ujian ketinggalan gitu gak bisa jawablah.”

The interviewer: “Bagaimana perasaanmu berada dikelas dengan mahasiswa yang bicara Bahasa Inggris lebih baik daripada kamu?”

The interviewee: “lumayan gelisah, tapi bisa jadi motivasi karena ada saingan.”

The interviewer: “Bagaimana perasaanmu ketika kamu bicara bahasa Inggris didepan teman-temanmu dikelas?”

The interviewee: “eemm... sangat gugup, sampai gemeteran. Takut salah grammarnya ketika bicara didepan kelas.”

The interviewer: “Apa yang kamu lakukan ketika kelas bahasa Inggris berjalan sangat cepat dan memaksamu tertinggal dibelakang?”

The interviewee: “ngedengerin dulu sampai ibunya selesai menjelaskan, baru bertanya dan meminta untuk diulang.”

The interviewer: “Apa yang kamu lakukan jika teman sekelasmu menertawaimu ketika kamu bicara dalam bahasa Inggris?”

The interviewee: “diemin aja karena kalau dilawan tambah keras tertawanya.”

Informant’s Name : Rizky Maulidi

Day/ Date : Wednesday, October 07, 2015

Class/ Local : 24

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dalam bahasa Inggris?”

The interviewee: “Lumayan sulit untuk menyampaikan apa yang saya maksud dan saya takut teman-teman tidak paham apa yang saya katakan.”

The interviewer: “Bagaimana perasaanmu ketika kamu melakukan kesalahan di dalam kelas?”

The interviewee: “Ya rasanya ya gitu, resah juga khawatir kalau dinilai buruk sama ibunya.”

The interviewer: “Apa yang kamu lakukan ketika kamu tidak mengerti apa yang dosen katakan?”

The interviewee: “bingung mau ngelakuin apa, mau nanya ibunya bilang “saya kan udah jelasin, tanya aja ke teman kamu.” Kalau gitu kan bikin cemas jadinya.”

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dengan dosenmu dalam Bahasa Inggris?”

The interviewee: “cemas kalau ibunya tidak mengerti apa yang saya katakan.”

The interviewer: “Bagaimana kamu mengatasi koreksi dari dosenmu?”

The interviewee: “yaa.. meyakinkan diri kalau itu untuk kebaikan supaya tidak mengulangi kesalahan lagi.”

The interviewer: “Ketika kamu bingung tentang topik tertentu dikelas, bagaimana kamu berusaha untuk memahaminya?”

The interviewee: “belajar lebih giat supaya bisa faham.”

The interviewer: “Bagaimana perasaanmu berada dikelas dengan mahasiswa yang bicara Bahasa Inggris lebih baik daripada kamu?”

The interviewee: “merasa gelisah, kelihatan tidak aman karena bakal dia terus yang akan menjadi pusat perhatian.”

The interviewer: “Bagaimana perasaanmu ketika kamu bicara bahasa Inggris didepan teman-temanmu dikelas?”

The interviewee: “malu, jadi panik kalo blank didepan kelas.”

The interviewer: “Apa yang kamu lakukan ketika kelas bahasa Inggris berjalan sangat cepat dan memaksamu tertinggal dibelakang?”

The interviewee: “ya.. kadang-kadang ngomong sama ibunya kalau saya belum mengerti.”

The interviewer: “Apa yang kamu lakukan jika teman sekelasmu menertawaimu ketika kamu bicara dalam bahasa Inggris?”

The interviewee: “minta ibunya untuk menegur karena kita sama-sama masih belajar.”

Informant's Name : Abdul Latif Rabbani

Day/ Date : Wednesday, October 07, 2015

Class/ Local : 24

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dalam bahasa Inggris?”

The interviewee: “ga nyaman aja, karena belum terbiasa. Takut salah grammarnya.”

The interviewer: “Bagaimana perasaanmu ketika kamu melakukan kesalahan di dalam kelas?”

The interviewee: “saya sangat takut salah grammarnya, tetapi teman saya membantu saya.”

The interviewer: “Apa yang kamu lakukan ketika kamu tidak mengerti apa yang dosen katakan?”

The interviewee: “minta diulang.”

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dengan dosenmu dalam Bahasa Inggris?”

The interviewee: “santai aja, enak ibunya dibawa bercanda.”

The interviewer: “Bagaimana kamu mengatasi koreksi dari dosenmu?”

The interviewee: “emm.. memberi penjelasan tentang apa yang dikoreksi oleh ibunya.”

The interviewer: “Ketika kamu bingung tentang topik tertentu dikelas, bagaimana kamu berusaha untuk memahaminya?”

The interviewee: “lebih aktif mengikuti pelajaran, nanti juga faham sendiri.”

The interviewer: “Bagaimana perasaanmu berada dikelas dengan mahasiswa yang bicara Bahasa Inggris lebih baik daripada kamu?”

The interviewee: “hmm.. merasa termotivasi, kalau dia bisa saya juga harus bisa dong.”

The interviewer: “Bagaimana perasaanmu ketika kamu bicara bahasa Inggris didepan teman-temanmu dikelas?”

The interviewee: “kalau disuruh maju ke depan kelas, saya itu agak-agak takut gitu rasanya. Tegang gitu. Takutnya kalau salah grammar sama pengucapannya.”

The interviewer: “Apa yang kamu lakukan ketika kelas bahasa Inggris berjalan sangat cepat dan memaksamu tertinggal dibelakang?”

The interviewee: “ehh.. saya akan tingkatkan lagi belajarnya supaya bisa menyusul ketertinggalan.”

The interviewer: “Apa yang kamu lakukan jika teman sekelasmu menertawaimu ketika kamu bicara dalam bahasa Inggris?”

The interviewee: “reaksi orang kan berbeda-beda, biarin aja dia tertawa dulu, nanti juga diketawain.”

Informant's Name : Erma Nur Hidayah

Day/ Date : Wednesday, October 07, 2015

Class/ Local : 24

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dalam bahasa Inggris?”

The interviewee: “saya merasa sesak nafas dan keringat mengucur deras, ngeri aja ngebayanginnya.”

The interviewer: “Bagaimana perasaanmu ketika kamu melakukan kesalahan di dalam kelas?”

- The interviewee: “tertekan, merasa semua orang berfikir kalau saya bodoh.”
- The interviewer: “Apa yang kamu lakukan ketika kamu tidak mengerti apa yang dosen katakan?”
- The interviewee: “eee... (diam,berfikir) meminta ibunya untuk tidak selalu menggunakan bahasa Inggris tetapi juga sedikit berbahasa Indonesia.”
- The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dengan dosenmu dalam Bahasa Inggris?”
- The interviewee: “saya merasa segan untuk berbicara kepada ibunya karena saya tidak banyak tahu kosa kata bahasa Inggris jadi saya bingung mau ngomong apa.”
- The interviewer: “Bagaimana kamu mengatasi koreksi dari dosenmu?”
- The interviewee: “menangkap apa yang dikatakan ibunya, misal nya ibunya bilang ‘erma, please be more concentrating in the classroom’ ‘Yes, miss’ saya bilang.”
- The interviewer: “Ketika kamu bingung tentang topik tertentu dikelas, bagaimana kamu berusaha untuk memahaminya?”
- The interviewee: “memulai dengan bertanya kepada teman, kalau teman ga tau barunya ibunya.”
- The interviewer: “Bagaimana perasaanmu berada dikelas dengan mahasiswa yang bicara Bahasa Inggris lebih baik daripada kamu?”
- The interviewee: “takut, kalo bisa menghindari sekelompok dengan nya karena malu nanti kelihatan ga bisanya.”
- The interviewer: “Bagaimana perasaanmu ketika kamu bicara bahasa Inggris didepan teman-temanmu dikelas?”
- The interviewee: “Tegang.. jadi suka lupa kosa katanya.”
- The interviewer: “Apa yang kamu lakukan ketika kelas bahasa Inggris berjalan sangat cepat dan memaksamu tertinggal dibelakang?”

The interviewee: “pindah tempat duduk lebih kedepan supaya bisa mendengarkan penjelasan ibunya.”

The interviewer: “Apa yang kamu lakukan jika teman sekelasmu menertawaimu ketika kamu bicara dalam bahasa Inggris?”

The interviewee: “apa ya, diem aja paling dan ga ngomong lagi.”

Informant's Name : M. Ikhwansyah

Day/ Date : Wednesday, November 04, 2015

Class/ Local : 49

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dalam bahasa Inggris?”

The interviewee: “saya merasa senang, karena kalau bisa berbahasa Inggris terlihat hebat gitu.”

The interviewer: “Bagaimana perasaanmu ketika kamu melakukan kesalahan di dalam kelas?”

The interviewee: “biasa aja, karena namanya juga belajar, dengan salah saya bisa mencari tau yang benarnya seperti apa.”

The interviewer: “Apa yang kamu lakukan ketika kamu tidak mengerti apa yang dosen katakan?”

The interviewee: “eem.. saya akan mendengarkan penjelasan ibunya dengan lebh seksama.”

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dengan dosenmu dalam Bahasa Inggris?”

The interviewee: “hu uh, saya takut salah grammarnya, karena dosen pasti tahu yang mana yang benar, yang mana yang salah. Dan itu membuat saya khawatir tentang grammar saya.”

The interviewer: “Bagaimana kamu mengatasi koreksi dari dosenmu?”

The interviewee: “meminta bantuan dari teman yang benarnya gimana.”

The interviewer: “Ketika kamu bingung tentang topik tertentu dikelas, bagaimana kamu berusaha untuk memahaminya?”

The interviewee: “ya.. bertanya kepada ibunya gitu, karena ibunya baik jadi mau ngajarin sampai faham.”

The interviewer: “Bagaimana perasaanmu berada dikelas dengan mahasiswa yang bicara Bahasa Inggris lebih baik daripada kamu?”

The interviewee: “saya kenal mahasiswa pintar di kelas ini dan saya merasa berhasil kalau bisa bicara dengannya.”

The interviewer: “Bagaimana perasaanmu ketika kamu bicara bahasa Inggris didepan teman-temanmu dikelas?”

The interviewee: “gugup sih awalnya, tapi dengan berdoa bisa pd lagi.”

The interviewer: “Apa yang kamu lakukan ketika kelas bahasa Inggris berjalan sangat cepat dan memaksamu tertinggal dibelakang?”

The interviewee: “memberitahu ibunya kalau saya belum mengerti, dan memintanya untuk pelan-pelan saja dalam menjelaskan.”

The interviewer: “Apa yang kamu lakukan jika teman sekelasmu menertawaimu ketika kamu bicara dalam bahasa Inggris?”

The interviewee: “bilang sama mereka kalau tidak boleh seperti itu nanti bisa bikin drop.”

Informant's Name : Mursidi

Day/ Date : Wednesday, November 04, 2015

Class/ Local : 49

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dalam bahasa Inggris?”

The interviewee: “hmm.. saya tidak merasa baik ketika berbicara bahasa Inggris karena saya memang pemalu orangnya.”

The interviewer: “Bagaimana perasaanmu ketika kamu melakukan kesalahan di dalam kelas?”

The interviewee: “saya mahasiswa baru jadi bahasa Inggris saya masih kurang lancar, karena itu saya takut melakukan kesalahan dalam kosakata bahasa Inggris.”

The interviewer: “Apa yang kamu lakukan ketika kamu tidak mengerti apa yang dosen katakan?”

The interviewee: “diam, pura-pura ngerti aja.”

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dengan dosenmu dalam Bahasa Inggris?”

The interviewee: “hmm.. saya sadar kalau saya galau dan ga berani natap mata ibunya.”

The interviewer: “Bagaimana kamu mengatasi koreksi dari dosenmu?”

The interviewee: “saya mengakui dan menerima koreksian tersebut dan berusaha untuk memperbaikinya.”

The interviewer: “Ketika kamu bingung tentang topik tertentu dikelas, bagaimana kamu berusaha untuk memahaminya?”

The interviewee: “latihan yang banyak supaya tidak bingung lagi.”

The interviewer: “Bagaimana perasaanmu berada dikelas dengan mahasiswa yang bicara Bahasa Inggris lebih baik daripada kamu?”

The interviewee: “bangga, tapi ada rasa mindernya juga soalnya saya mahasiswa yang biasa-biasa aja.”

The interviewer: “Bagaimana perasaanmu ketika kamu bicara bahasa Inggris didepan teman-temanmu dikelas?”

The interviewee: “takut salah karena akan ditertawakan teman-teman.”

The interviewer: “Apa yang kamu lakukan ketika kelas bahasa Inggris berjalan sangat cepat dan memaksamu tertinggal dibelakang?”

The interviewee: “berusaha mengejar ketertinggalan dengan cara bertanya dengan teman yang lebih bisa.”

The interviewer: “Apa yang kamu lakukan jika teman sekelasmu menertawaimu ketika kamu bicara dalam bahasa Inggris?”

The interviewee: “kalau saya tidak terlalu memperdulikan, kalau mereka tertawa saya juga ikut tertawa he he.”

Informant’s Name : Nova Iriani

Day/ Date : Wednesday, November 04, 2015

Class/ Local : 49

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dalam bahasa Inggris?”

The interviewee: “kalo saya tergantung ngomong sama siapa dulu, kalau sama sesama teman biasa aja, tapi kalau sama miss izza ada rasa gugup dan canggung.”

The interviewer: “Bagaimana perasaanmu ketika kamu melakukan kesalahan di dalam kelas?”

The interviewee: “ya ga pa pa, tapi emm.. kadang-kadang saya merasa bodoh ketika melakukan kesalahan karena kurangnya kosa kata.”

The interviewer: “Apa yang kamu lakukan ketika kamu tidak mengerti apa yang dosen katakan?”

The interviewee: “mempersiapkan diri lebih baik untuk nanti bisa mengerti apa yang ibunya maksud.”

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dengan dosenmu dalam Bahasa Inggris?”

The interviewee: “ya sama kaya tadi, gugup terus canggung juga khawatir salah dalam kosakata dan cara pengucapannya yang sulit.”

The interviewer: “Bagaimana kamu mengatasi koreksi dari dosenmu?”

The interviewee: “berusaha berbuat lebih baik lagi.”

The interviewer: “Ketika kamu bingung tentang topik tertentu dikelas, bagaimana kamu berusaha untuk memahaminya?”

The interviewee: “eem.. memahaminya ya.. dengan bertanya kepada yang faham.”

The interviewer: “Bagaimana perasaanmu berada dikelas dengan mahasiswa yang bicara Bahasa Inggris lebih baik daripada kamu?”

The interviewee: “hmm.. perasaan saya sih menyenangkan karena bisa mencontoh bagaimana dia bisa seperti itu.”

The interviewer: “Bagaimana perasaanmu ketika kamu bicara bahasa Inggris didepan teman-temanmu dikelas?”

The interviewee: “saya kurang percaya diri karena sering lupa apa yang akan saya katakan, jadi pengen cepat-cepat duduk.”

The interviewer: “Apa yang kamu lakukan ketika kelas bahasa Inggris berjalan sangat cepat dan memaksamu tertinggal dibelakang?”

The interviewee: “mencoba mengingat apa yang sudah dijelaskan atau diajarkan dengan belajar sendiri dirumah.”

The interviewer: “Apa yang kamu lakukan jika teman sekelasmu menertawaimu ketika kamu bicara dalam bahasa Inggris?”

The interviewee: “bertekad untuk lebih bisa dalam bicara bahasa Inggris supaya tidak malu lagi.”

Informant's Name : Nurul Kamriani

Day/ Date : Wednesday, November 04, 2015

Class/ Local : 49

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dalam bahasa Inggris?”

The interviewee: “sebenarnya, saya khawatir berbicara dalam bahasa Inggris karena saya malu.”

The interviewer: “Bagaimana perasaanmu ketika kamu melakukan kesalahan di dalam kelas?”

The interviewee: “emm.. melakukan kesalahan ya, ya udah mau apa lagi, tapi saya juga merasa jengkel padahal saya sudah melakukan yang terbaik.”

The interviewer: “Apa yang kamu lakukan ketika kamu tidak mengerti apa yang dosen katakan?”

The interviewee: “sebelumnya memahami sendiri dengan membuka kamus, tapi kalau tidak bisa baru bertanya.”

The interviewer: “Bagaimana perasaanmu ketika kamu berbicara dengan dosenmu dalam Bahasa Inggris?”

The interviewee: “saya juga takut ngomong sama ibunya, ga percaya diri aja.”

The interviewer: “Bagaimana kamu mengatasi koreksi dari dosenmu?”

The interviewee: “ya.. kalo di koreksi ya.. di perbaiki.”

The interviewer: “Ketika kamu bingung tentang topik tertentu dikelas, bagaimana kamu berusaha untuk memahaminya?”

The interviewee: “mengerjakan semua tugas-tugas yang diberikan miss izza dengan baik.”

The interviewer: “Bagaimana perasaanmu berada dikelas dengan mahasiswa yang bicara Bahasa Inggris lebih baik daripada kamu?”

The interviewee: “malah bagus jadi ada temannya gitu ngomong bahasa Inggris.”

The interviewer: “Bagaimana perasaanmu ketika kamu bicara bahasa Inggris didepan teman-temanmu dikelas?”

The interviewee: “mereka membuat saya lupa apa yang akan saya katakan, karena mereka semua menatap kepada saya ketika saya didepan kelas.”

The interviewer: “Apa yang kamu lakukan ketika kelas bahasa Inggris berjalan sangat cepat dan memaksamu tertinggal dibelakang?”

The interviewee: “kalau begitu... saya meyakinkan pada diri saya sendiri bahwa saya bisa mengejar ketertinggalan.”

The interviewer: “Apa yang kamu lakukan jika teman sekelasmu menertawaimu ketika kamu bicara dalam bahasa Inggris?”

The interviewee: “biar aja mereka tertawa, yang penting saya sudah berani untuk ngomong.



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