

TABLE OF CONTENTS

STATEMENT	ii
PREFACE	iv
ACKNOWLEDGMENTS	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDICES	
CHAPTER I: INTRODUCTION	
1.1. Background	1
1.2. The Aims of the Research	6
1.3. Formulation of Problem	6
1.4. The Significance of the Research	6
1.5. The Scope of the Study	7
1.6. Research Method	7
1.7. Data Collection Procedure	9
1.8. Data Analysis	9
1.9. Clarification of the Key Terms	9
1.10. Organization of the Paper	9
CHAPTER II: THEORITICAL FOUNDATION	
2.1. Affective Variables	11
2.2. Anxiety in Psychological Concept	14
2.3. Anxiety and Foreign Language Learning	16
2.4. Sources of Language Anxiety	17
2.5. Components of Anxiety in the Foreign Language Class	20
2.6. Krashen's Affective Filter	24
2.7. Learning Strategies	25
CHAPTER III: RESEARCH METHODOLOGY	
3.1. Overview of the Methodology	29
3.2. Participants	30

3.3. Instruments	
3.3.1. Instrument Validity and Reliability	31
3.3.1.1. Trying Out the Instrument	33
3.3.1.2. Validity of the Instrument	33
3.3.1.3. Reliability of the Instrument	34
3.4. Data Analysis	
3.4.1. Levels of Anxiety Perceived by Senior High School Students	35
3.4.2. The Sources of Students' Language Anxiety and Anxiety-provoking Situation	37
3.4.3. Strategies Applied by Students in Coping with Language Anxiety	38
CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION	
4.1. Research Findings	
4.1.1. Levels of Anxiety Perceived by Senior High School Students	39
4.1.2. The sources of Students' Language Anxiety and Anxiety-provoking Situation	42
4.1.3. Strategies Applied by Students in Coping with Language Anxiety	46
4.1.3.1. Social Students' Strategies in Coping with Language Anxiety	47
4.1.3.2. Science Students' Strategies in Coping with Language Anxiety	48
4.2. Discussion	49
CHAPTER V: CONCLUSION AND SUGGESTION	
5.1. Conclusion	63
5.2. Recommendations	65
REFERENCES	
APPENDICES	