

APPENDICES

Appendix 1. Letters Related to the Research



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
PASCASARJANA

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Nomor : 008/UN48.14/KM/DPS/2023

Singaraja, 25 Januari 2023

Lamp : -

Hal : Mohon Ijin Pengambilan Data

Kepada

Yth. : Kepala Prodi Pendidikan Bahasa Inggris
Jurusan Bahasa Asing, Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
di-
Tempat

Dengan hormat, dalam rangka pengumpulan data untuk Penelitian Tesis mahasiswa Pascasarjana Universitas Pendidikan Ganesha, kami mohon kesediaan Bapak/Tbu untuk dapat menerima dan mengizinkan mahasiswa kami sebagai berikut

Nama : Ni Luh Putu Wahyununika
NIM : 2129081012
Program Studi : Pendidikan Bahasa Inggris (S2)
Judul Proposal : STUDENTS' PERCEPTIONS OF LANGUAGE ENJOYMENT AND LANGUAGE ANXIETY IN THE POST PANDEMIC LEARNING CONTEXT

untuk mendapatkan data/informasi yang dibutuhkan oleh mahasiswa dalam melakukan penelitian.

Atas perhatian, berkenaan dan kerja sama yang baik kami ucapkan terima kasih

Menyetujui,

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Mengetahui,


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KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET DAN TEKNOLOGI
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Jabatan : Koordinator Program Studi Pendidikan Bahasa Inggris

dengan ini menerangkan bahwa:

Nama : Ni Luh Putu Wahyumunika
NIM : 2129081012
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

memang benar mahasiswa tersebut diatas telah melakukan penelitian dalam rangka penyusunan Tugas Akhir/Tesis di Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa Asing Fakultas Bahasa dan Seni Universitas Pendidikan Ganesha Singaraja pada 1 Februari s/d 31 Maret 2023.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Ketua Jurusan Bahasa Asing

Singaraja, 3 April 2023
Korprodi Pendidikan Bahasa Inggris

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Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
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Appendix 2 . The Foreign Language Enjoyment Scale

Before Validation The Foreign Language Enjoyment Scale

| NO | STATEMENTS | SCALES | | | | |
|----|---|--------------------------|-----------------|----------------|--------------|-----------------------|
| | | Strongly disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly agree (5) |
| 1 | I can be creative in the post-pandemic learning context | | | | | |
| 2 | I can laugh off embarrassing mistakes in the foreign language class in the post-pandemic learning context | | | | | |
| 3 | I do not get bored studying a foreign language in the post-pandemic learning context | | | | | |
| 4 | I enjoy studying a foreign language in the post-pandemic learning context | | | | | |
| 5 | I feel as though I am a different person during the FL class in the post-pandemic learning context | | | | | |
| 6 | I learned to express myself better in the FL class in the post-pandemic learning context | | | | | |
| 7 | I am a worthy member of the FL class in the post-pandemic learning context | | | | | |
| 8 | I have learned interesting things in the post-pandemic learning context | | | | | |
| 9 | In post-pandemic learning context class, I feel proud of my accomplishments | | | | | |

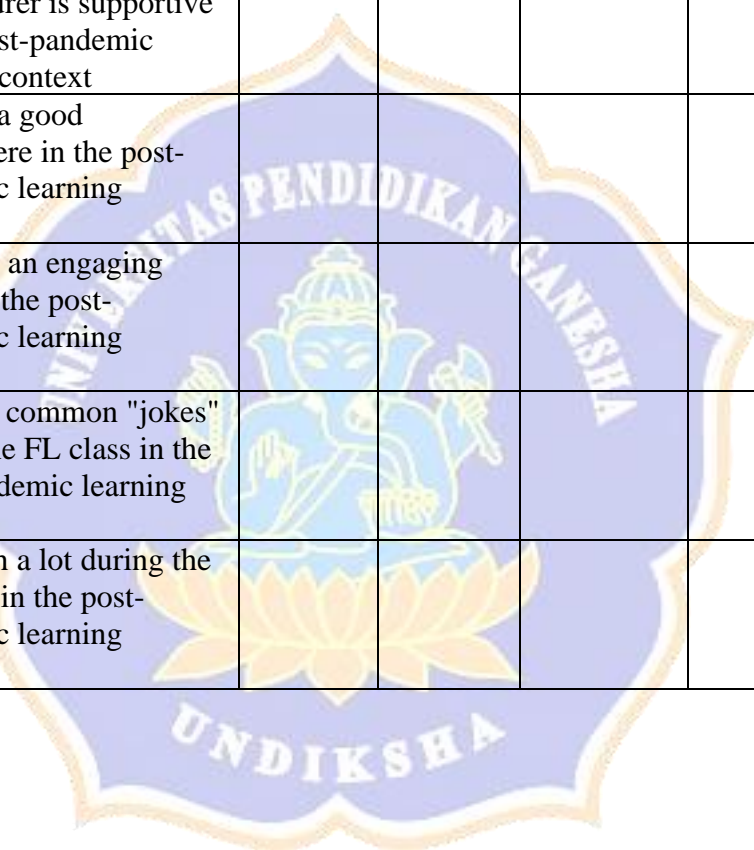
| | | | | | | |
|----|---|--|--|--|--|--|
| 10 | In the post-pandemic learning context, it is a positive environment | | | | | |
| 11 | It is cool to know an FL in the post-pandemic learning context | | | | | |
| 12 | It is fun to know an FL through a post-pandemic learning context | | | | | |
| 13 | Making errors is part of the learning process in the post-pandemic learning context | | | | | |
| 14 | The peers are nice in the post-pandemic learning context | | | | | |
| 15 | The lecturer is encouraging in the post-pandemic learning context | | | | | |
| 16 | The lecturer is friendly in the post-pandemic learning context | | | | | |
| 17 | The lecturer is supportive in the post-pandemic learning context | | | | | |
| 18 | There is a good atmosphere in the post-pandemic learning context | | | | | |
| 19 | We form an engaging group in the post-pandemic learning context | | | | | |
| 20 | We have common "jokes" during the FL class in the post-pandemic learning context | | | | | |
| 21 | We laugh a lot during the FL class in the post-pandemic learning context | | | | | |

Adapted from Dewaele and MacIntyre (2014); Botes et al. (2021)

After Validation of FLE Scale

| NO | STATEMENTS | SCALES | | | | |
|----|---|--------------------------|-----------------|----------------|--------------|-----------------------|
| | | Strongly disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly agree (5) |
| 1 | I can be creative in the post-pandemic learning context | | | | | |
| 2 | I can laugh about silly things in a foreign language class in the context of post-pandemic learning context (from myself or others) | | | | | |
| 3 | I do not get bored studying a foreign language in the post-pandemic learning context | | | | | |
| 4 | I enjoy studying a foreign language in the post-pandemic learning context | | | | | |
| 5 | I learned to express myself better in the FL class in the post-pandemic learning context | | | | | |
| 6 | I am a worthy member of the FL class in the post-pandemic learning context | | | | | |
| 7 | I have learned interesting things in the post-pandemic learning context | | | | | |
| 8 | In post-pandemic learning context class, I feel proud of my accomplishments | | | | | |
| 9 | In the post-pandemic learning context, it is a positive environment | | | | | |
| 10 | Making errors is part of the learning process in the post-pandemic learning | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | context | | | | | |
| 11 | The peers are friendly in the post-pandemic learning context | | | | | |
| 12 | The lecturer is encouraging in the post-pandemic learning context | | | | | |
| 13 | The lecturer is friendly in the post-pandemic learning context | | | | | |
| 14 | The lecturer is supportive in the post-pandemic learning context | | | | | |
| 15 | There is a good atmosphere in the post-pandemic learning context | | | | | |
| 16 | We form an engaging group in the post-pandemic learning context | | | | | |
| 17 | We have common "jokes" during the FL class in the post-pandemic learning context | | | | | |
| 18 | We laugh a lot during the FL class in the post-pandemic learning context | | | | | |



Skala Kenyamanan Bahasa Asing sebelum divalidasi

| NO | PERNYATAAN | SKALA | | | | |
|----|---|-------------------------|------------------|---------------|------------|-------------------|
| | | Sangat Tidak Setuju (1) | Tidak Setuju (2) | Ragu-Ragu (3) | Setuju (4) | Sangat Setuju (5) |
| 1 | Saya bisa menjadi kreatif dalam konteks pembelajaran pasca pandemi | | | | | |
| 2 | Saya bisa menertawakan kesalahan memalukan di kelas bahasa asing dalam konteks pembelajaran pasca pandemi | | | | | |
| 3 | Saya tidak bosan belajar Bahasa Asing dalam konteks pembelajaran pasca pandemi | | | | | |
| 4 | Saya nyaman belajar Bahasa Asing dalam konteks pembelajaran pasca pandemi | | | | | |
| 5 | Saya merasa seolah-olah menjadi orang yang berbeda selama kelas Bahasa Asing dalam konteks pembelajaran pasca pandemi | | | | | |
| 6 | Saya belajar mengekspresikan diri dengan lebih baik dalam kelas Bahasa Asing di konteks pembelajaran pasca pandemi | | | | | |
| 7 | Saya layak menjadi anggota kelas Bahasa Asing dalam konteks pembelajaran pasca pandemi | | | | | |
| 8 | Saya telah belajar hal-hal menarik dalam konteks pembelajaran pasca pandemic | | | | | |
| 9 | Di kelas konteks | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | pembelajaran pasca pandemi, saya merasa bangga dengan pencapaian saya | | | | | |
| 10 | Dalam konteks pembelajaran pasca pandemi, hal tersebut merupakan lingkungan yang positif | | | | | |
| 11 | Keren jika mengetahui Bahasa asing dalam konteks pembelajaran pasca pandemi, hal itu keren | | | | | |
| 12 | Menyenangkan jika mengetahui Bahasa asing dalam konteks pembelajaran pasca pandemi | | | | | |
| 13 | Membuat kesalahan adalah bagian dari proses belajar dalam konteks pembelajaran pasca pandemi | | | | | |
| 14 | Teman-teman yang baik dalam konteks pembelajaran pasca pandemi | | | | | |
| 15 | Dosen memberi semangat dalam konteks pembelajaran pasca pandemi | | | | | |
| 16 | Dosennya ramah dalam konteks pembelajaran pasca pandemi | | | | | |
| 17 | Dosen mendukung dalam konteks pembelajaran pasca pandemi | | | | | |
| 18 | Ada suasana yang baik dalam konteks pembelajaran pasca pandemi | | | | | |
| 19 | Kami membentuk kelompok yang menarik dalam konteks pembelajaran pasca | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | pandemi | | | | | |
| 20 | Kami memiliki "candaan" selama kelas Bahasa Asing dalam konteks pembelajaran pasca pandemi | | | | | |
| 21 | Kami banyak tertawa selama kelas Bahasa Asing dalam konteks pembelajaran pasca pandemi | | | | | |

Adapted from Dewaele and MacIntyre (2014); Botes et al. (2021)

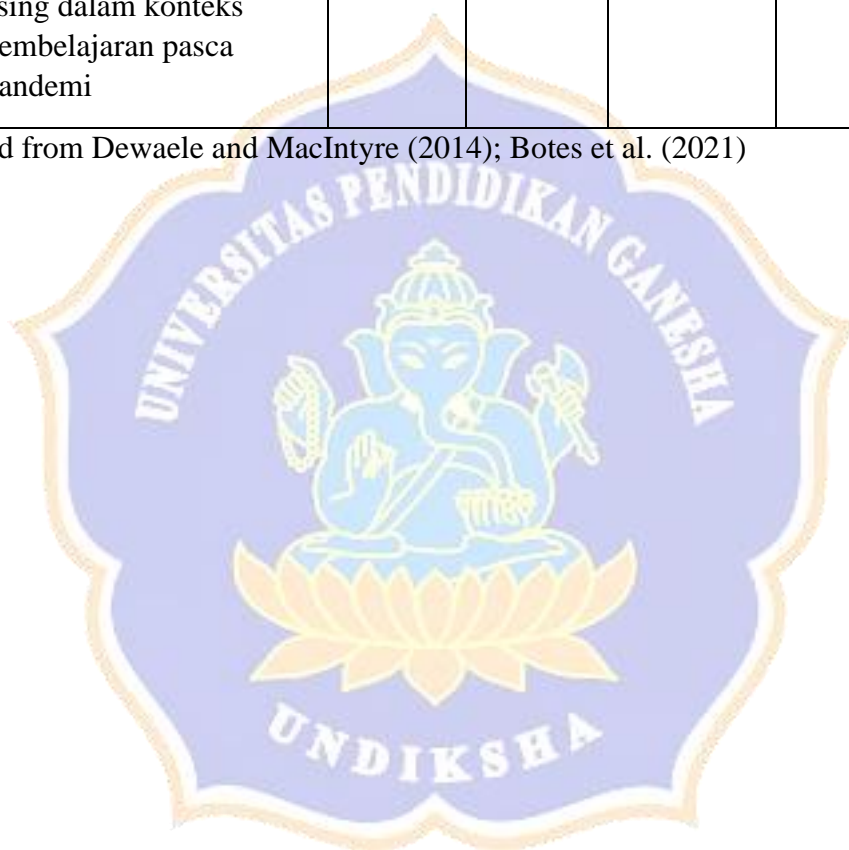
Skala Kenyamanan Bahasa Asing sesudah divalidasi

| NO | PERNYATAAN | SKALA | | | | |
|----|--|-------------------------|------------------|---------------|------------|-------------------|
| | | Sangat Tidak Setuju (1) | Tidak Setuju (2) | Ragu-Ragu (3) | Setuju (4) | Sangat Setuju (5) |
| 1 | Saya bisa menjadi kreatif dalam konteks pembelajaran pasca pandemi | | | | | |
| 2 | Saya bisa tertawa tentang hal yang konyol di kelas bahasa asing dalam konteks pembelajaran pasca pandemi (dari diri atau orang lain) | | | | | |
| 3 | Saya tidak bosan belajar bahasa asing dalam konteks pembelajaran pasca pandemi | | | | | |
| 4 | Saya nyaman belajar bahasa asing dalam konteks pembelajaran pasca pandemi | | | | | |
| 5 | Saya belajar mengekspresikan diri dengan lebih baik dalam | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | kelas bahasa asing di konteks pembelajaran pasca pandemi | | | | | |
| 6 | Saya layak menjadi siswa dalam kelas bahasa asing dalam konteks pembelajaran pasca pandemi | | | | | |
| 7 | Saya telah belajar hal-hal menarik dalam konteks pembelajaran pasca pandemic | | | | | |
| 8 | Di kelas konteks pembelajaran pasca pandemi, saya merasa bangga dengan pencapaian saya | | | | | |
| 9 | Dalam konteks pembelajaran pasca pandemi, hal tersebut merupakan lingkungan yang positif | | | | | |
| 10 | Membuat kesalahan adalah bagian dari proses belajar dalam konteks pembelajaran pasca pandemi | | | | | |
| 11 | Teman-teman yang baik dalam konteks pembelajaran pasca pandemi | | | | | |
| 12 | Dosen memberi semangat dalam konteks pembelajaran pasca pandemi | | | | | |
| 13 | Dosennya ramah dalam konteks pembelajaran pasca pandemi | | | | | |
| 14 | Dosen mendukung dalam konteks pembelajaran pasca pandemi | | | | | |
| 15 | Ada suasana yang baik dalam konteks pembelajaran pasca pandemi | | | | | |
| 16 | Kami membentuk | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| | kelompok yang menyenangkan dalam konteks pembelajaran pasca pandemi | | | | | |
| 17 | Kami memiliki beberapa "candaan" selama kelas bahasa asing dalam konteks pembelajaran pasca pandemi | | | | | |
| 18 | Kami banyak tertawa selama kelas bahasa asing dalam konteks pembelajaran pasca pandemi | | | | | |

Adapted from Dewaele and MacIntyre (2014); Botes et al. (2021)



Appendix 3. The Foreign Language Classroom Anxiety Scale

The Foreign Language Classroom Anxiety Scale before validation

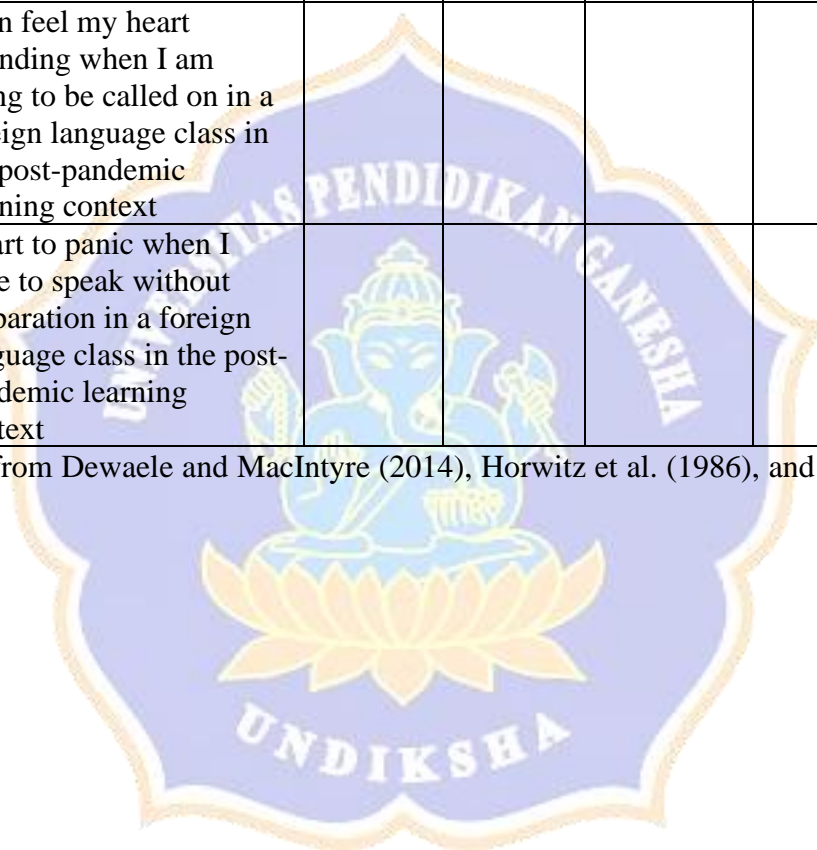
| NO | STATEMENTS | SCALES | | | | |
|----|--|--------------------------|-----------------|----------------|--------------|-----------------------|
| | | Strongly disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly agree (5) |
| 1 | Even if I am well prepared for foreign language classes in the post-pandemic learning context, I feel anxious about it | | | | | |
| 2 | I always feel in the post-pandemic learning context that the other students speak the foreign language better than I do | | | | | |
| 3 | I can feel my heart pounding when I am going to be called on in a foreign language class in the post-pandemic learning context | | | | | |
| 4 | I do not worry about making mistakes in post-pandemic foreign language class | | | | | |
| 5 | I feel confident when I speak in post-pandemic foreign language class | | | | | |
| 6 | I get nervous and confused when I am speaking in post-pandemic foreign language class | | | | | |
| 7 | I start to panic when I have to speak without preparation in a foreign language class in the post-pandemic learning context | | | | | |
| 8 | It embarrasses me to volunteer answers in post-pandemic foreign language class | | | | | |

Adapted from Dewaele and MacIntyre (2014), Horwitz et al. (1986), and Al-Saraj (2014)

The Foreign Language Classroom Anxiety Scale before validation

| NO | STATEMENTS | SCALES | | | | |
|----|--|--------------------------|-----------------|----------------|--------------|-----------------------|
| | | Strongly disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly agree (5) |
| 1 | I always feel anxious when other students speak a foreign language better than me during the post-pandemic learning context | | | | | |
| 2 | I can feel my heart pounding when I am going to be called on in a foreign language class in the post-pandemic learning context | | | | | |
| 3 | I start to panic when I have to speak without preparation in a foreign language class in the post-pandemic learning context | | | | | |

Adapted from Dewaele and MacIntyre (2014), Horwitz et al. (1986), and Al-Saraj (2014)



Skala Kecemasan Kelas Bahasa Asing sebelum divalidasi

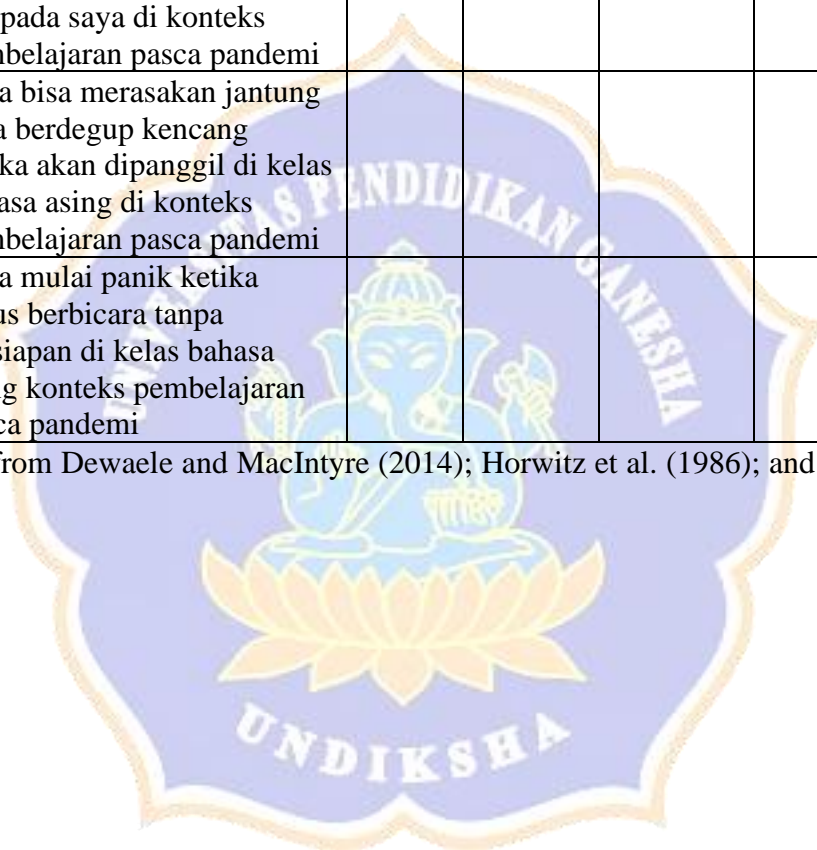
| NO | PERNYATAAN | SKALA | | | | |
|----|---|-------------------------|------------------|---------------|------------|-------------------|
| | | Sangat Tidak Setuju (1) | Tidak Setuju (2) | Ragu-Ragu (3) | Setuju (4) | Sangat Setuju (5) |
| 1 | Bahkan jika saya mempersiapkan diri dengan baik untuk kelas bahasa asing di masa pasca pandemi, saya merasa cemas | | | | | |
| 2 | Saya selalu merasa di masa konteks pembelajaran pasca pandemi saat siswa lain berbicara bahasa asing lebih baik daripada saya | | | | | |
| 3 | Saya bisa merasakan jantung saya berdegup kencang ketika akan dipanggil di kelas bahasa asing di konteks pembelajaran pasca pandemi | | | | | |
| 4 | Saya tidak khawatir membuat kesalahan di kelas bahasa asing pasca pandemi | | | | | |
| 5 | Saya merasa percaya diri saat berbicara di kelas bahasa asing pasca pandemi | | | | | |
| 6 | Saya gugup dan bingung saat berbicara di kelas bahasa asing pasca pandemi | | | | | |
| 7 | Saya mulai panik ketika harus berbicara tanpa persiapan di kelas bahasa asing konteks pembelajaran pasca pandemi | | | | | |
| 8 | Saya malu untuk menjawab secara sukarela di kelas bahasa asing pasca pandemi | | | | | |

Adapted from Dewaele and MacIntyre (2014); Horwitz et al. (1986); and Al-Saraj (2014)

Valid Skala Kecemasan Kelas Bahasa Asing

| NO | PERNYATAAN | SKALA | | | | |
|----|---|-------------------------|------------------|---------------|------------|-------------------|
| | | Sangat Tidak Setuju (1) | Tidak Setuju (2) | Ragu-Ragu (3) | Setuju (4) | Sangat Setuju (5) |
| 1 | Saya selalu merasa cemas saat siswa lain berbicara bahasa asing lebih baik daripada saya di konteks pembelajaran pasca pandemi | | | | | |
| 2 | Saya bisa merasakan jantung saya berdegup kencang ketika akan dipanggil di kelas bahasa asing di konteks pembelajaran pasca pandemi | | | | | |
| 3 | Saya mulai panik ketika harus berbicara tanpa persiapan di kelas bahasa asing konteks pembelajaran pasca pandemi | | | | | |

Adapted from Dewaele and MacIntyre (2014); Horwitz et al. (1986); and Al-Saraj (2014)



Appendix 4. Interview Guide FLE/FLA

Interview Guide FLE/FLA

| NO | DIMENSION | QUESTIONS |
|----|---|--|
| 1. | <ul style="list-style-type: none"> • FLE private includes performance • FLE teacher has fun experiences • FLE atmosphere | <ol style="list-style-type: none"> 1. Do you think you enjoy attending your ELE class? Why or why not? 2. How would you describe your feelings of enjoyment in ELE class? 3. Considering your feelings, what would make you enjoy ELE class? What aspects of post-pandemic would make you want? Could you give more details? |
| 4. | <ul style="list-style-type: none"> • General anxiety includes communication fear • State anxiety includes action and physical anxiety • Labelled language anxiety fits the negative situation/positive situation | <ol style="list-style-type: none"> 1. Do you feel anxiety in ELE class? Why or why not? 2. How would you describe your feelings for anxiety in ELE class? 3. Considering your feeling, what would make you feel anxiety in ELE class in the post-pandemic? What aspects of it/them would make you feel anxious? Could you give more detail? |

Adapted from McCarthy & Goffin (2004)

Panduan Wawancara

| NO | DIMENSI | PERTANYAAN |
|----|---|--|
| 1. | <ul style="list-style-type: none"> • Kenyamanan secara pribadi Bahasa Asing termasuk penampilan • Kenyamanan terhadap dosen Bahasa Asing memiliki pengalaman yang menyenangkan • Suasana nyaman dalam Bahasa asing | <ol style="list-style-type: none"> 1. Menurut anda, apakah anda nyaman mengikuti kelas PBI? Mengapa atau mengapa tidak? 2. Bagaimana anda menggambarkan perasaan senang anda di kelas PBI? 3. Mempertimbangkan perasaan anda, apa yang membuat anda menikmati kelas PBI? Apa aspek pasca pandemic yang ada inginkan? Bisakah anda memberikan penjelasan lebih lanjut? |
| 4. | <ul style="list-style-type: none"> • Kecemasan umum mencakup ketakutan komunikasi • Keadaan kecemasan meliputi tindakan dan kecemasan fisik • Kecemasan Bahasa berlabel sesuai dengan situasi negative/positive | <ol style="list-style-type: none"> 1. Apakah anda merasakan kecemasan di kelas PBI? Mengapa atau mengapa tidak? 2. Bagaimana anda menggambarkan perasaan cemas anda di kelas PBI? 3. Mempertimbangkan perasaan anda, apa yang membuat anda merasa cemas di kelas PBI pasca pandemic? Aspek apa yang membuat anda merasa cemas? Bisakah anda memberikan penjelasan lebih lanjut? |

| No | Skala | Kategori |
|----|-----------------------|---|
| 1 | Komunikasi FLE/FLA | <ul style="list-style-type: none"> • Saya menjadi sangat khawatir dengan bahasa asing sehingga saya tidak dapat mengungkapkan pikiran saya dengan jelas • Saya sangat cemas/senang belajar bahasa asing sehingga saya kesulitan/tidak percaya diri menjawab pertanyaan yang saya tahu • Belajar bahasa asing selama konteks pembelajaran pasca-pandemi, saya sering tidak dapat memikirkan sesuatu untuk dikatakan, atau saya sering dapat memikirkan sesuatu untuk dikatakan • Saya merasa keterampilan komunikasi verbal saya kuat • Belajar bahasa asing selama konteks pembelajaran pasca-pandemi; Saya sulit memahami apa yang ditanyakan dosen kepada saya/ Saya merasa nyaman ketika dosen bertanya kepada saya |
| 2 | Sosial FLE/FLA | <ul style="list-style-type: none"> • Saat berbicara dan belajar bahasa asing dalam konteks pembelajaran pasca-pandemi, saya menjadi khawatir bahwa saya akan menganggap diri saya canggung secara sosial/percaya diri secara sosial • Saya menjadi sangat tegang karena harus berinteraksi dengan bahasa asing secara sosial • Saya merasa takut/nyaman tentang kesan pribadi seperti apa yang saya lakukan dalam bahasa asing dalam konteks pembelajaran pasca-pandemi |
| 3 | Penampilan FLE/FLA | <ul style="list-style-type: none"> • Dalam melakukan bahasa asing dalam konteks pasca-pandemi, saya menjadi sangat gugup apakah penampilan saya cukup bagus / Saya sangat bersemangat dengan penampilan saya • Saya kewalahan oleh pemikiran tentang melakukan hal yang buruk ketika saya menggunakan bahasa asing dalam konteks pembelajaran pasca-pandemi • Saya khawatir bahwa kemampuan bahasa asing saya akan lebih rendah dari pembelajar lain / Saya tidak khawatir bahwa kemampuan bahasa asing saya akan lebih tinggi dari pembelajar lain |

| | | |
|---|---------------------|---|
| 4 | Perilaku FLE.FLA | <ul style="list-style-type: none">• Selama belajar bahasa asing dalam konteks pembelajaran pasca pandemi, tangan saya gemetar• Detak jantung saya lebih cepat dari biasanya selama belajar bahasa asing dalam konteks pembelajaran pasca pandemi / Saya antusias selama belajar bahasa asing dalam konteks pembelajaran pasca pandemi• Mulutku kering saat belajar bahasa asing pasca pandemi• Saya sering merasa mual ketika belajar bahasa asing di masa pasca pandemi |
|---|---------------------|---|

Adapted from McCarthy & Goffin (2004)



Appendix 5. Expert Judge Sheet

Expert Judge Sheet

Instrument:

1. The Foreign Language Enjoyment Scale
2. The Foreign Language Classroom Anxiety Scale
3. Interview FLE/FLA

Expert Judge I : Made Hery Santosa, S.Pd., M.Pd., Ph.D

1. The Foreign Language Enjoyment Scale

| Number of Statements | Response | | Suggestions |
|----------------------|----------|------------|--------------------------------|
| | Relevant | Irrelevant | |
| 1 | v | | |
| 2 | v | | |
| 3 | v | | |
| 4 | | v | |
| 5 | v | | |
| 6 | v | | |
| 7 | v | | |
| 8 | v | | |
| 9 | v | | |
| 10 | v | | |
| 11 | v | | |
| 12 | v | | |
| 13 | v | | |
| 14 | v | | |
| 15 | v | | |
| 16 | v | | |
| 17 | v | | |
| 18 | v | | |
| 19 | v | | Meaning / engaging |
| 20 | v | | Terjemahkan secara kontekstual |
| 21 | v | | |

2. The Foreign Language Classroom Anxiety Scale

| Number of Statements | Response | | Suggestions |
|----------------------|----------|------------|-------------|
| | Relevant | Irrelevant | |
| 1 | v | | |
| 2 | v | | |
| 3 | v | | |

| | | | |
|---|---|--|--|
| 4 | v | | |
| 5 | v | | |
| 6 | v | | |
| 7 | v | | |
| 8 | v | | |

3. Interview FLE/FLA

Interview FLE

| Number of Statements | Response | | Suggestions |
|----------------------|----------|------------|-------------|
| | Relevant | Irrelevant | |
| FLE | | | |
| 1 | v | | |
| 2 | v | | |
| 3 | v | | |

Interview FLA

| Number of Statements | Response | | Suggestions |
|----------------------|----------|------------|-------------|
| | Relevant | Irrelevant | |
| 1 | v | | |
| 2 | v | | |
| 3 | v | | |

Singaraja, 17 Januari 2023
Expert Judge I



Made Hery Santosa, S.Pd., M.Pd., Ph.D
NIP. 197910232003121001

Expert Judge Sheet

Instrument:

1. The Foreign Language Enjoyment Scale
2. The Foreign Language Classroom Anxiety Scale
3. Interview FLE/FLA

Expert Judge II : Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.

1. The Foreign Language Enjoyment Scale

| Number of Statements | Response | | Suggestions |
|----------------------|----------|------------|-------------|
| | Relevant | Irrelevant | |
| 1 | v | | |
| 2 | v | | |
| 3 | v | | |
| 4 | v | | |
| 5 | v | | |
| 6 | v | | |
| 7 | v | | |
| 8 | v | | |
| 9 | v | | |
| 10 | v | | |
| 11 | v | | |
| 12 | v | | |
| 13 | v | | |
| 14 | v | | |
| 15 | v | | |
| 16 | v | | |
| 17 | v | | |
| 18 | v | | |
| 19 | v | | |
| 20 | v | | |
| 21 | v | | |

2. The Foreign Language Classroom Anxiety Scale

| Number of Statements | Response | | Suggestions |
|----------------------|----------|------------|-------------|
| | Relevant | Irrelevant | |
| 1 | v | | |
| 2 | v | | |
| 3 | v | | |
| 4 | v | | |
| 5 | v | | |
| 6 | v | | |
| 7 | v | | |

| | | | |
|---|---|--|--|
| 8 | v | | |
|---|---|--|--|

3. Interview FLE/FLA

Interview FLE

| Number of Statements | Response | | Suggestions |
|----------------------|----------|------------|-------------|
| | Relevant | Irrelevant | |
| FLE | | | |
| 1 | v | | |
| 2 | v | | |
| 3 | v | | |

Interview FLA

| Number of Statements | Response | | Suggestions |
|----------------------|----------|------------|-------------|
| | Relevant | Irrelevant | |
| 1 | v | | |
| 2 | v | | |
| 3 | v | | |

Singaraja, 20 Januari 2023
Expert Judge II



Dr. Ni Putu Era Marsakawati, S.Pd., M.Pd.
NIP. 198303142008122002



Appendix 6. The Result of Validity Check

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 49 | 100.0 |
| | Excluded ^a | 0 | .0 |
| | Total | 49 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| .732 | 30 |

| Item Statistics | | | |
|------------------------|------|----------------|----|
| | Mean | Std. Deviation | N |
| FLE1 | 3.73 | .836 | 49 |
| FLE2 | 4.00 | .866 | 49 |
| FLE3 | 4.04 | .789 | 49 |
| FLE4 | 4.10 | .823 | 49 |
| FLE5 | 3.16 | 1.161 | 49 |
| FLE6 | 3.92 | .759 | 49 |
| FLE7 | 3.96 | .841 | 49 |
| FLE8 | 4.16 | .850 | 49 |
| FLE9 | 3.96 | .865 | 49 |
| FLE10 | 4.16 | .773 | 49 |
| FLE11 | 4.29 | .677 | 49 |
| FLE12 | 4.27 | .785 | 49 |
| FLE13 | 4.33 | .826 | 49 |
| FLE14 | 3.94 | .659 | 49 |
| FLE15 | 4.06 | .827 | 49 |
| FLE16 | 4.22 | .743 | 49 |
| FLE17 | 4.06 | .801 | 49 |
| FLE18 | 4.06 | .775 | 49 |
| FLE19 | 4.10 | .653 | 49 |
| FLE20 | 4.02 | .750 | 49 |
| FLE21 | 3.88 | .807 | 49 |

| | | | |
|-------|--------|--------|----|
| FLA1 | 3.37 | 1.236 | 49 |
| FLA2 | 3.49 | 1.325 | 49 |
| FLA3 | 3.57 | 1.137 | 49 |
| FLA4 | 3.55 | .980 | 49 |
| FLA5 | 3.51 | .869 | 49 |
| FLA6 | 3.04 | 1.098 | 49 |
| FLA7 | 3.55 | 1.174 | 49 |
| FLA8 | 2.86 | 1.080 | 49 |
| TOTAL | 111.37 | 11.809 | 49 |

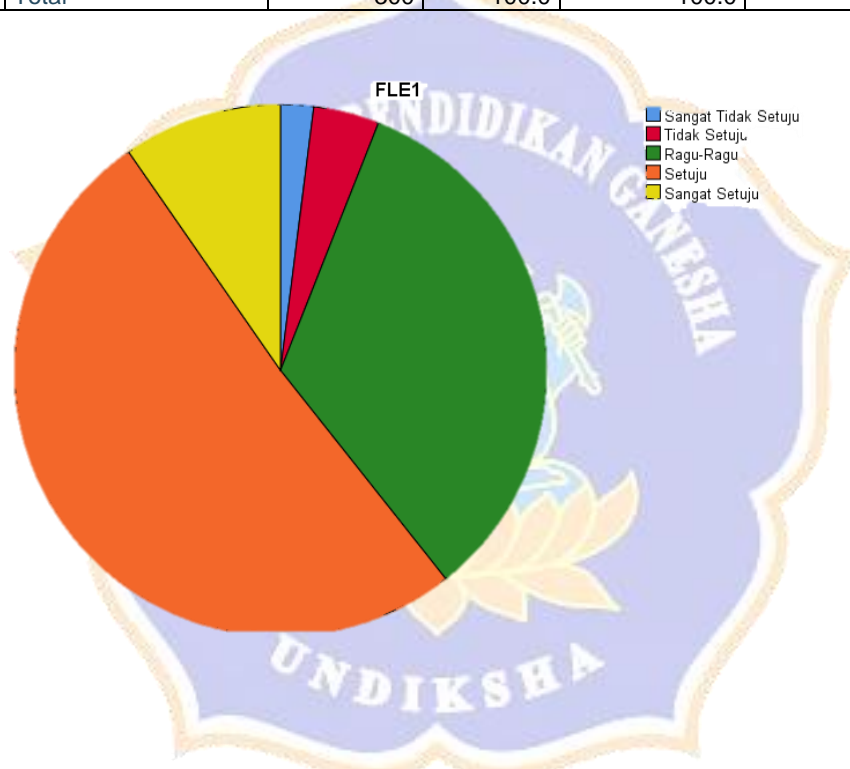


Appendix 7. The Result of Data Analysis

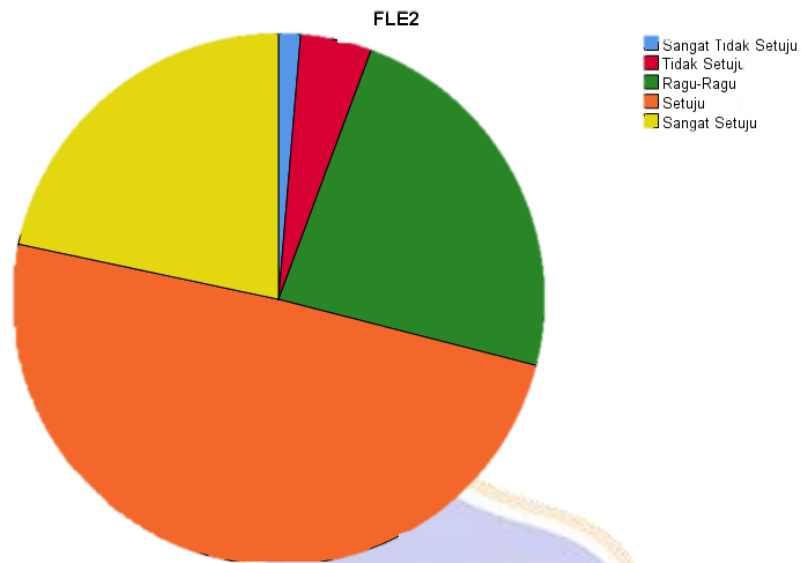
| No | Statement | Respondents | | |
|----|---|-------------|-------|----------------|
| | | Neutral | Agree | Strongly Agree |
| 1 | I can be creative in the post-pandemic learning context | | 153 | |
| 2 | I can laugh about silly things in a foreign language class in the context of post-pandemic learning context (from myself or others) | | 148 | 65 |
| 3 | I do not get bored studying a foreign language in the post-pandemic learning context. | | 173 | 55 |
| 4 | I enjoy studying a foreign language in the post-pandemic learning context | 63 | 161 | 60 |
| 5 | I learned to express myself better in the FL class in the post-pandemic learning context | 65 | 168 | 50 |
| 6 | I am a worthy member of the FL class in the post-pandemic learning context | | 177 | 63 |
| 7 | I have learned interesting things in the post-pandemic learning context | | 171 | 75 |
| 8 | In post-pandemic learning context class, I feel proud of my accomplishments | 86 | 143 | 48 |
| 9 | In the post-pandemic learning context, it is a positive environment | | 170 | 60 |
| 10 | Making errors is part of the learning process in the post-pandemic learning context | | 124 | 126 |
| 11 | The peers are friendly in the post-pandemic learning context | | 163 | 71 |
| 12 | The lecturer is encouraging in the post-pandemic learning context | 66 | 158 | 63 |
| 13 | The lecturer is friendly in the post-pandemic learning context | 72 | 157 | 59 |
| 14 | The lecturer is supportive in the post-pandemic learning context | 65 | 165 | 62 |
| 15 | There is a good atmosphere in the post-pandemic learning context | 63 | 179 | 54 |
| 16 | We form an engaging group in the post-pandemic learning context | 88 | 142 | 53 |
| 17 | We have common "jokes" during | 69 | 157 | 60 |

| | | | |
|--|--|--|--|
| the FL class in the post-pandemic learning context | | | |
|--|--|--|--|

| FLE1 | | | | | |
|-------|---------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Sangat Tidak Setuju | 6 | 2.0 | 2.0 | 2.0 |
| | Tidak Setuju | 12 | 4.0 | 4.0 | 6.0 |
| | Ragu-Ragu | 100 | 33.3 | 33.3 | 39.3 |
| | Setuju | 153 | 51.0 | 51.0 | 90.3 |
| | Sangat Setuju | 29 | 9.7 | 9.7 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |

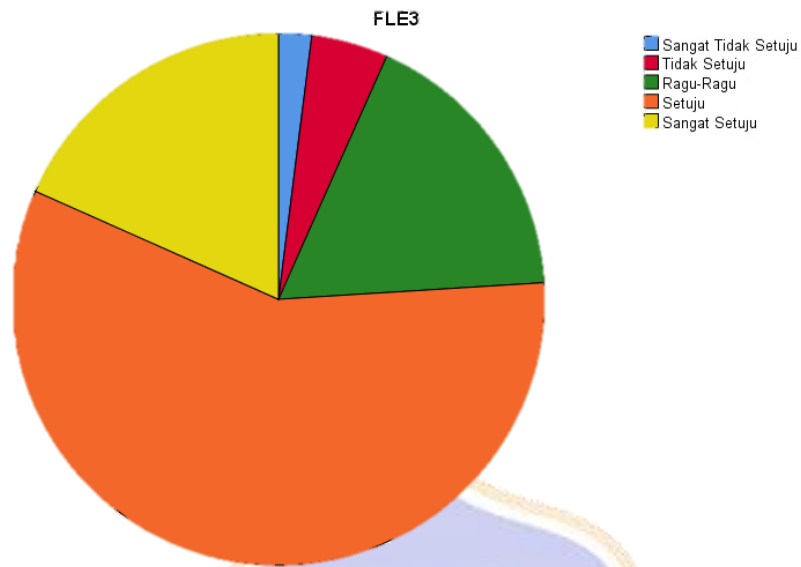


| FLE2 | | | | | |
|-------|---------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Sangat Tidak Setuju | 4 | 1.3 | 1.3 | 1.3 |
| | Tidak Setuju | 13 | 4.3 | 4.3 | 5.7 |
| | Ragu-Ragu | 70 | 23.3 | 23.3 | 29.0 |
| | Setuju | 148 | 49.3 | 49.3 | 78.3 |
| | Sangat Setuju | 65 | 21.7 | 21.7 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |



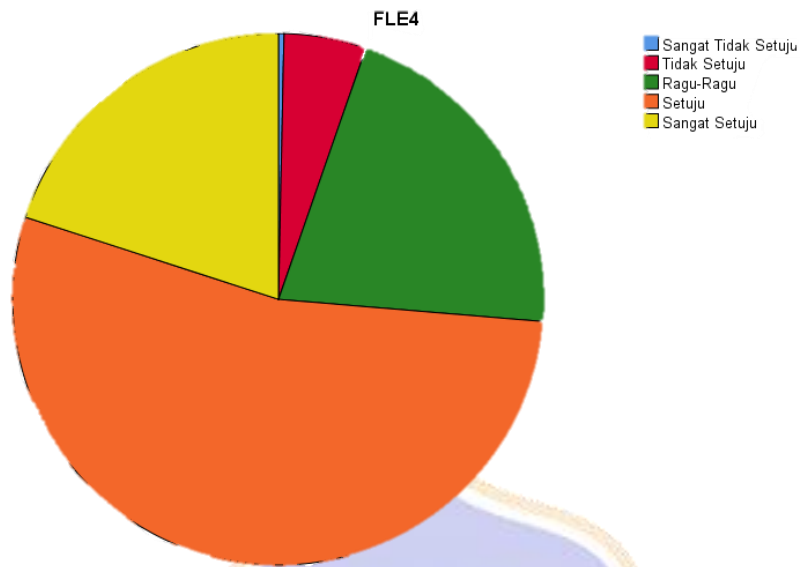
FLE3

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Sangat Tidak Setuju | 6 | 2.0 | 2.0 | 2.0 |
| | Tidak Setuju | 14 | 4.7 | 4.7 | 6.7 |
| | Ragu-Ragu | 52 | 17.3 | 17.3 | 24.0 |
| | Setuju | 173 | 57.7 | 57.7 | 81.7 |
| | Sangat Setuju | 55 | 18.3 | 18.3 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |



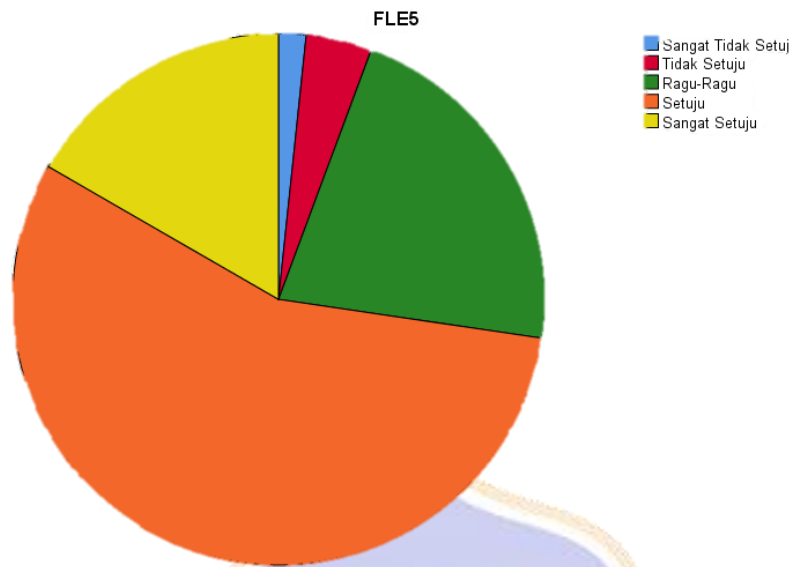
FLE4

| | | Frekuensi | Persentase | Valid Persentase | Cumulatif Persentase |
|-------|---------------------|-----------|------------|------------------|----------------------|
| Valid | Sangat Tidak Setuju | 1 | .3 | .3 | .3 |
| | Tidak Setuju | 15 | 5.0 | 5.0 | 5.3 |
| | Ragu-Ragu | 63 | 21.0 | 21.0 | 26.3 |
| | Setuju | 161 | 53.7 | 53.7 | 80.0 |
| | Sangat Setuju | 60 | 20.0 | 20.0 | 100.0 |
| Total | | 300 | 100.0 | 100.0 | |

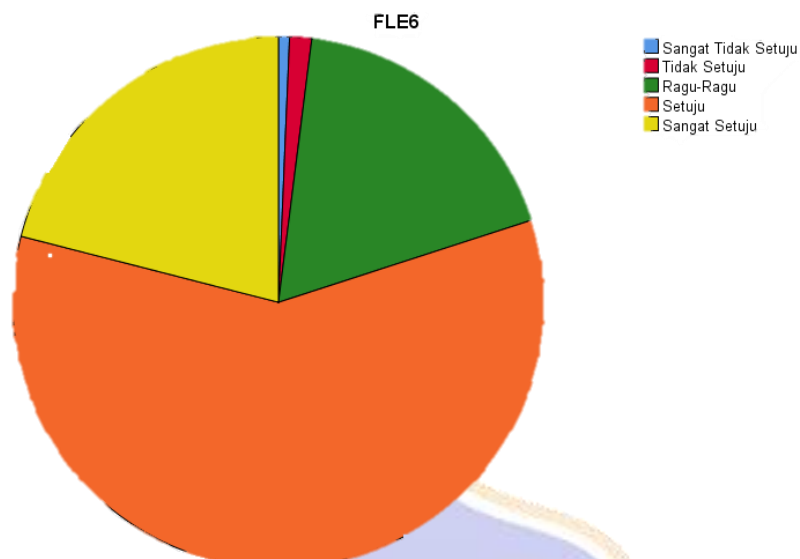


FLE5

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Sangat Tidak Setuju | 5 | 1.7 | 1.7 | 1.7 |
| | Tidak Setuju | 12 | 4.0 | 4.0 | 5.7 |
| | Ragu-Ragu | 65 | 21.7 | 21.7 | 27.3 |
| | Setuju | 168 | 56.0 | 56.0 | 83.3 |
| | Sangat Setuju | 50 | 16.7 | 16.7 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |

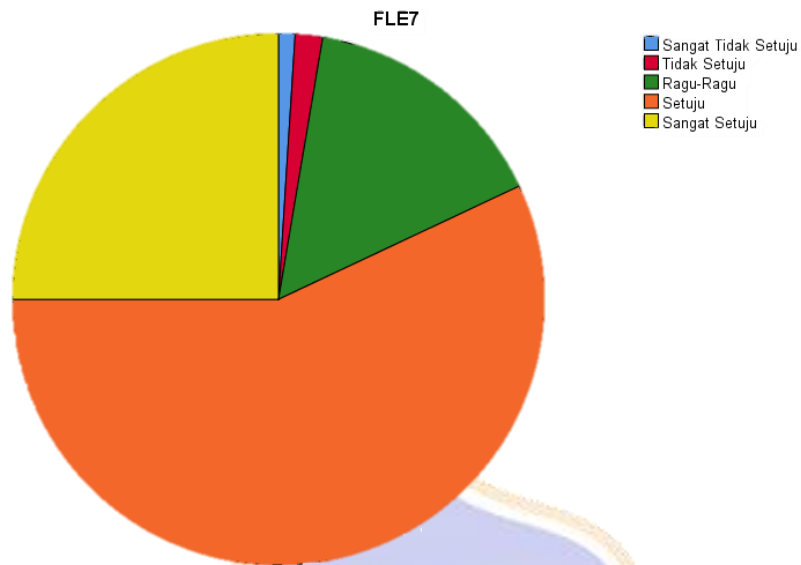


| FLE6 | | | | | |
|-------------|---------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Sangat Tidak Setuju | 2 | .7 | .7 | .7 |
| | Tidak Setuju | 4 | 1.3 | 1.3 | 2.0 |
| | Ragu-Ragu | 54 | 18.0 | 18.0 | 20.0 |
| | Setuju | 177 | 59.0 | 59.0 | 79.0 |
| | Sangat Setuju | 63 | 21.0 | 21.0 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |



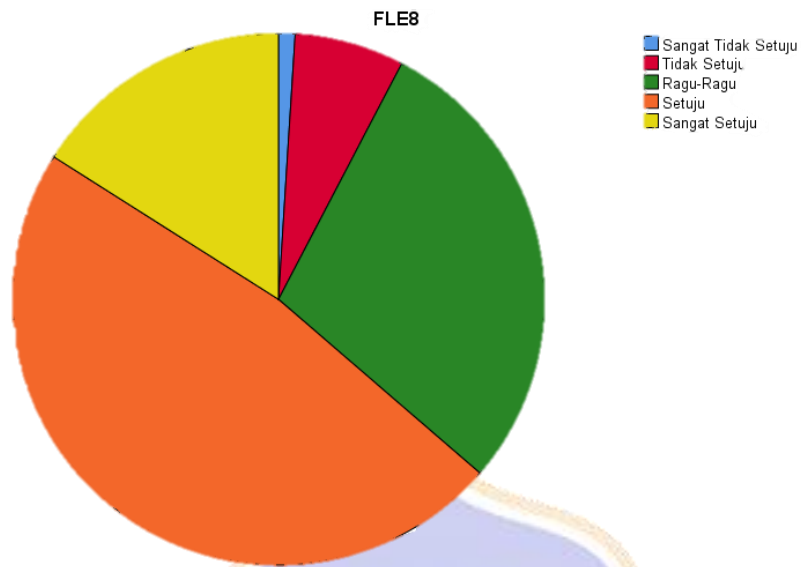
FLE7

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Sangat Tidak Setuju | 3 | 1.0 | 1.0 | 1.0 |
| | Tidak Setuju | 5 | 1.7 | 1.7 | 2.7 |
| | Ragu-Ragu | 46 | 15.3 | 15.3 | 18.0 |
| | Setuju | 171 | 57.0 | 57.0 | 75.0 |
| | Sangat Setuju | 75 | 25.0 | 25.0 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |

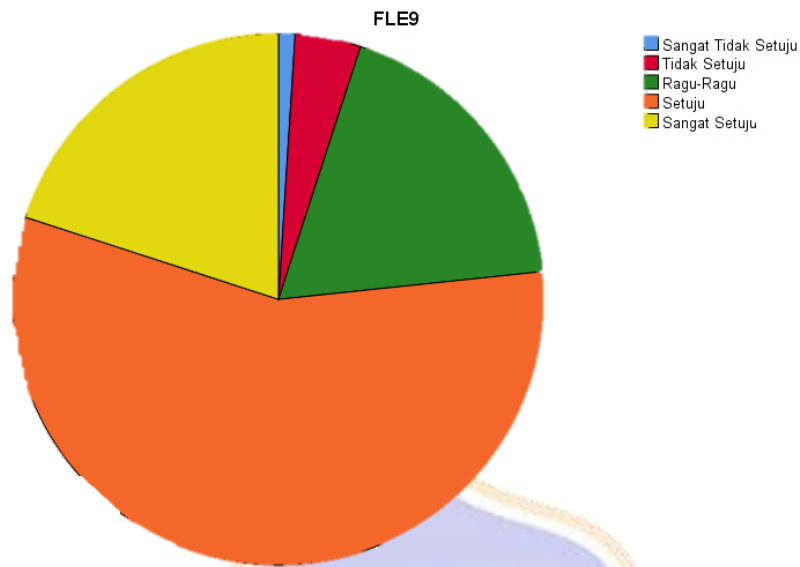


FLE8

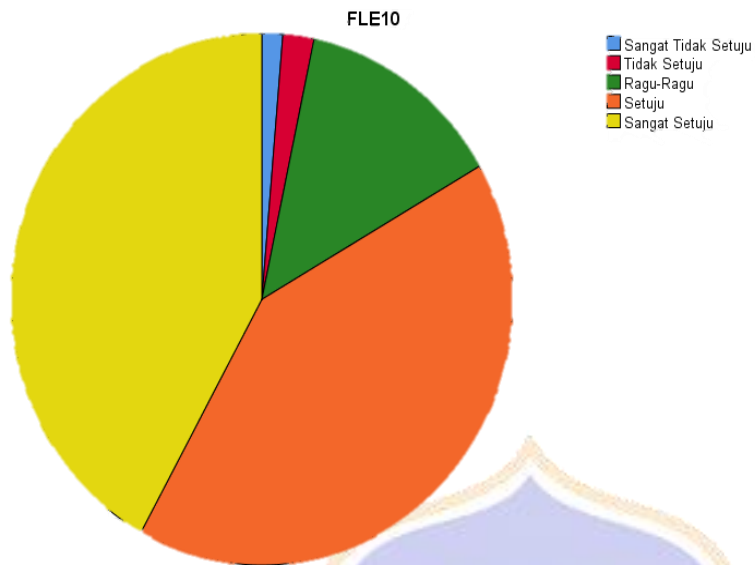
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Sangat Tidak Setuju | 3 | 1.0 | 1.0 | 1.0 |
| | Tidak Setuju | 20 | 6.7 | 6.7 | 7.7 |
| | Ragu-Ragu | 86 | 28.7 | 28.7 | 36.3 |
| | Setuju | 143 | 47.7 | 47.7 | 84.0 |
| | Sangat Setuju | 48 | 16.0 | 16.0 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |



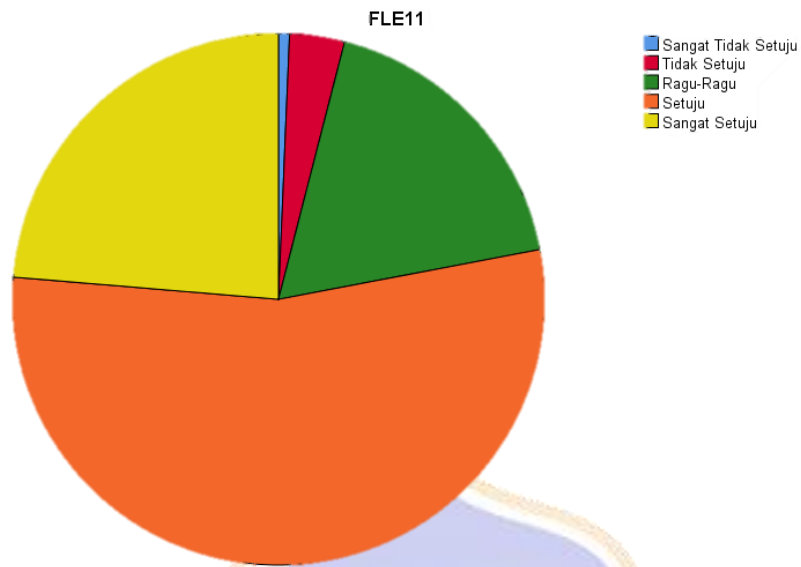
| FLE9 | | | | | |
|-------------|---------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Sangat Tidak Setuju | 3 | 1.0 | 1.0 | 1.0 |
| | Tidak Setuju | 12 | 4.0 | 4.0 | 5.0 |
| | Ragu-Ragu | 55 | 18.3 | 18.3 | 23.3 |
| | Setuju | 170 | 56.7 | 56.7 | 80.0 |
| | Sangat Setuju | 60 | 20.0 | 20.0 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |



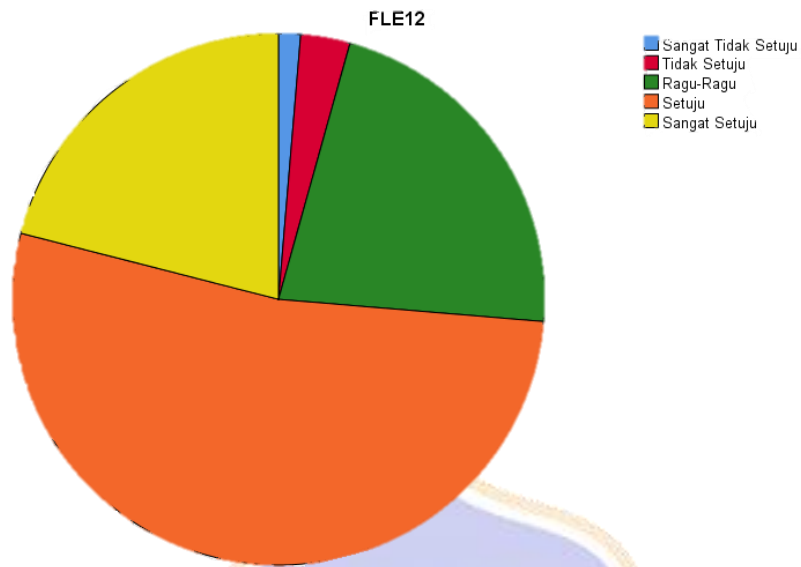
| FLE10 | | | | | |
|--------------|---------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Sangat Tidak Setuju | 4 | 1.3 | 1.3 | 1.3 |
| | Tidak Setuju | 6 | 2.0 | 2.0 | 3.3 |
| | Ragu-Ragu | 40 | 13.3 | 13.3 | 16.7 |
| | Setuju | 124 | 41.3 | 41.3 | 58.0 |
| | Sangat Setuju | 126 | 42.0 | 42.0 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |



| FLE11 | | | | | |
|-------|---------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Sangat Tidak Setuju | 2 | .7 | .7 | .7 |
| | Tidak Setuju | 10 | 3.3 | 3.3 | 4.0 |
| | Ragu-Ragu | 54 | 18.0 | 18.0 | 22.0 |
| | Setuju | 163 | 54.3 | 54.3 | 76.3 |
| | Sangat Setuju | 71 | 23.7 | 23.7 | 100.0 |
| Total | | 300 | 100.0 | 100.0 | |

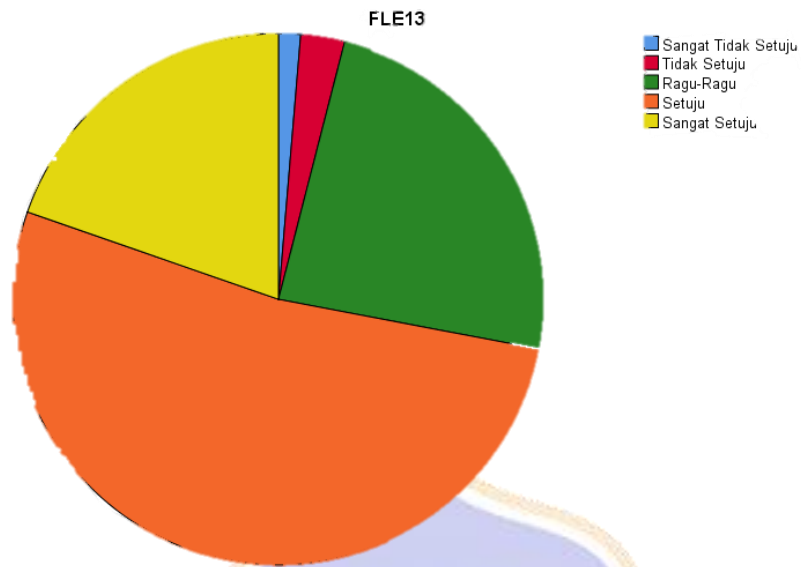


| FLE12 | | | | | |
|--------------|---------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Sangat Tidak Setuju | 4 | 1.3 | 1.3 | 1.3 |
| | Tidak Setuju | 9 | 3.0 | 3.0 | 4.3 |
| | Ragu-Ragu | 66 | 22.0 | 22.0 | 26.3 |
| | Setuju | 158 | 52.7 | 52.7 | 79.0 |
| | Sangat Setuju | 63 | 21.0 | 21.0 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |

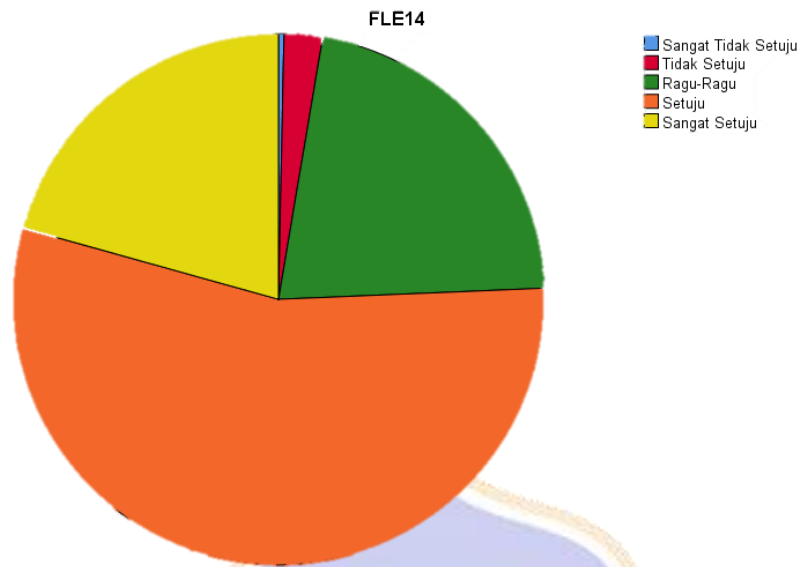


FLE13

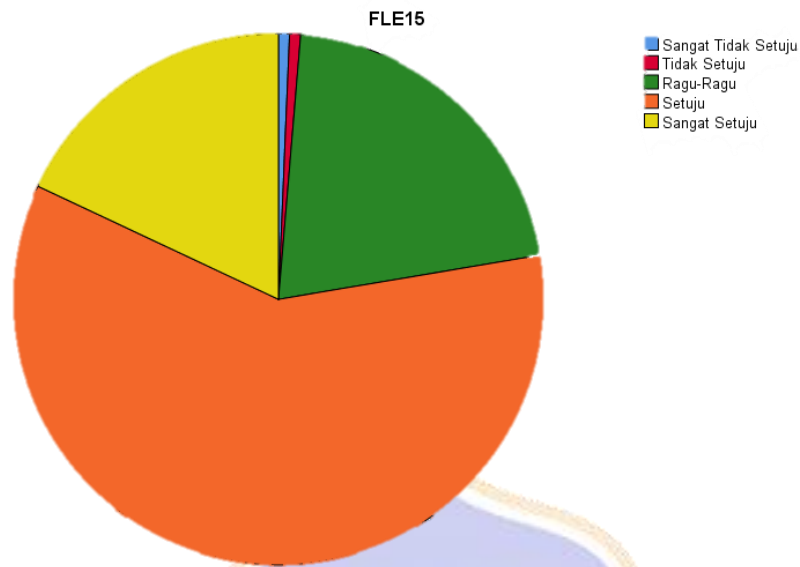
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Sangat Tidak Setuju | 4 | 1.3 | 1.3 | 1.3 |
| | Tidak Setuju | 8 | 2.7 | 2.7 | 4.0 |
| | Ragu-Ragu | 72 | 24.0 | 24.0 | 28.0 |
| | Setuju | 157 | 52.3 | 52.3 | 80.3 |
| | Sangat Setuju | 59 | 19.7 | 19.7 | 100.0 |
| Total | | 300 | 100.0 | 100.0 | |



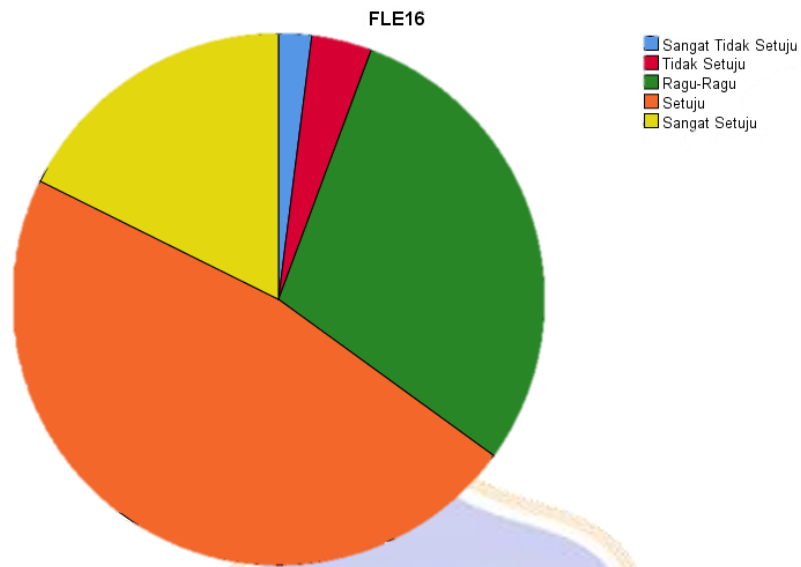
| FLE14 | | | | | |
|--------------|---------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Sangat Tidak Setuju | 1 | .3 | .3 | .3 |
| | Tidak Setuju | 7 | 2.3 | 2.3 | 2.7 |
| | Ragu-Ragu | 65 | 21.7 | 21.7 | 24.3 |
| | Setuju | 165 | 55.0 | 55.0 | 79.3 |
| | Sangat Setuju | 62 | 20.7 | 20.7 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |



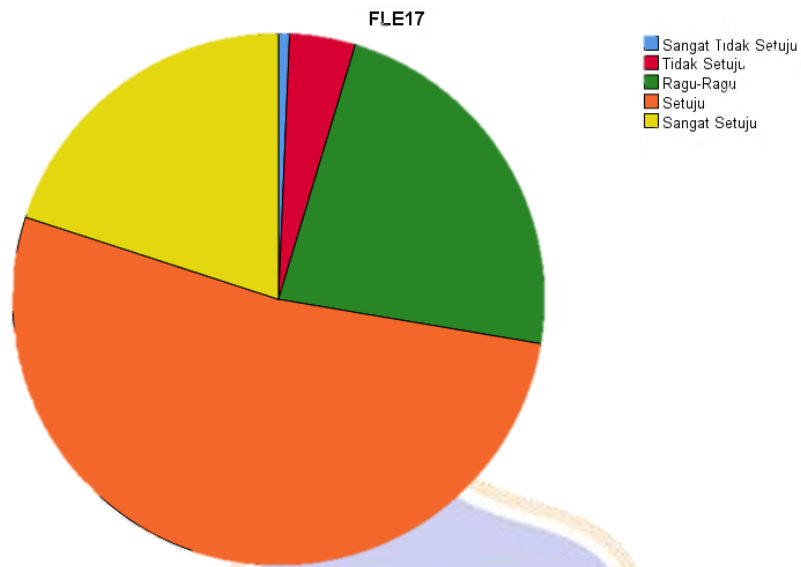
| FLE15 | | | | | |
|--------------|---------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Sangat Tidak Setuju | 2 | .7 | .7 | .7 |
| | Tidak Setuju | 2 | .7 | .7 | 1.3 |
| | Ragu-Ragu | 63 | 21.0 | 21.0 | 22.3 |
| | Setuju | 179 | 59.7 | 59.7 | 82.0 |
| | Sangat Setuju | 54 | 18.0 | 18.0 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |



| FLE16 | | | | | |
|--------------|---------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Sangat Tidak Setuju | 6 | 2.0 | 2.0 | 2.0 |
| | Tidak Setuju | 11 | 3.7 | 3.7 | 5.7 |
| | Ragu-Ragu | 88 | 29.3 | 29.3 | 35.0 |
| | Setuju | 142 | 47.3 | 47.3 | 82.3 |
| | Sangat Setuju | 53 | 17.7 | 17.7 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |

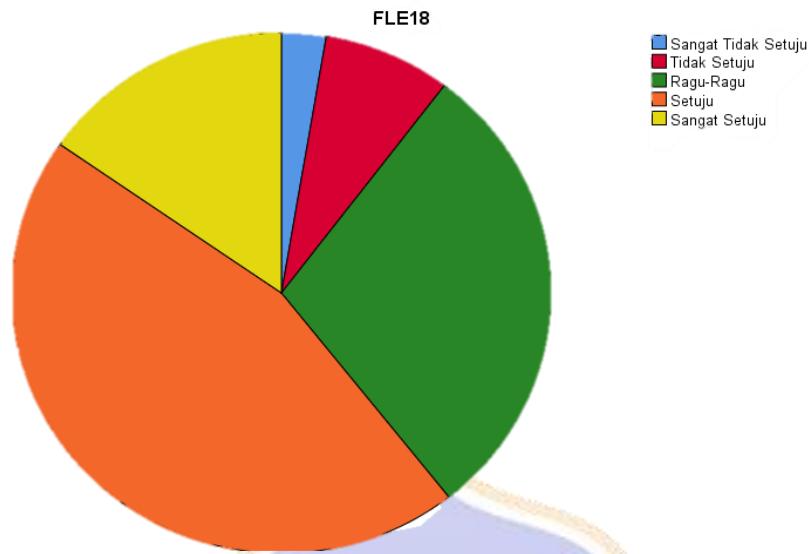


| FLE17 | | | | | |
|--------------|---------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Sangat Tidak Setuju | 2 | .7 | .7 | .7 |
| | Tidak Setuju | 12 | 4.0 | 4.0 | 4.7 |
| | Ragu-Ragu | 69 | 23.0 | 23.0 | 27.7 |
| | Setuju | 157 | 52.3 | 52.3 | 80.0 |
| | Sangat Setuju | 60 | 20.0 | 20.0 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |

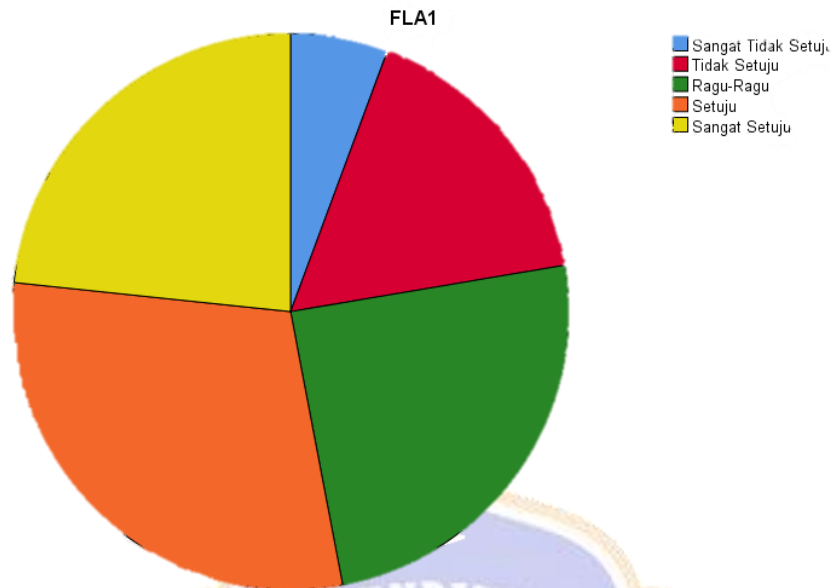


FLE18

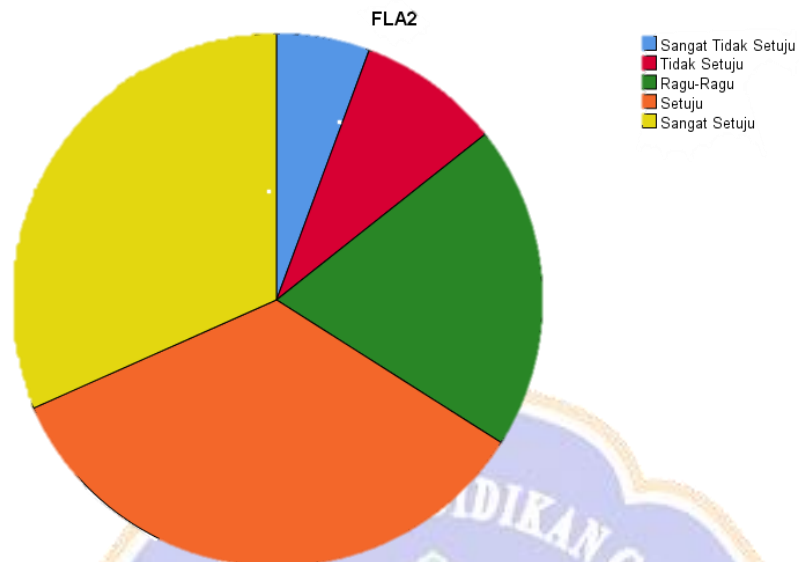
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Sangat Tidak Setuju | 8 | 2.7 | 2.7 | 2.7 |
| | Tidak Setuju | 23 | 7.7 | 7.7 | 10.3 |
| | Ragu-Ragu | 87 | 29.0 | 29.0 | 39.3 |
| | Setuju | 136 | 45.3 | 45.3 | 84.7 |
| | Sangat Setuju | 46 | 15.3 | 15.3 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |



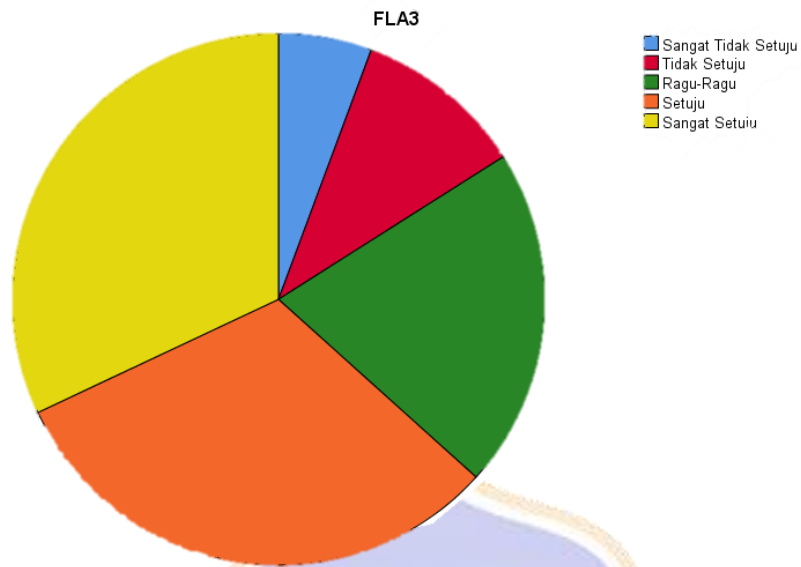
| No | Statements | Respondents | | |
|----|---|-------------|-------|----------------|
| | | Neutral | Agree | Strongly Agree |
| 1 | I always feel anxious when other students speak a foreign language better than me during the post-pandemic learning context | 74 | 89 | 70 |
| 2 | I can feel my heart pounding when I am going to be called on in a foreign language class in the post-pandemic learning context. | | 103 | 95 |
| 3 | I start to panic when I have to speak without preparation in a foreign language class in the post-pandemic learning context | | 94 | 96 |



| FLA1 | | | | | |
|-------------|---------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Sangat Tidak Setuju | 17 | 5.7 | 5.7 | 5.7 |
| | Tidak Setuju | 50 | 16.7 | 16.7 | 22.3 |
| | Ragu-Ragu | 74 | 24.7 | 24.7 | 47.0 |
| | Setuju | 89 | 29.7 | 29.7 | 76.7 |
| | Sangat Setuju | 70 | 23.3 | 23.3 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |



| FLA2 | | | | | |
|-------|---------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Sangat Tidak Setuju | 17 | 5.7 | 5.7 | 5.7 |
| | Tidak Setuju | 26 | 8.7 | 8.7 | 14.3 |
| | Ragu-Ragu | 59 | 19.7 | 19.7 | 34.0 |
| | Setuju | 103 | 34.3 | 34.3 | 68.3 |
| | Sangat Setuju | 95 | 31.7 | 31.7 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |



| FLA3 | | | | | |
|-------|---------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Sangat Tidak Setuju | 17 | 5.7 | 5.7 | 5.7 |
| | Tidak Setuju | 31 | 10.3 | 10.3 | 16.0 |
| | Ragu-Ragu | 62 | 20.7 | 20.7 | 36.7 |
| | Setuju | 94 | 31.3 | 31.3 | 68.0 |
| | Sangat Setuju | 96 | 32.0 | 32.0 | 100.0 |
| | Total | 300 | 100.0 | 100.0 | |