

**FOREIGN LANGUAGE CLASSROOM ANXIETY AMONG  
ELEVENTH GRADE STUDENTS OF AUTOMOTIVE  
ENGINEERING MAJOR AT SMK PGRI 2  
PALEMBANG**



**A Thesis**

Submitted to the Faculty of Teacher Training and Education in Partial Fulfillment  
of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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2026**

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Students of Automotive Engineering Major  
at SMK PGRI 2 Palembang**

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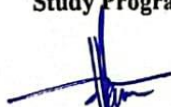


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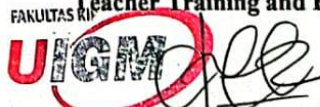
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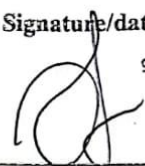
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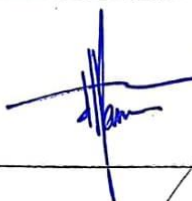
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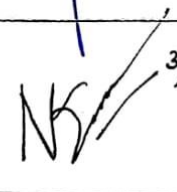
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Palembang, 20 of August 2026



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## MOTTO AND DEDICATION

### MOTTO:

*"All our dreams can come true, if we have the courage to pursue them."*

— Walt Disney

*"When sincere intention meets action, miracles happen."*

— Matt Crance

### This thesis I dedicate to

My beloved parents, my father Sutrisno and my mother Saurma Julita Siahaan,  
who have always supported and prayed for every step of my journey in  
completing my college education.

My beloved younger sisters and brothers, Tania Putri, Nova Amelia, Adrian Milan  
Ramadhan, and Gibran Syahputra, for their love, laughter, and endless  
support that always cheer me up.

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in every step of my life

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Finally, the writer hopes that this thesis will be beneficial for the readers and contribute positively to the field of English language education.

Palembang, 20<sup>th</sup> of August 2026



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## ABSTRACT

Learning English is a major challenge for vocational students due to a psychological problem known as Foreign Language Classroom Anxiety (FLCA). This anxiety negatively affects their confidence and academic performance. For automotive engineering students, this problem is triggered because communicating in practical workshops requires different skills than in a traditional classroom setting. This descriptive quantitative study using a survey aimed to find the anxiety level and the most dominant component among 97 eleventh-grade automotive engineering students at SMK PGRI 2 Palembang. The data was collected using a modified FLCAS questionnaire with 18 valid items. The results showed that 9 (9.3%) students had a low anxiety level, 74 (76.3%) students had a moderate level, and 14 (14.4%) students had a high anxiety level. Furthermore, the main factors causing students' anxiety were fear of negative evaluation, followed by communication apprehension and test anxiety. The results show that the students' anxiety is still controlled at a moderate level. Therefore, English teachers are suggested to use small-group activities during workshop practice and give anonymous feedback so students do not feel scared of making mistakes in front of others.

**Keywords:** *Foreign Language Classroom Anxiety, EFL Students, Vocational School*

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