

**STUDENTS' READING ANXIETY IN ENGLISH
FOREIGN LANGUAGE LEARNING**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Bachelor in English Education



By

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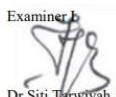
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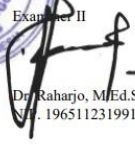
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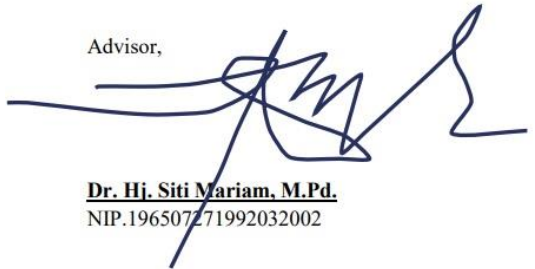
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ABSTRACT

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The purpose of the study was to explain the students' reading anxiety and to describe the factor cause the anxiety in the EFL learning. Research design of this study was qualitative method with a case study approach. Purpose sampling was chosen to selecting the participants. There were fifteen students at eighth graders of SMP N 2 Rakit Banjarnegara were selected as participants. The data collection of the study was interviews and have been analyzed by descriptive analysis. The results of the study showed almost students have reading anxiety when learning English. Some situations indicated students felt anxious such as confused, ashamed, unconfident, nervous. Students mostly difficult to comprehend the whole of the text, confused with the topic, strange with the vocabularies. They were also nervous while reading activities and ashamed with their pronunciation errors. Based on the indication of students' reading anxiety there were three-point of view factors of students' reading anxiety which found they were: factors from the teacher, factors from materials, factors from students. Foreign language teachers are suggested to pay attention with the students reading anxiety and choose appropriate reading materials, reading teaching to help EFL learners reduce their reading anxiety.

Keywords: anxiety, English learning, foreign language learners, reading

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I do thank to Allah SWT who has given me His mercy, blessing, and the whole things to finish this research. *Shalawat* and *salaam* are always given to the Prophet Muhammad SAW who teach love, humanity, and *akhlaqul kariimah* and bring us from the darkness to the brightness.

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Semarang, 18 December 2020

The researcher,

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MOTTO

Seeking insight

It is a light of devout people in the life and afterlife¹

¹ Rusdi Mathari, *Laki-Laki yang Tak Berhenti Menangis*.2020 . (Yogyaabskarta: Bukumojok)

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, questions of the research, objective of the research, and significance of the research.

A. Background of the Study

The world is developing rapidly with the mark of globalization. People need to master some language as their second and foreign language to manage the interaction.² It makes English as lingua franca become the most language studied by students. The English language is a language that is widely used for international communication worldwide, including for business, social networking, and education.³ In Indonesia, English is one subject that students must learn in school. This is evidenced by the inclusion of English in National Examination subjects. Indonesian students learn

² Lina Tri Astuty, 'An Analysis of Students' Errors on Storytelling Presentation in English Department, University of Dehasen Bengkulu', *Vision: Journal for Language and Foreign Language Learning*, 2017, pg. 3
<http://dx.doi.org/10.21580/vjv6i11399>

³ Nur Afiqah, A Study on English Language Anxiety among Adult Learners in University Teknologi Malaysia (UTM), *Procedia – Social and Behavioral Sciences*, 2015 pg. 223

English as a foreign language after their mother tongue and national language. Foreign language learning is carried out in a sense in which language plays no significant part in the culture and only learns in the classroom.⁴

According to Aslan that cited from Rubin basically, language learning raises the uncertainty and ambiguity of students during the learning process.⁵ In learning English, students certainly have difficulties learning. Pronunciation, grammar, lack of vocabulary, especially for students who previously had no provision in foreign languages. Due to the difficulties, there is an anguish that drives students to be reluctant to learn English. This will wreck the achievement of learning. Many studies discuss the anxiety of students in learning languages. Foreign Language Anxiety (FLA) or 'Language Anxiety' can state learners experience, when reacting to the learning situation, and become the important factor impacting negatively on achievement in English

⁴ Lalu Thohir, (2017), Motivating in a Foreign Language Teaching and Learning, *Vision: Journal for Language and Foreign Language Learning*, Vol 6 (1) pg. 22

⁵ Erhan Aslan & Amy S. Thompson, The Interplay Between Learner Beliefs and Foreign Language Anxiety: Insights from The Turkish EFL Context, *The Language Learning Journal*, 2018, pg. 3 <<https://doi.org/10.1080/09571736.2018.1540649>>

learning.⁶ Ustuk stated (as cited in the research of Horwitz, Horwitz Cope) that FLA is 'a distinct complex of self-perceptions, beliefs, feelings, and behavior related to the classroom language learning arising from the uniqueness of the language learning process'.⁷

Foreign language anxiety occurs when the communicative or linguistic self-concept of a person is questioned, the population (monolingual versus multilingual) may be more vulnerable to this linguistic danger causes the issue.⁸ FLA study has been mainly retrospective in nature and has relied mostly on self-reports from the learners. Current research on the mechanisms by which anxiety includes different L2 processes would be useful. Anxious students can

⁶ Maria Dolores Garcia & Ronan L Miller, Unveiling The Needs of Students who Stutter in Language Skills: A Study on Anxiety and Stuttering in EF Learning. *European Journal of Special Needs Education*, 2019, pg.4 <<https://doi.org/10.1080/08856257.2019.1581400>>

⁷ Ozgehan Ustukand Selami Aydin, The Effects of The Use of Paralinguistic Cues on Foreign Language Anxiety among English as a Foreign Language Speakers. *Innovation in Language Learning and Teaching*, 2016 pg. 6

⁸Manivone Phongsa, Shaik Abdul Malik Mohammed Ismail& Hui Min Low, 'Multilingual Effects on EFL Learning: A Comparison of Foreign Language Anxiety Experienced by Monolingual and Bilingual Tertiary Students in The Lao PDR', *Journal of Multilingual and Multicultural Development*, 2017, pg. 2 <<https://doi.org/10.1080/01434632.2017.1371723>>

try to avoid interacting with others because they fear that their FL performance will be characterized, unauthentic, or weak.⁹ Anxiety is noted as a significant issue when it comes to learning to speak a foreign language. It was observed that there is anxiety between students in the English classroom. Students with anxiety may find it difficult to focus and process information in the classroom and therefore the language performance is negatively impacted. Several studies have shown that fear impedes learning and achievement of a foreign language.

The worst effect of high rates of FLA in the classroom might go far beyond to the extent that those who continue studying foreign language till graduation might surprisingly never use the language again.¹⁰ In a class, a teacher needs to carry interaction or communication with his/ her students. Yulianawati argued anxiety is particularly important for

⁹ Yin Xing Jinand Jean Marc Dewaele, The Effect of Positive Orientation and Perceived Social Support on Foreign Language Classroom Anxiety, *Journal System* 74, 2018, pg.150 <<https://doi.org/10.1016/j.system.2018.01.002>>

¹⁰ Nesser Fallah, 'Mindfulness, Coping Self-Efficacy, and Foreign Language Anxiety: A Mediation Analysis, *An International Journal of Experimental Education Psychology*, 2016, pg. 3 <<https://doi.org/10.1080/01443410.2016.1149549>>

research as a consequence of low self-efficacy can be considered.¹¹

Foreign language learners are required to become qualified in pronunciation, grammar, vocabulary, conversation, and language skills at the end of the learning process.¹² In language learning four skills should be achieved in studying English as a foreign language, they are listening, speaking, reading, and writing. In EFL Learning, reading is one of the core activities and important to support the success of the learning process. Allah mentioned about reading in the Qur'an surah Al Alaq (96): 1

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١)

Read: In the name of thy Lord Who created,

¹¹ Ida, Yulianawati, 'Self-Efficacy and Writing: A Case Study at A Senior High School in Indonesian ELF Setting', *Vision: Journal for Language and Foreign Language Learning*, Vol.8 (1), 2019, pg. 80 <<http://dx.doi.org/10.21580/vjv8i13470>>

¹² Hakan Karatasa, *et al*, Examination of University Students' Foreign Language Classroom Anxiety, *Procedia - Social and Behavioral Sciences*, 2016, pg. 396

Noor started reading is an awareness that is generated as a result of the reading-text interaction.¹³ Students must be able to understand each passage from the text, consequently, they can get information from the text which has been read. Reading skills are the most necessary skills to gain modern knowledge and it is a necessary receptive ability that students rely on heavily for the academic intent of higher education.¹⁴ However, reading in other languages is more complicated because there are additional factors, such as language ability, cultural background, and affective factor -- anxiety.

According to Omid that as cited in Seller's research found that reading anxiety has a detrimental effect on the learning output of students where highly anxious students were unable to remember as much as students with low anxiety.¹⁵ Reading anxiety draws the learner's focus away on the reading method, slows down this phase, and affects decisions about the use of language and strategy, all of which

¹³ Farid Noor Romadlon, Promoting Students' Reading Proficiency through Reciprocal Technique, *Vision: Journal for Language and Foreign Language Learning*, Vol.6 (1), 2017, pg. 55

¹⁴ Julia Aisyah, Students' Reading Anxiety in English Foreign Language Classroom, *Journal of English and Education*, Vol. 5 (1), 2017, pg. 57

¹⁵ Omid Taleebi Rezaabadi, The Relationship Between Social Class Anxiety, Facilitative Anxiety and Reading Test Performance, *Southern African Linguistics and Applied Language Studied* Vol. 5 (2), 2017, pg. 4

yield poor memory of appropriate passage material.¹⁶ Most students feel more frustrated when they read a foreign language, especially English text. They are difficult to comprehend the meaning because of unfamiliar vocabulary.

A research conducted by Lien (2013) about the relation between reading anxiety and EFL learners' reading strategies. The results indicate a negative correlation between reading anxiety and reading strategies. Learners with low anxiety level tended to use general strategies such as guessing, while learners with high anxiety levels use basic support mechanisms such as translating.¹⁷ According to this study, the researcher was fascinated to conduct the same topic about reading anxiety. Whereas the researcher desire about how the situation of the reading anxiety faced by students and factors cause the reading anxiety.

Based on these reasons the author needs to study students' reading anxiety in EFL Learning.

¹⁶ Maria Dolores Garcia *et al*, Unveiling The Needs of Students who Stutter in Language Skills: A Study on Anxiety and Stuttering in EF Learning, *European Journal of Special Needs Education*, 2019, pg.5
<<https://doi.org/10.1080/08856257.2019.1581400>>

¹⁷ Hsin Yi Lien, EFL Learners' Reading Strategy Use in Relation to Reading Anxiety, *Language Education in Asia* Vol.2(2), 2011, pg. 199

B. Questions of the Research

Based on the background of the problem above, the researcher formulates the problem as follows:

1. How is students' reading anxiety in EFL learning?
2. What factors cause the students' reading anxiety in EFL learning?

C. Objective of the Research

According to the research question, the objectives of the study are:

1. To explain students' reading anxiety in EFL Learning
2. To describe the factors that cause students' reading anxiety in EFL Learning

D. Limitation of the Study

This research was conducted at the eighth grade of students on SMP N 2 Rakit Banjarnegara in the first semester in the academic year of 2020/2021. The researcher limited in explaining reading anxiety in EFL Learning and the factors that caused it.

E. Significance of the Study

By using this research, there is some significance to the students, teachers, other researchers, and the

researcher herself. Here, the researcher divides into two kinds below;

1. Theoretical Significance

The result of this research is expected to be a reference for improving an understanding of language problems that is the anxiety of students in reading.

2. Practical Significance

a. For the students

Students can find out their students' reading anxiety in EFL learning. Students can overcome the anxiety that faced, hopefully, their learning achievement will be increased.

b. For the lecturers

By knowing the findings of this research hopefully, teachers are more pay attention to the students and motivate them to overcome their anxiety. Teachers can formulate the solving about coping with the students' reading anxiety.

c. For the writer

From the result of this research, the writer hopefully can take and give the benefits of this research to many people.

d. For the next researchers

Hopefully, this study will give some valuable and benefits for the next researcher and make this study more perfect than before. Hope it will be useful as a reference for the next researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes a theory building as a basis for research. This chapter contains a review of previous studies, theories, and conceptual frameworks.

A. Previous Research

The writer considered some previous researches related to this study in composing this thesis, these are:

First, study by Hamid Marashi & Payam Rahmati (2017) entitled “*The Effect of Teaching Strategies on EFL Learners’ Reading Anxiety*”. The study was conducted to explore the effects of teaching reading strategies on English as Foreign Language (EFL) learners. The findings indicated that the instruction of reading strategies significantly lowered EFL learners’ reading anxiety. The similarity of the research is to analyze reading anxiety on EFL Learners, but there are differences as follows; this research used quantitative methods to find out the effect of teaching strategies on reading anxiety.¹⁸

¹⁸ Hamid Marashi & Payam Rahmati “The Effect of Teaching Strategies on EFL Learner’s Reading Anxiety”, *International Journal of Research in English Education* Vol. 2 (2), 2017

Second, international journal by Jaleh Hassaskhah & Shokooh Joghataeian (2016) under the title “*The Role of Foreign Language Reading Anxiety in Advanced Learners’ Foreign Language Reading Comprehension*”. The study was conducted to explore the relationship between Foreign Language Reading Anxiety (FLRA) and advanced EFL learners’ reading comprehension. Moreover, this study was used to looking for perceived reasons behind the learners’ anxiety. The similarity of the research is to analyze reading anxiety in foreign language learners, but for difference, a mixed-method was adopted for this study.¹⁹

Research by Xiaohui Sun & Shaoqian Luo (2018) under the title ‘A Case Study on Elementary CSL Learners’ Reading Anxiety’. This is a case study that explored elementary learners’ reading anxiety over Chinese as a second language (CSL). Lived experience descriptions (LED), think-aloud (TA), retrospective interviews (RI), field observations (FO), and research journal (RJ) writings were used to investigate the sources of elementary CSL learners’ reading anxiety and the ways employed to reduce their reading anxiety. The similarity of the research is to

¹⁹ Jaleh Hassaskhah & Shokooh Joghataeian, "The Role of Foreign Language Reading Anxiety in Advanced Learners' Foreign Language Reading Comprehension, *Journal of Applied Linguistics and Language Research*, Vol. 3 (6), 2016

investigate the reading anxiety faced by learners but has a different focus, this research focused on the strategies to reduce the anxiety while the researcher focuses on the factors that caused anxiety.²⁰

International Journal by Meihua Liu and Li Xiangming (2019) “*Changes in and Effects of Anxiety on English Test Performance in Chinese Postgraduate EFL Classrooms*”. The study examined changes in and effects of FLA on postgraduate students' performance over 10 weeks. The results show that FLA is an important issue even for postgraduate students, affecting their test performance to varying degrees over time. The similarity of the research is to analyze language anxiety on EFL Learners, but for the difference, a quantitative method was adopted for this study, which tested the effect of anxiety on English Test Performance.²¹

International Journal by Yehia Ahmed Al-Sohbani (2018) under title 'Foreign Language Reading Anxiety among Yemeni Secondary School Students'. This study

²⁰ Xiaohui Sun & Shaoqian Luo, 'A Case Study on Elementary CSL Learner's Reading Anxiety', *Chinese Journal of Applied Linguistics* Vol. 41 (3), 2018

²¹ Meihua Liu and Li Xiangming “Changes in and Effects of Anxiety on English Test Performance in Chinese Postgraduate EFL Classrooms, *Education Research International*, 2019

examined Foreign Language (FL) reading the anxiety level of Yemeni students. The finding revealed that in general, Yemeni school students of English as a foreign language experienced an above moderate level of FL reading anxiety. The study identified the major sources of FL Reading anxiety such as difficulties of uncertainly, the pronunciation of English words, unfamiliar topic, unknown vocabulary, reading aloud, using the word by word translation, unfamiliar English culture and history, unfamiliar grammar, English letters, and symbols. The similarity of the research is to analyze reading anxiety in EFL learners. This study examined the level of reading anxiety but the researcher explained the anxieties that happened to students.²²

According to previous research that formulated by the researcher, all of them conducted research about foreign language reading anxiety in many variable. There are related to reading comprehension, teaching strategies that used quantitative and mix methods. Beside, in this research researcher focus to explain the reading anxiety

²² Yehia Ahmed Al-Sohbani 'Foreign Language Reading Anxiety among Yemeni Secondary School Students, *International Journal of English Language & Translation Studies*, Vol. 6 (1), 2018

and the factors cause the anxiety used qualitative methods with a case study approach.

B. Review of Related Literature

1. Reading

a. Concept of Reading

Reading is one of the most significantly affected by four language skills. The reader must require concentration and a learning experience to digest the meaning. Skimming, scanning, summarizing, and identifying markers are a variety of sub skills in reading. Some language tests conducted reading skills as a primary measurement of language competence.

Reading is an active process that is such a communication between the reader and the writer. The links occur when the information, the message, or the feeling are delivered by the writer on text achieved to the readers. According to Liu (2010) cited in Widdowson, reading is the process of getting linguistic information via print. The linguistic information is restricted to information

about say, syntax, morphology, and lexis.²³ Different from Liu, Widdowson, Urquhart & Weir defined the information by any kind that is encoded in language.

Akyol (as cited by Kininc & Yenen) argued that reading is a process in which the reader attempts to understand a text, to create new meaning based on what she/he has read and already knows: an exchange of views between a reader and an author in an acceptable setting a reader. Reading is the biggest contributor to mental development. It includes activities such as thinking, perception, and meaning-making.²⁴ According to Grabe as cited by Mahmood Kazemi *et al*, reading is a strategic method in that readers need a variety of skills and processes to interpret text information, pick key information, organize and summarize information, track understanding, correct understanding, breakdowns

²³ Feng Liu, A Shot Analysis of the Nature of Reading, *English Language Teaching* Vol. 3 (3), 2010 pg.3

²⁴ Hasan Huseyin Kilinc & Emin Tamer Yenen, Investigation of Students' Reading Anxiety with Regard to Some Variables, *International Journal of Higher Education* Vol. 5 (1), 2016, pg. 111

and align comprehension performance with readers' objectives.²⁵

b. Reading purposes

Reading purpose has been defined as the target to be achieved in the reading process. Linderholm underlined that reading purpose has been established in academic literature as a determining factor in achieving certain measures of reading success.²⁶

According to Lorch et al, (as cited by Jin & Hyun) categorized reading types based on different reading purposes. They include reading for an essay exam, reading to prepare for class, reading selectively, reading to apply information, reading to search, reading to challenge a position, and light reading. Even though this classification defines reading purpose in greater detail, these would be

²⁵ Mahmood Kazemi, Mohsen Hosseini, & Mohammadreza Kohandani, Strategic Reading Instruction in EFL Contexts, *Theory and Practice in Language Studies*, Vol. 3 (12), 2013 pg. 2333

²⁶ Scot Squires, Unpublished Dissertation Under title 'The Effect of Reading Interest, Reading Purpose, and Reading Maturity on Reading Comprehension of High School Students', (New York: Baker University), 2014, pg. 29-30

considered reading situations rather than specific reading purposes.

In Knutson's broader sense, as noted by Knutson, reading purposes can be divided into studying (or learning) and entertainment (or fun). Anderson (2014) also mentions three typical purposes for reading: reading for pleasure, reading for information, and reading to learn something new.²⁷

c. Teaching Reading

In teaching reading, reading is one of four skills that is taught by the teacher at most, reading becomes the most important skill to be taught in the class. Williams underlines 5 reasons for reading activities in the language classroom. First, by reading the students can have more practices that they have acquired from listening and speaking. Secondly, reading allows language students will practice and reuse the language in writing. Third, students can learn how to extract the necessary details from the text. Fourth, reading

²⁷ Cheon Hyeok Jin, & Ma Jee Hyun. The Effects of Reading Purpose on Reading Comprehension and Perceived Difficulty. *English Teaching*, Vol. 69 (2), 2014, pg. 51-69.

gives learners some pleasure and last is by reading, teachers can relax from time to time in the classroom. Those reasons simply prove that reading is important to be taught since reading is also a bridge for English learners to learn different skills in English itself. There are some teaching reading principles provided to equip any teachers or instructors. The first principle is that the teacher exploits the reader's background knowledge since it can influence reading comprehension. The second is to build a strong vocabulary base and the last principle is teaching comprehension.²⁸

Mariam (2016) conducted research about teaching reading by applying a metacognitive strategy. The result showed that the strategy was encouraged students' interest and motivation so, the students improve their reading comprehension effectively.²⁹ According to Patel et al, reading is perceived as a complex act of communication in

²⁸ Neil Anderson as cited in David Nunan, *Designing Task for Communicative Classroom*. (Cambridge . Cambridge University Press) , 1989, pg. 33-36

²⁹ Siti Mariam, Improving Students' Skimming and Scanning in Reading Skill by Applying Metacognitive Strategy, *Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature* Vol.2 (1), 2016, pg. 77-80

which some textual, contextual, and reader-based variables in the tract to produce comprehension.

As reading is a process, according to Patel and Jain, there are three stages of reading, as follows :

- 1) The recognition stage. By this point, the student understands the graphical components of the phonological artifacts. For instance, in writing, he/she recognizes spoken words.
- 2) The second stage is the structuring stage. The student sees the syntactic relation between the elements and recognizes the structural meaning of syntactic units.
- 3) The last stage is the interpretation stage. The learner understands the importance of words, phrases, or sentences in the overall discard context.³⁰

According to Brown, there are some strategies for reading comprehension: (1) the teacher needs to identify the purpose of the

³⁰ M.F. Patel and Praveen. M Jain, *English Language Teaching*, (Jaipur; Sunrise Publisher and Distributors), 2008, pg. 113

reading. She must have a specific aim to help her narrow down the option of the book from a list of readings, then pick the best chapters and section(s) once she has selected a book. Having a clear purpose also helps students to locate the most useful part of the text for their needs and to ignore those parts which will not help them.

Efficient reading consists of defining the aims of reading something so that we know what we are looking for and can remove potentially distracting information; and (2) ensuring that graphics and pictures are available to help beginners translate and understand (for beginners). Alternatively uses efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).³¹

2. Foreign Language Anxiety

a. Definition of Anxiety

Anxiety is a kind of emotion that can be considered a complicated state of mind. Anyone can be affected by anxiety. The feeling of anxiety is associated with fear.

³¹ Douglas Brown, *Teaching by Principles*. (New York: Longman), 2004, pg. 229

When we are afraid of something we know the reasons but for the anxiety, the causes are not specific, sometimes it is vague. Anxiety manipulates our thought process and also regulates our feeling. The American Psychiatric Association (APA) builds their classification in documents defined Diagnostics and Statistical Manual of Mental Disorders (DSM) defined anxiety as classified in the psychoneurotic disorder of abnormal psychology. Chiang (2012) defined anxiety as a synonym for fear, uneasiness, and restlessness. Anxiety is also described as mental distress or disquiet caused by fear of danger or misfortune (Suleimenova 2012).³²

Liu and Huang (2010) cited from Rachman that anxiety was defined as a feeling of uneasy suspense. Students with anxiety will have difficulty concentrating and processing

³² Hamad H. Alsowat, "Foreign Language Anxiety in Higher Education: A Practical Framework for Reducing FLA, *European Scientific Journal March* 2016, pg. 197

input in class and consequently, the output of the language is negatively affected.³³

b. Type of Anxiety

Psychologists make a distinction between three categories of anxiety: trait anxiety, state anxiety, and situation-specific anxiety.

- 1) Trait anxiety is a relatively stable personality characteristic, a more permanent predisposition to be anxious“ (Scovel, 1978). This form of anxiety is caused by a persistent lack of belief in one's abilities (low self-esteem) so that a learner generally loses trust in all sorts of areas and fields of operation.³⁴
- 2) State anxiety is transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test (Spielberger, 1983). State anxiety is a

³³ Amanuel Kidane Albore. Investigating the Causes of Learners' Speaking Anxiety in Foreign Language Classroom: The Case of Grade Nine Students in Mizan Secondary and Preparatory School in Bench Maji Zone in Snnpr. *Arabic Language, Literature & Culture*. 2019 Vol. 4 (1), pg. 1-15. doi: 10.11648/j.allc.20190401.11

³⁴ Maja Rogińska, Overcoming Polish Adult Learners' of English Anxiety in Speaking, *World Scientific News*, 2016, pg. 62

transient emotional reaction that occurs in some circumstances interpreted as a threat, such as taking a test, performing an operation, or otherwise. This state is determined by a subjective sense of tension

- 3) Situation-specific anxiety refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner, 1991). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis, 1994: 480).³⁵

3. Foreign Language Reading Anxiety

Foreign language anxiety has an undeniably key role in foreign language learning. This topic had been popular and many studies have been proven. The negative influence of foreign language anxiety on L2 production that it interferes with both cognitive and social aspects of L2 Learning. Cote and Gaffney said (cited in Gregersen and

³⁵ Masoud Hashemi, Language Stress And Anxiety Among The English Language Learners. *Procedia - Social and Behavioral Sciences*, Vol. 30, (2011) pg. 18

MacIntyre) anxious students conclude that negative self-comparison, excessive self-assessment, anxiety about potential mistakes, and unnecessary exposure to others' thoughts. As FLA increases, students become less able to process input, create links between new information and existing knowledge, and access knowledge during language production.³⁶

According to Phongsa *et al*, recently, many international researchers identified foreign language anxiety in different cross-cultural studies. In studies that involved a multilingual population, Thomson and associates identified several sets of dimensions that described foreign language anxiety.³⁷ There are some striking

Thompson and Lee (2013)	Thompson (2015)	Thomson and Khawaja (2016)
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³⁶Stephanie Cote & Caitlin Gaffney, The Effect of Synchronous Computer-Mediated Communication on Beginner L2 Learners' Foreign Language Anxiety and Participation. *The Language Learning Journal*, Vol. 2, 2018 pg 5

³⁷Manivong Phongsa, *et al*, 'Multilingual Effects on EFL Learning: A Comparison of Foreign Language Anxiety Experienced by Monolingual and Bilingual Tertiary Students in The Lao PDR', *Journal of Multilingual and Multicultural Development*, 2017, pg. 2 <<https://doi.org/10.1080/01434632.2017.1371723>>

English class performance anxiety	English class performance anxiety	English class performance anxiety
Lack of self-confidence in English	Self-confidence in English	Confidence with English
Confidence with native speakers of English	Affinity to English class	Negative feelings toward English
Fear of ambiguity in English	The relaxed attitude toward English and confidence with native speakers	Fear and ambiguity
	English learning tempo anxiety	
	Fear of ambiguity in English	

Therefore, the essence of foreign language anxiety can be seen that students feel such as a threat to their own individual concept when learning a foreign language.

Four skills of language reading anxiety is one of the most considered in foreign language anxiety. Reading can be considered as especially important because reading is believed to be a key means of learning new knowledge. Al Faruq said that reading anxiety is naturally more complicated to identify, unlike during speaking, instant responses are not needed.

Zhornik claimed that :

'Reading anxiety is a particular situation fear toward reading that has physical responses such as sweating, feeling shaky or faint, and stomachache and cognitive reactions include an overwhelming sense of dread, low self-esteem, feeling of helpless, and expectations of public humiliation'.³⁸

In the study, Purwita stated reading anxiety different from FL anxiety in general and varies to the target language. Foreign

³⁸ Azizatus Zahro Al Faruq, Reading Anxiety in English as Foreign Language for Undergraduate Students in Indonesia, *Teaching and Learning English in Multicultural Context* Vol. 3 (2), 2019, pg. 5

language reading anxiety related to the level of problems felt when reading process and reading task types.³⁹

Zhornik stated a variety of symptoms of a student who suffers from reading anxiety. First, a student with a reading disorder shows an obstruction of his intellectual interest that is strictly non-introspective or reflective. Secondly, students with high anxiety for reading show an abnormality of their intellectual hostility or assertiveness that usually involves the power to learn but fails to use it. They are usually motivated by their peer group. The third is an obstruction of mental control. Students usually reinforce an attitude that is defined as the nature of "I can not read by myself." At last, students with reading anxiety often lack of self confidences in their reading ability. The symptoms indicate a kind of psychological symptoms of reading anxiety.

³⁹ Wita Purnama Sari, *The Relationship Between Reading Anxiety and Reading Strategies Used by EFL Student Teacher*, *Edukasi Pendidikan dan Pengajaran* Vol. 4 (2), 2017, pg. 2-3

When learning English as a foreign language, Indonesian students forced problems in reading. They read the paragraphs in the text but are still unaware of what they have read. In the case of FLRA, Saito et al (cited by Marashi & Rahmati) suggest the teachers should prepare students for the possibility of reading difficulties and possible anxiety when reading assignments are implemented.⁴⁰

4. Factors Shaping Reading Anxiety

Faruq (2019) found out the sources of students' anxiety which were: unfamiliar vocabulary, worry about reading effects, afraid of making errors, unfamiliar culture, unfamiliar topics.

Liu (2007) study, lack of vocabulary was identified to be a main cause for Chinese students who were learning the English language. The participants revealed their worry of the speaking skill due to scarcity of vocabulary. Hassaskhah cited

⁴⁰ Hamid Marashi & Payam Rahmati "The Effect of Teaching Strategies on EFL Learner's Reading Anxiety", *International Journal of Research in English Education* Vol. 2 (2), 2017

in Al-Shboul et al (2013) study that there are two aspects of foreign language reading anxiety: personal factor and text feature. Under the concept of a personal factor, there are two main sources of foreign language reading anxiety, which are: afraid of making errors and worry about reading effects.

Based on qualitative finding, Kuru Gonen in her study reported three main sources of foreign language reading anxiety i.e. the personal factors, the reading text, and the reading course.

Subasi (2014) conducted a study to find out the possible sources of reading anxiety of Turkish ELT learners. The finding revealed six main sources concerning FL reading anxiety: personal reasons, teacher's manner in the classroom, teaching procedures used in the class, the features of reading texts, reading test anxiety, and their previous experiences.

Ismail (2015) argued most of the causes of reading anxiety found by the students were language

skills, specifically vocabulary awareness and grammar law.⁴¹

Furthermore, in another study by Oh (1992) as cited by Isler & Yildirim, reading task type was indicated as a source of FL reading Anxiety. Oh proposed three possible reasons for the result: learners' familiarity with the reading assessment methods, learners' perception concerning the validity of an assessment method, and the difficulty level of the task.⁴²

C. Conceptual Framework

The researcher explained whether the students have anxiety about reading. Also, the research was attracted to explain the factors that caused students' reading anxiety in learning English at the eighth-grade students of SMP N 2 Rakit Banjarnegara.

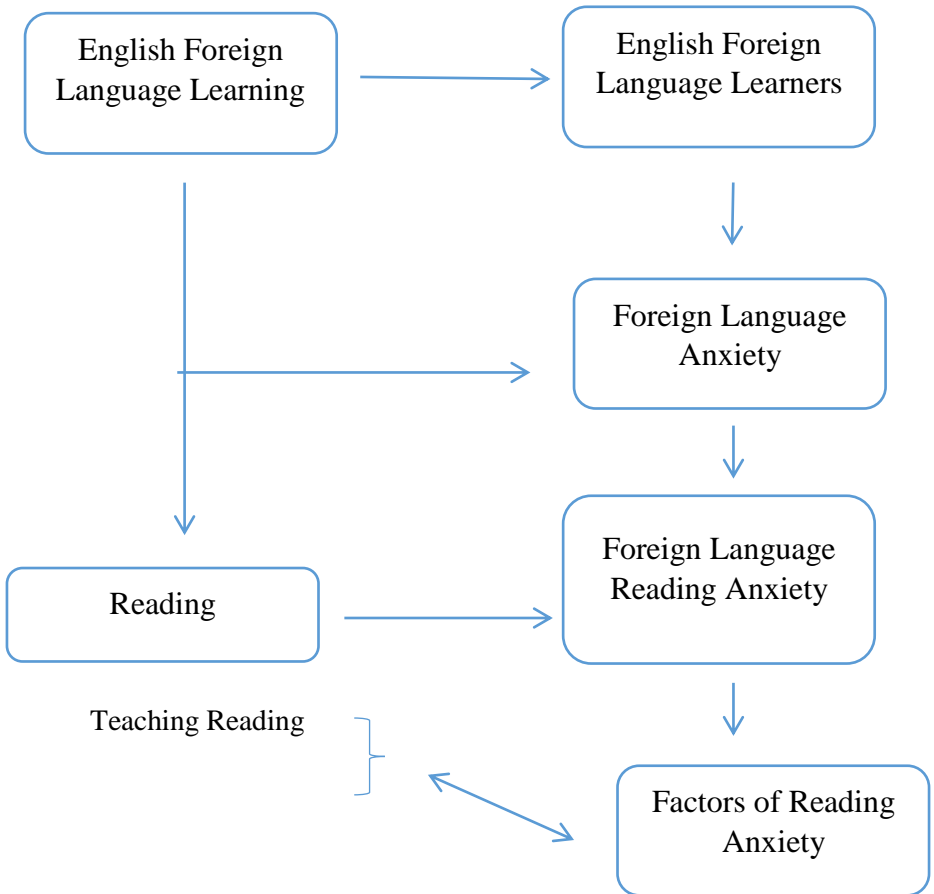
Based on the literature review above, reading is the best contributor to mental developments as it

⁴¹ Jaleh Hassaskhah, The Role of Foreign Language Reading Anxiety in Advanced Learners' Foreign Language Reading Comprehension, *Journal of Applied Linguistics and Language Research*, Vol. 3 (6), 2016, pg. 85-86

⁴² Cemre Isler & Ozgur Yildirim, Sources of Turkish EFL Learners' Foreign Language Reading Anxiety, *Journal of English Education and Linguistic Studies*, Vol. 4 (1), 2017 pg. 6

includes activities such as thinking, perception, meaning-making. English is a foreign language that students must learn, but in practice, students are faced with a great deal of anxiety, particularly while reading. They read the paragraphs in the text but are still unaware of what they have read. Most students find themselves frustrated when reading a foreign language, particularly the English text. They are hard to understand the meaning. Foreign language reading anxiety related to the level of problems felt when reading process and reading task types. Reading anxiety reduces the student's concentration and it affects the processing of incoming information by the reader.

This research may give some effects on the students, they need to get involved to reduce anxiety in reading activities. They have to get used to reading. One of them is by building a pleasant reading atmosphere. By knowing the reading anxiety which faced by students, the teacher can better understand what students feel so that they can help students overcome anxiety.



CHAPTER III

RESEARCH METHOD

This chapter addresses the methodologies that had to conduct research. This chapter consists of research design, time and setting of the research, source of the data, focus of the research, data collection technique, data analysis technique.

1. Research Design

This research under case study that investigated the phenomenon. This research is called qualitative research because the finding described the problem. The researcher established the meaning of a phenomenon from the views of participants. This means identifying a culture-sharing group and studying how it develops shared. Qualitative research means exploring and understanding the meaning. Individuals or groups ascribed to the social or human problem. The researcher used purposive sampling to help the researcher understands the phenomenon. To determine the participants of this research, according to Creswell, purpose sampling is aimed to learn or understand the central phenomenon by selecting individuals and sites

intentionally.⁴³ The process of research involves emerging questions and procedures. Data typically were collected in the participant's setting. Data analysis inductively build from particulars to general themes. The researcher made interpretations of the meaning of the data situation.⁴⁴

2. Research Setting

a. Time of Research

The research was started on 25th August until 26th of August 2020 and on 27th of October 2020. The participants of the study were students of SMP N 2 Rakit Banjarnegara. The participants of the research were some students of SMP N 2 Rakit Banjarnegara in class VIII in the academic Year of 2020/2021. There are seven classes in eighth grade (A-G). Each class consists of 28 students. The researcher chose two participants in every class.

⁴³ John Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (Boston: Pearson Education, Inc., 2012), pg. 206

⁴⁴ John Creswell. *Research Design Qualitative Quantitative and Mix Methods Approaches* (London, Sage; 2009), pg. 13

b. Place of Research

The research was conducted in SMP N 2 Rakit. It is a junior high school located in Jalan Raya Lengkong Rakit, Banjarnegara. There were twenty-one classes registered from grade VII until IX. Each grade consisted of seven classes (A-G).

3. Focus of the Research

This research focused on students' reading anxiety that may happened at eighth graders students of SMP N 2 Rakit Banjarnegara in English foreign language learning. Focusing on students' reading anxiety and also the factors that may cause their anxiety.

4. Data Collection Technique

Data collection of this research just gathered through interview. Wherefore, the sources of data just used data primary to analyzed the finding. Eastberg (2002) stated an interview as a meeting of two people to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic. Susan Stainback stated that: "Interview provides the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon that can be gained through observation alone.

Interviews seem appropriate as a means to understand the experiences of the subjects about reading anxiety because they allow for given points to be clarified and elaborated upon where required. The technique of the interview is a communication between two people involved which one person wanted to get information from another by asking some questions related to students' reading anxiety in learning English.

5. Source Data

In this research, the researcher took the data from the eighth-grade students of SMP N 2 Rakit Banjarnegara. The researcher used primary data were obtained from the analysis of the interview with participants and theories from books.

6. Data Instrument

In this research, the researcher used interview sheet as the instrument of data collection technique to answer the research question of this research. The interview took only a guideline that outlined the things requested. The target of interview is students of SMP N 2 Rakit Banjarnegara at eighth graders.

7. Data Analysis Technique

According to Miles and Huberman (1994), the qualitative method process of the data analysis consists of three major phases. There are data reduction, data display, conclusion drawing and verification.⁴⁵

a. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. As data collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing out themes, making clusters, making partitions, writing memos). Qualitative data can be reduced and transformed in many ways; through selection, through summary, or paraphrase.⁴⁶

At this stage, the researcher chose which aspects of data that appear in the interview transcription, that should be minimized, emphasized or set aside completely for the research. For further, the researcher put code on each meaningful unit based

⁴⁵ Miles and Huberman, 1994. *An Expanded Sourcebook Qualitative Data Analysis Second Edition*, (California: SAGE Publications), pg. 10

on the list of codes (table 1.1). For the next, the researcher examined all the relevant data sources for description and themes that used for explaining the research findings.

Table (1.1)

List of Codes

NO	Factors Contribute to Reading Anxiety	Codes
1	RAF: Factor from Teacher <ul style="list-style-type: none"> - RAF: Teacher's Manner - RAF: Incomprehensible Input 	RA-T RAF-TM RAF-TII
2	RAF: Factor from the Material AF : Knowledge Vocabulary Pronunciation Reading Text Type	RAF-M
3	RAF: Factors from Students	RAF-S
	RAF: Fear making the mistake	RAF-SS
	Factors from attitude	RAF-SA

	RAF: Attitude/psychology : <ul style="list-style-type: none"> - Shy - Unconfident - Nervous - Afraid 	
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b. Data display

The second major flow of analysis activity is data display. Generally, a display is an organized, compressed, and assembly of information that permits conclusion drawing and action. The displays included many types of matrices, graphs, charts, and networks.

At this stage, the researcher displayed the data that has been reduced to facilitate data interpretation. The researcher displayed the data using a table, chart and a brief description to that clarify the students' reading anxiety and the factors that cause it.

c. Conclusion Drawing /Verification

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean- was noting regularities, patterns, explanations, possible configurations, causal flows, and propositions.

At this stage, the researcher made a conclusion of this research based on the research question formulated. The researcher checked the validation of the data using the triangulation strategy.

CHAPTER IV

FINDING & DISCUSSION

This chapter describes general description of data gained during the research. The data were collected through interview with the participants. The data were analyzed and related with theory.

A. Profile

SMP N 2 Rakit Banjarnegara is junior high school located in Jalan Raya Lengkong, Rakit Banjarnegara. The school was built in 1992 and include as National Standard School. The school have vision and mission. The vision is "*Unggul dalam Prestasi, Luhur dalam Budi Pekerti can Peduli Lingkungan*" then the mission:

1. Optimizing the Teaching and Learning Process (PBM) based on the applicable curriculum
2. Improve students' intellectual abilities through tutoring activities, improvement and enrichment programs.
3. Empowering and optimizing the existing school facilities and infrastructure
4. Creating a healthy school environment so that students can learn, grow and develop in harmony, and optimally become better quality human resources.

5. Developing students' interests and talents through extracurricular activities.
6. Carry out worship activities according to their respective religions and practice them in everyday life
7. Cultivate Greetings, Smiles and Greetings (S 3) in everyday life
8. Strengthen and develop school relationships with the community it surrounds.

There are three grade students, seventh grade, eighth grade, ninth grade. Every grades consist to seven classes. In the study the researcher conducted at eighth students.

B. Finding

As a result of the research, there are some different answers. Based on the result of interview almost students have reading anxiety when learning English. Some situations indicated students felt anxious such as confused, ashamed, nervous. Students mostly do not understand the whole of the text and are confused with the topic, vocabulary, and content of the text. They were also nervous while reading activities and ashamed of their pronunciation errors.

Some students appeared strange with the vocabulary, and regard that reading activities are difficult. They also claimed that reading is a more difficult skill than others. Although almost all students have been studied English in primary school, they were still strange with the English materials. They also felt confused when reading because do not understand English as well.

The result of this study related with research by Zhornik. According to the study, Zhornik stated students with reading anxiety have an obstruction of mental control. Students usually reinforce an attitude that is defined as the nature of "I can not read by myself". This condition interpreted that the student is lack of self confidences in their reading ability.

C. Analysis

Based on the research questions, researcher analyzed the finding then accommodate with theory that clarified. The result as following :

2.1 Students' Reading Anxiety

According to the result of interview the researcher tried to explain the students' reading as follow:

a. Difficult to Comprehend the Text

The aim of reading activities is for the reader is able to comprehend the text clearly what the idea is. Almost all students feel anxious if they read topics for the first time and do not understand it. Students often felt anxious after reading because can not comprehend the text as a whole. They struggle to comprehend along with text, consequently, the information that requires in the text do not found. It can reduce the student's achievement and impact on their output process learning. Students claimed that after reading, they have got nothing because just focus on deciphering the words.

Interviewer: When you reading, do you understand the main idea of the text? Can you explain it?

Interviewee: No, I did not. The text is difficult to understand. (Fourth Participant)

Other students have the same response when the researcher asked about her feeling.

Interviewer: Are you confused when don't understand or strange with the topic of the text?

Interviewee: I felt confused, so I do not understand the text. If asked by the teacher to do the exercise I am confused. (Sixth participant)

According to Isler & Yildirim (2017), one of the key factors of FL reading anxiety is an unfamiliar topic. Their background experience or familiarity with the context of reading affects their perception of reading. Students are faced with a text about which they have no context details that they are worried about and blocks their interpretation.

b. Unknown Vocabulary

Vocabulary becomes one of the factors that caused reading anxiety in learning English. Most of them said that they felt anxious cause they did not mastery the vocabulary, they are also difficult to interpret and memorize the vocabulary. It is impacted the students' comprehending of the text. Students who lack of vocabularies tend not to be able to understand the text as a whole.

The result revealed that some students looked confused when the teacher asked them to decipher a text. They read in a low voice and also asked his/her friends the meaning of the text. Students also claimed that they sometimes used to translate applicator to decipher the text. Some of them also answered the question tentatively. This shows that they are very difficult in reading English text without knowing the meaning of the word.

For example, was the 5th interviewee *“I am very confused when finding vocabulary that unfamiliar or never been heard. Sometimes I ask my friends and the teacher what the meaning of vocabulary”*

Interviewer: “Do you felt confused when can not remain the text as a whole?”

Interviewee: “I am confused because did know the meaning of the vocabulary” (second participant)

According to Rajab said that unfamiliar vocabulary might impede learners; comprehension

and cause difficulty which in turn leads to anxiousness.⁴⁷

c. Fear Making Mistake

Some theories have explained that the fear of mistakes is one of the major factors in students' inability to learn, especially reading. Fear of making a mistake comes from students who unconfident with their skills. They claimed they did not master English as well and felt reading is difficult. Students revealed that making errors is an undesirable thing whether it occurs in front of the teacher or their friends.

Interviewer: What do you felt when the teacher asks you to read the long text?

Interviewee: I am afraid of making mistake because I do not master English. (eleventh participant)

Other students have the same response about their feeling.

Interviewer: Can you explain the reason that causes you feel anxiety when reading English text?

⁴⁷ Rajab, A, Zakaria W.Z.W., Rahman, H.A., Hosni, A. D., Hassani, S. (2010) Reading Anxiety among Second Language Learners. *Procedia- Social and Behavioral Sciences*, 66 32-39

Interviewee: “When I was asked to read, I felt panic because all my friends look at me. When I was reading I also fear to make mistake” (Fourth participant)

Hieu (2011) and Zang (2006) explained that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive a negative evaluation from their friends if they make mistakes when reading. Students are fear of mistakes because they are worried about how they will sound.

d. Reading Text Type

Type text became one source of reading anxiety for the students. There are some types of text that students easy to understand. Students feel anxious if the topics are unfamiliar. Some texts such us stories (comics, cartoon) and dialogue text are familiar to students. They revealed the vocabulary in the stories texts more familiar. Besides, the stories are equipped with the picture.

Interviewer : Do you feel confused, when do

not understand/ unfamiliar with the topic that you read? Can you explain more?

*Interviewee : Sometimes, I understand the text that I read. The most things I like reading are short stories because it is easy to understand and has the same style.
(fifteenth participant)*

e. Pronunciation

Another factor that caused anxiety for EFL learners is pronunciation. Some students have said that they cannot deny their accent, and sometimes they still do. When they read English, slip of the tongue. Another student thought they had flaws in their expression so that when asked by the teacher, they were afraid to read aloud.

Interviewer: How do you feel when reading an English text?

Interviewee: Sometimes, I feel confused when reading English text, because English is not my daily conversation. It is difficult to pronounce. (fourth participant)

The student said when the teacher asked students to read the text in front of the class, some students revealed confusion. Some students said that they can not pronounce the text because did not know how to spell the word. So, they have many errors because spell the word within Indonesian' utterance.

Richard and Renandya mentioned that Pronunciation (also known as phonology) includes the role of individual sounds and sounds segments, that is, features at the segmental level, as well as suprasegmental features such as stress, rhythm, and intonation. The fact that few second language learners can speak a second language without showing evidence of the difficulty of acquiring

native-like pronunciation, but also of the goals learners set for themselves.⁴⁸

Students revealed, when the teacher asked students to read the text, they cannot pronounce it. Most of them are still affected by their accent.

f. Ashamed

Shyness is an emotional expression that many students suffer from at some times when they are required to read English text. This implies that shyness could be an anxiety problem in students' learning activities in the classroom, especially in reading activities.

Shyness caused by some things, such as students nature that certain student is a very quiet student. In this case, students may not unconfident tend to be shy because most of them find it very intimidating when reading in front of the class, their teacher, and their friends.

Interviewer: "How do you feel when reading English text?"

Interviewee: "If I was asked to read, I feel ashamed and at the same time I feel

⁴⁸ E-book: Jack C Richards and Willy A. Renandya, *Methodology in Language Teaching; An Anthology of Current Practice*. (Cambridge: University Press, 2002), p.145

that they all look at me and I start thinking of their thinking of my reading" (sixth participant)

They claimed that felt very ashamed when did not read correctly, and make mistake. Maybe they are also shy because they are afraid of being laughed at by other students.

g. Lack of Confidence

The other factor of anxiety is lack of confidence. Some students explained that it is hard to have self-confidence for reading in front of the class because when reading.

It is commonly known that students' lack of confidence usually occurs when students realize that they can not read the text because do not know how to read. They claim that they fear to make reading's errors. In this situation, students rather read stuttered showing that they are lack of confidence to read aloud.

Interviewer: When you read English text, do you felt unconfident because not able to understand every word?

Interviewee: "If I read the text, I was unconfident because all they look at me. (Second participant)

h. Teachers' personality and attitude

Besides the factor that cause anxiety from the students, there are also factors that the teacher is contributing to the anxiety. Other factors mentioned by the participants were also appeared to be generated by the teacher. There was a student uncomfortable with the teacher's attitude.

They said the teacher with a bad personality impacts their learning, especially reading. They are suppressed and unmotivated because intimidating when make mistake.

"When the teacher was grumpy, I don't focus on learning. Usually, I am reading silently to avoid mistakes."

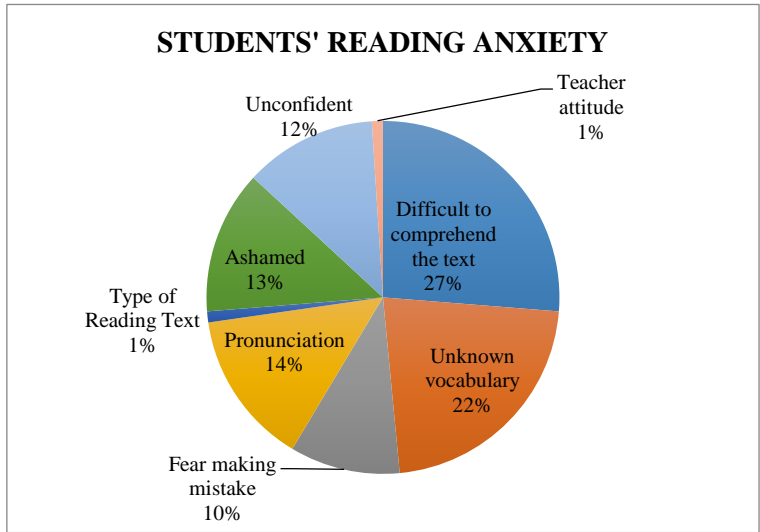
According to data that was gained from the interview and the analysis, the writer generated the anxieties that faced by the students of SMP N 2 Rakit Banjarnegara. There are 8 indications of anxieties that categorized. Table 3 presented the anxiety percentage from each indications according to the question. Chart 1 portrayed the occupied

space in pie bar which demonstrated the presence of the emergent indication in the qualitative study.

Table. 1

Indications	Number question	Score	Percentage
Difficult to understand the text	1,2,3,4,7, 12	26	27
Unknown vocabulary	1,8,10, 12	22	22
Pronunciation	1,9, 12	14	14
Ashamed	1,9,12	13	13
Fear to making mistake	1, 5, 11, 12	10	10
Unconfident	1,6, 12	12	12
Type of reading text	1, 7,12	1	1
Teacher personality and attitude	1, 6, 12	1	1

Chart. 1



D. Discussion

The results suggest that foreign language learners are possible faced reading anxiety in their English learning. Based on the data that was gathered by the interview with the participants and have been analyzed, the researcher reveled that there are some sources of reading anxiety that faced by students of SMP N 2 Rakit Banjarnegara at eighth graders. They were; difficult to comprehend the text, unknown vocabulary, fear making mistake, prononcition, lack of confident, ashamed, type of reading text, and teacher personality and attitude. The result of this study related to study conducted by Saito et al (1999) who found that students reading anxiety are varies according to the target language and writing system.

The finding also showed that difficult to comprehend the text, unknown vocabulary are the most sources of reading anxiety that faced by students . The finding of this study is similar with the finding on the previous study was conducted by Sun & Luo (2018) about reading anxiety on elementary CSL' learns. The results suggest that lack of previous knowledge, difficult and complex vocabulary, incorrect guessing, and difficult comprehension are the main sources of

elementary CSL learners' reading anxiety.⁴⁹ In addition, Kuru-Gonen (

2009) found unfamiliar topic unknown vocabulary theme occupied the largest portion of the Turkish student's diary and interview as source of foreign language reading anxiety.⁵⁰

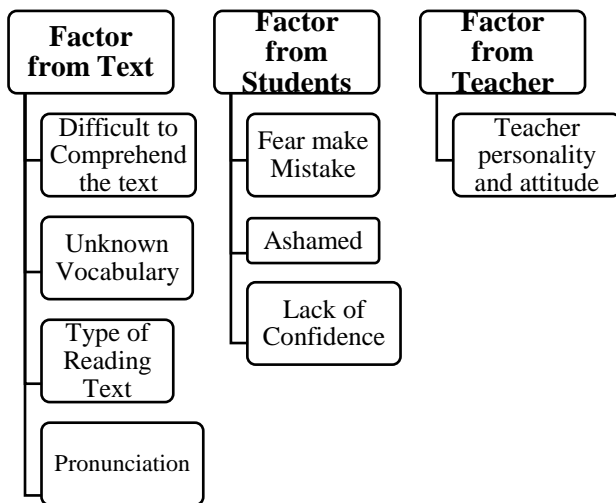
To answer the research question number two, the researcher categorized the factors of the anxiety based on the sources that was found. The factors were categorized into three aspects. The first, factor from the text which are related to the nature of the text. Isler and Yildirim (2013) in their study concluded one factors of reading anxiety is features of reading text. The factors were formed under category; topic familiarity, unknown vocabulary. The second, factor from students which are related to the personal aspect from foreign language learners. The factors included as ashamed, lack of confidence, fear making mistake. The finding related with Al-Shboul et al (2013) study that defined the

⁴⁹ Xiaohui Sun & Shaoqian Luo, 'A Case Study on Elementary CSL Learner's Reading Anxiety', *Chinese Journal of Applied Linguistics* Vol. 41 (3), 2018

⁵⁰ Jullia, Aisyah, 2017, Students' Reading Anxiety in English Foreign Language Classroom, *Journal of English and Education*, Vol. 5 (1)

concept of a personal factor in two main sources, which are: afraid of making errors and worry about reading effects. The last, factor from teacher which related to the teacher input and attitude that effected the anxiety on students.

Chart. 2 Reading Anxiety's Factors



E. Limitation of the time

1. Limitation of time

This study under on the provision's academic which have been adjusted to the scientific

procedures. So, the limitation of the time based on the standard

2. Limitation of methods

In this study the researcher used qualitative method, so researcher described the meaning of a phenomenon from the views of participants by make argument that related to the theory. So, probably there are writer's subjectivity on the interpret the meaning of the phenomenon.

3. Limitation of the writer's competition

During conduct the research and create the study the writer has limitation. The writer still lack of literature awareness and critical thinking skill. However in qualitative study, writer's ability on the interpretation of phenomenon should be proven.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestions of what have been discussed in the previous chapter.

A. Conclusion

Foreign Language Anxiety is noted as a significant issue when it comes to learning a foreign language. From four skills of language, reading anxiety is one of the most considered in foreign language anxiety. From the interview transcript and data analysis, it can be concluded that:

First, almost students at eighth graders of SMP N 2 Rakit Banjarnegara have reading anxiety when learning English. The result of this study related to study conducted by Saito et al (1999) who found that students reading anxiety are varies according to the target language and writing system. Some situations indicated students felt anxious such as confused, ashamed, unconfident. Students mostly difficult to comprehend the whole of the text, confused with the topic, strange with the vocabularies. They were also nervous while reading activities and ashamed with their pronunciation errors.

Second, the researcher categorized the factors of the anxiety based on the sources that was found. The

factors were categorized into three aspects. The first, factor from the text which are related to the nature of the text. Isler and Yildirim (2013) in their study concluded one factors of reading anxiety is features of reading text. The second, factor from students which are related to the personal aspect from foreign language learners. The finding related with Al-Shboul et al (2013) study that defined the concept of a personal factor in two main sources, which are: afraid of making errors and worry about reading effects. The last, factor from teacher which related to the teacher input and attitude that effected the anxiety on students.

B. Suggestion

Although this study was carried out with a small number of participants within a short period, the findings provide some useful information that can be used by both teachers and stakeholders to improve the quality of English teaching and learning. Based on the result of this study, several suggestions can be made to reduce reading anxiety in English class. Firstly, the teacher should be aware of mostly students found reading anxiety. This study indicated that students found some anxiety in learning English, especially in reading. Therefore, it needs to be fixed so that the decrease. It can be solved by the teacher

by preparing the students for the factors that may cause the reading anxiety before asking the students to read in front of the class or they might discuss these factors to help the students reflect their feeling. As for the students, they need to reduce their anxiety with do more practice and exercise. So they will have many vocabularies and can understand the content of the text.

In line with the issue under discussion, there were two recommendations for the next researchers to enhance the richness of data related to develop the issue as what has been found by the writer of this study. Firstly, the participant was limited only to students, for the next researcher would be better to research with another participant such as a teacher. This study is limited to find the reading anxiety faced by students. The future researcher would be better to research reading strategy to reduce anxiety. So, the issue of reading anxiety will more develop and more perspective on students' reading anxiety.

Pedagogical implication

Foreign language teachers are suggested to pay attention with the students reading anxiety and strategies EFL learners use to reduce their reading anxiety so as to choose appropriate reading materials and use appropriate

reading teaching to help EFL learners reduce their reading anxiety and improve the reading comprehension abilities.

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APPENDIX 1

Interview Guidelines

Variabel	Indicator	Number
Students Reading Anxiety	Students are upset when they don't understand what they read in (English)	1,2
	Students can't quite understand with the passage of the text	1,3
	Students are confused because can't remember what they read	1,4
	Students feel intimidated whenever see a whole of page	1,5
	Students are unconfident to read English text	1,6
	Students are nervous because unfamiliar with the topic	1,7
	Students are nervous and confused when do not understand every word	1,8
	Students are ashamed because do not pronounce the words while reading	1,9
	Students are worried about the new vocabulary in English text	1,10
	Students think that reading is the hardest skill in learning English	1,11
	Source of reading anxiety	12

***Cited from journal Saito et al, (1999) Foreign Language Reading Anxiety Scale**

Name :

Date of interview :

1. How do you feel when reading English text?
2. Are you upset when don't understand what you read in (English)?
3. Do you understand with the passage of the text?
4. Are you confused because can not remember what they read?
5. Do you feel intimidated whenever see a whole of page?
6. Are you confident then reading English text?
7. Are you nervous because unfamiliar with the topic?
8. Are you nervous and confused when do not understand every word?
9. Are you ashamed when do not pronounce the words while reading?
10. Are you worried about the new vocabulary in English text
11. Do you think that reading is the hardest skill in learning English?
12. Why did you feel anxiety when reading English?

APPENDIX 2

1	Participant 1	<ul style="list-style-type: none"> - Proud - Upset when do not understand the text (RAF-M) - Confused with the topic (RAF-M) - Unconfident while reading activities,(RAF-A/P) - Sometimes do not enjoy reading (RAF-A/P)
2	Participant 2	<ul style="list-style-type: none"> - Upset when do not understand the text (RAF-M) - Unconfident while reading(RAF-A/P) - Confused with the topic, (RAF-M) - Ashamed because do not pronounce (RAF-M) - Fear making mistake (RAF-S)
3	Participant 3	<ul style="list-style-type: none"> - Enjoy - Confused with the topic(RAF-M) - Unconfident while reading (RAF-SA/P) - Upset when do not understand the text(RAF-M) - Unconfident while reading activities (RAF-SA/P) - Reading is difficult (RAF-SD) - Fear to making mistake (RAF-SA/P)
4	Participant 4	<ul style="list-style-type: none"> - Confused because strange (RAF-A/P) - Difficult to pronounce (RAF-A/P) - Upset when do not understand

		<ul style="list-style-type: none"> - the text, (RAF-M) - Confused with the topic,(RAF-M) - Nervous slightly, (RAF-(A/P) - Unconfident while reading activities, (RAF-A/P) - Ashamed because do not pronounce, (RAF-M) - Anxious (RAF-A/P) - Fear making mistake (RAF-A/P)
5	Participant 5	<ul style="list-style-type: none"> - Nervous RAF-(A/P) - Confused with the topic (RAF-M) - Upset when do not understand the text, (RAF-M) - Ashamed because do not pronounce(RAF-M) - Unconfident because the teacher grumpy (RAF- T) - Do not enjoy the text(RAF-A/P) - Confused the new vocabulary (RAF-M) - Reading is difficult
6	Participant 6	<ul style="list-style-type: none"> - Nervous,(RAF-A/P) - Upset when do not understand the text(RAF-M) - Confused with the text, (RAF-A/P) - Afraid to make mistake (RAF-A/P) - Unconfident while reading activities, (RAF-A/P) - Ashamed when do not pronounce,(RAF-M)

		<ul style="list-style-type: none"> - Did not enjoy the text, (RAF-A/P) - Reading is difficult(RAF-SD)
7	Participant 7	<ul style="list-style-type: none"> - Confused and ashamed when reading (RAF-A/P) - Confused with the topic(RAF-M) - Unconfident while reading activities, (RAF-A/P) - Ashamed because do not pronounce, (RAF-M) - Disturb with the new vocabulary, (RAF-M) - Did not enjoy the text(RAF-A/P) - Reading is difficult (RAF-SD)
8	Participant 8	<ul style="list-style-type: none"> - Upset when do not understand the text(RAF-M) - Confused with the topic(RAF-M) - Ashamed because do not pronounce(RAF-M) - Unconfident while reading text (RAF-A/P) - Reading is difficult (RAF-SD)
9	Participant 9	<ul style="list-style-type: none"> - Pleased - Upset when do not understand the text (RAF-M) - Confused with the topic (RAF-M) - Ashamed when do not pronounce (RAF-M) - Disturb with the new vocabulary (RAF-M) - Enjoy the text (RAF-A/P) - Reading is not difficult

		<ul style="list-style-type: none"> - Fear making mistake (RAF-A/P)
10	Participant 10	<ul style="list-style-type: none"> - Frustrated and difficult while reading (RAF-A/P) - Confused when can't remain the content of the text (RAF-M) - Ashamed when do not pronounce (RAF-M) - Disturb with the new vocabulary (RAF-M) - Did not enjoy the text (RAF-A/P) - Reading is difficult - Unknown vocabulary (RAF-M)
11	Participant 11	<ul style="list-style-type: none"> - Upset when do not understand the text(RAF-M) - Confused when can't remain the content of the text(RAF-M), - Slightly understand with the topic, (RAF-M) - Unconfident while reading (RAF-A/P) - Ashamed because do not pronounce, (RAF-M) - Do not disturb with the new vocabulary, (RAF-M) - Enjoy the text - Unknown Vocabulary (RAF-M)
12	Participant 12	<ul style="list-style-type: none"> - Confused(RAF-A/P) - Upset when do not understand the text(RAF-M) - Confused when can't remain the content of the text, (RAF-M) - Unconfident while reading

		<ul style="list-style-type: none"> activities(RAF-A/P) - Sometimes confused with the topic, (RAF-M) - Ashamed because do not pronounce (RAF-M) - Do not disturb with the new vocabulary(RAF-M) - Did not enjoy the text, (RAF-A/P) - Reading is difficult - Fear to making mistake (RAF-A/P)
13	Participant 13	<ul style="list-style-type: none"> - Nervous, (RAF-A/P) - Upset when do not understand the text, (RAF-M) - Confused when can't remain the content of the text, (RAF-M) - Unconfident while reading activities (RAF-A/P) - Ashamed because afraid been laughed, (RAF-A/P) - Do not disturb with the new vocabulary, (RAF-M) - Enjoy the text, (RAF-A/P) - Reading is difficult - Fear to make mistake(RAF-A/P)
14	Participant 14	<ul style="list-style-type: none"> - Nervous (RAF-A/P) - Upset when do not understand the text, (RAF-M) - Confused when can't remain the content of the text, (RAF-M) - Unconfident while reading activities, (RAF-A/P)

		<ul style="list-style-type: none"> - Confused with the topic, (RAF-M) - Ashamed because do not pronounce, (RAF-M) - Disturb with the new vocabulary, (RAF-M) - Enjoy the text, reading is not difficult - Unknown Vocabulary (RAF-M) - Fear making mistake (RAF-A/P)
15	Participant 15	<ul style="list-style-type: none"> - Upset when do not understand the idea of the text (RAF-M) - Unconfident while reading activities (RAF-A/P) - Confused with the topic (RAF-M) - Ashamed because do not pronounce (RAF-M) - Disturb with the new vocabulary (RAF-M) - Enjoy the text - Fear making mistake (RAF-A/P)

Transkrip of Interviews

Name : Fina Rosalina

Date : 2020/08/26

<i>Interviewer:</i>	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
<i>Participant 1:</i>	<i>Saya, sangat suka dan saya bangga karena ada beberapa bahasa Inggris yang sudah saya mengerti. Dan juga Saya sedikit sedih karena banyak bahasa Inggris yang belum aku mengerti.</i>
<i>Interviewer:</i>	<i>Apa kamu merasa sedih/kecewa saat tidak dapat memahami teks bahasa Inggris? Mohon jelaskan!</i>
<i>Participant 1:</i>	<i>Iya, sangat kecewa karena ada mapel bahasa Inggris, jika saya tidak memahaminya, nilai saya akan menurun dan pastinya saya sedih, karena orang tua saya sangat mensupport saya dalam belajar</i>
<i>Interviewer:</i>	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
<i>Participant 1:</i>	<i>Iya saya pasti berusaha untuk memahami. Tapi terkadang saya, tidak paham atas pesan apa yang di sampaikan</i>
<i>Interviewer:</i>	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan? Bisa kamu jelaskan?</i>
<i>Participant: 1</i>	<i>Iya pasti nya bingung, jika saya lupa atau tidak paham tentang teks nya</i>
<i>Interviewer</i>	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang? Bisakah kamu jelaskan alasannya?</i>
<i>Participant: 1</i>	<i>Terkadang saya sangat percaya diri karena saya sudah mempelajarinya Tapi sering juga saya grogi atau tidak percaya diri karena. Takut salah saat membacanya.</i>
<i>Interviewer:</i>	<i>Apakah kamu bingung, ketika tidak</i>

	<i>mengerti/merasa asing dengan topik yang dibaca? Mohon kamu uraikan jawabannya!</i>
<i>Participant 1:</i>	<i>Iya jika saya tidak mengerti pasti saya akan amat sangat bingung</i>
<i>Interviewer:</i>	<i>Ketika membaca teks berbahasa Inggris, apakah kamu merasa tidak percaya diri dan bingung karena tidak dapat memahami setiap kata yang terdapat dalam teks? Mohon uraikan jawabannya!</i>
<i>Participant 1:</i>	<i>Ketika saya membaca teks bahasa Inggris pasti ada rasa grogi. Tapi itu semua akan hilang jika saya rajin belajar dan selalu percaya diri. Tetapi banyak juga yang belum saya pahami di pembelajaran bahasa Inggris saya</i>
<i>Interviewer:</i>	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa Inggris? Mohon jelaskan apa yang kamu rasakan!</i>
<i>Participant 1:</i>	<i>Saya tidak akan malu, karena bahasa saya bahasa indonesia, tetapi saya juga harus belajar bahasa internasional yaitu bahasa Inggris. Jika di depan kelas saya salah mengucapkan bahasa Inggris yaa pasti saya akan malu, tapi saya akan tetap belajar</i>
<i>Interviewer:</i>	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris? Mohon uraikan jawaban kamu!</i>
<i>Participant 1:</i>	<i>Tidak terganggu. Saya sangat senang karena bisa mempelajari hal hal baruu, walaupun saya sering kali bingung</i>
<i>Interviewer:</i>	<i>Apakah kamu biasanya menerjemahkan kata per kata saat membaca teks bahasa Inggris?</i>
<i>Participant 1:</i>	<i>Iya ada yang saya bisa dan juga masih banyak yang belum saya kuasai</i>
<i>Interviewer:</i>	<i>Apakah kamu sangat menikmati teks berbahasa Inggris? Mohon uraikan jawaban kamu!</i>

<i>Participant 1:</i>	<i>Ada beberapa, dan juga ada beberapa yang belum saya nikmati karena saya belum bisa</i>
<i>Interviewer:</i>	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris? Bisa kamu jelaskan alasannya?</i>
<i>Participant 1:</i>	<i>Mungkin begitu. Karena menulis dan membaca amat sangat berbeda, dan perlu ketelitian. Jika salah membaca. Pasti akan berbeda artinya</i>
<i>Interviewer:</i>	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris? Mohon uraikan secara jelas!</i>
<i>Participant 1:</i>	<i>Saya merasa cemas karena takut salah dalam mengungkapkan kata katanya</i>

NAME : Lindiani Nur Azizah

DATE OF INTERVIEW: 2020/08/25

Interviewer	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
Participant 2	<i>Biasa saja</i>
Interviewer	<i>Apa kamu merasa sedih/kecewa saat tidak dapat memahami teks bahasa Inggris? Mohon jelaskan!</i>
Participant 2	<i>Iya</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
Participant 2	<i>Iya, sulit memahami teksnya karena susah</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan? Bisa kamu jelaskan?</i>
Participant 2	<i>Iya, pas lagi baca bingung soalnya ngga tahu arti katanya</i>
Interviewer	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang?</i>
Participant 2	<i>Kadang paham, Kadang ada yang tidak paham ,kalo teksnya panjang ngga paham. Tapi lebih suka teks yang cerita</i>
Interviewer	<i>Apakah kamu bingung, ketika tidak mengerti/merasa asing dengan topik yang dibaca?</i>
Participant 2	<i>Iya, karena susah ngga bisa bahasa Inggris</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu merasa tidak percaya diri karena tidak dapat memahami setiap kata yang terdapat dalam teks?</i>

Participant 2	<i>Kalo suruh baca kadang gugup soalnya dilatin jadinya ngga percaya diri.</i>
Interviewer	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa Inggris?</i>
Participant 2	<i>Iya</i>
Interviewer	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris?</i>
Participant 2	<i>Tidak</i>
Interviewer	<i>Apakah kamu sangat menikmati teks berbahasa Inggris?</i>
Participant 2	<i>Iya, karena teks berbahasa Inggris menyenangkan</i>
Interviewer	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris?</i>
Participant 2	<i>Tidak</i>
Interviewer	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris?</i>
Participant 2	<i>Karena saya yakin ada yang salah dalam mengungkapkan kat-kata tersebut, saya juga takut saat membaca</i>

Name : Rika Rahmawati
 Date of Interview: 2020/08/25

Interviewer	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
Participant 3:	<i>Senang, tetapi saya juga gerogi karena saya belum bisa bisa memahami benar-benar bahasa Inggris</i>
Interviewer	<i>Apa kamu merasa sedih/kecewa saat tidak dapat memahami teks bahasa Inggris?</i>
Participant 3:	<i>Ya, saya merasa bodoh jka tdak bisa memaham teks bahasa Inggris</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
Participant 3:	<i>Tergantung, jika saya tahu pesan tersebut maka saya paham. Tetapi jika tidak tahu artinya maka saya tidak paham</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan?</i>
Participant 3:	<i>Iya, karena dalam teks ada kata-kata yang belum saya pahami</i>
Interviewer	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang?</i>
Participant 3:	<i>Iya, karena saya tidak terlalu bisa membaca teks bahasa Inggris</i>
Interviewer	<i>Apakah kamu bingung, ketika tidak mengerti/merasa asing dengan topik yang dibaca?</i>
Participant 3:	<i>Ya saya bingung, karena topik tersebut baru saya baca dan sebelumnya saya belum</i>

	<i>pernah membacanya</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu merasa tidak percaya diri dan bingung karena tidak dapat memahami setiap kata yang terdapat dalam teks?</i>
Participant 3:	<i>Ya saya bingung</i>
Interviewer	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa Inggris</i>
Participant 3:	<i>Saya tidak terlalu malu karena banyak anak-anak yang tidak bisa</i>
Interviewer	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris?</i>
Participant 3:	<i>Tidak, karena dengan kosakata baru saya akan lebih bahu kosakata dalam bahasa Inggris</i>
Interviewer	<i>Apakah kamu sangat menikmati teks berbahasa Inggris?</i>
Participant 3:	<i>Kalo saya paham apa yang dibahas saya akan menikmatinya</i>
Interviewer	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris?</i>
Participant 3:	<i>Ya, karena tulisan dalam bahasa Inggris berbeda dengan apa yang diucapkan</i>
Interviewer	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris?</i>
Participant 3:	<i>Kadang merasa cemas, karena saya takut jika saya salah membaca maka saya akan ditertawakan</i>

Name : Muhammad Naufal

Date : 2020/08/25

Interviewer	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
Participant 4:	<i>Kadang saya bingung pas baca teks bahasa Inggris. Bahasanya asing susah diucapkan.</i>
Interviewer	<i>Apa kamu merasa sedih/kecewa saat tidak dapat memahami teks bahasa Inggris?</i>
Participant 4:	<i>Tidak, saya tidak paham. Teksnya sulit untuk dipahami</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
Participant 4:	<i>Ada yang paham ada yang tidak</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan?</i>
Participant 4:	<i>Sedikit bingung</i>
Interviewer	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang?</i>
Participant 4:	<i>Kadang gerogi</i>
Interviewer	<i>Apakah kamu bingung, ketika tidak mengerti/merasa asing dengan topik yang dibaca?</i>
Participant 4:	<i>Ya bingung, sulit dimengerti</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu merasa tidak percaya diri dan bingung karena tidak dapat memahami setiap kata yang terdapat dalam teks?</i>
Participant 4:	<i>Bingung, soalnya sulit</i>
Interviewer	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa Inggris</i>

Participant 3:	<i>Iya</i>
Interviewer	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris?</i>
Participant 4:	<i>Tidak, jadi tambah kosakata</i>
Interviewer	<i>Apakah kamu sangat menikmati teks berbahasa Inggris?</i>
Participant 4:	<i>Ya</i>
Interviewer	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris?</i>
Participant 4:	<i>Tidak</i>
Interviewer	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris?</i>
Participant 4:	<i>Ketika saya disuruh untuk membaca teks bahasa Inggris dan dilihat semua orang saya sedikit cemas, kalau saya sedang membaca mungkin ada kata kata yang salah itu yang membuat saya cemas saat membaca teks bahasa Inggris, saya juga takut membuat kesalahan</i>

Name : Adisya Septian Ramadhani

Date : 2020/08/25

Interviewer	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
Participant 5:	<i>Gugup</i>
Interviewer	<i>Apa kamu merasa sedih/kecewa saat tidak dapat memahami teks bahasa Inggris?</i>
Participant 5:	<i>Kecewa</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
Participant 5:	<i>Terkadang tidak terkadang iya</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan?</i>
Participant 5:	<i>Iya bingung. Ngga tahu kosakatanya jadi tambah bingung</i>
Interviewer	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang?</i>
Participant 5:	<i>Iya, apalagi kalo gurunya galak. Biasanya saya tidak fokus, saya biasanya baca pelan biar ngga ketahuan salah.</i>
Interviewer	<i>Apakah kamu bingung, ketika tidak mengerti/merasa asing dengan topik yang dibaca?</i>
Participant 5:	<i>Bingung</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu merasa tidak percaya diri dan bingung karena tidak dapat memahami setiap kata yang terdapat dalam teks?</i>
Participant 5:	<i>Takut salah dan gugup membuat tidak percaya diri</i>

Interviewer	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa Inggris</i>
Participant 5:	<i>Iya</i>
Interviewer	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris?</i>
Participant 5:	<i>Iya bingung, kalo menemukan kosakata yang asing dan baru pernah baca</i>
Interviewer	<i>Apakah kamu sangat menikmati teks berbahasa Inggris?</i>
Participant 5:	<i>Tidak, karena tidak paham</i>
Interviewer	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris?</i>
Participant 5:	<i>Iya</i>
Interviewer	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris?</i>
	<i>Tidak percaya diri dan membacanya akan sangat sulit diucapkan, Takut membuat kesalahan</i>

Name : Fachry Ramdhani Mufid

Date : 2020/08/25

Interviewer	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
Participant 6:	<i>Gerogi</i>
Interviewer	<i>Apa kamu memahami teks bahasa Inggris yang kamu baca?</i>
Participant 6:	<i>Iya, tidak paham</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
Participant 6:	<i>Tidak, kalimatnya susah</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan?</i>
Participant 6:	<i>Bingung kalo ngga tahu artinya</i>
Interviewer	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang?</i>
Participant 6:	<i>Sedikit bingung</i>
Interviewer	<i>Apakah kamu bingung, ketika tidak mengerti/merasa asing dengan topik yang dibaca?</i>
Participant 6:	<i>Bingung, jadi ngga paham isinya. Saya bingung, jika disuruh jawab pertanyaan dari teks yang dibaca</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu merasa tidak percaya diri dan bingung karena tidak dapat memahami setiap kata yang terdapat dalam teks?</i>
Participant 6:	<i>Ya, karena terlalu rumit</i>
Interviewer	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa</i>

	<i>Inggris</i>
Participant 6:	<i>Tidak juga</i>
Interviewer	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris?</i>
Participant 6:	<i>Tidak karena terus berlatih</i>
Interviewer	<i>Apakah kamu sangat menikmati teks berbahasa Inggris?</i>
Participant 6:	<i>Tidak</i>
Interviewer	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris?</i>
Participant 6:	<i>Ya, karena tidak tahu artinya</i>
Interviewer	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris?</i>
Participant 6:	<i>Karena tidak bisa bahasa Inggris</i>

Name : Aniq Muflihah

Date : 2020/08/25

Interviewer	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
Participant 7:	<i>Bingung, apalagi pas disuruh guru buat baca di depan, saya kadang malu. Rasanya kaya sekelas memperhatikan saya. saya berpikirknya apa bagaimana pendapat teman-teman pas saya membaca.</i>
Interviewer	<i>Apa kamu merasa sedih/kecewa saat tidak dapat memahami teks bahasa Inggris?</i>
Participant 7:	<i>Iya kecewa</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
Participant 7:	<i>Terkadang iya, terkadang tidak</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan?</i>
Participant 7:	<i>Iya bingung</i>
Interviewer	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang?</i>
Participant 7:	<i>Takut salah dan gugup membuat tidak percaya diri</i>
Interviewer	<i>Apakah kamu bingung, ketika tidak mengerti/merasa asing dengan topik yang dibaca?</i>
Participant 7:	<i>Kadang</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu merasa tidak percaya diri dan bingung karena tidak dapat memahami setiap kata yang terdapat dalam teks?</i>

Participant 7:	<i>Ya, jika saya membaca teks saya merasa tidak percaya diri karena sekilas liatin saya</i>
Interviewer	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa Inggris</i>
Participant 7:	<i>Iya, juga tidak percaya diri</i>
Interviewer	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris?</i>
Participant 7:	<i>Kadang</i>
Interviewer	<i>Apakah kamu sangat menikmati teks berbahasa Inggris?</i>
Participant 7:	<i>Tidak</i>
Interviewer	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris?</i>
Participant 7:	<i>Iya</i>
Interviewer	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris?</i>
Participant 7:	<i>Tidak percaya diri dan membacanya akan sangat sulit diucapkan</i>

Name : Silviana Dwi Ramadani

Date : 2020/08/25

Interviewer	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
Participant 8:	<i>Bingung</i>
Interviewer	<i>Apa kamu merasa sedih/kecewa saat tidak dapat memahami teks bahasa Inggris?</i>
Participant 8:	<i>Iya saya kecewa dan sedih</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
Participant 8:	<i>Tidak</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan?</i>
Participant 8:	<i>Iya</i>
Interviewer	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang?</i>
Participant 8:	<i>Iya, tapi saya harus berusaha untuk percaya diri</i>
Interviewer	<i>Apakah kamu bingung, ketika tidak mengerti/merasa asing dengan topik yang dibaca?</i>
Participant 8:	<i>Iya</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu merasa tidak percaya diri dan bingung karena tidak dapat memahami setiap kata yang terdapat dalam teks?</i>
Participant 8:	<i>Iya</i>
Interviewer	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa Inggris</i>

Participant 8:	<i>Iya saya merasa sedih dan malu</i>
Interviewer	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris?</i>
Participant 8:	<i>Tidak</i>
Interviewer	<i>Apakah kamu sangat menikmati teks berbahasa Inggris?</i>
Participant 8:	<i>Iya</i>
Interviewer	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris?</i>
Participant 8:	<i>Iya</i>
Interviewer	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris?</i>
Participant 8:	<i>Karna saya tidak mengerti dari suatu teks bahasa Inggris</i>

Name : Salma Fauziyyah

Date : 2020/08/25

Interviewer	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
Participant 9:	<i>Merasa senang</i>
Interviewer	<i>Apa kamu merasa sedih/kecewa saat tidak dapat memahami teks bahasa Inggris?</i>
Participant 9:	<i>Ya</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
Participant 9:	<i>Tidak</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan?</i>
Participant 9:	<i>Sedikit bingung</i>
Interviewer	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang?</i>
Participant 9:	<i>Iya karena takut salah membacanya</i>
Interviewer	<i>Apakah kamu bingung, ketika tidak mengerti/merasa asing dengan topik yang dibaca?</i>
Participant 9:	<i>Iya</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu merasa tidak percaya diri dan bingung karena tidak dapat memahami setiap kata yang terdapat dalam teks?</i>
Participant 9:	<i>Iya</i>
Interviewer	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa Inggris</i>
Participant 9:	<i>Saya percaya diri dan menanyakan kata</i>

	<i>tidak dipahami</i>
Interviewer	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris?</i>
Participant 9:	<i>Terganggu</i>
Interviewer	<i>Apakah kamu sangat menikmati teks berbahasa Inggris?</i>
Participant 9:	<i>Ya saya menikmati saat membaca teks bahasa Inggris</i>
Interviewer	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris?</i>
Participant 9:	<i>Tidak terlalu sulit</i>
Interviewer	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris?</i>
Participant 9:	<i>Karena takut kalimat yang dibaca salah takut membuat kesalahan</i>

Name : Ade Resma Elza Tiara

Date : 2020/08/26

Interviewer	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
Participant 10:	<i>merasa kecewa dan kesulitan</i>
Interviewer	<i>Apa kamu merasa sedih/kecewa saat tidak dapat memahami teks bahasa Inggris?</i>
Participant 10:	<i>Tidak, saya akan mencoba memahami sebisanya</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
Participant 10:	<i>merasa kecewa</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan?</i>
Participant 10:	<i>Terkadang paham</i>
Interviewer	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang?</i>
Participant 10:	<i>Ya</i>
Interviewer	<i>Apakah kamu bingung, ketika tidak mengerti/merasa asing dengan topik yang dibaca?</i>
Participant 10:	<i>Ya, kadang-kadang saya paham. Tapi saya paling suka baca cerita. Soalnya saya paham bahasanya. Kalo cerita biasanya isinya sama.</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu merasa tidak percaya diri dan bingung karena tidak dapat memahami setiap kata yang terdapat dalam teks?</i>
Participant 10:	<i>Bingung</i>

Interviewer	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa Inggris</i>
Participant 10:	<i>ya sangat malu</i>
Interviewer	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris?</i>
Participant 10:	<i>Ya</i>
Interviewer	<i>Apakah kamu sangat menikmati teks berbahasa Inggris?</i>
Participant 10:	<i>Tidak</i>
Interviewer	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris?</i>
Participant 10:	<i>Ya, bahasa Inggris agak sulit</i>
Interviewer	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris?</i>
Participant 10:	<i>Kosa katanya susah jadi ngga paham</i>

Name : Muhammad Indra Ernawan

Date : 2020/08/26

Interviewer	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
Participant 11:	<i>Agak sedikit paham</i>
Interviewer	<i>Apa kamu merasa sedih/kecewa saat tidak dapat memahami teks bahasa Inggris?</i>
Participant 11:	<i>Kecewa</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
Participant 11:	<i>Sedikit paham</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan?</i>
Participant 11:	<i>Ya, saya bingung</i>
Interviewer	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang?</i>
Participant 11:	<i>Iya, karena takut salah. soalnya saya tidak terlalu pintar bahasa Inggris</i>
Interviewer	<i>Apakah kamu bingung, ketika tidak mengerti/merasa asing dengan topik yang dibaca?</i>
Participant 11:	<i>Ya, saya bingung</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu merasa tidak percaya diri dan bingung karena tidak dapat memahami setiap kata yang terdapat dalam teks?</i>
Participant 11:	<i>Saya sedikit bingung</i>
Interviewer	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa Inggris</i>

Participant 11:	<i>Saya sedikit bingung</i>
Interviewer	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris?</i>
Participant 11:	<i>Tidak</i>
Interviewer	<i>Apakah kamu sangat menikmati teks berbahasa Inggris?</i>
Participant 11:	<i>Saya menikmati teksnya</i>
Interviewer	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris?</i>
Participant 11:	<i>Karena tidak terbiasa</i>
Interviewer	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris?</i>
	<i>Karena banyak yang tidak tau artinya dan kalo baca takut salah</i>

Name : Alivia Dian Verawati

Date : 2020/08/26

Interviewer	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
Participant 12:	<i>Saya bingung karna saya tidak pintar b. Inggris</i>
Interviewer	<i>Apa kamu merasa sedih/kecewa saat tidak dapat memahami teks bahasa Inggris?</i>
Participant 12:	<i>Iya</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
Participant 12:	<i>Tidak</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan?</i>
Participant 12:	<i>Iya</i>
Interviewer	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang?</i>
Participant 12:	<i>Iya karna saya tidak bisa bahasa Inggris</i>
Interviewer	<i>Apakah kamu bingung, ketika tidak mengerti/merasa asing dengan topik yang dibaca?</i>
Participant 12:	<i>Iya</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu merasa tidak percaya diri dan bingung karena tidak dapat memahami setiap kata yang terdapat dalam teks?</i>
Participant 12:	<i>Iya</i>
Interviewer	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa Inggris</i>

Participant 12:	<i>Iya, sangat malu</i>
Interviewer	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris?</i>
Participant 12:	<i>Tidak, saya merasa senang karena dapat mempelajari hal baru</i>
Interviewer	<i>Apakah kamu sangat menikmati teks berbahasa Inggris?</i>
Participant 12:	<i>Tidak</i>
Interviewer	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris?</i>
Participant 12:	<i>Ya</i>
Interviewer	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris?</i>
Participant 12	<i>Karena takut kalau nanti bacanya salah</i>

Name : Fahmi Fadillah

Date : 2020/08/26

Interviewer	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
Participant 13:	<i>Gerogi</i>
Interviewer	<i>Apa kamu merasa sedih/kecewa saat tidak dapat memahami teks bahasa Inggris?</i>
Participant 13:	<i>Kecewa karena tidak bisa membaca teks dengan benar</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
Participant 13:	<i>Tidak</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan?</i>
Participant 13:	<i>Iya,karena belum terlalu pandai berbahasa Inggris</i>
Interviewer	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang?</i>
Participant 13:	<i>Iya,karena takut salah membacanya</i>
Interviewer	<i>Apakah kamu bingung, ketika tidak mengerti/merasa asing dengan topik yang dibaca?</i>
Participant 13:	<i>Iya,karena tidak tahu arti teksnya</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu merasa tidak percaya diri dan bingung karena tidak dapat memahami setiap kata yang terdapat dalam teks?</i>
Participant 13:	<i>Iya</i>
Interviewer	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa</i>

	<i>Inggris</i>
Participant 13:	<i>Iya sangat malu karena takut di tertawakan</i>
Interviewer	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris?</i>
Participant 13:	<i>Tidak</i>
Interviewer	<i>Apakah kamu sangat menikmati teks berbahasa Inggris?</i>
Participant 13:	<i>Iya</i>
Interviewer	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris?</i>
Participant 13:	<i>Iya, karena belum bisa berbahasa Inggris</i>
Interviewer	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris?</i>
	<i>karena takut membuat kesalahan</i>

Name : Sindu Nafi Adha Adila

Date : 2020/08/26

Interviewer	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
Participant 14:	<i>Saya Sedikit bisa berbahasa Inggris, tapi kadang tidak percaya diri saat membaca teks berbahasa Inggris</i>
Interviewer	<i>Apa kamu merasa sedih/kecewa saat tidak dapat memahami teks bahasa Inggris?</i>
Participant 14:	<i>Iya, karena jika tidak mengerti terjemahannya akan menambah sulit untuk memahami pembahasannya</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
Participant 14:	<i>Tidak</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan?</i>
Participant 14:	<i>Iya karena teks yang sulit dipahami dan kosa kata masih kurang mengerti</i>
Interviewer	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang?</i>
Participant 14:	<i>Iya saya tidak percaya diri karena masih ada yang salah saat membaca teks bahasa Inggris</i>
Interviewer	<i>Apakah kamu bingung, ketika tidak mengerti/merasa asing dengan topik yang dibaca?</i>
Participant 14:	<i>Iya karena mungkin saya juga tidak mengerti artinya saat sedang di jelaskan</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris,</i>

	<i>apakah kamu merasa tidak percaya diri dan bingung karena tidak dapat memahami setiap kata yang terdapat dalam teks?</i>
Participant 14:	<i>Iya</i>
Interviewer	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa Inggris</i>
Participant 14:	<i>Iya, menurut saya itulah yang membuat saya sangat kecewa</i>
Interviewer	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris?</i>
Participant 14:	<i>Iya karena kadang susah dipahami</i>
Interviewer	<i>Apakah kamu sangat menikmati teks berbahasa Inggris?</i>
Participant 14:	<i>Kadang tidak kadang juga menikmatinya, karena tidak tahu terjemahannya</i>
Interviewer	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris?</i>
Participant 14:	<i>Tidak, menurut saya membaca bahasa Inggris lebih sedikit mudah dari pada mapel bahasa jawa tapi kadang saya tidak tahu penerjemahannya dan pembahasannya</i>
Interviewer	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris?</i>
Participant 14:	<i>Karena kadang kosa kata yang tidak tahu artinya dan juga kadang saya takut membuat kesalahan</i>

Name : Septian Dias Ramadhani

Date : 2020/08/26

Interviewer	<i>Bagaimana perasaan kamu saat membaca teks bahasa Inggris? Mohon uraikan jawabannya!</i>
Participant 15:	<i>Agak sedikit paham</i>
Interviewer	<i>Apa kamu merasa sedih/kecewa saat tidak dapat memahami teks bahasa Inggris?</i>
Participant 15:	<i>Kecewa</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu memahami pesan/maksud dari penulis?</i>
Participant 15:	<i>Sedikit paham</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, Apakah kamu bingung karena tidak dapat mengingat isi teks secara keseluruhan?</i>
Participant 15:	<i>Ya saya bingung</i>
Interviewer	<i>Apakah kamu merasa tidak percaya diri ketika diminta untuk membaca teks berbahasa Inggris yang terlalu panjang?</i>
Participant 15:	<i>Karena saya tidak terlalu pandai bahasa Inggris</i>
Interviewer	<i>Apakah kamu bingung, ketika tidak mengerti/merasa asing dengan topik yang dibaca?</i>
Participant 15:	<i>Ya saya bingung</i>
Interviewer	<i>Ketika membaca teks berbahasa Inggris, apakah kamu merasa tidak percaya diri dan bingung karena tidak dapat memahami setiap kata yang terdapat dalam teks?</i>
Participant 15:	<i>Ya saya agak sedikit bingung</i>
Interviewer	<i>Apakah kamu sangat malu ketika tidak bisa mengucapkan kata-kata dalam bahasa Inggris</i>

Participant 15:	<i>Saya agak sedikit malu</i>
Interviewer	<i>Apakah kamu merasa sangat terganggu dengan kosa kata baru yang harus dipelajari untuk memahami teks berbahasa Inggris?</i>
Participant 15:	<i>Tidak</i>
Interviewer	<i>Apakah kamu sangat menikmati teks berbahasa Inggris?</i>
Participant 15:	<i>Ya saya menikmati teksnya</i>
Interviewer	<i>Apakah menurut kamu membaca adalah keterampilan berbahasa Inggris paling sulit dalam berbahasa Inggris?</i>
Participant 15:	<i>Karena tidak terbiasa</i>
Interviewer	<i>Bisa kamu jelaskan alasan kamu merasa cemas saat membaca teks bahasa Inggris?</i>
Participant 15:	<i>Tidak terlalu suka, Takut membuat kesalahan</i>

APPENDIX 2

SCHOOL PROFILES

1. *Nama Sekolah* : SMP NEGERI 2 RAKIT
2. *NPSN* : 20303997
3. *Alamat Lengkap* : Jalan Raya Lengkong,
Rakit, Banjarnegara
4. *Kepala Sekolah* : Indrianti
Trisnaningsih, S.Pd
5. *Kategori Sekolah* : Negeri
6. *Tahun Beroperasi* : 1992

Data Guru dan Pegawai

<i>Jumlah Pendidik dan Tenaga Kependidikan</i>	<i>Jumlah</i>	<i>Tingkat Pendidikan</i>			
		<i>≥ SLTA</i>	<i>Diploma</i>	<i>S1</i>	<i>S2</i>
<i>PNS</i>	<i>33</i>		<i>7</i>	<i>23</i>	
<i>Non PNS</i>	<i>7</i>			<i>7</i>	
<i>Staff TU</i>	<i>3</i>	<i>3</i>			
<i>Satpam</i>	<i>4</i>	<i>4</i>			
	<i>47</i>	<i>7</i>	<i>7</i>	<i>30</i>	

Data siswa dalam 5 tahun terakhir :

Th. Pelajaran	Jml Pendaftar (Cln Siswa Baru)	Kelas VII		Kelas VIII		Kelas IX		Jumlah (Kls. VII + VIII + IX)	
		Jml Siswa	Jumlah Rombel	Jml Siswa	Jumlah Rombel	Jml Siswa	Jml Rombel	Siswa	Rombel
2015/2016	172	168	8	192	8	202	8	562	24
2016/2017	165	160	7	171	8	191	9	522	24
2017/2018	181	182	8	159	7	172	8	513	23
2018/2019	182	183	6	183	8	160	7	526	21
2019/2020	191	190	7	179	6	181	8	550	21
2020/2021	205	204	7	189	6	180	6	573	19

APPENDIX 3

DOCUMENTATION

P.1. Student read the text from the researcher



P.2. Interview process



APPENDIX 3

Surat Sudah Melaksanakan Penelitian

PEMERINTAH KABUPATEN BANJARNEGARA
DINAS PENDIDIKAN KEPEMUDAAN DAN OLAH RAGA
SMP NEGERI 2 RAKIT
Jl. Raya Lengkong Kec. Rakit Telp. 08112600980
BANJARNEGARA
website : www.smpn2rakit.co.cc e-mail : smpn2rakit@gmail.com

Rakit, 27 Oktober 2020

Nomor : 423.1/434/2020
Hal : Surat Keterangan


Yth. Dekan Fakultas Ilmu Tarbiyah dan Keguruan
Di tempat

Assalamu'alaikum wr. Wb
Memberitahukan dengan hormat bahwa untuk keperluan tugas penyusunan skripsi mahasiswa :

Nama : Siti Sa'adah
NIM : 1603046025
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan
Judul : **"Students' Reading Anxiety in English Foreign Language Learning"**

Bahwa yang bersangkutan telah selesai melaksanakan penelitian di SMP N 2 Rakit Banjarnegara 27 Oktober 2020 untuk mendapatkan data sebagaimana judul di atas. Demikian surat ini telah dibuat untuk digunakan sebagaimana mestinya

Wassalamu'alaikum Wr. Wb.



CURRICULUM VITAE

Name : Siti Sa'adah
NIM. : 1603046025
Place 'n birth of date : Banjarnegara, 27th November 1997
Address : Lengkong, Rakit, Rt. 02 Rw. 03
Banjarnegara
E-mail : sitisaadah197@gmail.com
Facedbook : Sitissa Sa'adah
Phone number : 085768623502

Educational Background:

- A. Formal Education
 - 1. SD N 5 Lengkong
 - 2. SMP N 2 Rakit
 - 3. MAN 1 Banjarnegara

Semarang, 18 December 2020
The researcher,

Siti Sa'adah
NIM.1603046025