

**ANALYZING FACTORS AFFECTING
SENIOR HIGH SCHOOL STUDENTS'
ANXIETY IN READING ENGLISH**

THESIS

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



By

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ABSTRACT

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The purpose of this study is to determine students' reading anxiety and explain the factors that cause anxiety in English learning, especially English reading. The research design of this study used qualitative method with case study approach. The sampling technique used was purposive sampling. Fifteen tenth grade students of SMA N 4 Pasarwajo were the participants of this study. The research data was collected using interviews and analyzed by descriptive analysis. The results of this study show that almost all students have reading anxiety when learning English. Several situations showed that students felt anxious such as lack of confidence, nervousness, embarrassment, and confusion. Most students find it difficult to understand the content of the text as a whole, confused with the topic, unfamiliar with the vocabulary. They also feel afraid and nervous when reading as well as embarrassed by pronunciation mistakes. Based on the results of the research, there are three points of view of factors that cause students' reading anxiety, namely: factors from the material, factors from students, and factors from teachers. Foreign language teachers are recommended to pay attention to students' reading anxiety and choose appropriate reading materials, reading instruction to help EFL learners reduce their reading anxiety.

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

ARABIC-LATIN TRANSLITERATION

The research on transliteration of Arabic letters in Latin in this thesis is guided by the Joint Decree of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia. Number: 158/1978 and 0543 b/U/1978.

| | | |
|--------|--------|-------|
| ء = ʾ | ز = z | ق = q |
| ب = b | س = s | ك = k |
| ت = t | ش = sy | ل = l |
| ث = ts | ص = sh | م = m |
| ج = j | ض = dl | ن = n |
| ح = h | ط = th | و = w |
| خ = kh | ظ = zh | ه = h |
| د = d | ع = ʿ | ي = y |
| ذ = dz | غ = gh | |
| ر = r | ف = f | |

Bacaan Mad :

ā = a Panjang

ī = i panjang

ū = u panjang

Bacaan Diftong :

au = آ

ai = آي

iy = آي

FOREWORD

Praise and gratitude go to Allah Subhanahu Wa Ta'ala who always gives thousands of favors, graces, and gifts as well as His guidance so that researchers can complete the thesis entitled " Analyzing Factors Affecting Senior High School Students' Anxiety In Reading English " in accordance with the specified time.

Shalawat and salam may always be poured out to the Prophet Muhammad SAW. As the best role model in various matters. To his family, friends and also to the followers who follow in the footsteps of his sunnah until the end of time which hopefully includes us in it. Aamiin Ya Robbal Alamiin.

This thesis is prepared to fulfill one of the requirements to obtain a Bachelor of Education (S.Pd) degree in the Department of English Education, Faculty of Tarbiyah and Keguruan UIN Walisongo Semarang. During the preparation of this thesis, the researcher fully realizes that there are many difficulties and obstacles experienced. However, no effort betrays the result. Thanks to the prayers, struggle, determination and encouragement as well as positive advice from various parties for the completion of this thesis so that Alhamdulillah it can be overcome. For this reason, the researcher would like to thank the honorable ones :

1. Prof. Dr. KH. Iman Taufiq. M.Ag as the Rector of UIN Walisongo Semarang.

2. Dr. H. Ahmad Ismail, M. Ag., M. Hum. As the Dean of the Faculty of Tarbiyah and Keguruan UIN Walisongo Semarang, who has given the opportunity to researchers to get an education at the Faculty of Tarbiyah and Keguruan UIN Walisongo Semarang by majoring in English Language Education.
3. Dr. Awwalia Fitrotin Izza, M. Pd, as a trustee lecturer who has provided direction, guidance, input, and motivation while the researcher is studying at the Faculty of Tarbiyah and Keguruan UIN Walisongo Semarang.
4. Dra. Nuna Mustikawati Dewi, M. Pd, as the Head of English Education Department, Faculty of Tarbiyah and Keguruan UIN Walisongo Semarang, who always directs and guides researchers in the learning process at UIN Walisongo Semarang.
5. Dr. Hj. Ma'rifatul Fadhillah, M. Ed as the supervisor who has been willing to spend his time, energy and thoughts to provide guidance and direction in the preparation of this thesis from beginning to end.
6. Dr. Lulut Widyaningrum, M.Pd as the field supervisor during PPL who always provides encouragement and motivation while researchers complete this thesis.
7. All lecturers and employees of UIN Walisongo Semarang who have provided researchers with various knowledge while studying at UIN Walisongo Semarang.

8. Principal & Teachers of SMA NEGERI 4 PASARWAJO who have been willing to assist in the process of conducting a series of research, as well as helping to provide the data needed for researchers.
9. My parents (Mr. La Jurusa, S.Ag and Mrs. Sarna) whom I love and cherish for the world and the hereafter, thank you for your love, sincere affection, and prayers that have been given, and of course for endlessly advising, supporting in everything, motivating and educating with patience, so that researchers can complete this thesis.
10. The three siblings of the researcher (Sister Nur fitrah Jusar, Brother Adrian Ali Jusar, and Brother Azmi Jusar) who never forgot to give encouragement, prayers and support to the researcher in completing this thesis.
11. My best friend Alvytassffer, who always motivated and encouraged me in every situation while preparing this thesis.
12. Companions in Sabiru boarding house who always provide encouragement and prayers in completing this thesis.
13. PPL team at SMP Islam Al-Azhar 29 BSB who always provide motivation, support and enthusiasm to researchers.
14. The big family of PBI UIN Walisongo Semarang, especially PBI 19 A, who have struggled together until now and provided enthusiasm, support and motivation in completing this thesis.

15. Extended Family who always inspire, provide enthusiasm and advice, motivate and help researchers when experiencing difficulties in completing this thesis.
16. All parties who cannot be mentioned one by one who have provided both moral and material support for the completion of this thesis.

May Allah SWT always give the best reward, with multiple rewards. The researcher fully realizes that this thesis is still far from perfect, both in terms of material, methodology and analysis. Therefore, constructive criticism and suggestions are expected for the perfection of this thesis. Finally, only to Allah SWT, the researcher hopes that this thesis can be useful, especially for researchers and for readers in general.

Peneliti

Alfiah Nur Jusar

ACKNOWLEDGMENT

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.

Many people have parts in this research I do as a researcher. They make this research possible and doable. Without them, the researcher cannot exactly finish this research. The researcher wishes especially to thank and appreciate:

1. Prof. Dr. H. Imam Taufiq, M. Ag. As the Rector of UIN Walisongo, Semarang.
2. Dr. KH. Ahmad Ismail, M. Ag., M. Hum, as the Dean of Education and Teacher Training Faculty Of UIN Walisngo, Semarang.
3. Dra. Nuna Mustikawati Dewi, M. Pd. As the as the Head of the English Education Department of UIN Walisongo, Semarang.
4. Dra. Hj. Ma'rifatul Fadhillah, M.Ed as the advisor who has guidance, dedication, and support during writing this thesis.
5. Extraordinary parents, beloved family who always support me in any situation, so that I can complete my studies.
6. Alfiah Nur Jusar for her efforts and sacrifices so that I can pass this path until now. You are the best.
7. My beloved partner Muhammad Sya'ad Fauzan who always helps and gives good input.
8. My best friends Alvytassffer and the students of SMA N 4 PASARWAJO who were involved in this research.

9. LPM Edukasi UIN Walisongo, all my friends from PBI A 2019, and all my friends who accompany me and accept me as I am.
10. who cannot be mentioned one by one, who have supported researchers to complete this thesis.

Finally, the researcher realizes that this thesis is far from the perfect arrangement. As a result, the researcher will gladly accept any helpful criticism to improve this thesis. And hopefully, this thesis can be useful for the readers.

Semarang, 26 May 2023
The research,

Alfiah Nur Jusar
NIM. 1903046016

MOTTO

اطْلُبِ الْعِلْمَ مِنَ الْمَهْدِ إِلَى اللَّحْدِ

(Seek knowledge from the cradle to the grave)

"Study diligently, for knowledge is the most valuable treasure." - Imam Syafi'i

"Success is when preparation and opportunity meet."

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CHAPTER I

INTRODUCTION

A. Background Of The Study

Nowadays, literacy plays an important role in education. Activities that involve reading and writing are called "literacy events". Literacy activities must be included in the teaching and learning process, especially reading skills that students must master in facing the national exam. In fact, teaching students to read English texts is not an easy thing. Based on a preliminary study in a high school, there are several problems experienced by students in reading activities in English as a Foreign Language (EFL) classes.

The problems that some students experience include avoiding activities in English reading classes, or at least they are not enthusiastic about reading in English and in some cases they avoid reading English materials.¹

For some time, foreign language (FL) educators have recognized the existence of FL anxiety and its significant potential

¹ R. A. Jalongo, M. R., & Hirsh, "Understanding Reading Anxiety: New Insights from Neuroscience," *Early Childhood Education Journal* 37 (2010): 431–435, doi: 10.1007/s10643-010-0381-5.

disruption to language learning and production. In 1986, Horwitz, Horwitz, and Cope defined FL anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors associated with classroom language learning arising from the uniqueness of the language learning process" (p. 128). At the core of FL anxiety, according to Horwitz et al. is the threat to an individual's self-concept caused by the limitations inherent in communicating in an imperfectly mastered second language. From this perspective, FL anxiety is most clearly related to the oral aspects of language use: listening and speaking. Indeed, most discussions of FL anxiety center on the difficulties caused by anxiety with respect to oral.

These manifestations are symptoms of foreign language anxiety in the classroom.² In some cases, foreign language reading anxiety has a negative effect on comprehension and the reading process.³

In 1995 until now, the mass media has always carried news about reading interest in the community, especially student reading interest. Electronic media such as television also broadcast public service announcements to generate interest in reading. News

² Elaine K. & Johan. Horwitz, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 125–132.

³ T.J Saito, Y., Horwitz, E.K, & Garza, "Foreign Language Reading Anxiety," *The Modern Language Journal* 83 (1999): 202–218.

articles in newspapers and public service announcements on television generally voice concerns about students' lack of interest in reading. Reading is strongly influenced by the stimulation obtained from the child's environment, therefore reading needs to be cultivated and instilled from an early age. In EFL learning, reading is one of the core activities and is important to help the success of the learning process. Allah says about reading in the Qur'an Surah Alaq (96): 1

مَّا خَلَقَ الَّذِي رَبِّكَ بِاسْمِ إِفْرَأ

In the name of thy Lord Who created

There are two major groups of factors that can influence children's interest in reading, including personal factors and institutional factors. Personal factors are factors within the child that include gender, intelligence, reading ability, attitude, psychological needs and age. While institutional factors are factors from outside the child, which include the availability of many reading books and types of books, family socio-economic conditions and ethnic background, then the influence of parents, teachers and students' peers.

One of the affective factors that play an important role in second or foreign language learning is anxiety. According to Brown, anxiety plays a major affective role among affective

factors in second or foreign language acquisition.⁴ It is the most powerful predictor of student performance among affective factors.⁵ Linking affective factors to success in second or foreign language acquisition or learning.⁶

Factors associated with reading texts have been examined extensively, including unknown vocabulary, unfamiliar culture and unfamiliar topics and text features. In reading, vocabulary is a fundamental element as all information is conveyed through words. Learners who encounter unknown vocabulary are more likely to struggle with reading.

The majority of students agree that unknown vocabulary can cause reading anxiety.⁷ The results show that the more unknown vocabulary students encounter, the higher reading anxiety students are likely to feel.

A further factor related to texts is unfamiliar topics and text features. Some EFL learners feel anxious when they encounter

⁴ D. Brown, *Principles of Language Learning And Teaching* (5th Ed.) (United States of America: Pearson Longman, 2007).

⁵ W Liu, M., & Huang, "An Exploration of Foreign Language Anxiety and English Motivation," *Education Research International*, 1-8 (2011), <http://dx.doi.org/10.1155/2011/493167>.

⁶ S. D Krashen, *Principles and Practice in Second Language Acquisition* (United Kingdom: Prentice-Hall International, 1987).

⁷ Q. Huang, "Study on Correlation of Foreign Language Anxiety and English Reading Anxiety," *Theory and Practice in Language Studies* 2, no. 7 (2012): 1520–1525.

unfamiliar topics. In Al-Shboul's study, the interviewees responded that they wanted to read short and easy stories.⁸

EFL learners who participated in Kuru-Gonen's study claimed that text features, such as length, could also cause their reading anxiety.⁹ The majority of participants disliked reading long texts, which would increase their reading anxiety. As far as personal factors are concerned, fear of making mistakes, negative background experiences and lack of confidence are potential causes of FL reading anxiety.

In several studies, fear of making mistakes has been identified as one of the main sources of EFL reading anxiety. It is confirmed that fear of making mistakes will make learners feel anxious, as they want to avoid being laughed at.

Negative background experiences refer to bad experiences or situations that EFL learners face during the process of learning a new language. Bad situations can be, for example, being teased by others or scolded by the teacher. claims that due to bad

⁸ Z Al-Shboul, M. M., Ahmad, I. S., Nordin, M. S., & Rahman, "Foreign Language Reading Anxiety in a Jordanian EFL Context: A Qualitative Study," *English Language Teaching* 6, no. 6 (2013): 38–56.

⁹ I. Kuru-Gonen, "The Sources of Foreign Language Reading Anxiety of Students in a Turkish EFL Context" (Anadolu University: Turkey, 2005).

experiences or situations, EFL learners can create negative feelings that can prevent them from enjoying reading.

Bad experiences can also include EFL learners who do not have good reading habits or those who have experienced negative reading-related incidents, which cause them to have prejudice against reading in the target language. The more negative background experiences an FL learner has, the higher the level of reading anxiety he or she may experience. Another affective factor often mentioned in FL reading research is self-esteem.

This incident occurred in class X students at SMA Negeri 4 Pasarwajo. Through observations on February 13, 2023 to the homeroom teacher of class X at SMA Negeri 4 Pasarwajo, it was stated that the case of student reading anxiety in the classroom was often experienced by a number of students when learning English. This anxiety occurs when students are participating in English reading lessons held in class. It is seen that some of these students experience anxiety such as unfocusedness during the process of learning in class, nervousness when asked questions given by the teacher in class, heart palpitations, trembling, cold sweats until they realize that it is time for the student to get their turn to read, a number of students said that they felt anxiety when the English lesson began. Students admitted that they were nervous, anxious, felt bad that they would receive a bad grade, and worried about

reading. Some students answered that they could not follow the pronunciation and the feeling of fear of being wrong, and students had an uneasy feeling and worried that they would get a bad grade. This is what makes students have anxiety when they have to face English subjects.

Through these observations, the researcher wanted to conduct further research on the factors of student anxiety when reading English and what factors affect the anxiety experienced by class X students in reading English. In addition, the researcher also wants to see how efforts can overcome the problems of these difficulties.

B. Question Of The Study

The formulation of the problem in writing this thesis is as follows, What are the factors that cause anxiety of X.1 class students in reading English?

C. Objective Of The Research

This study aims to find out the types of students' anxiety in reading English texts and to find out the factors that influence students' anxiety when reading English texts at SMAN 4 PASARWAJO.

D. Significant Of The Research

The results of this study are expected to have several benefits, namely:

1) Theoretical benefits

For the development of science, this research is also expected to provide benefits for the development of the discipline of educational psychology.

2) Practical Benefits

- a. For students to recognize the impact of anxiety when reading English.
- b. For Schools Provide knowledge to be able to help improve student self-control.
- c. Next Researchers As input and reference to be used as a reference for conducting further research on similar topics.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

The author pays attention to several previous studies related to this research in making this thesis, namely: First, according to research conducted by Fatma Sari, Desmawati Radjab, Havid Ardi on student anxiety in learning English. The researcher aims to find out the anxiety of students to learn English, from the results of the study it was found that the factor that most influenced students' English anxiety was the fear of negative judgment. From the data obtained, most students in classes X9 and X10, XI IPA 4 and XI IPS 1, and XII IPA 1 and XII IPS 1 felt that the fear of negative judgment was one part of English anxiety that greatly affected them in learning.¹⁰ The similarity between the research and the current research is that both of them both study anxiety, while the difference between the above research and the current research is that the current research is more directed at the factors that cause

¹⁰ H Sari, F., Radjab, D., & Ardi, "The Impact of Anxiety on English Language Learning: A Study of Indonesian Students," *The Southeast Asian Journal of English Language Studies* 19, no. 2 (2013): 143–157.

anxiety that students often experience when learning a foreign language.

Second, I Putu Yoga Purandina conducted research on student learning anxiety, more specifically the factors that cause them anxiety are (1) Lack of confidence in using English, (2) Fear of negative judgment, (3) Fear of being inferior to friends or fear of being compared to friends.¹¹ the similarity between the above research and the author is that both examine the factors that cause anxiety in students. while the difference is that although the author examines the same factors as previous research, here the author also wants to know how important learning a foreign language is for students and schools.

Siti Sa'adah has conducted research on reading anxiety which explains that reading anxiety is the most concerned thing in foreign language anxiety. Through interview transcripts and data analysis results, it can be concluded that: First, most students experience reading anxiety when learning English.¹² The results of this study are in line with research conducted by Saito et al who

¹¹ I. P. Y. Purandina, "An Analysis of Students' Anxiety in Learning English as a Foreign Language," *Journal of English Language Teaching and Linguistics* (2022).

¹² Siti Sa'adah, "Students' Reading Anxiety In English Foreign Language Learning," *Journal of English Language Teaching and Linguistics* 1, no. 2 (2020).

found that students' reading anxiety varies according to the target language and writing systematics. Some circumstances that indicate students feel anxious, such as embarrassment, lack of confidence, and confusion. The difference between this research and the research to be conducted by the author is that the author will develop and find out more about what forms of anxiety are usually experienced by students and also pay attention to how important foreign language learning is held at school.

Based on research by Horwitz, foreign language learning anxiety can have an impact on students' skills in understanding and mastering foreign languages. This anxiety can have a negative impact on speaking, writing and reading skills when learning a foreign language. MacIntyre's research also shows that students who have foreign language anxiety tend to be less motivated and feel less confident in speaking a foreign language. Foreign language teachers should understand students' anxiety and try to create a comfortable learning environment to overcome this anxiety.¹³

The similarity of this study is to analyze reading anxiety in EFL learners. This study examines the level of reading anxiety but

¹³ R. C. MacIntyre, P. D., & Gardner, "The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language," *Language Learning* 44, no. 2 (1994): 285–305, doi: 10.1111/j.1467-1770.1994.tb01103.x.

the researcher describes the anxiety that occurs in students. Based on previous studies that have been formulated by researchers, all of them have conducted research on foreign language reading anxiety in several variables. There are those who examine reading ability, use teaching strategies that use quantitative methods and mixed methods. In addition, in this study, researchers focus on further describing reading anxiety and the factors that cause anxiety by using qualitative methods using a case study approach.

B. Theoretical Reviews

1. Anxiety

a. Nature of Anxiety

The English word 'anxiety' comes from many roots. As it is cognate with *angoisse* (French), *angst* (German), *angoscia* (Italian), and *anguistia* (Spanish), anxiety comes from the ancient Greek *angh*, which can be found in ancient Greek words meaning 'to oppress', 'to suffocate', 'to be burdened with grief', and 'to weigh down', 'to burden', and 'to trouble'. Most definitions of anxiety result in negative emotions. Research on anxiety has been on the rise since the 1980s. Anxiety is a complex understanding in psychology that is difficult to pin down into one precise definition. Feelings of anxiety may be

associated with feelings of discomfort, insecurity, worry and fear.

Anxiety is also an individual's emotional reaction in the face of uncertain events or situations. So that when faced with something uncertain, there is a feeling of fear of being threatened which is characterized by avoidance or escape behavior.¹⁴

People who experience anxiety often feel they have an unrealistic self-image. Worry and fear are often recurrent, haunting those who experience them. There is an ongoing emotional roller coaster ride of worry, sudden mood swings, or the appearance of various physical symptoms (headaches, sweating, muscle tension, weakness, and fatigue). Craske in a seminar also suggested that individuals experiencing anxiety symptoms have excessive fear, anxiety, or avoidance of perceived threats in their surroundings (e.g., unfamiliar social situations or locations) or within themselves (e.g., unusual body sensations).

Exaggerated negative emotions do not match the actual risk or danger. Ambiguity and exaggeration are characteristic features of anxiety that often undermine well-functioning

¹⁴ M Romas, J. A., & Sharma, *Theoretical Models of Counseling and Psychotherapy*, Brunner-Ro. (New York, 2000).

relationships in society. The form of anxiety is quite predictable, which is the source of the danger. A person experiencing anxiety is largely unable to recognize the source of their negative feelings. The danger is difficult to recognize and hard to find. Whereas the emotion of fear can be clearly suppressed, the inherent anxiety, which is difficult to suppress, cannot be completely eliminated from the person suffering.

A fairly clear definition is contained in the Gale Encyclopedia of Psychology which defines anxiety as "An unpleasant emotion triggered by anticipation of future events, memories of past events, or self-reflection." While anxiety is considered a negative emotion, it actually has another side of the coin that helps humans survive like any other emotion.

Anxiety ranges from low-level anxiety, such as worrying about tomorrow's exams, to moderate-level anxiety, when we begin a new experience such as the first day at a new school, to somewhat intense anxiety when we face a major life problem. True amount of anxiety does help individuals to keep moving forward in a better direction. Emotions help us survive, thrive, However, anxiety also has some of its positive traits on human development. As Cheryl mentions in her book that anxiety has had some positive impacts on human evolution. Anxiety acts as an adaptive survival fight and flight response,

when a person is in a situation of danger anxiety provides an alarm for the body to react immediately to problems.

From the point of view mentioned above, the author agrees that anxiety can be both beneficial and detrimental to human growth, especially in terms of survival. Therefore, as a teacher, we must also know what anxiety factors students experience in carrying out the learning process so that we can act to reduce anxiety in these students, because in general students who experience anxiety while learning will make students embarrassed and afraid to follow the learning process properly and later these students will experience delays in understanding the lesson and will even make the student's self-confidence decrease.

b. Types of Anxiety

According to Spielberger there are 2 types namely Momentary anxiety (state anxiety), is defined as an emotional reaction consisting of an unpleasant feeling, then consciously feels tension and fear, with activation associated with the autonomic nervous system.¹⁵

¹⁵ BJ Carducci, *Personality Psychology: Viewpoints, Research, and Applications* (UK: Wiley-Blackwell, 2009).

Basic anxiety (trait anxiety), is a characteristic of individuals who worry will affect the intensity of their anxiety response in various situations. Individuals who have high trait anxiety are more anxious than individuals who have low trait anxiety so that this increases the anxiety response.

c. Impact of Anxiety

The impact of anxiety varies, the following are the effects of anxiety, Decreased cognitive capacity of a person in solving complex problems. This happens because his cognitive ability is divided between his anxiety and the task at hand.¹⁶ Affect individual performance in their activities. Individuals who experience anxiety will display different performance than when individuals do not experience anxiety. Disturbances in social relationships and depression occur. Once a person experiences anxiety, he will avoid things that make him feel threatened. The person becomes closed to his environment. The absence of other people, makes his anxiety worse to the level of depression.¹⁷

¹⁶ R. A Powell, "Management of Anxiety," *Journal of the Royal Society of Medicine* 97, no. 44 (2004): 45–48, https://journals.sagepub.com/doi/abs/10.1258/jrsm.97.suppl_44.45.

¹⁷ M Romas, J.A. & Sharma, *Theoretical Models of Counseling and Psychotherapy* (New Delhi: Discovery Publishing House, 2004).

From some of the explanations related to anxiety above, we can conclude that anxiety is a complex understanding in psychology that is difficult to break down into one precise definition. Feelings of anxiety can be associated with feelings of discomfort, insecurity, worry, and fear. types of anxiety are also divided into two, namely: momentary anxiety and basic anxiety. in addition to different types of anxiety there are also various impacts of anxiety, one of which is a reduction in a person's cognitive capacity in solving complex problems. in experiencing anxiety, of course, each individual has different performance results and of course individuals who do not experience anxiety have good performance results.

2. Anxiety and Foreign Language Learning

a. Foreign Language Anxiety

The process of learning a foreign language can demand many student assignments. In fact, by learning a new language, one's whole body is affected by a new culture, a new way of thinking, feeling, and acting. People who learn foreign languages must be prepared to be challenged by new differences in culture and thinking. For example, the Javanese language is sung as a soft speech which then tends to become a culture to think carefully so as not to offend. other people they

talk to. In terms of English, the conveyors of the language like to call them by their own names rather than personal pronouns which conveys the value that each individual is unique in his own way.

However, challenges in a new perspective can provoke student anxiety. Mental blocks must be removed and the nature of openness in perceiving a second culture must be introduced. Clinical experience, empirical findings, and personal reports all attest to the existence of anxiety reactions related to language learning in some individuals. 20 Another factor that triggers anxiety is the various symbols of the alphabet in several languages such as Japanese, Korean, Russian, and Arabic.

Foreign language anxiety is the most well-documented phenomenon over the years, but this research is still debatable whether anxiety has a positive or negative feedback role in language learners. Scovel at Horwitz mentions that there are studies that find an anticipated negative correlation between anxiety and second language achievement, but some studies find no association and some identify a positive relationship between anxiety and second language achievement. This then becomes an interesting topic to study as findings cannot be avoided.

Foreign language anxiety is defined as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to language learning classrooms that arise from the uniqueness of the language learning process.” On the other hand, MacIntyre, as quoted by Amri, defines foreign language anxiety as worry and negative emotions that arise when learning or using a second language. This means that anxiety has several self-concepts that students have to be aware of their own performance. It triggers students' negative emotions and hinders their performance in learning foreign languages.

Sellers notes that the impact of anxiety is complex and not easily accessible in a language learning context. As language learners, individuals can attest to several events during their learning experience when they feel anxious. He mentioned that a certain level of fear can motivate language learners. When students recognize their fears, they will be able to interpret anxiety-provoking situations in a more realistic way and ultimately choose to approach rather than avoid anxiety-provoking situations.

Tran stressed that foreign language students and teachers should be aware of foreign language anxiety as research has been conducted for many years but there is still a blurred line whether teachers and students have positive or negative views

of foreign language anxiety. A teacher and student are direct stakeholders in language teaching and learning, therefore studying them examines their awareness of, and attitude towards, foreign language anxiety is very important to understand and properly address.

Research on foreign language anxiety has attracted a lot of attention since the 1980s. This has made some prominent figures in language anxiety such as Horwitz et al creating an instrument to measure anxiety in learning a foreign language. The Classroom Foreign Language Anxiety Scale (FLCAS) was introduced and has since become the standard measure of language anxiety.

Several years later, Saito introduced a language-specific scale to measure reading anxiety called the Foreign Language Reading Anxiety Scale (FLRAS). The instrument measures how someone learns a second language with different alphabetic symbols. In short, it is naïve to dismiss anxiety as an unimportant factor in language learning abroad. Studies show that there is a large amount of information about language anxiety in high school and college students. However, a small number of studies were conducted in junior high schools whereas this population learns the earliest learning curve exposed by a foreign language in the Indonesian context.

b. Foreign Language Class Anxiety Scale

Identification of anxiety in foreign language classes is also important. Horwitz supports that foreign language anxiety is a cause of poor performance in language learning. He then developed an instrument for measuring anxiety in foreign language classes called the Foreign Language Class Anxiety Scale (FLCAS).

The FLCAS lists a series of questions related to how someone perceives anxiety in the classroom. It reflects the three components related to anxiety, communication anxiety, fear of negative evaluation, and exam anxiety. The instrument consisted of 33 questions and respondents rated each question on a five-point Likert scale ranging from strongly disagree to strongly agree.

After reading the description above, The author strongly believes that there should be tools to assess anxiety in foreign language classrooms as these tools allow us to identify the specific types of worries that students feel and quickly take steps to reduce them.

3. Reading

Reading is the gateway to knowledge and understanding. Through reading, one can broaden their horizons, develop critical thinking, and gain valuable information.¹⁸ Reading is also an active process that involves deconstruction of the text and construction of new meaning based on the reader's knowledge and experience. It involves decoding, understanding context, and creative interpretation.¹⁹ Reading is also a window to the world that opens up opportunities to explore different cultures, views and perspectives. By reading, we can experience the lives of others and see the world from a different perspective.²⁰

In addition to the understanding or limitations of reading put forward, reading can also be interpreted as a method that we can use for communicate with ourselves and sometimes with others, namely communicating the meaning contained or implied in written symbols. stated that reading is an ability to see written symbols and change written symbols through a phonics, namely a teaching of reading, speech, spelling. , based

¹⁸ M. J. Adams, *Beginning to Read: Thinking and Learning About Print* (MIT Press, 1990).

¹⁹ S. Goodman, K., *On Reading* (Heinemann, 1996).

²⁰ D. K Cullinan, B. E., & Harwood, *Literature and the Child* (Cengage Learning, 2013).

on the phonetic interpretation of ordinary spelling, leads to oral reading. Reading can also be considered as a process to understand what is implied in what is written, to see the thoughts contained in the written words.

From the description above shows that reading is a process related to language. Reading is a complex ability. Reading is not merely the activity of looking at written symbols. Various abilities are mobilized by a reader so that he is able to understand the material he is reading. Therefore students must be assisted to respond or respond to visual symbols that describe the editorial signs they responded to before that.

a. Reading Purpose

Language has certain goals, as well as activities read. Purpose of reading is to seek and obtain information, include content, understand the meaning of reading. meaning, meaning (meaning) is very closely related to our intentions, or our intensity in reading.

In detail, explains the purposereading is as follows.

1. Reading for details or facts (reading for details or facts)
2. Reading for main ideas (reading for main aference)

3. Read to find out the order or arrangement, story organization (reading for sequence or organization)
4. Reading to conclude, reading inferences (reading for inference).

Another opinion regarding the purpose of reading, that the purpose of reading is:

- a) Reading for the purpose of obtaining something practical,
- b) Reading to get results in the form of achievements,
- c) Reading to reinforce personal values or beliefs
- d) Reading to replace old aesthetic experiences,
- e) Read to escape trouble, fear, or illness certain.

From the description above, it shows that reading has certain goals that are taught to students at school. Every time a person or student does a reading activity, they must have a specific purpose. The purpose of reading must be clear, because it will provide motivation for someone to do reading activities. Likewise with the teacher, where the teacher must understand the purpose of reading including the purpose of speed reading.

b. Benefit of reading

Reading has extensive and positive benefits for one's personal and intellectual development. Regular reading can

improve cognitive abilities, train analytical thinking, increase vocabulary, and hone communication skills. In addition, reading can also reduce stress, increase empathy, and help one understand the world with a broader perspective. According to research conducted by Cunningham and Stanovich, reading voraciously is closely linked to academic development and success in various areas of life.²¹

c. Reading Type

Covers a complete set of lower skills. The nature of low-level reading skills such as distinguishing the letters 'A' and 'a' into a complex understanding of what the writer wants to convey in one whole paragraph. According to Broughton et al. There are various types of reading such as reading aloud, reading silently, reading intensively, and reading extensively.

1) Read Aloud

Reading aloud focuses primarily on oral pronunciation rather than comprehension. This is the most basic level of reading and requires a familiar text to be read aloud. The text should consist of content and language that is common and easy to understand.

²¹ K. E Cunningham, A. E., & Stanovich, “What Reading Does for the Mind,” *Journal of Direct Instruction* 1, no. 2 (2001): 137–149.

2) Silent Reading

Silent reading is most often applied by various groups in the world to learn the material to be studied, skim information, understand reading for pleasure, learn written language materials, and learn written language materials.

3) Intensive reading

Intensive reading aims at understanding short and detailed texts, no more than 500 words, to gain a full knowledge of the logical arguments, symbolic text patterns, emotional, attitudes and intentions of the author.

4) Extensive Reading

Extensive reading is the ability to read to cover the full amount of text in the shortest amount of time. Extensive reading needs practice to achieve fast and efficient reading.

d. Students' problem in reading

Problems in reading that are often faced by students are difficulties in comprehending texts and lack of interest in reading. Many students face challenges in understanding unfamiliar words, connecting information in the text, and drawing appropriate conclusions. In addition, lack of interest in reading is also a significant obstacle, as students tend to choose other activities that are more interesting than reading.

According to research conducted by Guthrie, Wigfield, and Perencevich, low interest in reading has a negative impact on reading comprehension and academic achievement.²² Therefore, it is important for educators to create an environment that stimulates students' interest in reading, provide relevant and interesting reading, and provide support in the development of reading skills.

Students usually experience problems in reading when they need to combine a number of different skills, for example in understanding the meaning of words, understanding letters and syllables, as well as in understanding sentence structure, and how to make connections between words in a broader context. Some students may have difficulty with early reading skills, such as recognizing letters and syllables, but others may have difficulty understanding the broader meaning of a text.

There are a number of factors that cause reading difficulties in students, including neurological factors, visual problems, and environmental factors. It is important that parents and teachers can help students overcome reading difficulties and help improve their reading skills.

²² K. C Guthrie, J. T., Wigfield, A., & Perencevich, Motivating *Reading Comprehension: Concept-Oriented Reading Instruction* (Lawrence Erlbaum Associates, 2004).

There are also several ways to help students not to experience problems in reading, including:

1. Getting used to reading from an early age: Every parent and teacher can teach students to get used to reading early on by reading them fairy tales, picture books that catch their attention, or stories. This can improve early reading skills and expand students' vocabulary.
2. Provide appropriate books and reading resources: Teachers and parents also need to provide books and reading materials that are appropriate for the age and interests of the students. This can increase students' interest and enthusiasm in reading.
3. Developing reading skills: Parents and teachers can help develop students' reading skills in the form of exercises and various activities that support reading skills, such as reading with proper pronunciation and intonation, as well as understanding the meaning of words, and arranging words in sentences.
4. Provide appropriate encouragement and support: If a student is facing reading difficulties, it is important for parents and teachers to provide appropriate guidance and support so that the student can overcome these difficulties.

This may include individualized tutoring, speech therapy, or the use of learning aids.

BAB III

RESEARCH METHODS

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.²³ The process of research involves emerging questions and procedures. Data typically were collected in the participant's setting. Data analysis inductively build from

²³ John Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition* (Boston: Pearson Education, 2012).

particulars to general themes. The researcher made interpretations of the meaning of the data situation.²⁴

2. Time and place

Pasarwajo 4 Public High School is located in a geographical location in a village, precisely in Pasarwajo District. Pasarwajo 4 Public High School was founded with the reason that many junior high school graduates in Pasarwajo District did not continue their education to a higher level. So that with the existence of Pasarwajo 4 Public High School, all junior high school graduates can continue to senior high school, Pasarwajo 4 Public High School was built in 2015. The time of this research will be conducted in the even semester of the 2023/2024 academic year. This research will be conducted at SMA Negeri 4 Pasarwajo.

3. Subject Of The Research

The research subjects were 23 students of class X.I SMA Negeri 4 Pasarwajo, there were 3 classes X at SMA Negeri 4 Pasarwajo namely specialization 1, specialization 2 and specialization 3. The researcher chose X.1 as a respondent

²⁴ John Creswell, *Research Design Qualitative Quantitative and Mix Methods Approaches* (London: SAGE Publications, 2009).

because when collecting data the researcher found it easier and more organized.

4. Instruments and Technique Of data Collection

a. Research instruments

The instrument in this study is a supporting element of the research process. Individual instruments in this process are researchers who play an important role and play an important role as research instruments.

b. Data collection technique

Data collection techniques in this study used interviews, observation and documentation.

1) Observation

The target of this observation is students at SMA Negeri 4 Pasarwajo. The purpose is to find out and collect data about the things to be studied. This observation is a way to investigate the sequence of activities in the teaching and learning process and also its implementation to obtain factors that affect students' anxiety in reading English. With observation the researcher can see the events observed by the subject who experiences, captures, feels the

phenomenon according to the understanding of the subject and the object under study.

2) Interview

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 SMA N 4 Pasarwajo.

3) Documentation

The target of this documentation is students at SMA Negeri 4 Pasarwajo. The purpose of this documentation is to collect data by collecting and analyzing documents. both written documents, pictures and others.

1. Data analysis technique

Data analysis technique is the process of systematically searching for and compiling data obtained from interviews, field notes, and also documentation then making conclusions that are easily understood by oneself and others. Miles and Huberman in the book *Quantitative, Qualitative, Research*

Methods and R&D suggests that the activity in qualitative data analysis is carried out interactively and continues continuously until complete so that the data is saturated.²⁵

a. Data reduction

The data analysis technique that will be used this time is by reducing data, presenting data and drawing conclusions.

b. Data presentation

In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. However, Miles and Huberman argues that what is most often used to present data in qualitative research is with narrative text.²⁶

c. Conclusion/verification

Drawing conclusions is part of an integrated configuration because drawing conclusions are also verified from the beginning of the research to the end of the ongoing and ongoing research.

²⁵ A. M. Miles, M. B. & Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods* (Beverly Hills: SAGE, 1984).

²⁶ A. M. Miles, M. B. & Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods* (Beverly Hills: SAGE Publications, 1984).

BAB IV

FINDINGS AND DISCUSSION

A. Finding

As a result of the research, there were several different answers. From the interview results, almost all students felt reading anxiety when learning English. Some situations indicate that students feel anxious such as confused, embarrassed, and nervous. Students tend not to understand the whole text and are confused with the topic, vocabulary, and content of the text. They also feel nervous when doing reading activities and embarrassed by pronunciation mistakes.

Some students seem unfamiliar with vocabulary, and think that reading is difficult. They also think that reading is a more difficult skill than other skills. Although almost all students have studied English in primary school, they are still unfamiliar with English materials. They also feel confused when reading because they do not understand English.

The results of this study are related to the research conducted by Zhornik. According to the study, Zhornik claims that students who experience reading anxiety have impaired mental control. Students usually reinforce an attitude that is

interpreted as "I can't read on my own". This condition means that students lack confidence in their reading skills.

B. Analysis

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

1. students' anxiety in reading English

a. Hard to Understand Text

The purpose of reading is so that the reader can clearly know the ideas in the text. According to the results of research conducted by the author, almost all students have experienced anxiety when they read a topic for the first time and do not understand it. After reading the text students often felt anxious because they could not understand the text as a whole. They have tried hard to understand the content of the text, as a result the necessary information in the text is not found. This can lower student achievement and impact on the outcome of the learning process. Students stated that after reading, they did not get anything because they only focused on

deciphering the words. This can be seen in the following interview:

*"No, I didn't understand the message I read in the English text".
(S, May 5, 2023)*

"I can't understand the content of the text." (KM, May 5, 2023)

"I can, but I can only understand a little". (J, May 5, 2023)

According to Isler & Yildirim (2017), one of the main causes of FL reading anxiety is unfamiliar topics. Their background experience or familiarity with the reading context affects their perception of reading. Students are exposed to texts that lack context details that they worry about and hinder their interpretation.

b. Unknow Vocabulary

Vocabulary is one of the factors causing reading anxiety in learning English. Most of them said that they felt anxious because they did not master the vocabulary, they also found it difficult to interpret and memorize the vocabulary. This has an impact on students' understanding of the text. Students who lack vocabulary tend not to be able to understand the text as a whole.

The results revealed that some students looked confused when the teacher asked them to describe a text. They

read in a low voice and also asked their friends about the meaning of the text. Students also admitted that they sometimes used the applicator to translate the text. Some of them also answered questions hesitantly. This shows that it is very difficult for them to read English text without knowing the meaning of the words. This can be seen from the following interview results:

“I am very disturbed by the presence of new vocabulary” (AP, 7 March 2023)

“I’m confused and don’t understand the new vocabulary, plus I don’t know what it means” (N, 7 March 2023)

According to Rajab said that foreign vocabulary can inhibit learners; understanding and causes difficulties which in turn cause anxiety.

c. Fear of Making Mistakes

Various theories have explained that the fear of making mistakes is one of the main factors in students' inability to learn, especially reading. The fear of making mistakes stems from students' lack of confidence in their own abilities. They admit that they cannot speak English well and find reading difficult. Students revealed that making mistakes

is undesirable, whether it happens in front of the teacher or their friends.

Interviewer: *How do you feel when the teacher asks you to read a long text?*

Interviewer : *anxious because I am afraid of being wrong especially when reading long English texts* (G, May 5, 2023).

Hieu (2011) and Zang (2006) stated that students are afraid of making mistakes because they are afraid of being laughed at by their peers and being judged negatively by their peers if they make mistakes while reading. Students are afraid of mistakes because they are worried about how their voice sounds.

d. Types of Reading Text

The choice of text type is one of the sources of reading anxiety for students. Some were easy for students to understand and some were difficult for students to understand. Students felt anxious if the topic was not familiar. Some texts such as stories (comics, cartoons) and dialog texts are familiar to students. They expressed vocabulary in story texts that were more familiar. In addition, the stories are accompanied by pictures.

"I was confused because there were too many words that I didn't understand". (LOC, May 5, 2023)

"Yes, I feel confused because I can't remember the whole text". (R, May 5, 2023)

"It is a bit confused and difficult to understand the English text". (J, Mei 5, 2023)

e. Pronunciation

Another factor that caused anxiety for EFL learners was pronunciation. Some students confess that they couldn't get rid of their accent, and sometimes they still use it. When they read English, their tongues will often slip. Other students felt that they had deficiencies in their pronunciation so when asked by the teacher, they were afraid to read aloud.

Interviewer: *How did you feel when you read the English text?*

Interviewee: *I feel panic because I am afraid of reading it wrong (IP May 5, 2023).*

The students stated that when the teacher asked the students to read the text in front of the class, some students showed confusion. Some students revealed that they could not pronounce the text because they did not know how to spell the word. So, they experienced many mistakes because they had spelled the word in Indonesian. Richard and Renandya

mentioned that Pronunciation (also known as phonology) includes the role of individual sounds and sound segments, i.e. features at the segmental level, as well as suprasegmental features such as stress, rhythm, and intonation. The fact that few second language learners are able to speak a second language without showing evidence of difficulty in mastering pronunciation similar to native speakers, but also the goals that learners set for themselves.

f. Shame

Shame is an emotional expression that many students experience when they are asked to read English texts. This shows that shyness can be an anxiety problem in students' learning activities in the classroom, especially in reading activities. Shyness can be caused by several things, such as the nature of students who are quiet students. In this case, students who are not confident may tend to be shy because most of them feel very intimidated when reading in front of the class, the teacher, and their friends.

Interviewer: *"How do you feel when you read an English text?"*

Interviewee: *"when I was asked to read an English text in front of the class, I felt embarrassed because I*

couldn't read it and I didn't understand the content of the text" (LOK May 5, 2023).

They admit that they feel very embarrassed if they cannot read well and correctly, and make mistakes. They are also embarrassed for fear of being laughed at by other students.

g. Lack of Self-Confidence

Another factor that causes anxiety is a lack of confidence. Some students revealed that they found it difficult to have the confidence to read in front of the class. As is known, students' lack of confidence usually arises when students find out that they cannot read the text because they do not know how to read it. They admit that they are afraid of making mistakes in reading. In situations like this, students prefer to read silently which shows that they lack the confidence to read aloud.

Interviewer: *When you read an English text, do you feel insecure because you can't understand every word?*

Interviewee: *"yes, I feel insecure and confused because I cannot understand every word in the text". (M May 5, 2023)*

h. Teacher personality and attitude

In addition to factors caused by students, there are also teacher factors that cause anxiety. Other factors

mentioned by the participants also came from the teachers. There were students who claimed to be uncomfortable with the teacher's attitude. They claimed that teachers who had bad personalities affected their learning, especially in reading. They feel pressured and discouraged because they feel intimidated when they make mistakes.

"If the teacher is angry, I can't concentrate on learning. As a result, I read silently to cover up my mistakes."

According to the data obtained from the interviews and analysis, the author obtained the anxieties felt by SMA N 4 Pasarwajo students.

C. Discussion

The results showed that foreign language learners may face reading anxiety in their English learning. Based on the data collected through interviews with participants and analyzed, the researcher revealed that there are several sources of reading anxiety faced by grade X students of SMA N 4 Pasarwajo. These sources are; difficulty understanding the text, unknown vocabulary, fear of making mistakes, pronunciation, lack of confidence, shyness, type of reading text, and teacher's personality and attitude. The results of this study are in accordance with research conducted by Saito et

al (1999) who found that students' reading anxiety varies according to the target language and writing system.

The findings also show that difficulty in understanding the text, unfamiliar vocabulary are the most common sources of reading anxiety experienced by students. The findings of this study are similar to the findings in a previous study conducted by Sun & Luo (2018) on reading anxiety in primary level CSL learners. The results showed that lack of prior knowledge, difficult and complex vocabulary, wrong guesses, and difficult comprehension were the main sources of reading anxiety in primary level CSL learners. In addition, Kuru-Gonen (2009) found that the theme of unfamiliar and unknown vocabulary occupied the largest portion in Turkish students' diaries and interviews as a source of foreign language reading anxiety.

The researcher categorized the factors causing anxiety based on the sources found. The factors were categorized into three aspects. First, factors from the text that relate to the nature of the text. Isler and Yildirim (2013) in their research concluded that one of the factors of reading anxiety is the nature of the reading text. These factors are formed in the categories; topic familiarity, unfamiliar vocabulary. Secondly, the factors from the students are

related to the personal aspects of foreign language learners. These factors include shyness, lack of confidence, fear of making mistakes. This finding is related to the research of Al-Shboul et al (2013) who defined the concept of personal factors in two main sources, namely: fear of making mistakes and worry about the effects of reading. Finally, factors from teachers related to teacher input and attitudes that affect anxiety in students.

D. Limitation of the time

2. 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

3. 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.

4. 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

A. Conclusion

Foreign language anxiety is recognized as a significant problem in learning a foreign language. Of the four language skills, reading anxiety is one of the most concerned in foreign language anxiety. From the results of the interview transcripts and data analysis that has been done, it can be concluded that:

First, almost all students of class X SMA N 4 Pasarwajo have reading anxiety when learning English. The results of this study are in accordance with research conducted by Saito et al (1999) who found that students' reading anxiety varies according to the target language and writing system. Some situations show students feel anxious such as confused, embarrassed, not confident. Students tend to find it difficult to understand the whole text, confused with the topic, unfamiliar with vocabulary. They also feel nervous while reading and embarrassed by pronunciation mistakes.

Secondly, the researcher divided the factors causing the anxiety based on the sources found. These factors are as follows. The factors were grouped into three aspects. First, factors from the text which relate to the nature of the text. Isler

and Yildirim (2013) in their research concluded that one of the factors of reading anxiety is the characteristics of the reading text. Second, student factors which relate to individual aspects of foreign language learners. This finding is related to the research of Al-Shboul et al (2013) who defined the concept of personal factors in two main sources, namely: fear of making mistakes and worry about the effects of reading. Finally, the teacher factor relates to the teacher's input and attitudes that influence anxiety in students.

B. Suggestion

Although this research was conducted with a small number of participants in a short period of time, these findings provide some useful information that teachers and stakeholders can use to improve the quality of teaching and learning English. Based on the results of this study, several suggestions can be made to reduce reading anxiety in English class.

a. For English teachers

must be aware that most students are found to have reading anxiety. This study shows that students find some anxiety in learning English, especially in reading. Therefore, it is necessary to make improvements to reduce it. This can be

done by teachers preparing students for factors that can cause reading anxiety before asking students to read in front of the class or they can discuss these factors to help students reflect on their feelings.

b. For students

they need to reduce their anxiety by practicing more. So they will have a large vocabulary and can understand the contents of the text.

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APPENDIX 1

Interview Result of Teacher

- I. What is the condition of the students in the teaching and learning process in class?
Answer: Student conditions vary, if you get a good class the response is also good, but if you get a class that responds poorly then the response is also not good so it requires special action.
- II. How do students respond during teaching and learning?
Answer: student responses vary, there are students who are quick to respond in receiving material, there are also students who are difficult to respond, especially in learning English.
- III. What media or tools are used for learning to read?
Answer: for media, the school prepares books, Lks, but I think it is still lacking because sometimes when there is material needed, our media is still very limited.
- IV. What are the problems in teaching reading?
Answer: students' problems in learning English, students lack vocabulary, and have difficulty pronouncing words (pronunciation).

APPENDIX 2

Interview Result of Students

Researchers interviewed 21 students' to be respondents to find out the information about factors affecting students' reading anxiety at SMA Negeri 4 Pasarwajo

Respondent 1

Date : 15 May 2023

1. How do you feel when reading English texts?
Students: fun if the teacher is cool
2. Do you feel sad/disappointed when you can't understand the English text?
Students: sad because they can't understand the English text
3. When reading an English text do you understand the message/meaning of the writer?
Student: No because I don't understand
4. When reading an English text, are you confused because you can't remember the whole text?
Student: yes, confused
5. Do you feel insecure when asked to read a long English text?
Student: yes, not confident
6. Do you get confused when you don't understand/feel unfamiliar with the topic you are reading?
Student: Yes, I get confused because I don't understand the topic.

7. When reading English text, do you feel insecure and confused because you can't understand every word in the text?
Student: yes, confused
8. Are you very embarrassed when you are not used to pronouncing English words?
Student: Yes, very embarrassed because I can't pronounce it correctly.
9. Do you feel very bothered by the new vocabulary that you have to learn to understand English texts?
Student: no
10. Do you really enjoy English texts?
Student: yes
11. Do you think reading is the most difficult skill in English?
Students: Yes, because the way it is written and the way it is read are different.
12. Can you explain why you feel anxious when reading English texts?
Student: I feel anxious if there are vocabulary words that I don't know how to read.

Respondent 2

Date : 15 May 2023

1. How do you feel when reading English texts?
Student: I feel nervous and scared when reading English texts.
2. Do you feel sad/disappointed when you can't understand the English text?
Student: not really

3. When reading an English text do you understand the author's message/meaning?
Student: a little bit
4. When reading an English text, do you get confused because you can't remember the whole text?
Student: yes
5. Do you feel insecure when asked to read a long English text?
Student: I don't feel confident because I am afraid that I will read the text incorrectly.
6. Do you get confused when you don't understand/feel unfamiliar with the topic you are reading?
Student: a little confused
7. When reading an English text, do you feel insecure and confused because you can't understand every word in the text?
Student: quite insecure
8. Are you very embarrassed when you are not used to pronouncing English words?
Student: Yes, I think it is quite difficult to pronounce.
9. Do you feel very bothered by the new vocabulary you have to learn to understand English texts?
Student: no
10. Do you really enjoy English texts?
Students: I enjoy English texts
11. Do you think reading is the most difficult skill in English?
Students: yes, a little bit
12. Can you explain why you feel anxious when reading English texts?
Student: Yes, afraid of being wrong

Respondent 3

Date : 15 May 2023

1. How did you feel when you read the English text?
Students: I feel happy because I can learn English.
2. Do you feel sad/disappointed when you can't understand the English text?
Students: yes, because I can't understand the English text.
3. When reading an English text, do you understand the message/meaning of the writer?
Student: I can't understand the English text
4. When reading an English text, are you confused because you can't remember the whole content of the text?
Students: yes, because I couldn't remember the content of the English text.
5. Do you feel insecure when you are asked to read a long English text?
Student: I felt insecure because I was afraid of making mistakes when reading the text.
6. Are you confused, when you don't understand/feel unfamiliar with the topic you are reading?
Student : very confused
7. When reading an English text, do you feel insecure and confused because you cannot understand every word in the text?
Student: yes
8. Are you very embarrassed when you are not used to pronouncing English words?
Student: yes, embarrassed

9. Do you feel very bothered by the new vocabulary you have to learn to understand English texts?
Student: yes
10. Do you really enjoy English texts?
Student: I don't enjoy English texts
11. Do you think reading is the most difficult skill in English?
Student: yes
12. Can you explain why you feel anxious when reading English texts?
Student: because of the fear of being wrong

Respondent 4

Date : 15 May 2023

1. How did you feel when you read the English text?
Student: a bit confused
2. Do you feel sad/disappointed when you can't understand the English text?
Student: yes sad
3. When reading English texts do you understand the message/intent of the writer?
Student: some understanding
4. When reading an English text, are you confused because you can't remember the whole text?
Student: no
5. Do you feel insecure when asked to read a long English text?
Student: yes, lack of confidence

6. Do you get confused when you don't understand/feel unfamiliar with the topic you are reading?
Student: yes confused
7. When reading English text, do you feel insecure and confused because you cannot understand every word in the text?
Student: somewhat confused
8. Are you very embarrassed when you are not used to pronouncing English words?
Student: no
9. Do you feel very bothered by the new vocabulary you have to learn to understand English texts?
Student: no
10. Do you really enjoy English texts?
Student: yes
11. Do you think reading is the most difficult skill in English?
Student: no
12. Can you explain why you feel anxious when reading English texts?
Student: because of lack of confidence

Respondent 5

Date : 15 May 2023

1. How do you feel when reading English texts?
Students: good and happy
2. Do you feel sad/disappointed when you can't understand the English text?
Student: no

3. When reading English texts do you understand the message/intent of the writer?
Student: no
4. When reading an English text, are you confused because you can't remember the whole text?
Student: yes
5. Do you feel insecure when asked to read a long English text?
Student: yes
6. Do you get confused when you don't understand/feel unfamiliar with the topic you are reading?
Student: not confused
7. When reading English texts, do you feel insecure and confused because you can't understand every word in the text?
Student: yes
8. Are you very shy when you are not used to pronouncing English words?
Student: yes a little embarrassed
9. Do you feel very bothered by the new vocabulary you have to learn to understand English texts?
Student: No, because I like learning English.
10. Do you really enjoy English texts?
Student: yes
11. Do you think reading is the most difficult skill in English?
Student: no
12. Can you explain why you feel anxious when reading English texts?
Student: I am just shy when I am in front of the class.

Respondent 6

Date : 15 May 2023

1. How do you feel when reading English texts?
Student: I'm scared, because I don't understand English.
2. Do you feel sad/disappointed when you can't understand the English text?
Students: sad, because I don't understand English
3. When reading an English text do you understand the message/meaning of the author?
Student: I can't understand the English text
4. When reading the English text, were you confused because you couldn't remember the whole text?
Students: confused, because the pronunciation and writing are different
5. Do you feel insecure when you are asked to read a long English text?
Student: I feel less confident, because the pronunciation is difficult.
6. Do you get confused when you don't understand/feel unfamiliar with the topic you are reading?
Student: confused
7. When reading English text, do you feel insecure and confused because you can't understand every word in the text?
Student: yes
8. Are you very embarrassed when you are not used to pronouncing English words?
Student: yes, embarrassed

9. Do you feel very bothered by the new vocabulary you have to learn to understand English texts?
Student: yes
10. Do you really enjoy English texts?
Student: no
11. Do you think reading is the most difficult skill in English?
Student: yes
12. Can you explain why you feel anxious when reading English texts?
Student: because I don't speak English

Respondent 7

Date : 15 May 2023

1. How do you feel when reading English texts?
Student: I'm scared, hesitant because it's hard to understand English.
2. Do you feel sad/disappointed when you can't understand the English text?
Student: I feel sad, because I don't understand English.
3. When reading an English text do you understand the message/meaning of the writer?
Student: I understood the English text a little
4. When reading the English text, were you confused because you couldn't remember the whole text?
Students: yes, I feel confused
5. Do you feel insecure when asked to read a long English text?
Student: I don't feel confident
6. Do you get confused when you don't understand/feel unfamiliar with the topic you are reading?
Student: Yes, I feel confused

7. When reading English text, do you feel insecure and confused because you can't understand every word in the text?
Student: yes
8. Are you very embarrassed when you can't pronounce English words?
Student: Yes, I am embarrassed because I can't read English.
9. Do you feel very distracted by the new vocabulary you have to learn to understand English texts?
Student: yes, I feel annoyed
10. Do you really enjoy English texts?
Student: I don't
11. Do you think reading is the most difficult skill in English?
Student: yes
12. Can you explain why you feel anxious when reading English texts?
Student: because I don't understand English

Respondent 8

Date : 16 May 2023

1. How do you feel when reading English texts?
Students: I like it, because English is my favorite subject.
2. Do you feel sad/disappointed when you can't understand the English text?
Students: No, if I can't understand the English text I can google it and study it.
3. When reading an English text do you understand the message/intent of the writer?
Student: I understand the English text a little
4. When reading an English text, do you get confused because you can't remember the whole text?

- Student: yes
5. Do you feel insecure when asked to read a long English text?
Student: no
6. Do you get confused when you don't understand/feel unfamiliar with the topic you are reading?
Student: no
7. When reading an English text, do you feel insecure and confused because you cannot understand every word in the text?
Student: no
8. Are you very embarrassed when you are not used to pronouncing English words?
Student: not embarrassed
9. Do you feel very distracted by the new vocabulary you have to learn to understand English texts?
Student: yes, I feel a little distracted
10. Do you really enjoy English texts?
Student: yes
11. Do you think reading is the most difficult skill in English?
Students: not so difficult
12. Can you explain why you feel anxious when reading English texts?
Student: I feel anxious if there are vocabulary words that I don't know how to read.

Respondent 9

Date : 16 May 2023

1. How did you feel when you read the English text?
Student: I really don't understand because I don't speak English.

2. Do you feel sad/disappointed when you can't understand the English text?
Student: I feel sad, because I don't speak English.
3. When reading an English text do you understand the message/meaning of the writer?
Student: Yes
4. When reading an English text, are you confused because you can't remember the whole text?
Student: yes, I feel confused
5. Do you feel insecure when you are asked to read a long English text?
Student: I don't feel confident
6. do you get confused when you don't understand/feel unfamiliar with the topic you are reading?
Student: I feel confused
7. When reading an English text, do you feel insecure and confused because you cannot understand every word in the text?
Student: yes
8. Are you very embarrassed when you can't pronounce English words?
Student: Yes, I am embarrassed, because I can't read English.
9. Do you feel very distracted by the new vocabulary you have to learn to understand English texts?
Student: yes, I feel annoyed
10. Do you really enjoy English texts?
Student: I don't
11. Do you think reading is the most difficult skill in English?
Student: yes

12. Can you explain why why you feel anxious when reading English texts?

Student: because I can't speak English

Respondent 10

Date : 16 May 2023

1. How do you feel when reading English texts?

Student: I feel anxious

2. Do you feel sad/disappointed when you can't understand the English text?

Student: disappointed

3. When reading an English text do you understand the message/intent of the writer?

Student: I can't understand the English text

4. When reading an English text, are you confused because you can't remember the whole text?

Student: confused, because I can't remember the content of the English text.

5. Do you feel insecure when you are asked to read a long English text?

Student: I don't feel confident

6. Are you confused when you don't understand/feel unfamiliar with the topic you are reading?

Student: very confused

7. When reading an English text, do you feel insecure and confused because you can't understand every word in the text?

Student: yes

8. Are you very embarrassed when you are not used to pronouncing English words?
Student: Yes
9. Do you feel very bothered by the new vocabulary you have to learn to understand English texts?
Student: Yes
10. Do you really enjoy English texts?
Student: I don't enjoy English texts
11. Do you think reading is the most difficult skill in English?
Student: yes
12. Can you explain why you feel anxious when reading English texts?
Student: because of the fear of being wrong

Respondents 11

Date : 16 May 2023

1. How do you feel when reading English texts?
Student: I feel very anxious
2. Do you feel sad/disappointed when you can't understand the English text?
Student: yes
3. When reading an English text do you understand the message/intent of the writer?
Student: I can't understand the English text
4. When reading an English text, are you confused because you can't remember the whole text?
Student: yes
5. Do you feel insecure when asked to read a long English text/
Student: I don't feel confident

6. Do you get confused when you don't understand/feel unfamiliar with the topic you are reading?
Student: very confused
7. When reading an English text, do you feel insecure and confused because you can't understand every word in the text?
Student: yes
8. Are you very embarrassed when you are not used to pronouncing English words?
Student: yes, embarrassed
9. Do you feel very annoyed by the new vocabulary you have to learn to understand English texts?
Student: yes
10. Do you really enjoy English texts?
Student: I don't enjoy English texts
11. Do you think reading is the most difficult skill in English?
Student: yes
12. Can you explain why you feel anxious when reading English texts?
Student: because of the fear of being wrong

Respondent 12

Date : 16 May 2023

1. How did you feel when you read the English text?
Student: I feel very nervous
2. Do you feel sad/disappointed when you can't understand the English text?
Student: yes

3. When you read the English text, do you understand the message/meaning of the writer?
Student: I can't understand the English text
4. When reading an English text, are you confused because you can't remember the whole text?
Student: yes
5. Do you feel insecure when asked to read long English texts?
Student: I don't feel confident
6. Do you get confused when you don't understand/feel unfamiliar with the topic you are reading?
Student: very confused
7. When reading an English text, do you feel insecure and confused because you can't understand every word in the text?
Student: yes
8. Are you very shy when you are not used to pronouncing English words?
Student: yes I feel very shy
9. Do you feel very bothered by the new vocabulary you have to learn to understand English texts?
Student: yes
10. Do you really enjoy English texts?
Student: I don't enjoy English texts
11. Do you think reading is the most difficult skill in English?
Student: yes
12. Can you explain why you feel anxious when reading English texts?
Student: because of the fear of being wrong

Respondent 13

Date : 16 May 2023

1. How do you feel when reading an English text?
Student: My feeling when reading the English text is hesitation
2. Do you feel sad/disappointed when you can't understand the English text?
Student: yes
3. When reading an English text do you understand the message/meaning of the writer?
Student: I can't understand the English text
4. When reading an English text, are you confused because you can't remember the whole text?
Student: yes I feel confused
5. Do you feel insecure when asked to read long English texts?
Student: I don't feel confident
6. Do you get confused when you don't understand/feel unfamiliar with the topic you are reading?
Student: I feel very confused
7. When reading an English text, do you feel insecure and confused because you can't understand every word in the text?
Student: yes
8. Are you very shy when you are not used to pronouncing English words?
Student: yes I feel very embarrassed
9. Do you feel very bothered by the new vocabulary you have to learn to understand English texts?

- Student: yes
10. Do you really enjoy English texts?
Student: I don't enjoy English texts
11. Do you think reading is the most difficult skill in English?
Student: yes
12. Can you explain why you feel anxious when reading English texts?
Student: because I can't speak English

Respondent 14

Date : 16 May 2023

1. How do you feel when reading English texts?
Student: I'm scared, because I don't understand English.
2. Do you feel sad/disappointed when you can't understand the English text?
Students: sad, because I don't understand English.
3. When reading an English text do you understand the message/meaning of the writer?
Student : I can't understand the English text
4. When reading an English text, are you confused because you can't remember the whole text?
Students: confused, because the pronunciation and writing are different.
5. Do you feel insecure when you are asked to read English texts that are too long?
Student: I feel less confident
6. Are you confused, when you don't understand/feel unfamiliar with the topic you are reading?

- Students: yes confused
7. When reading English text, do you feel insecure and confused because you cannot understand every word in the text?
Student : yes
 8. Are you very embarrassed when you are not used to pronouncing words in English?
Student: I feel embarrassed
 9. Do you feel very disturbed by the new vocabulary that you have to learn to understand English texts?
Student: yes
 10. Do you really enjoy English texts?
Student: no
 11. Do you think reading is the most difficult skill in English?
Student: yes
 12. Can you explain why you feel anxious?
Student: because I can't speak English

Respondent 15

Date : 16 May 2023

1. How do you feel when reading English texts?
Student: yes, I understand
2. Do you feel sad/disappointed when you can't understand the English text?
Student : yes
3. When reading English text do you understand the message/intent of the writer?
Student : no

4. When reading an English text, are you confused because you can't remember the whole text?
Student: confused
5. Do you feel insecure when asked to read a long English text?
Student: yes
6. Are you confused, when you don't understand/feel unfamiliar with the topic you are reading?
Student: yes confused
7. When reading English text, do you feel insecure and confused because you can't understand every word in the text?
Student: yes
8. Are you very embarrassed when you are not used to pronouncing English words?
Student: Yes
9. Do you feel very bothered by the new vocabulary you have to learn to understand English texts?
Student: Yes
10. Do you really enjoy English texts?
Student: no
11. Do you think reading is the most difficult skill in English?
Student: yes
12. Can you explain why you feel anxious when reading English texts?
Student: because I don't know the meaning of the English text.

APPENDIX 3

DOCUMENTATION

P.1. Students read the text from the research



P. 2. Interview process



APPENDIX 4

Letter of conducting research



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Semarang, 11 April 2023

Lamp: -

Hal :Mohon Izin Riset

a.n. : Alfiah Nur Jusar

NIM : 1903046016

Yth.

Kepala SMA NEGERI 4 PASARWAJO

di Tempat

Assalamu'alaikumWr.Wb.,

Di beritahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama :Alfiah NurJusar

NIM :1903046016

Alamat :Jl.Segarang IV rt.01/rw.04 Tambakaji, Kec.Ngaliyan, Kota Semarang, JawaTengah

Judul skripsi : Analysis of students' anxiety in reading English at SMAN 4 PASARWAJO

Pembimbing:

1.Dr.Hj. Ma'rifatulFadhilah,M.Ed

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 07 hari/bulan, mulai tanggal 13 Mei 2023 sampai dengan selesai Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alikumWr.Wb.



n.Dekan,

Wakil Dekan Bidang Akademik

Tembusan:

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