

**AN ANALYSIS OF STUDENTS' READING ANXIETY IN
READING ALOUD AT THE ELEVENTH GRADE OF SMAS
AL HUDA IN THE SECOND SEMESTER
ACADEMIC YEAR OF 2022/2023**

**An Undergraduated Thesis
Submitted as a Partial Fulfillment of the Requirements for S-1 degree**

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LAMPUNG
2022/2023**

ABSTRACT

Anxiety was one of the affective factors which play an important role in learning second or foreign language. It created cognitive, physiological, and behavioral responses. Reading aloud was an instructional practice where teachers or students read text aloud. The reader combined variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery. The objectives of this research were to describe what were the factors of the students' anxiety in reading aloud and to describe how was the student's strategies to overcome the anxiety in reading aloud.

This research used a descriptive research with a qualitative method. There were two instruments of this research namely interview and questionnaire. This research was analyzed the data at the eleventh grade which consisted of 28 students in 1 class. The population of research were in 5 classes with 168 students. The researcher used purposive sampling in taking the sample of research.

Based on the data analysis, it was found that the factors of the students' anxiety in reading aloud were vocabulary knowledge, pronunciation, meaning of idiom, phrase and formal classroom environment. The differences of culture native and non-native language style did not matter for them. The strategies that mostly used by the students to overcome the anxiety in reading aloud were generate question, promote talks, pay attention to text structure, takes notes, PQ4R exercise, summarize and monitor understanding. Therefore, the students were advised to practice a lot in reading aloud so that pronunciation could become better like that of a native speaker and the students are advised to read a lot of dictionaries so that they have a lot of vocabulary knowledge.

Keywords: *Reading Anxiety, Reading Aloud, Factor of Anxiety*

DECLARATION

I hereby declare that this thesis entitled, “An Analysis Student’s Reading Anxiety in Reading Aloud ” is completely my own work. I’m fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, 08 Agustus 2023

Declared by,



Emira Inosadhani





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The following thesis entitled: **“An Analysis Of Student’s Reading Anxiety In Reading Aloud At The Eleventh Grade Of SMAS Al-Huda In The Second Semester Academic Year 2022/2023”** written by **Emira Inosadhani, NPM: 1811040413, Study Program: English Education**, has been successfully defended at the thesis defense of the Faculty of Tarbiyah and Teacher training, Raden Intan State Islamic University, Lampung. The thesis defense was held on Thursday, October 5th 2023.

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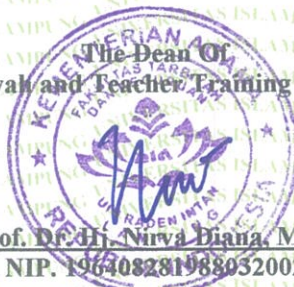
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MOTTO

خَلَقَ السَّمَوَاتِ وَالْأَرْضَ بِالْحَقِّ تَعَالَىٰ عَمَّا يُشْرِكُونَ ﴿٣﴾

“He hath created the heavens and the earth with truth. High be He Exalted above all that they associate (with Him)”
(O.S An Nahl:3)



DEDICATION

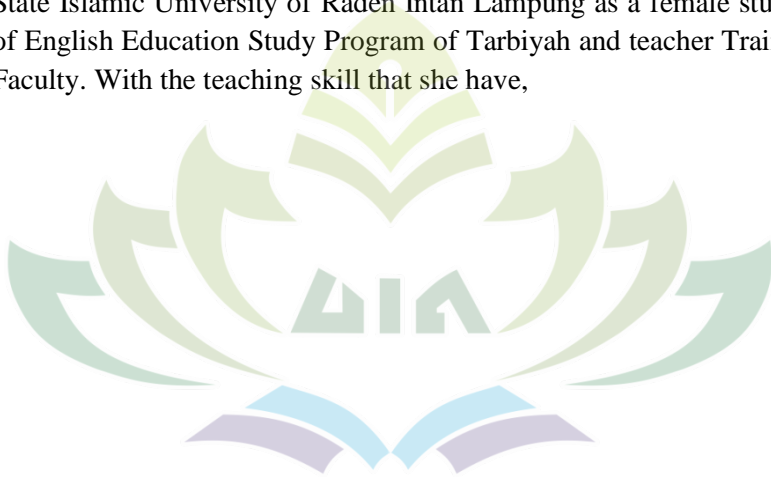
1. My beloved parents, Mr. Edi Susilo, S.Sos and Ms. Misrawati, S.Sos have always supporting me and always beside me, believe my process also teach me that so much could be done with this little girl, and always loved me unconditionally, im so blessed for being your little daughter.
2. My beloved only sister, Elsa Norasahdani,, have always support me being a rich sister for her.
3. My beloved almamater, State Islamic University of Raden Intan Lampung.



CURRICULUM VITAE

Emira Inosadhani was born in Bandar Lampung, on March 16th, 2000. She is the first child of Mr. Edi Susilo, S. Sos and Ms. Misrawati, S. Sos. And she have one sister her name is Elsa Norasahdani. There was different two years old.

She began her study at TK Al Bustan Bandar Lampung and continued her study at SD Al-Azhar II Bandar Lampung and graduated in 2012. After that, she continued her study at SMP Negeri 29 Bandar Lampung and graduated in 2015. After she finished from junior high school, her continued the study at SMA Negeri 5 Bandar Lampung and graduated in 2018. Then, she continued her study at State Islamic University of Raden Intan Lampung as a female student of English Education Study Program of Tarbiyah and teacher Training Faculty. With the teaching skill that she have,



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In the name of Allah, the Almighty, the most beneficent and the most merciful, for blessing the researcher with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers.

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, Agustus 2023
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TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
ADMISSION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENTix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
A. Title Confirmation	1
B. Background of Problem	2
C. Focus and Sub-focus of Research.....	8
D. Formulation of Problem	8
E. Objectives of Research	8
F. Significance of Research	9
G. Relevant Study	9
H. Research Method.....	12
I. Systematic of Discussion	16
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Concept of Anxiety	19
B. Types of Anxiety.....	20
C. Effect of Learning Anxiety	21
D. Component of Foreign Language Learning Anxiety	21
E. Students' Strategies to Overcome Reading Anxiety in Reading Aloud	22
F. Reading	26

G. Reading Purpose	27
H. Reading Aloud	28
I. Activities in Reading Aloud	29
J. Reading Anxiety	30
K. Factors of Influencing Reading Anxiety	38
CHAPTER III DESCRIPTION OF RESEARCH OBJECT	
A. General Description of Object.....	47
B. Facts and data Display	49
CHAPTER IV RESEARCH FINDING AND DISCUSSION	
A. Research Finding.....	53
1. Interview.....	53
2. Observation	63
B. Discussion	66
CHAPTER V CONCLUSION AND RECOMMENDATION	
A. Conclusion	71
B. Recommendation	71
REFERENCES.....	73
APPENDIX.....	81

LIST OF TABLES

	Page
Table 1 Source of Reading Anxiety.....	34
Table 2 Class Distribution	48
Table 3 Question for Textual Factor.....	54
Table 4 Question for Unfamilliar Culture.....	59
Table 5 Question for External Fcator	62
Table 6 Result Observation	65



LIST OF APPENDICES

	Page
Appendix 1 Interview Questions	81
Appendix 2 Interview Result.....	82
Appendix 3 Observation	86
Appendix 4 List of Students	87



CHAPTER I

INTRODUCTION

A. Title Confirmation

This way is a one of several ways that going through to avoid misunderstanding and the way to more understand about this research and to explain about the title of this research was really necessary. The research entitled “**AN ANALYSIS OF STUDENTS’ READING ANXIETY IN READING ALOUD AT THE ELEVENTH GRADE OF SMAS AL HUDA IN THE SECOND SEMESTER ACADEMIC YEAR OF 2022/2023**”. Besides, for a description of some terminology in the title of this research as follows

Analysis is the resulted of research, parsing and deciding the difference, classify something into some group based on the relationship and the understanding of the meaning in each requirement.¹

According to Brown, Anxiety is one of the affective factors which play an important role in learning second or foreign language.² It is the most powerful predictor on the students' performance among the affective factors.³ Anxiety creates cognitive, physiological, and behavioral responses. Thus, when someone experiences anxiety, negative expectations are experienced mentally. This mental

¹ Gunawan Wiradi, *Analisis Sosial*, p. 20

² D Brown, *Principles of Language Learning And Teaching*: Fifth edition. United States of America: Pearson Longman.

³ Liu, M., & Huang, W. (2011). An Exploration of Foreign Language Anxiety and English Motivation. *Education Research International*, 1-8. <http://dx.doi.org/10.1155/2011/493167>

negativity makes students feel heart rate and stomachache. Therefore, situations that create anxiety are behaviorally avoided.⁴

Reading aloud is an instructional practice where teachers or students read text aloud in learning process. The reader incorporates variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery. Hence, analysis of this research is talking about what are students' anxiety in reading aloud.

B. Background of the Problem

There are three aspects becoming research concern nowadays about foreign and second language teaching correlate individual differences in learning. The first is cognitive factors, which include intelligence, language aptitude, language learning strategies and previous language learning and experience. Second, affective factors which includes attitudes, motivation, language anxiety, and self-confidence about the language, personality and learning style. Third, there are miscellaneous factors such as age and socio-cultural experience.⁵

Reading is a way to get information from something written. Reading and listening are the two most common ways to get information. Information gleaned from reading can include entertainment, especially when reading fiction or humor. Reading is an activity of receiving. However, to get a good and thorough understanding. To obtain that, people

⁴ Tseng, Shu-Feng. The Factors Cause Language Anxiety for ESL/EFL Learners in Learning Speaking. Cheng Shiu University. WHAMPOA – An Interdisciplinary Journal 63(2012)75-90, 2012.

⁵ Gardner, R. C., & MacIntyre, P. D. (1992). A student's contributions to second language learning. Part I: Cognitive variables. *Language Teaching*, 25(4), 211-220.

must actively work to process the reading text into meaningful material.

Reading is one of the important aspects that need to be mastered because reading is the foundation of learning cross-disciplinary subjects. The ability to read is very important for finding a job or going to college.⁶ The ability to read plays an important role in improving individual life, abilities in school, and it is important to support the development of a country, because the ability to read provides many benefits, including adding to the repertoire of knowledge, opening up new information, the ability to explain new information to others, increase concentration, and also for entertainment.

Anxiety is one of the affective factors which play an important role in learning second or foreign language.⁷ It is the most powerful predictor on the students' performance among the affective factors.⁸ Anxiety creates cognitive, physiological, and behavioral responses. Thus, when someone experiences anxiety, negative expectations are experienced mentally. This mental negativity makes students feel heart rate and stomachache.⁹ Therefore, situations that create anxiety are behaviorally avoided.

In line with the idea above, one of the types of anxiety in learning foreign or second language is anxiety toward

⁶ Rintaningrum, R. (2019) 'Explaining the Important Contribution of Reading Literacy to the Country's Generations: Indonesian's Perspectives', *International Journal of Innovation, Creativity and Change*, 5(3), p. 939. Available at: https://www.ijicc.net/images/Vol_5_Iss_3/Part_2_2020/5310_Ratna_2019_E_R.pdf.

⁷ D Brown, *Principles of Language Learning And Teaching*: Fifth edition. United States of America: Pearson Longman.

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

⁹ Tseng, Shu-Feng. *The Factors Cause Language Anxiety for ESL/EFL Learners in Learning Speaking*. Cheng Shiu University. WHAMPOA – An Interdisciplinary Journal 63(2012)75-90, 2012.

reading. Zhou states that “reading anxiety is the specific anxiety that learners experience while they are reading a passage in the target language”.¹⁰ Reading anxiety is a feeling of one’s own weakness and inability to master with reading in a foreign language.¹¹ In other words, it is perceived as a type of anxiety specifically associated with FL reading.

Reading anxiety could give lot of disadvantages to the students. They will lose their opportunities in using English to improve their language ability, especially in reading. In addition, anxiety could hinder the students in understanding the content of the reading passages. It can be seen when students expressed feeling frozen, nervous, intimidated, confused, worried and tense during the reading process.¹² It is clear that anxiety has negative effect to foreign language learning. It might develop negative behaviors of students such as, being worry, becoming passive students, prefer to sit at the back row or skip the class.¹³

Fear condition occurred when the brain associates a neutral stimulus, such as being call up to read out loud, with the negative stimulus, such as being laughed at by classmates. The result is an anxiety reaction whenever you are faced with the stimulus that was initially neutrak. A certain level of anxiety when reading aloud to others is somewhat normal. That is, most people got nervous to exposed

¹⁰ Zhou, J. (2017). Foreign language reading anxiety in a Chinese as a foreign language context. *Reading in a Foreign Language*, 29(1), 155-173.

¹¹ Tsai, Y R & Lee Y C. (2018). An Exploration into Factors Associated with Reading Anxiety among Taiwanese EFL Learners. *TEFLIN Journal*, vol. 29 no. 1, 129-148

¹² Song, J. (2010). The effects of anxiety on Korean ESL learners’ reading strategy use and reading comprehension (Unpublished master’s thesis). The University of Texas at Austin, Austin, TX.

¹³ Fauziyah, Utami. 2015. “The Relationship between Students’ Anxiety and Their Reading English Skill”. Undergraduate thesis. Unpublished. Faculty of Tarbya and teacher Training. Syarifhidayatullah islamic university: Jakarta

themselves to others, such as when giving a presentation or reading text in front of a larger group.¹⁴ To be confident when reading aloud in classroom there are several things that we have to do. First, know you will be called upon to read aloud at some point, do your reading before class, practice in the mirror, practice with your friend, and last don't be expect perfection.¹⁵

Based on the explanation above reading anxiety is essential in learning second or foreign language. However, there are limited researches describing students reading anxiety especially in Indonesian context. In this regard, most of previous studies have reported about the influencing factors of foreign language anxiety. In other studies discussed about the correlation between students reading anxiety towards other variables such as reading anxiety and reading strategy use

Reading anxiety and reading achievement reading anxiety and students motivation. Moreover, other studies concern on the relation, such as relationship between reading anxiety with classroom anxiety, language motivation, and reader's self-perception reading anxiety, reading proficiency and text feature awareness.¹⁶ Lastly, some researchers discussed about the comparison between gender, reading anxiety and reading anxiety. It can be assumed most of the previous studies aim to find out the factors, relationship and comparison. Additionally, most of studies investigated at

¹⁴<https://www.conquersocialanxiety.com/fear-of-reading-outloud/#:~:text=Fear%20conditioning%20occurs%20when%20the,up%20to%20read%20out%20loud>

¹⁵ <https://www.wikihow.com/Overcome-Your-Fear-of-Reading?amp=1>

¹⁶ Shariati, M., & Bordbar, A. (2009). Interrelationship among foreign language reading anxiety, reading proficiency, and text feature awareness in the university context. *Iranian Journal of Applied Language Studies*, 1(2), 179-206.

university students. There are only a few researches investigated at senior high school students.

In Indonesian context, there are limited studies discuss about reading anxiety. In this regard, only particular studies are found discussing about reading anxiety. There are the correlation between student's reading anxiety and reading strategy use reading anxiety towards students reading comprehension and foreign language reading anxiety among Indonesian EFL senior high school students. They investigated in different student's level such as in junior high school, senior high school and university students. It is only a research investigated about a survey of student's reading anxiety at senior high school students. Furthermore, a research by Muhlis investigated 32 second grade students. Based on the explanation above, it is clear that there is insufficient research investigated about a survey of student's reading anxiety with a large number of samples especially at senior high school students.¹⁷

Reading anxiety also becomes a concern of English teachers at SMAS Al Huda. This school uses Curriculum 2013 (K'13). Based on Permendikbud no. 37 of 2018 about KI KD of K'13 Senior high school level in the eleventh grade, most of basic competencies in learning English language emphasize the students in reading skill. It can be seen most of the materials ask the students to comprehend, analyze and identify the written text also the structure of the text, which can be achieved by reading. Moreover, in national examination for English subject, the government still focuses on reading and reading skill.¹⁸ Hence, reading is

¹⁷ Muhlis, Azhari (2017). Foreign language reading anxiety among Indonesian EFL senior high school students. *English Franca*. 1(1) 19-44.

¹⁸ Pardiyo. 2011. *Sure, You can! Ujian Nasional Bahasa Inggris*. Penerbit Andi: Yogyakarta

essential and close related with the students in learning English language.

Based on preliminary interview with one of the English teachers and some students in SMAS Al Huda, it was found that some of students were anxious during reading activity. In this regard, when the teacher gave reading text in reading activity, some of them were looked worry. Other problems are when the teacher asked them to read aloud, they refused and suggest the others to do it. It is similar to students' perspective that when they were asked to read aloud they got heartbeat faster and makes them do much mispronunciation. Furthermore, when they were learning reading text in the class some of them were frustrated because they do not understand every word. Additionally, some of the students felt confused when they were unfamiliar with the topic of reading text. Therefore, it proves that the students have anxiety in reading activity.

Besides, based on preliminary research there were some problems in the school. The English teacher said that the school environment was not really support for the students to increase their reading habit. Therefore, it has effect to their anxiety in reading, especially in reading aloud. The environment should be an important factor in learning, because from this environment there are friendships, habits and activities that can influence what students do. If the environment is able to make students more motivated in many ways, then students' abilities will increase. Likewise with reading habits, many students do not like learning to read so that when asked to understand a text they tend to be anxious. Therefore, this research analyzed about Students' Reading Anxiety in Reading Aloud at the Eleventh Grade of

SMAS Al Huda in the Second Semester Academic Year of 2022/2023.

C. Focus and Sub-focus of the Research

Based on the background of the problem, it found the problem of this research:

1. Students have anxiety when reading aloud
2. Students have strategies to overcome their anxiety in reading aloud.

Based on the identification of the research, this research focused on student's anxiety and student's strategy to overcome the anxiety in reading aloud

D. Problem Formulation

Based on the background of the problem, the research questions to be answer as follows:

1. What are the factors of the students' anxiety in reading aloud?
2. How are the student's strategies to overcome the anxiety in reading aloud?

E. Objective of the Research

The objectives of the research related to the problem formulation were to describe about:

1. To describe what are the factors of the students' anxiety in reading aloud.
2. To describe how is the student's strategies to overcome the anxiety in reading aloud

F. The Significance of the Research

1. For the teacher

The result of this study hopefully will be useful for the other teacher in applying strategies on teaching reading. So, the teacher can improve teaching and learning reading to become more active, effective, and efficient.

2. For the readers

This research hopefully can give more knowledge to the readers, particularly to the student of UIN Raden Intan Lampung.

3. For the researcher

This research hopefully gives and adds knowledge especially as the candidate of teacher so that as the teacher is ready to entry to the educational world.

G. Relevant Research

At the level of junior high school, Nirmala research on the level of students reading anxiety and the correlation to their comprehension at grade eight students in Taman Dewasa Jetis junior high school.¹⁹ Nirmala employed 24 students as the sample. In this study, the researcher used FLRAS questionnaire as the measurement to find out the existence of reading anxiety then using student's mid-term test scores to answer the second research question. She found that the students were moderately anxious in reading English and there was weak or small correlation between students reading anxiety and their reading comprehension.

¹⁹ Nirmala, SH. 2017. "Reading Anxiety of Grade Eight Students of Taman dewasa Jetis Junior High School". Undergraduate thesis. Unpublished. Faculty of teacher Training and Education. Shanata Dharma University: Yogyakarta.

Moreover, Muhlis conducted a research about foreign language reading anxiety among Indonesian EFL senior high school students. The researcher investigated thirty two students of grade eleven in a senior high school in Bandung were involved as the participants. The research employed a survey research design. The data was collected by two types of questionnaires. The first finding revealed that most of the students perceived anxiety in medium level (71, 9% students admitted). The second finding found that there were two major potential factors of foreign language reading anxiety namely text features and personal factors.²⁰

At the level university, Sari conducted research for 103 fifth semester students. In this research, the researcher investigated the correlation between reading anxiety and their reading strategy used. In this regard, the researcher applied two questionnaires that are Foreign Language Anxiety Scale (FLRAS) and Survey of reading Strategies (SORS). It was found that 65 students were indicated as medium anxiety reader, 14 students were categorized as low anxiety readers, and 9 students were high anxiety readers. For survey of reading strategy used found that 56 students were indicated as high strategy user, 32 students were categorized as medium strategy user, and there was no low strategy user. Thus, it indicated that there was no significant relationship between reading anxiety and overall reading strategies use. It was implied that high anxiety did not cause lower reading strategies use.²¹

In the next, there are similar studies discussing the factors that influencing students' reading anxiety. The study

²⁰ Muhlis, Azhari (2017). Foreign language reading anxiety among Indonesian EFL senior high school students. *English Franca*. 1(1) 19-44.

²¹ Sari, W.P. (2017). The relationship between Reading Anxiety and Reading Strategy Used by EFL Student Teacher. *Jurnal Pendidikan dan Pengajaran*. 4(2), 1-9.

aimed at finding the sources of FL reading anxiety from the students' perspectives. Isler & Yildirim also Kuru-Gonen were investigating 50 students at different university in Turkey. Isler and Yildirim employed the explanatory sequential mixed methods design. First, the quantitative data were collected through Foreign Language Reading Anxiety Scale (FLRAS), and then the qualitative data were collected through semi-structured interviews. Beside, Kuru-Gonen also employed the same design but FLCAS and learner diaries as additional. The both of studies have same findings that the participants of the study, in general, experience a moderate level of FL reading anxiety. The following three main categories of FL reading anxiety sources were identified with their ten sub-categories: (1) personal factors (inappropriate reading strategy use, lack of self-confidence, high expectations), (2) features of the reading text (topic familiarity, unknown vocabulary, complex reading structure, text length, figurative language), and (3) reading course (compulsory reading, exam).²²

There are some differences between this research with previous research. The first previous research was used scoring to measure the students' reading skill while this research used interview and questionnaire to know the students; anxiety in reading. The second previous research was the quantitative research type while this research was descriptive qualitative. The third previous research was conducted at university level while this research was conducted at high school level. the fourth previous study was quantitative research with score while this research was qualitative with describing a phenomenon.

²² Kuru-Gonen, I. The Sources of Foreign Language Reading Anxiety of Students in a Turkish EFL Context. Master Thesis, Anadolu Universitesi Egitim Bilimleri Enstitüsü, 2009

H. Research Method

1. Research Design

In this research, it was conducted descriptive research with a qualitative approach. According to Mohammad Adnan Latief Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs.²³ It did so by analyzing words rather than numbers, and by reporting the detailed views of the people who had studied. Such inquiry was conducted in settings where people naturally interact, as opposed to especially designed laboratories. In the other side, descriptive research refers to the research that describe a phenomenon or else a group under study. Besides, Nedha said the highlights that in descriptive research the researcher's main focus was to describe the population through identifying the characteristic²⁴. In brief, descriptive qualitative research aimed to understand a phenomenon about what was experienced by the subject such as perception, motivation, behaviour, action and so on. Therefore, the data collected and explained through descriptive way or using words rather than numbers.

To find a valid data in this research, it was applied the techniques of collection data through observation and interview. Observation was conducted to find the students who have good reading performance. It had been done by watching the manner of second year students in reading and by interviewing the teacher who handles reading class to

²³ Mohammad Adnan Latief. *Research Methods on Language Learning an Introduction*. Malang: State University of Malang, 2013.

²⁴ Nedha. *Difference between Descriptive and Experimental Research*. Online article, 2015,

get the students data who have feel anxious in reading performance. The data from interview analysis qualitatively.

2. Focused of the Research

Based on the background of the problem, this research focused on the factors make the students to be anxious.

3. Research Subject

The subject of this research will be the eleventh-grade students of SMAS Al Huda. In the other hand, the object of this research was the student's anxiety in reading aloud.

4. Data Collecting Technique and Instrument

In order to conduct this research, it needs a source to get the data observation. Data sources were really crucial to conduct the research where the information will get regarding to the research. In this research, it used two kind of data sources, those are primary data source, and secondary data source.

- Primary data source

Kothari argued that, the primary data are those which are collected afresh and for the first time, and thus happen to be original in character.²⁵ The data of this research was taken from direct observation in teaching and learning process of SMAS Al Huda, interview with the students what the factors that make students anxiety in reading aloud.

- Secondary data source

According to Given, argued that secondary data source is preexisting source that has been collected for a

²⁵ Kothari, *Research Methodology*. Method and Techniques. (New Age International) p. 33

different purpose or by another one than the researcher.²⁶ It means that, secondary data was a second data used that has been collected before for different purpose before.

In this research, as a primary data was observed the teaching learning process in the class to analyze what were the student's anxiety in reading aloud in the class. Then, students were interviewed by the researcher regarding the factors why the students have anxiety in reading aloud. As the secondary data, it was used a book, journal or other resources to support the primary data.

In data collecting technique was to gain the data intended, it was observed by class observation and interview. Focus of this research on the class observation to knowing the result of the student's anxiety in reading aloud in the class. In the other hand, the students were interviewed regarding the factors why the students have anxiety in reading aloud. Therefore, the observation was completed.

5. Data Analysis

Data analysis technique was the process of when the researcher organized the data collection in order to get the regular of the pattern of form of the research. The purpose of the analyzing data was to find the understanding toward the data and make it able to present the result of the research to the others. In this research, the data was analyzed by applying the Miles and Huberman model to analyze the data that has been collected. The data procedures as follows:

²⁶ Lisa M. Given, *Encyclopedia of Qualitative Research Methods*, (Thousand Oaks: SAGE Publication, 2008), p. 803

- Data Collection

In this step, data was collected by using observation and interview. The observation was conducted to get the real information regarding to the student's anxiety in reading aloud in the class. Interview was conducted to get the information regarding the factors that make students have anxiety in reading aloud.

- Data Condensation

The next step was data condensation. In this phase, there were two processes named living in process and living out process. It means that, the data were included in the needed data and unselected data. Needed data stays in living in data, and unselected data was in living out data. In this research, data condensation was about the information regarding to student's anxiety in reading aloud in the class, the strategies that students had to overcome the anxiety in reading aloud. Therefore, unimportant data was reduced.

- Data display

Data display was the process of showing the result of the observation in the form of word, sentences, narrative, table, and graph in order to showing all of the result of the observation. In this research, the data that was displayed consisted of the information about the strategies of student's anxiety in reading aloud in the class, the strategies that students have to overcome the anxiety in reading aloud..

- Drawing Conclusion

Drawing conclusion is the post of phase where the discussion will be summarized to make the conclusion of the research. After the data display, there is a concluding phase. The result will conclude of the research to answer the research questions.²⁷

I. Systematic Discussion

1. Chapter I Introduction

This chapter which was an overview of the research content consisting of: Affirmation of the Problem, Background of the Problem, Identification of the Problem, Formulation of the Problem, Objective of the Problem, The Significance of the Problem, Previous Research and Relevance Study, Research Method, and Systematic Discussion.

2. Chapter II Review of Literature

This chapter which was a literature Review that contains theories related to the research.

3. Chapter III Description of the Research

This chapter contained a description of the object of research which content consisting of: an overview of the object and the presentation of facts and research data.

4. Chapter IV Research Finding and Discussion

This chapter consisted of research finding and discussion of the research.

²⁷ Y. Nadia Cyndi Regina, *tAn Analysis of Students Reading Learning Constraint at the Eleventh Grade in Senior High School Kartikatama Metro*. State Institute for Islamic Studies of Metro: Lampung

5. Chapter V Conclusion and Recommendation

This chapter consisted of conclusion and recommendation of research.



CHAPTER II

REVIEW OF LITERATURE

A. Concept of Anxiety

Anxiety plays a major effective role in second language acquisition.²⁸ Anxiety is concern and fear especially about what might happen. It is quite possibly that affective factor that most pervasively obstructs the learning process. It is associated with negative feelings such as uneasiness, frustration, self-doubt, insecurity, or apprehension, and is intricately inter-twined with self-esteem issues and natural ego-preserving fears.²⁹ In short, anxiety is a nervous feeling that appeared from our mind and soul when we face the important situation for us and it usually takes as very important factors in achieving language acquisition.

Language anxiety is a type of anxiety specifically associated with second or foreign language learning context and it is an important factor that influences one's level of achievement in foreign language learning.³⁰ Furthermore, According to Mills, Pajares, & Herron language anxiety as "a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning".³¹ Language

²⁸ Brown, H. D, *Principles of language learning and teaching (5th ed.)*, (White Plains, NY: Pearson Education, Inc, 2007), p.161

²⁹ Sellers, V. D, Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annals*, 2000, 33(5), 512-520.

³⁰ Elaldi, S, Foreign language anxiety of students studying English language and literature: A sample from Turkey. *Educational Research and Reviews*, 2006, 11(6), 219- 228.

³¹ Mills, N., Pajares, F., & Herron, C, A reevaluation of the role of anxiety: Self-efficacy, anxiety, and their relation to reading and reading proficiency. *Foreign Language Annals*, 2006, 39(2), 276-295.

anxiety indicated anxious connected as a general phenomenon and foreign language reading anxiety indicated anxious connected as a specific skill which is related but different.³² In conclusion, language anxiety is a worry, nervous or fear feeling when we learn especially our foreign language but foreign language reading anxiety, it is more specific, it happened in reading skill.

B. Types of Anxiety

Jafarigohar divided anxiety into three types, they are state anxiety, trait anxiety, and situation-specific anxiety as follows:³³

1. State anxiety is nervousness or tension at a particular moment in response to some outside stimulus.³⁴ When we are taking a test, making a public speech, or trying to communicate in a second or foreign language, State anxiety usually appears in that situation.
2. Trait anxiety is the tendency of a person to be nervous or feel tension regardless of the particular circumstances.³⁵ Moreover, Trait anxiety can impair cognitive functioning to disrupt memory, to lead to avoidance behaviour, and to have several other effects. In short, trait anxiety is a stable and permanent predisposition; people with high level of trait anxiety are generally nervous people in a wide range of circumstances.

³² Shboul, M. M., Ahmad, L. S., Nurdin, M. S., & Rahman, Z. A, Foreign language reading anxiety in a Jordanian EFL context: A qualitative study. *English Language Teaching*, 2013, 6(6), 38-56.

³³ Jafarigohar, M, The effect of anxiety on reading comprehension among distance EFL learners, *International Education Studies*, 2012, 5(2), 159-174.

³⁴ Andrade, M., & William, K, Foreign language learning anxiety in Japanese EFL university classes: physical, emotional, expressive, and verbal reactions. *Sophia Junior College Faculty Journal*, 2009, 29, 1-24.

³⁵ *Ibid*

3. Situation-specific anxiety is a new construct similar to trait anxiety but it is experienced in a single context or situation.³⁶

C. Effect of Learning Anxiety

Learning anxiety has been associated with a large number of negative outcomes that can be classified as physical, psychological, and social.

1. Physical symptoms can include rapid heartbeat, muscle tension, dry mouth, and excessive perspiration.
2. Psychological symptoms can include embarrassment, feelings of helplessness, fear, going blank, and poor memory recall and retention among others.
3. Negative social behaviour may be manifested in such ways as inappropriate silence, unwillingness to participate, and withdrawal from the course.³⁷

D. Component of Foreign Language Learning Anxiety

Souad divided foreign language learning anxiety into three components.³⁸ They were communication apprehension, test anxiety, and fear of negative evaluation. The description of these components is described below.

1. Communication Apprehension.

Communication apprehension is explained in relation to the learners's negative self-perceptions caused by inability to understand others and make himself

³⁶ Jafarigohar, *Op, Cit*

³⁷ Andrade, M., & William, K, *Op, Cit*

³⁸ Souad, M, *The impact of language anxiety on academic achievement among learners of EFL. (Masteral Thesis). Abbas Ferhat University, (Setif: Algeria, 2011), p.33*

understood. Comprehension apprehension obviously plays a large role in foreign language. It may be specific to only a few settings or it may exist in most everyday communication situations.

2. Test Anxiety

Test anxiety is a type of performance anxiety deriving from a fear of failure and evaluative situations. Test anxiety would affect foreign language learners with low levels of oral proficiency more than those with high levels of proficiency. So, test anxiety learners will doubtlessly suffer from stress and anxiety frequently.

3. Fear of Negative

Evaluation Fear of negative evaluation is avoidance of evaluative situations and expectations that others will evaluate them negatively. Although it is similar with test anxiety, fear of negative evaluation is broader in scope because it is not restricted to test taking situations. In addition of situations of test, it may take place in any social, evaluative situations such as interviewing for a job or speaking in foreign language class. Students with fear of negative situations might sit passively in the classroom and withdrawing from classroom activities that could otherwise enhance their improvement of the language skills.

E. Students' Strategies to Overcome Anxiety in Reading Aloud

There are 10 strategies that the students can do to overcome their reading anxiety as follows:³⁹

³⁹ Mohammadpur, Bijan, and Narjes Ghafournia. "An elaboration on the effect of reading anxiety on reading achievement." *English Language Teaching* 8.7 (2015):

1. Generate Questions

A good strategy is that instead of just rushing through a section or chapter, is to pause and generate questions. These can be questions about what happened recently or what the students think might happen in the future. Doing this can help them focus on the main ideas and increase student engagement with the material. After reading, students can go back and write questions that can be included in quizzes or tests on the material. This will require them to view information in a different way. By asking questions in this way, students can help teachers correct misconceptions. This method also provides immediate feedback.

2. Read Aloud

Reading aloud to students should also include stopping to check for understanding. They are alone and purposefully focus on “in-text”, “about-text” and “outside-text” meanings and think big ideas.

3. Promote Talks

Students stopping periodically to turn around and talk to discuss what they have just read can reveal any problems with comprehension. Listening to students can inform instruction and help teachers to reinforce what is being taught. This is a useful strategy that can be used after reading aloud (above) when all students have had a shared experience of listening to a text.

4. Pay Attention to Text Structure

An excellent strategy that quickly becomes second nature is having a hard time reading all the headings and

subtitles in each chapter. This information can help them get an overview of what they will learn when they read this chapter. The same attention to text structure can be applied in reading literary works that use story structure. Students can use the elements in the story structure (setting, characters, plot, etc.) as a means to help them remember the contents of the story.

5. Take Notes or Text Annotations

Students should read with paper and pen in hand. They can then record things they predict or understand. They can write down questions. They can make a vocabulary list of all the words highlighted in the chapter along with the foreign terms they need to define. Taking notes also helps in preparing students for subsequent discussions in class. Annotating in text, writing in the margins or highlighting, is another powerful way to record understanding. This strategy is ideal for handouts. Using sticky notes can allow students to record information from the text without destroying the text. Sticky notes can also be deleted and later set up for responses to text.

6. Use Context Clues

Students need to use the instructions given by the author in a text. Students may need to look for context clues, which are words or phrases immediately before or after words they may not know.

7. Use Graphic Organizer

Some students find that graphic organizers such as webs and concept maps can greatly improve reading comprehension. This allows students to identify areas of focus and main ideas in a passage. By filling in this

information, students can deepen their understanding of the author's intent.

8. PQ4R exercise

It consists of six steps: Preview, Question, Read, Ponder, Speak, and Review. Preview: Students scan through the material to get an overview. Questioning means that students must ask themselves questions as they read. The Four Rs have students read the material, reflect on what they have just read, recite the main points to help them learn better, and then come back to the material and see if you can answer the questions posed earlier. This strategy works well when combined with notes and annotations and is similar to the SQ3R strategy.

9. Summarize

Students need to filter important ideas from unimportant or irrelevant elements. This practice of integrating and generalizing in summarizing makes long passages easier to understand.

10. Monitor Understanding

Some students prefer annotating, while others are more comfortable summarizing, but all students must learn how to be aware of how they read. They need to know how fluently and accurately they can read the text, but they also need to know how they can determine their own understanding of the material. They must decide which strategy is most helpful in making meaning, and put that strategy into practice, adapting the strategy when necessary.

F. Reading

Reading usually means dealing with language messages in written or printed form. Some people may use their previous knowledge and experience of the topic when trying to understand the meaning of the passage when they have to or want to read. Some researchers view reading as a cognitive, developmental, and socially constructed task that goes beyond understanding the words on page. Reading is a significant skill that learners should know. Learners read texts for various goals from gaining information to enjoyment.⁴⁰

According to Anderson as cited in Nunan's *Designing Task for Communicative Classroom* defines reading as a fluent process of readers combining information from text and their own background knowledge to build the meaning of the text.⁴¹ He also adds the goal of reading is essentially relating to reader's comprehension. This term should be underlined to remind us of the nature of reading comprehension itself. Another definitions defines reading as the ability to make sense of written or printed symbols. It is described more that the reader uses the symbols to guide the recovery of information from his or her memory and subsequently employs this information in order to construct a plausible interpretation which comes from the writer's message.

Reading is a complex skill involving a variety of sub skills like skimming, scanning, summarizing, and identifying the discourse markers. Mastering reading will enhance and enrich the language learning process. Carrel and Grabe claim

⁴⁰ Abbas Pourhosein, Narjes. *International Journal of English Linguistics*. 2016

⁴¹ Nunan, David. *Practical English language teaching*. McGrawHill/Contemporary, 2003

that proficient readers can employ different purposes. For instance, they search for the information in a manual by scanning for the key words in reading the newspaper, readers skim headlines to see if they want to read in more detail. They read carefully to integrate information, so various reading skills are employed in different situations.⁴²

G. Reading Purpose

There are three purposes of reading. They are reading for specific purpose, reading for general purposes, and reading for pleasure. Wallace states that reading for specific purposes is used for a very particular purpose and terms such as English for Specific Purposes (ESP) and English for Academic Purposes (EAP). ESP learning is usually related to particular content areas such as engineering, medicine, or even economy. Moreover, for such students, it is often reading knowledge of the specialist area rather than proficiency in any of other modes which is perceived as important. Thus, it is reasonable to argue that a text should be selected from the learners' specialist area. The attention has shifted from a narrow focus on specific purpose texts to formal, academic purposes.

Wallace also defines reading for general purpose as the type of reading that requires specific need, students of English need and want to be general readers. One of the goals of these approaches is to provide opportunities, to read a wide range of interesting material.

The last purpose of reading according to Wallace is reading for pleasure. In this purpose, readers aim to read many kinds of reading passages, such as; thrillers, romantic

⁴² Grabe, William. *Reading in a Second Language (Moving from Theory to Practice)*. Cambridge University Press. 2009.

fiction or comics in their diet of reading. Language learners can be encouraged to read for entertainment in this way, which is to read material other than what is usually considered quality literature. If they enjoy science fiction in their first language, they likely enjoy similar material in the second language.⁴³

H. Reading Aloud

Reading aloud share many attributes important to vocabulary instruction for all students, especially English learners, not the least of which is that language is spoken aloud. Read aloud definition According to McCormick —read-aloud is an instructional practice where teachers, parents, and caregivers read texts aloud to children. The reader incorporates variations in pitch, tone, pace, volume, pauses, eye contact, questions, and comments to produce a fluent and enjoyable delivery. Reading texts aloud is the single most important activity for building the knowledge required for successful reading.⁴⁴ Reading aloud offers opportunities for teachers to also model their own thinking processes relative to vocabulary acquisition.

Students share in the language experience and, when texts are carefully chosen, they offer opportunities for students to increase their exposure to new or shallowly-known words in contexts rich in varied sentence structures, semantic contexts, often while in warm and safe learning and nurturing environments.⁴⁵ Huang defines —reading aloud fluently not only helps to foster reading ability and

⁴³ Catherine Wallace, *Reading, Oxford: Oxford University Press*

⁴⁴ Sandra McCormick, —Reading Aloud to Preschoolers Age 3-6: A Review of The Research, *Reading Horizons*. Vol.24 No.1, (October 2018), p.8.

⁴⁵ Thomas Devere Wolsey, Diane Lapp, —Teaching/Developing Vocabulary Using Think – Aloud and Read – Aloud Strategies, *The TESOL Encyclopedia of English Language Teaching*. Vol.1 No.1, (January 2018), p.4.

basic skill, but helps to improve oral expression.⁴⁶ M.F. Patel, Praveen M.Jain added read aloud becomes very necessary for him to pronounce very well in English. In their academic college they have to read and read so the skill of reading becomes very important for learners.⁴⁷ From the definition read aloud means reading a text or dialogue out loud.

According to Morris, aloud read means the comprehensive lessons a study in depth of a text. The depth of analysis, vary from paragraph to paragraph and from passage to passage but the ultimate in depth of textual analysis is reached where the teacher achieves the maximum to possible response to the total meaning of a piece of prose.⁴⁸ It means that read aloud refers to the thorough instruction and in-depth analysis of a material. The level of analysis varies from passage to passage and from paragraph to paragraph, but the highest level of analysis is when a teacher responds to a piece of prose's overall meaning to the fullest extent feasible.

I. Activities in Reading Aloud

There are three activities that have emerged as particularly compelling approaches to reading aloud.

1. Dialogic Reading

Dialogic reading provides a simple structure for making parent-child or teacher-child read-aloud more effective and productive. According to Whitehurst —as parents or teachers begin using dialogic reading, the emphasis

⁴⁶ Lianguang Huang, —Reading Aloud in the Foreign Language Teaching, Asian Social Science. Vol.6, No.4, (April 2010), p.150

⁴⁷ M.F Patel, Praveen M. Jain, English Language Teaching Methods, Tools & Techniques. (Jaipur : Sunrise Publishers & Distributors, 2008), p.121.

⁴⁸ Holly, B. Lane, Tyran L. Wright. —Maximizing The Effectiveness of Reading Aloud, International Reading Association. Vol.60, No.7 (April 2007). p.669.

should be on asking —what questions, following answers with questions, repeating what the child says, and providing help and praise. As the read aloud interactions become more sophisticated, specific types of prompts are implemented

2. Text Talk

The essence of this text - talk is the key to the assignment is keeping significant content thoughts in concentration while observing kids' regularly restricted reactions and framework their thoughts toward developing importance.

3. Print Referencing

The purpose of print referencing is to increase the metalinguistic focus of reading aloud, thereby increasing print interest.⁴⁹

J. Indicator of Reading Aloud

There are some indicators of reading aloud as follows:⁵⁰

1. Accuracy: While the student is reading, you identify reading “miscues” as they occur. For words that are mispronounced or not read (omitted or skipped), simply cross them out. Do not attempt to record the mispronunciation as this may cause subsequent miscues to be missed. If necessary, a phonics assessment can better address the nature of miscues (this is discussed

⁴⁹ Isabel L. Beck, Margaret G. McKeown, —Text Talk: Capturing the benefits of read – aloud experiences for young childrenl, International Reading Association. Vol. 55, No.1 (September 2001), 19.

⁵⁰ David Liben, David D. Paige, Determining Reading Fluency, 2020, Retrieved from <https://achievethecore.org/peersandpedagogy/determining-reading-fluency/#:~:text=A%20full%20assessment%20of%20reading%20fluency%20includes%20consideration,the%20three%20indicators%20%E2%80%93%20accuracy%2C%20pacing%2C%20and%20prosody.>

later). For words that are not part of the text but are inserted into the text by the reader, place a “carrot” (^) where the reader adds the word to note the word insertion. When the student self-corrects a mispronunciation, do not count this as a miscue. The goal is to use a simple system of noting reading miscues so that one mark equals one miscue. When the reader has finished, record the total number of miscues by counting your marks.

2. Pacing: At the end of 2 minutes, insert a mark after the last word read (whether read correctly or not). If the reader finishes before 2 minutes, record the total seconds that it took to read the passage (e.g., 1 minute 43 seconds equals 103 seconds).
3. Prosody: To assess reading prosody, use a modified version of a rubric designed by Zutell and Rasinski (1991). While the student is reading, listen for the 4 categories of fluent reading – 1) Expression/Volume, 2) Phrasing, 3) Smoothness, and 4) Pace. When the student is finished reading, score each of the 4 categories as 1, 2, 3, or 4, then sum the four numbers to arrive at a single score between 4 and 16. Study the prosody rubric before assessment begins. Recording the student on a laptop device as they read is helpful as the recording can be carefully evaluated once assessment is finished. Note – The scoring of prosody requires some practice on the part of the evaluator. However, the time spent acquiring this skill is greatly rewarded through a deep understanding of fluent reading!
4. Comprehension: Once the student is finished reading, ask the student each of the comprehension questions and record their answer as correct or not. Correctly

answering the comprehension questions in the accompanying passages reflects minimal understanding of the text and is not meant to be an assessment of deep understanding. It is important to include these questions for two reasons: 1) Students who read fluently but struggle with correctly answering these basic questions require a deeper understanding of their difficulty and 2) Students might read a passage differently if they know there are not questions or tasks at the end.

K. Reading Anxiety

Reading plays a significant role in language learning.⁵¹ People can get many information if we read and comprehend the text well. Anxiety can be one of the factors that influence us making us can not read and comprehend the text well.

Brantmeier indicated that reading anxiety can be examined from two different points of view: cognitive perspective and pedagogical perspective. From the cognitive perspective, reading is a cognitively demanding activity that requires the coordination of attention, memory, perception, and comprehension process.⁵² As a result it reduces the amount of attention needed for processing of the reading task that can cause reading anxiety. From pedagogical perspective, those ineffective reading practices that are rooted in the misconception about reading can lead to reading anxiety. In short, reading anxiety refers to feeling of worry and apprehension when students try to read and comprehend foreign language text.

⁵¹ Huang, Q, *Study on correlation of foreign language anxiety and English reading anxiety*, *Theory and Practice in Language Studies*, 2012, 2(7), 1520-1525.

⁵² Brantmeier, C, *Anxiety about L2 reading or L2 reading tasks? A study with advanced language learners*, *The Reading Matrix*, 2005, 5(2), 67-85.

According to Saito, Horwitz, & Garza, two aspects of reading anxiety can be considered as a potential sources of anxiety: (a) unfamiliar script and writing system and (b) unfamiliar cultural material. With respect to the unfamiliar writing system, it seems likely that the less the learner can depend on the reliability of a specific system of sound-symbol correspondences, the more anxiety he or she would be expected to experience in the act of reading.⁵³ In this case the reader would experience anxiety as soon as he or she attempts to decode the script because the reader would immediately experience difficulty in processing the text.⁵⁴ Unfamiliar culture is also a source of reading anxiety because many learners still encounter cultural familiarity aspects in the act of reading. The more unfamiliar the culture is in the target language, the more it is possible to be an anxiety provoking situation. Furthermore, Shboul, *et.al* added (a) afraid of making errors, and (b) worry about reading effects as sources for reading anxiety besides unfamiliar script and writing system and also unfamiliar culture.⁵⁵

⁵³ Saito, Y., Horwitz, E. K., & Garza, T. J, Foreign language reading anxiety, *The Modern Language Journal*, 1999, 83(2), 202-218.

⁵⁴ *Ibid*

⁵⁵ Shboul, M. M., Ahmad, L. S., Nurdin, M. S., & Rahman, Z. A, Foreign language reading anxiety in a Jordanian EFL context: A qualitative study, *English Language Teaching*, 2013, 6(6), 38-56.

Table 2.1
Sources of Reading Anxiety⁵⁶

Reading anxiety causes	Indicators
Text Features	Unknown Vocabulary
	Unfamiliar Topic
	Unfamiliar Culture
Personal factors	Afraid of Making Errors
	Worry about Reading Effects

Reading anxiety is a part of anxiety that associated to reading in learning foreign or second language. Explaining reading anxiety cannot be separated without defining anxiety at the first. Foreign language anxiety was expressed as the “subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.⁵⁷ They also defined foreign language anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.”

Foreign language reading anxiety refers to feeling of worry and apprehension when students try to read and comprehend foreign language text. In this case, the form of rejection is in the form of pressure from peers or teachers as a significant other. This can trigger anxiety about the effects

⁵⁶ *Ibid*

⁵⁷ Horwitz et. al. Foreign language classroom anxiety. The Modern language journal, 1986

of reading among students, which is influenced by the attitudes of peers and teachers regarding their reading performance. For example, students make pronunciation mistakes while reading and are laughed at by peers and the teacher's attitude in correcting their mistakes, which seems to hinder students' opportunities to display their reading abilities.⁵⁸

According to Horwitz, definition, foreign language anxiety has three components; communication apprehension, test anxiety, and fear of negative evaluation. They defined communication apprehension as “a type of shyness characterized as fear of, or anxiety about communicating with people”.⁵⁹ It refers to an individual’s level of anxiety in communication with others. It is anticipated by those who expect to have troubles in communication with others to likely be in real difficulty to control the situation. Test anxiety is defined as “the type of performance anxiety resulting from a fear of failure in an academic evaluation setting”. It refers to the experience of anxiety in foreign language class that students normally face in exams. It is a sensitive situation where students are expected to succeed or failed. Fear of negative evaluation is the “apprehension about others” evaluations, avoidance of evaluative situations”.⁶⁰ It is rather different from test anxiety in which here, fear of negative evaluation may occur in any social evaluation rather than limited in academic situations.

Saito et al. explained that reading anxiety is in fact a separate situation from language anxiety with different

⁵⁸ Azhari Muhlis. Foreign Language, Reading Anxiety Senior High School Students, 2017

⁵⁹ Ibid p.127

⁶⁰ Ibid p.128

factors, different outcomes and in need of further attention.⁶¹ Students may not feel anxious during the entire day or when speaking or reading, but may feel anxiety during the reading process alone.

According to this view, when a child reads, neural networks are activated in their system related to emotions which will become associated with reading. In this model, reading and fear are connected through classical conditioning. For example, if a child is asked to read aloud a (an initial neutral stimulus), and reading aloud is repeatedly paired with an unpleasant situation, such as negative feedback from the teacher or ridicule from peers (unconditioned stimulus), then a conditioned response to reading can occur.

In the same line, Zhornik (2001) in Jalongo and Hirsh (2010) expresses that reading anxiety is a particular, situational 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, feelings of helpless, and expectations of public humiliation.⁶² Additionally, students expressed feeling frozen, nervous, intimidated, confused, worried and tense during the reading process.⁶³ So, it can be concluded that foreign language reading anxiety is a physical and cognitive reaction raised when the students try to read and comprehension foreign language text. Subsequently, reading anxiety, referred to as a response against reading, is defined

⁶¹ Saito, Y., Horwitz, E. K., & Garza, T. J. Foreign language reading anxiety. *Modern Language Journal*, 83 (2), 202-218, 1999.

⁶² Jalongo & Hirsh. (2010). Understanding Reading Anxiety: New Insight from Neuroscience. *Early childhood Educ J.* Vol 37, 431-435.

⁶³ Song, J. (2010). The effects of anxiety on Korean ESL learners' reading strategy use and reading comprehension (Unpublished master's thesis). The University of Texas at Austin, Austin, TX.

as a situational phobia and reluctance towards reading at the physical and cognitive level.⁶⁴

Reading anxiety is seen as something that is hindering the interaction and decoding of the text in the middle of the reading process. Anxiety blocks the mind from understanding the text by distracting the reader's attention from off-task and irrelevant thoughts of nervousness, worry and stress.⁶⁵ Students may be able to read the words within the text, but understand nothing due to anxiety. Saito et al. describes that certain languages may lead to different degrees of anxiety. Saito et al. framework posits that the indicators of general reading anxiety, as follows:⁶⁶

- a. Nervousness and worry associated with imperfect text comprehension (e.g., encounter with unknown linguistic features).
- b. Negative or pessimistic beliefs about reading (e.g., holding the idea that reading is the hardest part of language learning).
- c. Lack of enjoyment or self-confidence in reading.
- d. Unwillingness to demonstrate one's linguistic skill (e.g., nervousness about reading target language aloud in classes).
- e. Reliance on first language (L1) in FL reading.

⁶⁴ Jalongo & Hirsh. (2010). Understanding Reading Anxiety: New Insight from Neuroscience. *Early childhood Educ J.* Vol 37, 431-435.

⁶⁵ MacIntyre, P. D. How does anxiety affect second language learning? A reply to Sparks and Ganschow. *The modern language journal*, 1995.

⁶⁶ Saito, Y., Horwitz, E. K., & Garza, T. J. (1999). Foreign language reading anxiety. *Modern Language Journal*, 83(2), 202-218.

L. Factors Influencing Reading Anxiety

Reading anxiety is influenced by some factors. There are textual factors, personal factors and background information. To specific explanation will be explained below.

1. Textual factors and anxiety

Textual factors include unknown vocabulary, unfamiliar topics and unfamiliar cultural twithin the text. These factors are presented within the text itself and are separate from the personal factors which are presented later on.⁶⁷ The following will discuss students' perceptions of the textual factors.

a. Unknown vocabulary and structure

Unknown vocabulary and structure are textual factors that arise when students encounter difficult or unknown words in a text, or when the syntactic or semantic structure differs from their own native language.

Vocabulary allows students to decode text and link new information to their background knowledge. They are unable to do this without the proper amount of vocabulary, which then causes anxiety. Ahmad et al. found the students said that "if text included an increase in the number of new vocabulary words, the difficulty of the text increased". New vocabulary words have made it difficult for students to decode, interact and decode the meaning of text as well as other vocabulary words. When students were unable to understand the vocabulary, they felt anxious,

⁶⁷ Al-Shboul, M. M., Ahmad, I. S., Nordin, M. S., & Rahman, Z. A. Foreign Language Anxiety and Achievement: Systematic Review. *International Journal of English Linguistics*.

frustrated, less motivated and eventually found it unimportant to read in English.

Vocabulary was found to be the second highest textual factor in Kuru-Gonen's research which caused students to read anxiety.⁶⁸ When these students were met with anxiety due to the overwhelming amount of unfamiliar words, they failed to focus on the task at hand as they concentrated on reading anxiety off-task thoughts. The anxiety hindered the students' ability to use context clues and background knowledge due to the overwhelming off-task thoughts that blocked the reading process.

b. Unfamiliar Topic

Kuru-Gonen explained that the primary factor of reading anxiety experienced by students was the factor of unfamiliar, difficult or uninteresting topics within texts. An unfamiliar topic was explained by Ahmad et al. To be a text containing new, uninteresting or difficult topics or subjects. Getting background knowledge on the subject in a text will greatly increase comprehension of the reading and decrease the probability of anxiety regarding reading. Family or related subjects to the student's field of study made the student's reading experience more enjoyable.

Students explained that when reading, they would skip unknown words in hopes that the context clues would define the word for them. When the text was unfamiliar they were unable to use context clues and

⁶⁸ Kuru-Gonen, I. The Sources of Foreign Language Reading Anxiety of Students in a Turkish EFL Context. Master Thesis, Anadolu Universitesi Egitim Bilimleri Enstitüsü, 2009

had difficulty finding any clarification for unknown words. This showed that this factor may be correlated with an unknown vocabulary factor.

As the unfamiliarity of the text increases, the unknown vocabulary will become more difficult to decipher, which may lead to even more anxiety. Students also struggled to understand the concepts in the text when the text was unfamiliar. When students are faced with challenging, uninteresting or unfamiliar texts, they tend not to read for fun, which contributes to anxiety and the creation of an inefficient reader. The cycle of reading is long, arduous and daunting. Students should be on an active journey during the reading process, not frustrated or anxious.

c. Unfamiliar culture

Unfamiliar culture is defined within the research as the “interaction between the reader and the shared knowledge of the cultural history in the printed materials” . As the amount of unfamiliar cultural content increased within a text the harder it became for students to comprehend, which caused increased reading anxiety. Ahmad et al. found that students demonstrated trouble with English texts that included words with multiple meanings. Most students were worried that they could not understand the full meaning of the text because they did not understand the community. Students would come to the realization that the meaning they gave to the text was

illogical due to a cultural misunderstanding, which caused immediate anxiety.⁶⁹

Students expressed feeling anxious when they came across texts with unfamiliar culture, which then created a mental block where they were unable to comprehend the reading material Saito et al. provided evidence that students had lower comprehension and increased anxiety when studying languages that were very different culturally from their home culture.⁷⁰

Ahmad et al. discussed that the most difficult texts for students were cultural texts. The students in the study were seen as having deficient cultural awareness, which could have generated increased anxiety.⁷¹ Suggestions were made to instruct students on strategies to increase cultural awareness to provide students with the proper methods to cope with reading anxiety (Çapan & Pektaş, 2013; Ahmad et al., 2013). The Indonesia and American culture may be very different, which could increase student anxiety.

2. Personal factors and anxiety

Personal factors that may correlate with reading anxiety include worrying about reading effects and fear of making errors. These are separated from the textual factors mentioned above. They may relate to

⁶⁹ Al-Shboul, M. M., Ahmad, I. S., Nordin, M. S., & Rahman, Z. A. Foreign Language Anxiety and Achievement: Systematic Review. *International Journal of English Linguistics*.p.94

⁷⁰ Saito, Y., Horwitz, E. K., & Garza, T. J. (1999). Foreign language reading anxiety. *Modern Language Journal*, 83(2), 202-218.

⁷¹ Al-Shboul, M. M., Ahmad, I. S., Nordin, M. S., & Rahman, Z. A. Foreign Language Anxiety and Achievement: Systematic Review. *International Journal of English Linguistics*.

the factors within the text, but focus on the students' personality or inward feelings that become factors of anxiety. Additionally, Isler & Yildirim identified Personality factors also included negative background, lack of self-confidence and high expectations. The following will present student perceptions of the personal factors of reading anxiety.⁷²

a. Worry about reading effects

Worry about reading effects includes student worry that they will not be able to understand what the author is trying to say or that they will not be able to understand the simple concepts or key ideas within the text. The student then worries about the outcomes of these inabilities including their grades and what others will think of them.

Students were worried that they would not understand the text when they read aloud, because instead they would focus on their performance. When students read silently, their anxiety was reduced, and they were able to regain their focus on trying to understand the reading. Students explained that they were not sure what they were reading because of their anxiety. They were concerned that they would not have enough vocabulary, cultural awareness, or knowledge to understand the concepts in the text. When students were worried that they

⁷² Isler, C & Yildirim O. (2017). Sources of Turkish EFL Learners' Foreign Language Reading Anxiety. *JELTS Journal*, 4(1). 1-18

could not understand the text that they were going to read, their anxiety increased.⁷³

Students worried about reading aloud because they thought that they would not be able to focus on comprehension, but would instead focus on their performance. They worried about having to answer comprehension questions after reading aloud knowing their focus would be centered on off-task thoughts of anxiety instead of comprehending the text.

b. Fear of making errors

Ahmad et al. defined the fear of making errors factor as the specific situation of reading anxiety when students would fear making pronunciation errors or other mistakes while reading aloud in front of their peers. It can be concluded that the reasons of students fear in making errors because they feared pronunciation errors, students laughing at them, speaking without preparation and others.

c. Negative background experience

Isler & Yildirim defined negative background experience refers to the experience or bad situation that EFL learners face during the process of learning a new language. A bad situation could, for example, be in the form of being ridiculed by others or being scolded by teachers.⁷⁴ Kuru-Gonen claimed that due to bad experiences or situations, EFL learners may create a sense of negative feeling which may prevent

⁷³ Al-Shboul, M. M., Ahmad, I. S., Nordin, M. S., & Rahman, Z. A. Foreign Language Anxiety and Achievement: Systematic Review. *International Journal of English Linguistics*.

⁷⁴ Isler, C & Yildirim O. (2017). Sources of Turkish EFL Learners' Foreign Language Reading Anxiety. *JELTS Journal*, 4(1). P.15

them from enjoying reading. Bad experiences may also include those EFL learners who do not have a good habit of reading or those who experience negative incidents related to reading, which results in their having some prejudices against reading in the target language.⁷⁵ The more negative background experience an FL learner has, the higher reading anxiety level he might experience.

d. Lack of self-confidence

Furthermore, Isler & Yildirim also found some of students stated that they lack self-confidence in FL reading because they think that not having the good habits of FL reading affects their development of reading skill in the target language; and therefore, the sense of being inadequate in FL reading leads them to escalate the anxiety.⁷⁶

e. High expectations

High expectations emerged as another anxiety provoking part of the reading process related to the personal factors. Some participants expressed having such a belief that they have to set their standards in relation to reading skill as high as the level of native speakers. According to them, these high expectations lead to frustration due to their inability to attain the high standards and clash the outcomes in reality.⁷⁷

⁷⁵ Kuru-Gonen, I.(2009). The sources of foreign language reading anxiety of students in a Turkish EFL context. Proceedings of the 5th WSEAS/IASME International Conference on Educational Technologies, Spain, 50-55.

⁷⁶ Isler, C & Yildirim O. (2017). Sources of Turkish EFL Learners' Foreign Language Reading Anxiety. JELTS Journal, 4(1). P.15

⁷⁷ Ibid p.18

3. External Factors

a. Social Environment in Classroom Learning

In Indonesia, English as foreign Language may only learn in classroom environment. Students practice English only when they are in class. “The use of communicative language teaching approaches demand students to speak English who may not be used to it in their previous learning experience and feel stress when they are called upon to answer a question.”⁷⁸

b. Strict and formal classroom environment

According to the Tzu-Feng journal one of factors that because anxiety was strict and formal environment. From her research before, the findings of her research was participants viewed the classroom a place where their mistakes were noticed and their deficiencies were pointed out. These perceptions above suggest that learners feel more anxious and under stress in the classroom environment that follow the traditional behaviorist theories of learning, such as the classroom where the students as a whole class constantly drill or repeat the learning tasks like machine and only hear what teacher said.⁷⁹

⁷⁸ Muhammad Tanveer —Investigation of the Factors that Cause Language Anxiety for ESL/EFL Learners in learning Speaking Skills and the Influence it cats on Communication in the Target Language” Dissertation (University of Glassgow: Degree of master of University of Glasgow, 2007) g. 15

⁷⁹ Shu – Feng Tseng —The Factors Cause Language Anxiety for ESL/EFL Learners in learning Speaking”. An Interdisciplinary Journal, vol, 63 2012 pg 79

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