

**READING ANXIETY AMONG ENGLISH FOREIGN LANGUAGE (EFL) LEARNERS:
A CASE STUDY AT SMAN 1 JETIS PONOROGO**

THESIS



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ABSTRACT

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Reading is one of the receptive skills which requires students to read and understand a text. Learners must be able to understand the content of the text to process information properly. Thus, anxiety may occur in foreign language learners when reading in class. Foreign language reading anxiety has negative effects on cognitive processing and behavior because in the language class, among anxiety, cognition, and behavior are cyclical influence one another. Therefore, it is crucial to analyze students' reading anxiety in learning English as their foreign language.

The purposes of the study were to analyze the level of students' reading anxiety, to describe the factors causing students' reading anxiety, and to evaluate how the students at SMAN 1 Jetis Ponorogo overcome their reading anxiety.

This research used a mixed method with a case study research design. The population in this study were eleventh graders at SMAN 1 Jetis Ponorogo which consisted of 3 classes with a total of 70 students. The sample of this research was students of class XI IPA 1 with a total of 24 students who were taken by purposive sampling on the advice of the English teacher. This research was conducted at SMAN 1 Jetis Ponorogo in the academic year 2021/2022. The researcher used data collection techniques in the form of observations, questionnaires, interviews, and documentation. Then the data results were analyzed using descriptive statistical analysis with SPSS 23 and Microsoft Excel 2019 to calculate the percentage. The data in this study was presented in numbers or percentages which were then described in words.

The results of the study obtained three points of conclusion. First, students' reading anxiety level was categorized into 3 levels, low (8.3%), medium (75%), and high (16.7%). Second, the factors causing students' reading anxiety showed that in the aspect of text features, unfamiliar culture occupies the highest position of student responses who agree with these points (31%), followed by unfamiliar topic (29%), and in the last was unknown vocabulary (10%). Furthermore, for the aspect of personal factors, fear of making errors occupies the first position (35%) and followed by worry about reading effects (25%). Third, the strategy to overcome reading anxiety that was mostly applied by students was peer seeking, then followed applied relaxation, positive thinking, avoiding eye contact, preparation, resignation, and keeping silent. It is hoped that this research can reduce the existence become of EFL learners' reading anxiety and contribute to the parties involved by making this research their reference.

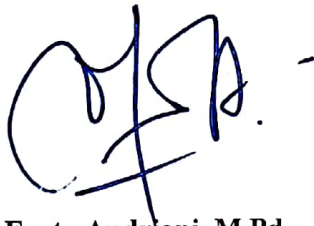
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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the study.

A. Background of the Study

For Indonesian students, English is a foreign language that must be learned from junior high school to university level. English may be regarded as a tough topic for Indonesian students since the structure, pronunciation, and vocabulary of English differ significantly from Indonesian language. Listening, Speaking, Reading, and Writing are the four language skills that should be mastered when studying English as a foreign language. Furthermore, each skill has its own set of challenges, including teaching reading to students in the classroom.¹ Reading is one of the receptive skills, requiring students to read and comprehend a text. Overall, reading is a process in which readers combine information from a text with their own prior knowledge to construct meaning. In this case, students must combine their prior knowledge with the text in order to fully understand the meaning.

Nowadays, reading is critical for processing information. Reading provides information in the form of ideas, inspiration, and knowledge. Reading entails not only obtaining the needed information but also comprehending the material's contents. The purpose of reading is to help readers to find and obtain information, including content, and to understand the meaning of reading. When the readers read a text, they comprehend it and apply prior information to produce new knowledge. Despite reading the identical text, people have varying levels of understanding. Reading is an important ability for English as a foreign

¹ Jullia Aisyah, "Students' Reading Anxiety in English Foreign Language Classroom," *Journal of English and Education* 5, no. 1 (2017): 56.

language student. For the majority of students, it is most critical ability to master in order to succeed not only in English classes, but also in any subject class that requires reading.

Foreign language learners may experience reading anxiety due to two factors. The underlying cause of reading anxiety in foreign languages are unknown scripts and writing systems, as well as various cultural materials.² According to Saito et al, the readers detect the symbols, interpret them into sounds, correlate the sounds with words, and attempts to understand the meaning of the text. At this point, the readers recognize that the words, which have been translated, are neither comprehensible nor reasonable for them, because the anxiety sets in. To make it easier, the readers tend to translate word to word for figuring out what it means. Due to a lack of cultural awareness, it makes no sense.³

Meanwhile, Ahmad et al stated that there are two types of factors that elicit foreign language reading anxiety: personal factors such as worry about reading effect and fear of making an error; and text feature factors such as unfamiliar culture, unfamiliar topic, and unfamiliar vocabulary.⁴ According to Zhao et al, students with a high Foreign Language (FL) reading anxiety appeared to score poorer on a performance reading test.⁵ They further claim that in an English reading test among English Foreign Language (EFL) learners, the reading anxiety rates were found to be negatively associated with scores on both a large-scale English test since the readers translate it word for word to figure out what it means.

Furthermore, Yongky investigated the reading anxiety level of EFL learners in the Foreign Language for Specific Purpose program (FLSP) at Muhammadiyah University of Malang and discovered that the reading anxiety level of EFL learners in the Foreign Language

² Yoshiko Saito, Thomas J. Garza, and Elaine K. Horwitz, "Foreign Language Reading Anxiety," *The Modern Language Journal* 83, no. 2 (1999): 202.

³ Saito, Garza, and Horwitz, 203.

⁴ Ismail Sheikh Ahmad et al., "The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context: A Theoretical Framework," *English Language Teaching* 6, no. 11 (October 9, 2013): 92, <https://doi.org/10.5539/elt.v6n11p89>.

⁵ Aiping Zhao, Ying Guo, and Jaclyn Dynia, "Foreign Language Reading Anxiety: Chinese as a Foreign Language in the United States," *The Modern Language Journal* 97, no. 3 (2013): 773.

for Specific Purpose program (FLSP) differs by gender.⁶ According to the findings of his study, the level of reading anxiety among EFL learners enrolled in FLSP programs was moderate.⁷ Based on Aisyah, the factors of students' reading anxiety were based on text features such as unknown vocabulary, which ranked first among the causes of anxiety, followed by unfamiliar topics, and unfamiliar culture. Fear of making mistakes was revealed to be most major personal issue, followed by worry about reading.⁸ In addition, Bensalem uses Foreign Language Reading Anxiety Scale (FLRAS) by Saito et al and a background information questionnaire to assess FL reading anxiety among students learning English as a foreign language (EFL) at the tertiary level. According to the findings, Female informants had higher levels of anxiety than their male counterparts. Background variables (e.g., foreign language experience, knowledge of a third language) and self-perceived English reading proficiency also played a significant role in predicting FL levels of reading anxiety.⁹

According to Horwitz et al, anxious foreign language learners have the same subjective feelings, psycho-physiological symptoms, and behavioral responses as any other anxiety.¹⁰ In addition, foreign language anxiety has negative effects on cognitive processing and behavior because in the language class, between anxiety, cognition, and behavior are cyclical influence one another.¹¹ For example, a student may become apprehensive when asked to answer a question in a foreign language lesson, and anxiety leads to concern and frustration. Due to the divided attention, cognitive performance is harmed, and as a result, performance declines, leading to poor self-evaluations and impaired cognition, which has a negative effect on performance. Aside from cognition and behavior, FL anxiety may have a negative effect on

⁶ Yongky Setiawan, "Reading Anxiety among Learners in EFL Reading Classroom at Muhammadiyah University of Malang" (PhD Thesis, Universitas Muhammadiyah Malang, 2020), 3.

⁷ Setiawan, 20.

⁸ Aisyah, "Students' Reading Anxiety in English Foreign Language Classroom," 62.

⁹ Elias Bensalem, "Foreign Language Reading Anxiety in the Saudi Tertiary EFL Context," 2020, 65.

¹⁰ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 126.

¹¹ S. I. Kuru-Gonen, *L2 Reading Anxiety: Exploring the Phenomenon*. In K. Bradford-Watts, Ed. JALT 2006 Conference Proceedings (Tokyo: JALT, 2007), 1030.

the academic achievement, social context, and personality of the language learner. Furthermore, FL anxiety can hinder students from pursuing academic or professional careers in which proficiency in a foreign language is required.¹²

Moreover, MacIntyre and Gardner cited in Sanaei described language anxiety as the worry and unpleasant emotional reaction evoked when learning or utilizing a second language within the field of anxiety.¹³ Negative feelings might make learning a language more difficult. Furthermore, language anxiety as a form of academic stress may cause students to be concerned when studying the target language or may affect their learning accomplishment in the end.¹⁴ Besides, anxiety is a person's subjective emotions of tension, apprehension, nervousness, and worry, as well as the heightened activity of the autonomic nervous system that goes along with these symptoms.¹⁵

Overall, anxiety has a negative effect on foreign language learners. Considering the previous effects, it is crucial to analyze students' reading anxiety in learning English as their foreign language. This research was conducted to reduce the existence of reading anxiety in students. In addition, this research was hoped able to contribute to the parties involved by making this research their reference in the future in overcoming students' reading anxiety.

Based on the interview with the English teacher of SMAN 1 Jetis Ponorogo, she said that students experience many challenges when learning to read. For instance, during reading activities, when the teacher asks students to read the text in front of their classmates, some students hesitate to do so for fear of making mistakes and having their classmates laugh at them. In addition, some students gave the opportunity to read to other friends whom they

¹² Hussein Elkhafafi, "Listening Comprehension and Anxiety in the Arabic Language Classroom," *The Modern Language Journal* 89, no. 2 (2005): 207.

¹³ Omid Sanaei, "Investigating Anxiety Symptoms and Reactions within EFL Learners' Oral Narratives: The Case of Intermediate Level Students," *Journal of Language Teaching and Research* 7, no. 5 (2016): 903.

¹⁴ Qorry Aina and P. Hermilia Wijayati, "Coping the Academic Stress: The Way the Students Dealing with Stress," *KnE Social Sciences*, 2019, 214.

¹⁵ Effat Hadidi and Reza Barzegar, "Investigating Reading Anxiety and Performance on Reading Proficiency: A Case of Iranian EFL Learners," *International Journal of Language and Applied Linguistics* 25 (2015): 50.

thought were more capable than himself. Although there are also some students who want to read, they read in such low voice that the teacher finds it difficult to hear what they are reading.¹⁶

In this case, every student must have been in their own anxiety, especially when it comes to reading English texts. English is their foreign language and they feel unfamiliar with the language so it can reduce students' confidence level to read English texts aloud. That is why the students always refuse to read the English text aloud and even gave the opportunity to other friends whom they felt were more capable than themselves.¹⁷

In this regard, the researcher would like to examine the level of reading anxiety students have, the causes of reading anxiety, and how the students overcome it. This research can be used as a benchmark for teachers to use effective reading teaching strategies for students. In addition, for future researchers, this research can later be studied further regarding its effect on reading achievement or what strategies teachers can use to overcome students' reading anxiety or others. Regarding this problem, the researcher is interested in conducting the research entitled "Reading Anxiety among English Foreign Language (EFL) Learners: A Case Study at SMAN 1 Jetis Ponorogo".

B. Research Focus

This study focuses on analyzing the level of students' reading anxiety, its causes and how students overcome their reading anxiety. In this study, the researcher used indicators from Saito et al in determining the level of students' reading anxiety and to describe the causes of students' reading anxiety, the researcher used indicators from Ahmad et al. This research was conducted at the eleventh graders at SMAN 1 Jetis Ponorogo in the academic year 2021/2022.

¹⁶ Description of Data Collection Activities through Interviews 05/W/02-24/2022

¹⁷ Description of Data Collection Activities through Interviews 05/W/02-24/2022

C. Statement of the Problems

Based on the problems described above, the researcher can describe the formulation of the problem as follows:

1. How are the level of students' reading anxiety at SMAN 1 Jetis Ponorogo?
2. What are the factors causing students' reading anxiety at SMAN 1 Jetis Ponorogo?
3. How do the students at SMAN 1 Jetis Ponorogo overcome their reading anxiety?

D. Objectives of the Study

Referring to the formulation of the problem that the researcher has put forward above, the writer can describe the objectives of the study as follows:

1. To analyze the level of students' reading anxiety at SMAN 1 Jetis Ponorogo.
2. To describe the factors causing students' reading anxiety at SMAN 1 Jetis Ponorogo.
3. To evaluate how the students at SMAN 1 Jetis Ponorogo overcome their reading anxiety.

E. Significances of the Study

This research is expected to contribute both theoretically and practically. The significances of this research are as follows:

1. Theoretical Significance

This research is expected to be able to contribute to increase knowledge about the level of students' reading anxiety, the factors causing it, and how the eleventh graders of SMAN 1 Jetis Ponorogo in overcoming their reading anxiety.

2. Practical Significance

a. For the Teachers

The existence of research that has been carried out by the researcher is expected to provide information to teachers about the level of students' reading anxiety, the factors causing it, and how the students overcome it. Therefore, this research can be a reference for teachers to overcome problems in improving students'

reading skills by implementing appropriate and effective reading teaching strategies for students.

b. For the Students

Hopefully, this research to be aware can help increase students' self-confidence in reading English.

c. For the Readers

Particularly for IAIN Ponorogo students, this study is expected to contribute to the enrichment of references concerning the level of students' reading anxiety, the factors causing it, and how the students overcome it.

d. For the Researchers

For future researchers, this research is expected to be investigated further by examining more deeply related to the effect of reading anxiety on reading achievement or how the teachers' strategy in overcoming students' reading anxiety and or others.

F. Organization of the Study

This research consists of five chapters that are related to each other and arranged systematically to make it easier for readers to understand the research information.

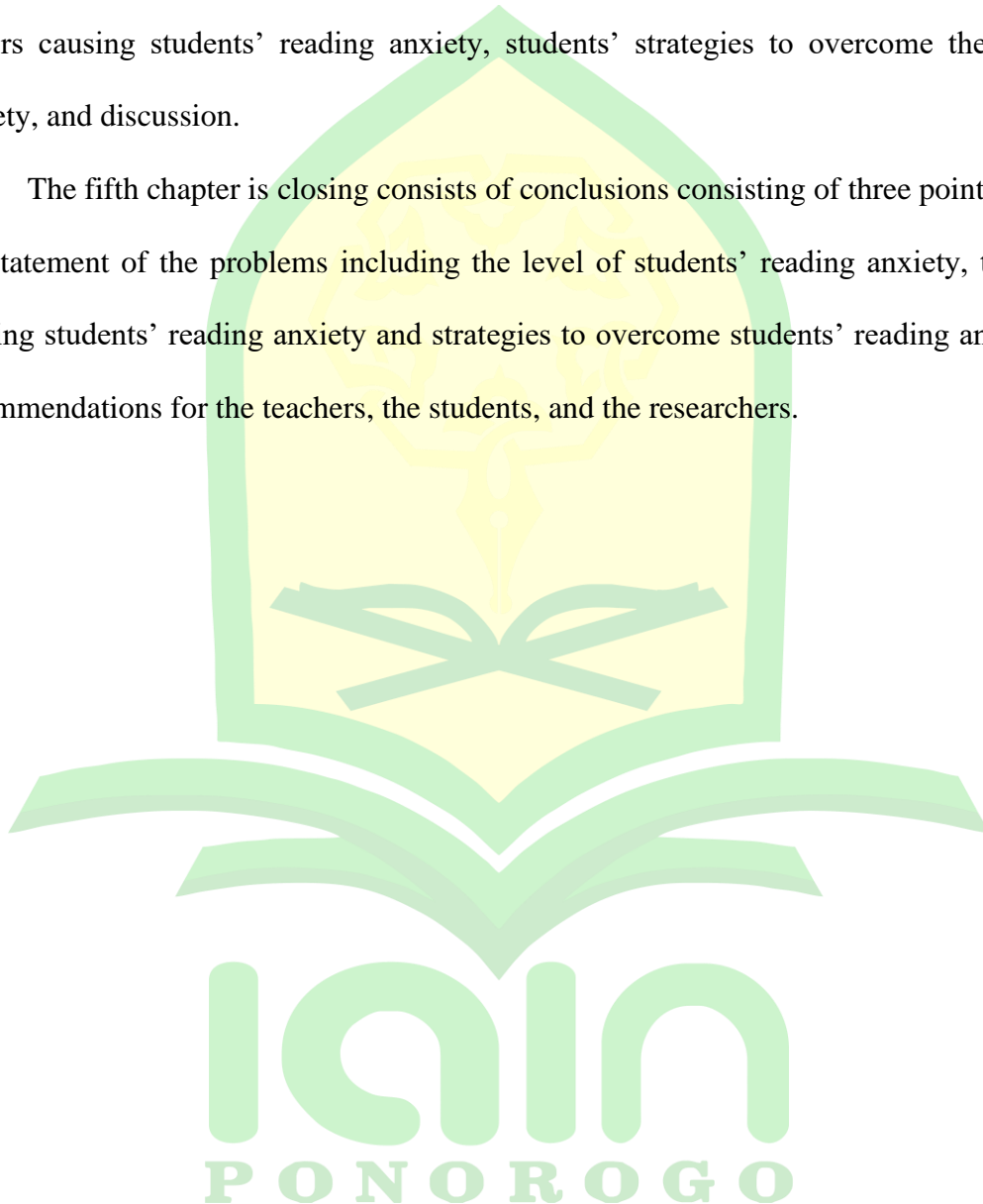
The first chapter is introduction consists of background of the study, research focus, statement of the problems, objectives of the study, significances of the study, and organization of the study.

The second chapter is theoretical framework and previous research findings consist of a theoretical framework that includes the definition of reading, reading purpose, types of reading, the definition of anxiety, types of anxiety, characteristics of anxiety, the definition of reading anxiety, level of reading anxiety, the factors of reading anxiety, strategies to overcome reading anxiety, and previous research findings.

The third chapter is research method consists of research approach and design, researcher's role, research settings, data and data sources, data collection technique, data analysis technique, checking validity of findings, and research procedures.

The fourth chapter is findings and discussion consist of general description of the research background, data presentation that includes the level of students' reading anxiety, the factors causing students' reading anxiety, students' strategies to overcome their reading anxiety, and discussion.

The fifth chapter is closing consists of conclusions consisting of three points based on the statement of the problems including the level of students' reading anxiety, the factors causing students' reading anxiety and strategies to overcome students' reading anxiety; and recommendations for the teachers, the students, and the researchers.



CHAPTER II

THEORETICAL FRAMEWORK AND PREVIOUS RESEARCH FINDINGS

This chapter consists of a theoretical framework that includes the definition of reading, reading purpose, types of reading, the definition of anxiety, types of anxiety, characteristics of anxiety, the definition of reading anxiety, level of reading anxiety, the factors of reading anxiety, strategies to overcome reading anxiety, and previous research findings.

A. Theoretical Framework

In this study, the researcher used theories that are relevant to the theme of the discussion. These theories include reading, anxiety, reading anxiety, and strategies to overcome reading anxiety.

1. Reading

The following are explanation related to reading which includes the definition, purposes, and types of reading.

a. The Definition of Reading

Reading is a process in which readers respond to and make sense of a text by applying prior knowledge to it (Spratt, Pulverness, and William).¹⁸ Readers engage in this activity because they desire to gain information and knowledge from the text. Readers try to relate what they read in written language to what they already know about the text as part of the process of gathering information and knowledge. Understanding the meaning of words, sentences, and even a text is necessary for making sense of it.

¹⁸ Mary Spratt, Alan Pulverness, and Melanie Williams, *The TKT Teaching Knowledge Text Course* (New York: Cambridge University Press, 2005), 21.

Reading is the process of obtaining and comprehending information in language via the medium of print.¹⁹ Meanwhile, based on Johnson, reading is the act of making meaning from text.²⁰ Reading skills must improve so that the reader can grasp the meaning of the passage as well as the meaning of the text.

Reading is a complex ability that includes a number of sub-skills such as skimming, scanning, summarizing, and recognizing discourse markers. The process of learning a language would be enhanced and enriched if you can master reading.²¹ Skilled readers can be used for a variety of purposes. For example, they look for information in a handbook by scanning for keywords. When reading the newspaper, readers skim headlines to determine whether they want to read further. Readers read carefully to process the information obtained, for that various reading skills are used in different situations.²²

b. Reading Purpose

Reading is a flexible activity that may be done at any time and in any place. Reading serves a variety of purposes in our daily lives. That purpose is employed to aid understanding of a text's content. Readers utilize their own methods to achieve their purposes of reading. When reading for learning or setting information such as news, science, or the same line, some of them read extremely slowly and attentively. Meanwhile, people will read rapidly or slowly depending on how they enjoy or feel about reading for pleasure or pure enjoyment. According to Grabe and Stoller, the purpose of reading is as follows:²³

¹⁹ William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (New York: Cambridge University Press, 2009), 14.

²⁰ Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (USA: Rowman & Littlefield Education, 2008), 3.

²¹ S Meena Rani and J Jayachandran, "Road Map to a Syllabus Design for the Receptive Skills of Listening and Reading," *International Journal of English Language, Literature and Translation Studies* 2, no. 1 (2015): 138.

²² Iin Inda Astuti, "Students' Reading Anxiety at State Senior High School 1 Bungaraya" (PhD Thesis, Universitas Islam Negeri Sultan Syarif Kasim Riau, 2021), 11.

²³ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, Second Edition (New York: Routledge, 2011), 7.

1) Reading to search for simple information and reading to skim

Reading to search is considered by some researchers as a rather autonomous cognitive activity, but it is a typical reading ability. We often scan the text for a certain word or other piece of information when reading to search. Similarly reading to skim, it entails employing reading comprehension skills on certain bits of the text until a broad idea is established, as well as tactics for guessing where relevant information might be contained in the text.

2) Reading to learn from texts

Reading to learn is most common in academic and professional settings where a person needs to absorb a lot of information from a text. Reading for learning is frequently done at a somewhat slower pace than general reading comprehension. Connecting text information with underlying knowledge necessitates more inference than general comprehension (for example: connecting a character, event or concept to other known characters, events or concepts).

3) Reading to integrate information, write and critique text

Reading to integrate information necessitates extra decisions regarding the relative meaning of complementary, mutually supporting, or contradictory information, as well as the likely reorganization of a rhetorical frame to accommodate data from numerous sources. These abilities invariably necessitate a critical assessment of the information being read in order for the reader to select what knowledge to incorporate and how to integrate it in order to achieve the reader's purpose. Reading to write and reading to critique texts are both task variations of reading to integrate information in this regard.

4) Reading for general comprehension

For two reasons, the concept of broad reading comprehension has been placed last in this discussion. First, it is most fundamental reason for reading, underpinning and sustaining all other reasons. Second, general reading comprehension is more difficult than most people believe. Reading processes encompasses all cognitive activities requiring skills, strategies, attentional resources, knowledge resources, and their integration. The phrase “abilities” is a broad concept that encompasses the reader’s comprehension skills, techniques, and information resources.

c. Types of Reading

There are several types of reading including intensive reading, extensive reading, aloud reading, and silent reading.²⁴

1) Intensive Reading

Intensive reading is reading that focuses on idioms and vocabulary that are taught in the school and are found in poems, poetry, novels, or other sources. As an examples, students concentrate on linguistic or semantic aspects in a reading while also paying attention to structure details such as grammar.

2) Extensive Reading

Extensive reading is reading in which students read literature for pleasure and to improve their reading skills in general. As an examples, students may read as many various types of literature as they can, such as journals, newspapers, and magazines, primarily for pleasure and with only a basic knowledge of the contents.

²⁴ M. F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)* (Jaipur: Sunrise Publishers & Distributors, 2008), 117.

3) Aloud Reading

Reading aloud is when the reader reads something loud and clear. As an examples, reading poetry, dialogues, and various other texts.

4) Silent Reading

Silent reading activities are intended to teach students how to read silently so that they can focus and absorb the content. As an examples, students who read by heart to memorize text.

2. Anxiety

Anxiety in this discussion the researchers divided into three points, namely the definition, types and characteristics of anxiety.

a. The Definition of Anxiety

Anxiety is defined as a condition of stress, fear, uneasiness, and worry over the possibility of bad consequences or situations.²⁵ According to Shri, anxiety is a subjective experience of unease, apprehension, or apprehensive concern that is accompanied by a variety of autonomic and somatic manifestations.²⁶ Furthermore, anxiety is a subjective experience of anticipation and fear that causes the learner to have difficulties concentrating, forgetfulness, trembling, and palpitation.²⁷

Anxiety is most commonly used empirically to describe a complicated reaction or response to a transient state or condition of an organism that varies in intensity and fluctuates over time. In addition, the term anxiety is also referred to individual differences in the amount to which different people are defined by states

²⁵ Sofia Seinfeld et al., "Influence of Music on Anxiety Induced by Fear of Heights in Virtual Reality," *Frontiers in Psychology* 6 (2016): 1, <https://www.frontiersin.org/article/10.3389/fpsyg.2015.01969>.

²⁶ Richa Shri, "Anxiety: Causes and Management," *The Journal of Behavioral Science* 5, no. 1 (2010): 100.

²⁷ Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety," 126.

of anxiety, and substantial defenses against those emotions are referred to as a personality.²⁸ People describe feeling uncomfortable or tense when they are anxious.

From some of the statements above, it can be concluded that anxiety is an uncomfortable or tense feeling experienced by an individual when he/she is feeling anxious or worried. Anxiety can be experienced by students at certain times such as when learning in class and causes feelings of depression so that they have difficulty concentrating.

b. Types of Anxiety

Corey suggests that anxiety is a tense state that forces one to do something. There are three types of anxiety, namely; reality anxiety, neurotic anxiety, and moral anxiety.²⁹

- 1) Reality anxiety is the fear of danger coming from the outside world, and the degree of such anxiety corresponds to the level of the real threat.
- 2) Neurotic anxiety is the fear that instincts will get off track and cause someone to do something that will cause them to be punished.
- 3) Moral anxiety is the fear of one's own conscience. People with well-developed consciences tend to feel guilty when they do something that goes against their moral code or with the introjections of their parents.

According to MacIntyre and Gardner, anxiety is divided into three types: trait anxiety, state anxiety, and situation-specific anxiety.³⁰

1) Trait Anxiety

Trait anxiety is a person's tendency to feel threatened by a number of conditions that are actually harmless. Trait anxiety is a type of anxiety that

²⁸ Charles D. Spielberger, *Anxiety and Behavior* (New York: Academic Press, 2013), 12.

²⁹ Gerald Corey, *Theory and Practice of Counseling and Psychotherapy*, Tenth Edition (USA: Cengage Learning, 2016), 61.

³⁰ Peter D. MacIntyre and Robert C. Gardner, "Methods and Results in the Study of Anxiety and Language Learning: A Review of the Literature," *Language Learning* 41, no. 1 (1991): 87.

appears stable and ongoing and does not change easily over time. It can happen in any situation. This depends on the characteristics of the individual. As a result, people who suffer from this type of anxiety are more worried and tend to become anxious than people who do not suffer from this type of anxiety.

2) State Anxiety

State anxiety is a temporary emotional state or condition in a person who is characterized by feelings of tension and worry that are consciously and subjectively experienced and elevated autonomic nervous system. State anxiety is often known as the “here-and-now” feel of anxiety as an emotional state. Individuals with this type of anxiety will have anxious feelings under a variety of circumstances, as opposed to trait anxiety, which occurs practically all of the time. Only particular and specific situations cause this anxiety, and the capacity to distinguish between accurately harmful and non-threatening situations.

3) Situation-Specific Anxiety

Situation-specific anxiety is a distinct anxiety form that occurs invariably over time inside a certain situation. It is strongly associated with specific situations, each of which differs from the next, but it is consistent across time. Situation-specific anxiety includes language anxiety and math anxiety, for example. The optimal research strategy for foreign language anxiety is a situation-specific perspective because language learners experience worries in many areas of the situation in a language class. In conclusion, situation-specific anxiety focuses on the precise types of anxiety that arise over time in a predictable pattern.

c. Characteristics of Anxiety

Horwitz et al have established three anxieties, including communication apprehension, test anxiety, and fear negative evaluation, into conceptual framework of foreign language anxiety, with the following description:³¹

1) Communication Apprehension

Communication apprehension is a type of shyness marked by anxiety or fear of communicating with others. Students feel less in control of the communication situation and their performance in class, which is constantly monitored by the teachers and classmates. Communication fear expresses itself in difficulty speaking in groups (oral communication anxiety), in public (stage fright), or in listening to or studying spoken messages (recipient anxiety). Students who struggle to speak in groups in general have a harder time speaking in foreign language (English) classes.

2) Test Anxiety

Test anxiety is a type of performance anxiety that occurs as a result of a failure. Most students place high expectations on themselves and are fearful of failing. Students who are afraid of taking tests in a foreign language (English) class may have a lot of trouble because exams happen all the time, and even the smartest and best-prepared students might make mistakes. Particularly in the oral exam, which presents a circumstance that is more likely to trigger anxiety in the majority of students.

3) Fear Negative Evaluation

It is characterized as a dread of negative feedback from others, or the avoidance of feedback situations, as well as the assumption that others will judge adversely. When students appear in class language for real or imagined

³¹ Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety," 127.

classmate judgments, in that time students may be quite sensitive. Although comparable to test anxiety, the dread of unfavorable assessments is more widespread because it can occur in socially evaluative settings such as being interviewed for a job or speaking or presenting in a foreign language class.

3. Reading Anxiety

The following discussion about reading anxiety includes the definition, level, and causes of reading anxiety.

a. The Definition of Reading Anxiety

Reading anxiety is the anxiety experienced by students when they try to read and interpret written texts in a foreign language.³² Reading anxiety is defined by Zhornik (as referenced in Jalango and Hirsh) as a situational phobia of the act of reading with physical and cognitive reactions. The release of adrenaline and bodily symptoms such as sweating, heart pounding, feeling weak or exhausted, fast breathing, headache, stomachache, or even vomiting are all physical reactions to anxiety. An acute sense of terror, low self-esteem, a sense of powerlessness, and a fear of public humiliation are all cognitive responses to anxiety.³³

In a foreign language context, reading anxiety is shown to be highest and increasing. Attention, perception, memory, and comprehension are all cognitive qualities that readers must possess. It is commonly believed among those in the reading strata of society that a person who reads is free of shame and depression as a result of their inability to read being exposed to others. Not only does reading anxiety

³² Setiawan, "Reading Anxiety among Learners in EFL Reading Classroom at Muhammadiyah University of Malang," 6.

³³ Mary Renck Jalongo and Rae Ann Hirsh, "Understanding Reading Anxiety: New Insights from Neuroscience," *Early Childhood Education Journal* 37, no. 6 (2010): 434.

exist among readers, but it also has a significant and negative impact on the learner, according to the studies mentioned above.³⁴

Reading anxiety has a big influence, especially in the context of a foreign language, students would become worried as soon as they attempted to comprehend. Reading anxiety is not only common among readers, it also has a significant and negative impact on the learner.

b. Level of Reading Anxiety

A scale to quantify foreign language reading anxiety was developed by Saito et al. As a specific scale to quantify foreign language reading anxiety, they designed a five-point Likert scale with 20 items ranging from “strongly agree” to “strongly disagree.” By adding and subtracting the standard deviation from the mean score, persons with high, medium, and low reading anxiety were identified.³⁵

Table 2.1 Terms of Reading Anxiety Level Score

Anxiety Level	Score
High Anxiety	Mean + Standard Deviation = The score higher than this
Low Anxiety	Mean - Standard Deviation = The score lower than this
Medium Anxiety	The score between Mean - Standard deviation and Mean + Standard deviation

High levels of cognitive anxiety have been proven to make it difficult to complete complicated cognitive activities (Hardy et al cited in Joo & Damron).³⁶

Similarly, a high amount of anxiety causes uneasiness and anxiety, whereas a low

³⁴ Saleh Mohammad Ali Alqahtani, “Investigating the Correlation between The Foreign Language Reading Anxiety and Reading Proficiency: A Case Study of Preparatory Year Students at The University of Jeddah,” *Revista Tempos E Espaços Em Educação* 13, no. 32 (2020): 4.

³⁵ Kuru-Gonen, *L2 Reading Anxiety: Exploring the Phenomenon*. In K. Bradford-Watts, 1034.

³⁶ Kim Young Joo and Julie Damron, “Foreign Language Reading Anxiety: Korean as a Foreign Language in the United States,” *Journal of the National Council of Less Commonly Taught Languages* 17, no. 1 (2015): 23.

level of anxiety has a beneficial impact on learning and transforms it into an impulsive power in the individual, making the effect stimulating and motivating.³⁷

c. **The Factors of Reading Anxiety**

According to Saito et al two aspects of foreign language reading have a high potential for triggering anxiety: an unfamiliar writing system and unfamiliar culture.³⁸ With regard to talking about foreign writing systems, it appears that the less a student can rely on the accuracy of a certain system of sound-symbol correspondences, the more anxiety he or she is likely to feel while reading. In this situation, the reader would be anxious as soon as he or she attempted to decode the script since the reader would have problems comprehending the language immediately. Unfamiliar cultural conceptions appear to have an impact at a later stage in the reading process than unfamiliar scripts and writing systems. After encountering the symbols, decoding them into sounds, and associating the sounds with words, the reader would attempt to process the meaning of the text. One would expect worry to set in when the reader sees the words that he or she has decoded do not comprise an intelligible or logical message entity. In other words, anxiety is anticipated when a reader can discern the words of a foreign language book but not it is meaning due to a lack of awareness of the cultural material underpinning the text.

Meanwhile, according to Ahmad et al, there are two types of factors that elicit foreign language reading anxiety: personal factors such as worry about reading effect and fear of making an error, and text features such as unfamiliar culture, unfamiliar topic, and unfamiliar vocabulary.³⁹

³⁷ Astuti, "Students' Reading Anxiety at State Senior High School 1 Bungaraya," 15.

³⁸ Saito, Garza, and Horwitz, "Foreign Language Reading Anxiety," 202.

³⁹ Sheikh Ahmad et al., "The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context," 92.

1) Foreign Language Reading Anxiety Caused by Personal Factors

Under the concept of personal factors, there are two sub-factors which include:

a) Worry about Reading Effects

Reading text in a foreign language is associated with anxiety since reading aloud is associated with anxious uncontrolled stimuli, which causes a negative reaction.⁴⁰ One aspect that promotes foreign language reading anxiety in students is reading aloud. This is because most students cannot hide their anxiety when asked to read a foreign language text aloud.

Furthermore, students still regard foreign languages as most difficult subject to master. They were concerned about their performance and found it difficult to concentrate on reading material. It is difficult for individuals to convey their notions about a text if they are unable to control their worrying feelings. Additionally, they will forget what had been read. According to Ahmad et al apprehensive feelings will occur both during and after the reading activity. It will impair reading comprehension as well as performance at the same time.

b) Fear of Making Errors

Language anxiety is intricately linked to self-confidence, though the latter is viewed as a positive trait (Brown et al as cited in Ahmad et al).⁴¹ Students with low self-confidence are typically hesitant to participate in reading activities in order to avoid making mistakes. As a result, students' anxiety levels in foreign language reading rise as a result of this feeling. As a result of the rise in anxiety, their reading performance declines, indicating

⁴⁰ Sheikh Ahmad et al., 91.

⁴¹ Sheikh Ahmad et al., 91.

an irregularity in their reading ability as well as unconstructive influences on language skills.

When it comes to foreign language learners' lack of self-confidence, Ahmad et al point out that lack of self-confidence plays a crucial part in causing anxiety of making mistakes. As a result, a lack of self-confidence and a fear of making mistakes are linked. They identified the fear of making mistakes as a type of reading anxiety in which students are afraid of making mistakes such as mispronunciation or other errors while reading aloud in front of the class.

2) Foreign Language Reading Anxiety Caused by Text Features

Unfamiliar culture, unfamiliar topic, and unknown vocabulary are three elements under the idea of text features that cause students discomfort during reading lessons.⁴²

a) Unfamiliar Culture

Reading is not just an interaction between the reader and the author's thoughts, but it is also an interaction between the reader and the reader's shared knowledge of cultural history contained in the printed materials.⁴³

Unfamiliar English or other foreign language cultures would obstruct students' reading comprehension and generate anxiety since the culture portrayed in the text is unfamiliar to them.

Moreover, a source of foreign language reading anxiety was discovered to be an unfamiliar culture. It was also discovered to be a significant factor in eliciting anxiety in foreign language reading. Kuru-

⁴² Aisyah, "Students' Reading Anxiety in English Foreign Language Classroom," 59.

⁴³ Sheikh Ahmad et al., "The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context," 92.

Gonen also discovered that students' inability to recognize foreign language scripts is caused by unfamiliar cultural content.⁴⁴

b) Unfamiliar Topic

According to Wallace, as cited by Aisyah, if the content of a text does not interest a learner, it is nearly impossible for that learner to read for pleasure and thus become an effective reader.⁴⁵ In other words, topics that pique a reader's interest enable him to respond to reading material in a flexible and appropriate manner. Uninteresting topics in the reading text are a source of foreign language reading anxiety.⁴⁶

Ahmad et al stated that reading anxiety can be caused by topics that are not interesting and difficult for the reader.⁴⁷ Obtaining prior knowledge on a subject in a text will greatly improve reading comprehension and reduce the likelihood of reading anxiety. Familiar or related subjects to the student's field of study made reading more interesting for the learner.

When reading, students said that they would skip over unfamiliar terms in the hopes that the context clues would define the word for them. They were unable to apply context cues and had trouble finding any explanation for unknown words when the material was unfamiliar (Kuru-Gonen as cited in Arfiana).⁴⁸ This indicated that this factor could be linked to an unidentified vocabulary component. The unknown vocabulary will become more difficult to interpret as the text's unfamiliarity grows, perhaps increasing anxiety.

⁴⁴ Sheikh Ahmad et al., 92.

⁴⁵ Aisyah, "Students' Reading Anxiety in English Foreign Language Classroom," 59.

⁴⁶ Kuru-Gonen, *L2 Reading Anxiety: Exploring the Phenomenon*. In K. Bradford-Watts, 1034.

⁴⁷ Sheikh Ahmad et al., "The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context," 92.

⁴⁸ Laili Arfiana, "A Portrait of Students' Reading Anxiety at the Second Grade of MTs Darul Qur'an Kampar Regency" (PhD Thesis, Universitas Islam Negeri Sultan Syarif Kasim Riau, 2022), 16.

c) Unknown Vocabulary

Unknown vocabulary denotes the use of a foreign language. If students do not know the vocabulary, they will have difficulties understanding and thinking clearly of the foreign language. Foreign vocabulary can obstruct learners' comprehension and cause difficulty, which can lead to anxiety.⁴⁹ According to Gonen as cited in Ahmad et al, 20% of the communication units in the text category matched the students' expression of anxiety about learning new terms and vocabulary in reading a foreign language text looked to be by reading English language text.⁵⁰

4. Strategies to Overcome Reading Anxiety

Kondo and Ying-Ling claim that there are several ways to deal with language anxiety. Students can use five strategies to reduce their anxiety when appearing in front of the class, including preparation, relaxation, positive thinking, peer seeking, and resignation.⁵¹

a. Preparation

Preparation is the first strategy. Students use this method to try and gain control over themselves by enhancing their learning and study strategies (in example: study hard, trying to obtain good summaries of lecture notes). Students' subjectively judged knowledge of the subject matter should improve as a result of employing these strategies, as well as the anxiety associated with language classes.

b. Relaxation

The second strategy is relaxation, the purpose of this strategy for lowering physical anxiety symptoms. By doing something, you can relax your body (in

⁴⁹ Aisyah, "Students' Reading Anxiety in English Foreign Language Classroom," 59.

⁵⁰ Sheikh Ahmad et al., "The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context," 92.

⁵¹ David Shinji Kondo and Yang Ying-Ling, "Strategies for Coping with Language Anxiety: The Case of Students of English in Japan," *Elt Journal* 58, no. 3 (2004): 262.

example: take a deep breath and try to calm down). Shu Feng Tseng as mentioned Hanafi stated that the more one relaxes, the less anxiety one will have. Sit comfortably and straight in the classroom seat. Before or throughout class, take long, slow breaths, hold them for four or five seconds, and then gently exhale. Through a calming release of breath can turns nervous energy into positive energy.⁵²

c. Positive Thinking

The third strategy is positive thinking, which is characterized by cooling down pressure-related cognitive processes that underpin students' anxiety and the belief that everything will turn out fine. This technique is designed to draw the student's attention away from the stressful situation and toward positive and pleasant stimuli (Example: imagining oneself giving a great performance, trying to enjoy the tension). It is important to stay positive and remember that everyone makes mistakes when learning a language and that making mistakes is an inevitable part of the process. It is also crucial to recognize that perfection is an unattainable ideal that is not required for success.

d. Peer Seeking

The fourth strategy is peer seeking. This strategy is defined by students' desire to seek out other students who appear to be having difficulty grasping the material and/or managing their anxieties. The understanding that other students are suffering the same problem may be a form of emotional regulation through a social comparison for the anxious student.

e. Resignation

The last is resignation. This is defined by students' refusal to do anything to reduce their language anxiety, according to Kondo et al. By refusing to address the

⁵² Ahmad Hanafi, "Students' Reading Anxiety in Reading Aloud at the Second Year of MA Pondok Pesantren Sultan Hasanuddin" (PhD Thesis, Universitas Islam Negeri Alauddin Makassar, 2019), 37.

situation, resignation appears to be attempting to minimize the impact of anxiety (example: give up, sleeping in class).

In addition, according to Zhiping and Paramasivam, students' strategies for overcoming anxiety include keeping silent, avoiding eye contact, being with friends, and expressive reactions.⁵³

a. Keeping Silent

One of most prevalent coping techniques among teenagers is avoidance (Prins and Bailey et al). As a result of their anxiousness, students frequently choose to keep silent in class and refuse to participate in oral communication.

b. Avoiding Eye Contact

Anxious students' nonverbal reaction is to avoid making eye contact with the teacher (Gregersen). Students do not always look at the teacher when they ask a question. Instead, they look down and pretend to be busy themselves to be writing.

c. Being with Friends

Students are more at ease and feel free to sit with their close friends. The students seemed to sit on the same bench every day. Likewise with their seatmate or friends whose seat is closer to them.

d. Expressive Reactions

They argue that smiling to hide one's true feelings is a form of non-verbal communication, as a result, such behavior would be predicted in the face of high levels of classroom anxiety. Smiling and laughing are most common expressive reactions cited.

⁵³ Diao Zhiping and Shamala Paramasivam, "Anxiety of Speaking English in Class among International Students in a Malaysian University," *International Journal of Education and Research* 1, no. 11 (2013): 6.

B. Previous Research Findings

The discourse on Students' Reading Anxiety has been widely studied by several previous experts. Avoiding the assumption of plagiarism, it is deemed necessary to review studies that have previously been carried out with cognate topics. This study also serves as information on the uniqueness of this research.

First, a journal by Aisyah with the research title "Students' Reading Anxiety in English Foreign Language Classroom" in 2017 from the Indonesia University of Education. The current study aimed to investigate students' reading anxiety in a junior high school EFL classroom. A total of 33 students from a junior high school in Bandung participated in the study. This research examined the levels of students' anxiety and the causes of students' anxiety in an English reading class using a qualitative descriptive method. The data were gathered using the Saito et al Foreign Language Reading Anxiety Scale, questionnaires (adapted from Ahmad et al), and interviews to clarify the developed questionnaire. According to the findings, the majority of students had a moderate level of anxiety (51,5%). The causes of students' reading anxiety were based on text features such as unfamiliar language, which ranked first among the causes of anxiety, followed by unfamiliar topics, and unfamiliar culture. The fear of making an error was described to be most important personal factor, followed by the worry of reading.⁵⁴

The similarities between Aisyah's research and this research cover statement of the problems (level and causes of students' reading anxiety) and the instruments (questionnaires in the form of FLRAS, and questionnaires by Ahmad et al as well as interviews). Meanwhile, the difference lies in the level of the school where Aisyah's research was conducted in junior high school, descriptive qualitative research, and in the research conducted by the researcher, there is an additional statement of the problem related to how students overcome their reading anxiety.

⁵⁴ Aisyah, "Students' Reading Anxiety in English Foreign Language Classroom."

Second, previous research by Muhlis entitled “Foreign Language Reading Anxiety among Indonesian EFL Senior High School Students” in 2017 from Sebelas Maret University, Surakarta. The goal of this study was to examine the anxiety of reading in a foreign language among Indonesian EFL Senior High School students. The participants were thirty-two grade eleven students from a senior high school in Bandung. A survey research design was used in this study. Two types of questionnaires were used to collect data. The first study suggested that the majority of students had a moderate level of anxiety (71,9% of students admitted). The second finding discovered that text features and personal factors were two main potential causes of foreign language reading anxiety. Unknown vocabulary (49% of students agreed), unfamiliar topics (40% of students agreed), and strange culture (38% of students agreed) are three causes for foreign language reading anxiety, according to the idea of text features. While, there are two sources of foreign language reading anxiety under the concept of personal factors: fear of making errors (39% of students agreed) and worry about reading effects (28% of students agreed).⁵⁵

The similarities between this research and Muhlis’ research cover statement of the problems which want to examine the level and causes of students’ reading anxiety, the instrument a questionnaire in the form of FLRAS, and questionnaire by Ahmad et al, as well as the school and class levels, studied namely the eleventh grade of high school. As for the difference, the research does not use interviews in data collection, there is no statement of the problem related to how students overcome their reading anxiety, and the research design uses a survey method.

Third, previous research from a journal by Ismail with the title “Secondary School Students’ Reading Anxiety in a Second Language” in 2015 from the College of Education, United Arab Emirates University, Al-Ain, United Arab Emirates. The objective of this paper

⁵⁵ Azhari Muhlis, “Foreign Language Reading Anxiety among Indonesian EFL Senior High School Students,” *English Franca: Academic Journal of English Language and Education* 1, no. 1 (2017): 19–44.

was to evaluate into secondary school students' worry about reading in a second language. This research was conducted using a combination of quantitative and qualitative approaches. All participants in this study came from grade 11 in a huge public female secondary school in Al-Ain Educational Zone in the United Arab Emirates (UAE). Questionnaires were given to 72 female students, and 19 volunteer students participated in focus groups interviews. The findings show that there are considerable disparities in the degrees of reading anxiety reported by students based on their general area of study (viz., science or arts). All of the recorded differences were in favor of science students. The majority of the students' sources of reading anxiety were related to their language proficiency, notably their mastery of vocabulary and grammatical rules.⁵⁶

The similarity between Ismail's research and this study cover interview instruments, the research in secondary schools, and mixed methods. The differences are statement of the problems and questionnaire instruments.

Fourth, the study by Zhou, with the research title "Foreign Language Reading Anxiety in a Chinese as a Foreign Language Context" in 2017 from University of Hawai'i at Manoa United States Northwest Normal University, China. The level of foreign language reading anxiety of Chinese as a foreign language (n = 76) learners in the United States was investigated in this study. There was no significant difference in reading anxiety levels among four-course levels, according to data from a foreign language reading anxiety assessment, a background information survey, and a face-to-face interview. Chinese L2 students, on average, had a medium level of reading anxiety. When compared to 200- and 300-level students, students at the 100- and 400-levels had higher levels of reading anxiety. A regression model using background variables such as years of learning Chinese, heritage learner status, number of foreign languages studied, and time spent in China accurately predicted learners' reading anxiety levels and explained 15% of the variance. Concerns about comprehension, unfamiliar

⁵⁶ Sadiq A. A. Ismail, "Secondary School Students' Reading Anxiety in a Second Language," *English Language Teaching* 8, no. 11 (2015): 28–41.

topics, unknown pronunciation, and feeling uncomfortable reading aloud have all been highlighted as main sources of foreign language reading anxiety.⁵⁷

Zhou's research and this study both investigated the level and causes of students' reading anxiety and used FLRAS and interview instruments for data collection techniques. However, there are differences between the two in terms of the statement of the problems, namely in Zhou's research, he researched foreign language reading anxiety related to background variables such as heritage learner status, knowledge of additional languages, time spent in China, in addition to Zhou's research, the school level studied was at the university level and quantitative research methods.

Fifth, previous research by Bensalem entitled "Foreign Language Reading Anxiety in the Saudi Tertiary EFL Context" in 2020 from Northern Border University, Arar, Saudi Arabia. The goals of this study are to examine the levels, sources, and underlying factors of FL reading anxiety among tertiary EFL students. This study also describes the extent to which background variables and self-perceived English reading proficiency can predict FL reading anxiety. Using Foreign Language Reading Anxiety Scale (FLRAS) by Saito et al and a background information questionnaire. This study used qualitative descriptive research, and descriptive statistics were used to describe the responses of the participants in order to interpret the data. The study enlisted the participation of 225 students enrolled in regular English classes at two Saudi institutions. Female informants had higher levels of anxiety than their male counterparts, according to the findings. In Saudi university environments, exploratory factor analysis identified three categories of student concern: anxiety about comprehension, dissatisfaction with one's reading abilities, and unfamiliarity with particular phonics rules. Background variables (e.g., foreign language experience, knowledge of a third language) and self-perceived English reading proficiency also played a significant role in predicting FL levels of reading anxiety.⁵⁸

⁵⁷ Jing Zhou, "Foreign Language Reading Anxiety in a Chinese as a Foreign Language Context," 2017.

⁵⁸ Bensalem, "Foreign Language Reading Anxiety in the Saudi Tertiary EFL Context."

The differences in Bensalem's research include statement of the problems covering factors of FL reading anxiety among tertiary EFL students, background variables, and self-perceived English reading proficiency that can predict FL reading anxiety and qualitative descriptive research methods. In addition, this study used a background information questionnaire and the research was conducted at the university level. Meanwhile, the similarities cover statement of the problems related to the levels and sources of FL reading anxiety among tertiary EFL students, and FLRAS as an instrument.

Based on some of these previous studies, the researcher wants to conduct research related to the level, causes, and the ways of students overcoming their reading anxiety. The difference between this research and previous research is that this study also analyzes how students overcome their reading anxiety. In addition, this study focuses on class XI students of SMAN 1 Jetis Ponorogo by using the Foreign Language Reading Anxiety Scale (FLRAS) questionnaire instrument by Saito et al and a questionnaire by Ahmad et al.

Table 2.2 Similarities and Differences from Previous Research

No.	Researcher Name, Research Year, Research Title, Institution Origin	Similarities	Differences
1.	Aisyah, 2017, "Students' Reading Anxiety in English Foreign Language Classroom", Indonesia University of Education	1. Statement of the problems: level and causes of students' reading anxiety. 2. Research instrument: FLRAS, Questionnaire by Ahmad et al and interview.	1. There is no statement of the problem regarding how students overcome their reading anxiety. 2. Level of school under study: Junior High School. 3. Method: qualitative descriptive research.
2.	Muhlis, 2017, "Foreign Language Reading Anxiety among Indonesian EFL Senior High School Students", Sebelas Maret University, Surakarta	1. Statement of the problems: level and causes of students' reading anxiety. 2. Research instrument: FLRAS and Questionnaire by Ahmad et al. 3. Level of school under study: Senior High School.	1. There is no statement of the problem regarding how students overcome their reading anxiety. 2. This study did not use interview as a research instrument. 3. Research design: survey research design.

No.	Researcher Name, Research Year, Research Title, Institution Origin	Similarities	Differences
3.	Ismail, 2015, "Secondary School Students' Reading Anxiety in a Second Language", United Arab Emirates University, Al-Ain, United Arab Emirates	<ol style="list-style-type: none"> 1. Research instrument: interview. 2. Level of school under study: a huge public female secondary school in Al-Ain Educational Zone in the United Arab Emirates (UAE). 3. Method: mixed-method. 	<ol style="list-style-type: none"> 1. Statement of the problems: 1) the main sources of students' reading anxiety, 2) the effect of students' reading strategies on their reading anxiety, 3) the effect of students' vocabulary knowledge and strategies on their reading anxiety, 4) the effect of students' structural knowledge on their reading anxiety, and 5) the effect of students' reading competence and knowledge on their reading anxiety. 2. Research instrument: questionnaire developed by him.
4.	Zhou, 2017, "Foreign Language Reading Anxiety in a Chinese as a Foreign Language Context", Hawai'i at Manoa United States Northwest Normal University, China	<ol style="list-style-type: none"> 1. Statement of the problems: levels of foreign language reading anxiety and length of learning Chinese, and causes of reading anxiety. 2. Research instrument: FLRAS and interview. 	<ol style="list-style-type: none"> 1. Statement of the problems: foreign language reading anxiety related to background variables like heritage learner status, knowledge of additional languages, time spent in China. 2. Level of school under study: university. 3. Method: quantitative research.
5.	Bensalem, 2020, "Foreign Language Reading Anxiety in the Saudi Tertiary EFL Context", Northern Border University, Arar, Saudi Arabia	<ol style="list-style-type: none"> 1. Statement of the problems: the levels and sources of FL reading anxiety among tertiary EFL students. 2. Research instrument: FLRAS and a background information questionnaire. 	<ol style="list-style-type: none"> 1. Statement of the problem: underlying factors of FL reading anxiety among tertiary EFL students and background variables and self-perceived English reading proficiency can predict FL reading anxiety. 2. Research instrument: a background information questionnaire. 3. Level of school under study: university. 4. Method: qualitative descriptive research.

CHAPTER III

RESEARCH METHOD

This chapter consists of research approach and design, researcher's role, research settings, data and data sources, data collection technique, data analysis technique, checking validity of findings, and research procedures.

A. Research Approach and Design

This study was used a case study design with a mixed method. According to Creswell, mixed methods is a procedure for collecting, analyzing, and “mixing” quantitative and qualitative methods in a single study or series of studies to understand the research problem.⁵⁹ Mixed methods research is an appealing research methodology since it may be utilized to strengthen both quantitative and qualitative research.⁶⁰ Mixed-methods researchers use both quantitative and qualitative techniques either concurrently or sequentially to address the same or related statement of the problems.⁶¹ In this study, quantitative data was collected to answer the first statement of the problem about the level of students' reading anxiety and the second statement of the problem about the factors that cause students' reading anxiety by used a questionnaire. Then, qualitative data was also needed to answer the second and third statement of the problem about students' strategies to overcome their reading anxiety by used observation and interviews.

Moreover, a case study is a type of qualitative analysis in which an individual, a setting, or an institution is observed carefully and thoroughly; attempts are made to examine each and every element of the concerned unit in minute detail, and then generalizations and inferences

⁵⁹ John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition (Boston: Pearson Education, Inc., 2012), 535.

⁶⁰ Larry B. Christensen, R. Burke Johnson, and Lisa A. Turner, *Research Methods, Design, and Analysis*, Twelfth Edition (USA: Pearson Education Limited, 2015), 383.

⁶¹ M. D. Gall, Joyce P. Gall, and Walter R. Borg, *Applying Educational Research*, Seventh Edition (USA: Pearson Education Inc., 2010), 474.

are generated from case data.⁶² The object of the case study method is to identify the factors that explain the behavior patterns of a specific unit as a whole. Characteristics of case studies include an in-depth study of a setting; an emphasis on processes, interactions, and relationships; holism; a concern for the particular; multiple data collection methods; and an emphasis on natural settings.

The data in this study was analyzed using descriptive statistical analysis. According to Walpole, descriptive statistics are methods for collecting and presenting data sets in order to obtain relevant information which includes the organization of tables, diagrams, graphs, etc.⁶³ It is used to organize and summarize data from either population or sample studies.⁶⁴ In other words, the data in this study was presented in numbers or percentages which are then described in words.

B. Researcher's Role

In qualitative research, the researcher has a role as the main instrument, while non-humans are supporting data. The key to successful research in understanding some cases is the presence of a researcher. Thus, it can be said that in collecting data or key instruments, the researcher is the main instrument.⁶⁵ Researcher directly carries out the research process in the field to find and obtain data and data sources in completing research. In addition, the researcher is in charge of planning, implementing, collecting data, and interpreting the data, which in the end the researcher is the reporter of the research results.

In this study, the researcher collected data directly in the field for about four weeks at SMAN 1 Jetis Ponorogo. During the research process, the researcher observed four times in

⁶² C. R. Kothari, *Research Methodology*, Second Revised Edition (New Delhi: New Age International (P) Limited Publisher, 2004), 113.

⁶³ Budi Priyono, "Analysis of Patient Satisfaction with the Quality of Health Services at Nala Husada Dental Hospital (RSGM), Hang Tuah University, Surabaya," *Journal Asro* 12, no. 01 (2021): 10, <https://doi.org/10.37875/asro.v12i01.375>.

⁶⁴ Zealure C. Holcomb, *Fundamentals of Descriptive Statistics* (New York: Routledge, 2016), 2.

⁶⁵ Donald Ary et al., *Introduction to Research in Education*, Eight Edition (Canada: Wadsworth Cengage Learning, 2010), 421.

class XI IPA 1, then distributed questionnaires to students, and conducted interviews with all 24 students. All research activities were documented by the researcher as evidence of research results to prevent any doubts about manipulation in this research process.

C. Research Setting

The location chosen by the researcher in this study was SMAN 1 Jetis Ponorogo. This school is located at S. Sukowati street, Kutu Wetan village, Jetis, Ponorogo. The researcher was interested in conducting research at SMAN 1 Jetis Ponorogo because the researcher found a phenomenon where eleventh-grade students still have reading anxiety when learning English takes place. Considering senior high school students in grade eleven who should already have confidence in reading English texts because they have passed the junior high school level phase and will soon reach university level, the researcher wanted to examine students' reading anxiety in the context of reading English in the eleventh grade at SMAN 1 Jetis Ponorogo in the 2021/2022 academic year.

D. Data and Data Source

The source of data in this study refers to the subject from which the data can be obtained. According to Sugiyono, the types of data source used in qualitative research are primary data and secondary data.⁶⁶

1. Primary Data

Primary data can be gathered through observation, direct engagement with informants in various forms, or personal interviews, among other methods. In other words, primary data can be collected in a variety of ways, including surveys and descriptive research. The following are some of most important: (a) observation, (b) interview, (c) questionnaires, and (d) schedules.⁶⁷

⁶⁶ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2016), 308.

⁶⁷ Kothari, *Research Methodology*, 95.

The primary data in this study include the first was questionnaire sheets about the level of students' reading anxiety, the second was questionnaire sheets about the factors that cause students' reading anxiety, and the third was transcripts of interviews with an English teacher and 24 students of class XI IPA 1 at SMAN 1 Jetis Ponorogo was related to the factors that cause students' reading anxiety and students' strategies to overcome their reading anxiety.

2. Secondary Data

Secondary data refers to information that is already available, for example information that has previously been collected and analyzed by someone else. When the researcher uses secondary data, the researcher must look for it from a variety of sources. Secondary data can be either published (books or journals) or unpublished information (documents from the research site).⁶⁸

In this case, the data was obtained through field notes of observation and information in the form of documents from the school related to the profile of SMAN 1 Jetis Ponorogo. Supported by literature studies related to the theory of students' reading anxiety. In this study, the literature study was obtained from books and journals as well as previous thesis as relevant sources related to research variables.

E. Data Collection Technique

Data collection techniques in this study include participant observation, questionnaires, interviews, and documentation. This technique is used in research because for qualitative researchers the meaning of the phenomenon can be understood well if the researcher interacts directly with the subject through direct observation of the object where the phenomenon takes place, questionnaires, interviews, and documentation is needed to complete the data. The instruments of data collection in this research are as follows:

⁶⁸ Kothari, 111.

1. Observation

The observation is most commonly utilized method, particularly in behavioral science studies.⁶⁹ Observation entails observing and noting in a systematic people, events, behaviors, locations, objects, routines, and so on. Observation has strong validity, it can provide rich contextual information, allow for the collection of first-hand data, disclose daily routines and activities, and allow for the documentation of verbal, non-verbal, and physical components of life worlds.⁷⁰ Many researchers desire to be participant observers, which means they interact directly with participants during activities in the natural setting in order to develop empathy and trust, as well as to learn more about the phenomenon.⁷¹

The observation method is used to get a general idea of how the condition of students when they feel anxious during learning, especially when reading English. In addition, the observation method is a good step to interact with students and teachers related to this research. The researcher saw first-hand the learning activities in the eleventh-grade classrooms of SMAN 1 Jetis Ponorogo. Observations in this study were carried out directly by the researcher four times to obtain optimal observation results.

2. Questionnaire

The questionnaire is a frequently used and useful tool for gathering survey data, providing organized, often numerical data that may be administered without the researcher's presence and relatively simple to analyze.⁷² Questionnaires can include closed-ended items (where informants must choose to from the responses given by the researcher) and open-ended items (where informants provide answers in their own

⁶⁹ Kothari, 96.

⁷⁰ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, Eight Edition (New York: Routledge, 2018), 542.

⁷¹ Gall, Gall, and Borg, *Applying Educational Research*, 354.

⁷² Cohen, Manion, and Morrison, *Research Methods in Education*, 471.

words).⁷³ The questionnaire should be relatively short and straightforward, for example, the size of the questionnaire should be maintained to a minimum. In a questionnaire, technical terms and imprecise statements that can be interpreted differently should be avoided.⁷⁴ For the eleventh-grade students at SMAN 1 Jetis Ponorogo, questionnaire was utilized to collect data on students' reading anxiety. This study used two different types of questionnaires.

The first instrument used the FLRAS (Foreign Language Reading Anxiety Scale) questionnaire developed by Saito et al. It was used to identify the students' reading anxiety levels. This questionnaire included 20 statement items which were then distributed to 24 students of class XI IPA 2 to measure the validity of the questionnaire. The researcher used SPSS 23 to calculate the validity of the questionnaire. The result of validity test of FLRAS questionnaire can be seen as follow:

Table 3.1 Validity Test Results from the FLRAS Questionnaire

No.	r Calculate	r Table (5%)	Criteria
1.	0.504	0.404	VALID
2.	0.334	0.404	INVALID
3.	0.335	0.404	INVALID
4.	0.281	0.404	INVALID
5.	0.597	0.404	VALID
6.	0.582	0.404	VALID
7.	0.697	0.404	VALID
8.	0.304	0.404	INVALID
9.	0.435	0.404	VALID
10.	0.659	0.404	VALID
11.	0.495	0.404	VALID
12.	0.537	0.404	VALID
13.	0.522	0.404	VALID
14.	0.551	0.404	VALID
15.	0.727	0.404	VALID
16.	0.385	0.404	INVALID
17.	1.000	0.404	VALID
18.	0.190	0.404	INVALID
19.	0.696	0.404	VALID
20.	0.647	0.404	VALID

⁷³ Christensen, Johnson, and Turner, *Research Methods, Design, and Analysis*, 72.

⁷⁴ Kothari, *Research Methodology*, 103.

From the table 3.1, it can be seen that from a total of 20 statements there were 14 valid statements and 6 invalid statements. Therefore, in this study the researcher used 14 valid statements to be distributed to 24 students of class XI IPA 1.

Furthermore, FLRAS questionnaire has an internal consistency of 0.754. The following table show the results of the reliability test on 14 valid statements.

Table 3.2 Reliability Test Results from the FLRAS Questionnaire

Cronbach's Alpha	N of Items
.754	14

The indicators for the FLRAS questionnaire were as follow.

Table 3.3 Indicators of the FLRAS Questionnaire

No.	Indicators	Number of Items
1.	The students are nervous and worry associated with imperfect text comprehension	2, 3, 4, 6
2.	The students have negative or pessimistic beliefs about reading	7, 10, 11
3.	The students are lack of enjoyment or self-confidence in reading	1, 8, 9
4.	The students are unwillingness to demonstrate one's linguistic skill	12
5.	The students are reliance on first language (L1) in foreign language reading	5, 13, 14

The following was a questionnaire by Saito et al to measure the level of students' reading anxiety.

Table 3.4 The FLRAS Questionnaire

No.	Statements
1.	I get upset when I'm not sure whether I understand what I am reading in English.
2.	I am nervous when I am reading a passage in English when I am not familiar with the topic.
3.	I get upset whenever I encounter unknown grammar when reading English.
4.	When reading English, I get nervous and confused when I don't understand every word.

No.	Statements
5.	I usually end up translating word by word when I'm reading English.
6.	By the time you get past the letters and symbols in English, it's hard to remember what you're reading about.
7.	I am worried about all the new symbols I have to learn in order to read English.
8.	I enjoy reading English.
9.	I feel confident when I am reading in English.
10.	Once you get used to it, reading English is not so difficult.
11.	The hardest part of learning English is learning to read.
12.	I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud.
13.	American culture and ideas seem very foreign to me.
14.	You have to know so much about American history and culture in order to read English.

The second questionnaire was developed to measure the causes of students' reading anxiety proposed by Ahmad et al. This questionnaire contained 26 statements which were then distributed to 24 students of class XI IPA 2 to measure the validity of the questionnaire. The researcher used SPSS 23 to calculate the validity of the questionnaire. The result of validity test can be seen as follow:

Table 3.5 Validity Test Results from the Questionnaire to Measure the Causes of Students' Reading Anxiety

No.	r Calculate	r Table (5%)	Criteria
1.	0.714	0.404	VALID
2.	0.284	0.404	INVALID
3.	0.812	0.404	VALID
4.	-0.025	0.404	INVALID
5.	0.698	0.404	VALID
6.	0.751	0.404	VALID
7.	0.541	0.404	VALID
8.	0.607	0.404	VALID
9.	0.596	0.404	VALID
10.	0.708	0.404	VALID
11.	0.467	0.404	VALID
12.	0.573	0.404	VALID
13.	0.657	0.404	VALID
14.	0.534	0.404	VALID
15.	0.479	0.404	VALID
16.	0.647	0.404	VALID
17.	0.772	0.404	VALID
18.	0.655	0.404	VALID
19.	0.532	0.404	VALID
20.	0.609	0.404	VALID

21.	0.528	0.404	VALID
22.	0.747	0.404	VALID
23.	0.036	0.404	INVALID
24.	0.670	0.404	VALID
25.	0.369	0.404	INVALID
26.	0.716	0.404	VALID

From the table 3.5, it can be seen that from a total of 26 questionnaires there were 22 valid statements and 4 invalid statements. Therefore, in this study the researcher used 22 valid statements to be distributed to 24 students of class XI IPA 1.

Furthermore, the Cronbach's alpha for the questionnaire was 0,812 which was still an acceptable value in educational research. The following table show the results of the reliability test on 22 valid statements.

Table 3.6 Reliability Test Results from the Questionnaire to Measure the Causes of Students' Reading Anxiety

Cronbach's Alpha	N of Items
.812	22

The indicators of the questionnaire to measure the causes of students' reading anxiety can be seen in the following table:

Table 3.7 Indicators of the Questionnaire to Measure the Causes of Students' Reading Anxiety

No.	Indicators	Aspect	Number of Items
1.	Unknown Vocabulary		1-4
2.	Unfamiliar Topic	Text Features	5-8
3.	Unfamiliar Culture		9-13
4.	Fear of Making Errors	Personal Factors	14-18
5.	Worry about Reading Effects		19-22

The following was a questionnaire developed by Ahmad et al to find the causes of students' reading anxiety.

Table 3.8 The Questionnaire to Measure the Causes of Students' Reading Anxiety

No.	Statements
1.	When I am reading in English, I get very upset and worry whenever I encounter strange vocabulary.
2.	I feel anxious in reading English when I encounter series of three strange words.
3.	I do not like to read an English text that has lots of difficult words.
4.	When I am reading in English, I feel upset and anxious if I encounter words the meaning of which I do not know.
5.	I enjoy English reading when I understand at least some portion of the text.
6.	I do not prefer reading unfamiliar topics, particularly in the English language.
7.	Most things I like to read in English are short stories because they have easy words, and their topics are common.
8.	I feel anxious when I am reading a topic in the English language which I have no idea about.
9.	In reading English, I hardly understand the idea if there is more than one meaning for each word.
10.	When I read English, I often understand the words, but I still cannot quite understand what the writer says.
11.	I usually translate word by word when I am reading English.
12.	It is frustrating in reading English when one word is connected with another to change the meaning.
13.	I most often feel that I cannot understand an English text even though I know every word's meaning.
14.	I feel anxious in reading aloud in fear of making errors.
15.	I feel embarrassed in front of others if I pronounce a simple and easy word wrongly.
16.	I prefer to prepare too much and search for the phonetic transcript prior to the class if I was expected to read in the class.
17.	I feel irritated if I encounter a word, I do not know how it is pronounced.
18.	I prefer silent reading rather than reading aloud.
19.	When I am reading aloud, I focus on reading correctly rather than focusing on understanding the text.
20.	In reading aloud in the class, I do not understand the text even though it is easy.
21.	When reading English aloud in the class, I focus on word accent rather than understanding.
22.	When reading English, I get disturbed and do not remember what I have read.

The two instruments above were in the form of a questionnaire which was a closed-ended statement about reading anxiety with a 5-point Likert scale. This scale assesses the researcher's desired attitude or manner by asking informants a series of questions. The informants were then asked to select an answer on a scale measuring that

had been provided, such as strongly agree, agree, undecided, disagree, or strongly disagree.⁷⁵ The researcher translated the questionnaire into Indonesian to avoid any misunderstandings when filling it out. The numeric values for each agree-disagree response are assigned, and the total scale score was calculated by adding the numeric responses for each item.⁷⁶ The following was the rating scale of the questionnaires.

Table 3.9 Rating Scale of Questionnaire

Scale	Score
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

3. Interview

An interview is a situation in which the interviewee is asked a series of questions by the interviewer. Interviews are conducted in both face-to-face and telephone situation.⁷⁷ Creswell adds that researchers ask one or more participants about general, open-ended questions and record their responses in a qualitative interview.⁷⁸ In qualitative research, observation techniques are often combined with interviews. During the observation, the researcher also conducted interviews with the parties involved.⁷⁹

In this study, the researcher first made direct observations at school and accompanied by interviews with English teachers regarding the phenomenon that occurred, namely students' reading anxiety. After getting the phenomena found in the school, the researcher then arranged instruments and interviews to be given to the eleventh graders of SMAN 1 Jetis Ponorogo to explore students' reading anxiety during

⁷⁵ Kothari, 84.

⁷⁶ Ary et al., *Introduction to Research in Education*, 209.

⁷⁷ Christensen, Johnson, and Turner, *Research Methods, Design, and Analysis*, 72.

⁷⁸ Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 217.

⁷⁹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*, 319.

the learning process. The following were the details of the questions asked by the researcher to the students during the interview process about students' reading anxiety.

Table 3.10 Blueprint of Interview

No.	Questions
1.	How do you feel when someone asks you to read English?
2.	How do you feel when you encounter unfamiliar vocabulary while reading an English text?
3.	What makes you feel anxious when you read a topic in the English language which you have no idea about it?
4.	What do you think about reading comprehension of English cultural texts when reading English texts?
5.	What makes you feel anxious when you read English text aloud?
6.	Why are you do not remember the text that you have read?
7.	Do you prepare before English class to deal with your reading anxiety? If so, what do you usually prepare?
8.	Do you do relaxation to overcome your reading anxiety? If so, what kind of relaxation do you usually do?
9.	Do you always think positively to overcome your reading anxiety? If so, what do you usually think about?
10.	Do you usually peer seeking when you feel anxious when asked to read an English text?
11.	Do you usually avoid being asked to read English texts? If so, what did you do as an act of avoidance?
12.	Do you keep silent when asked to read an English text?
13.	Do you usually avoid eye contact so as not to be asked to read English texts by the teacher?
14.	Is sitting close to your close friends an attempt to feel comfortable while reading English class?
15.	Is smiling a part of your strategy for dealing with your reading anxiety?

4. Documentation

Documentation is used by the researcher as a method of collecting data in qualitative research. Qualitative researchers may employ written records or other artifacts to get a better knowledge of the topic under investigation. Document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, letters, e-mail messages, etc.) or of nonwritten records (photographs, audiotapes, videotapes, computer images, websites,

etc.). There are four types of documents: (1) public records, (2) personal documents, (3) physical materials, and (4) documents generated by researchers.⁸⁰

In this study, the researcher used documentation to collect data during the study. The data was taken from photos during interviewing the English teacher and students at SMAN 1 Jetis Ponorogo, photos during observation, school documents (the structure school, vision mission, the school profile), and written sources (field note) related to research for supporting the data from observation and interview.

F. Data Analysis Technique

In terms of qualitative data analysis, Bogdan states that data analysis is carried out by systematically searching and compiling data obtained from interviews, field notes, and other materials so that they are easy to understand, and the findings can be informed to others.⁸¹ Data analysis is an attempt to provide an interpretation of the data that has been obtained and compiled to obtain valid conclusions. Data analysis, according to Miles and Huberman, consists of three continuous flows of activity: data reduction, data display, and conclusion and verification data.⁸²

1. Data Reduction

Data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming rough data that emerges. Reducing data can mean summarizing, choosing the main things, focusing on the important things, looking for themes and patterns from written notes in the field. After all data is collected from the previous method, the researcher will reduce the data by grouping, clarifying, or providing a special code to adjust according to the research results.

⁸⁰ Ary et al., *Introduction to Research in Education*, 442.

⁸¹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*, 334.

⁸² Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, Second Edition (USA: SAGE Publications Inc., 1994), 10.

In this study, the researcher selected the data that had been collected according to the statement of the problems. To answer the first statement of the problem related to the level of students' reading anxiety, questionnaire and interview data were needed. Meanwhile, for the second statement of the problem related to the factors that cause students' reading anxiety, observation data, questionnaires, and interviews were needed. Finally, to answer the third statement of the problem related to strategies to overcome students' reading anxiety, observation and interview data were needed.

2. Data Display

Presentation of data is a collection of structured information that gives the possibility to draw conclusions and take action. The forms of presentation include narrative text, matrices, graphs, networks, and charts. The goal is to make it easier to read and draw conclusions.

After all the data were grouped, the researcher then presented the data neatly to make it easier for readers to understand it well. Questionnaires data were presented in the form of percentages in tables and graphs, while interview and observation data were presented in written form.

3. Conclusion and Verifications Data

Drawing conclusions is only part of a complete configuration activity. Conclusions were also verified during the course of the study. The meanings that emerge from the data must always be tested for truth and suitability so that their validation is guaranteed.

At this stage, the researcher examined the data by giving meaning to the data in a general context. The data was then integrated with the theory used. The next step was to report the research results that have been verified with previous findings and indicated as new findings.

G. Checking Validity of Findings

Validity is relative related to the research's objective and circumstances. The integrity of qualitative research depends on attending to the issue of validity. Validity refers to the findings' accuracy or truthfulness. This characteristic is most commonly referred to as credibility by qualitative researchers. The degree to which the researcher has created confidence in the findings based on the research methodology, participants, and context is referred to as credibility or truth value.⁸³ In this study, the credibility test used by the researcher includes:

1. Increase Perseverance

Increasing persistence means making observations more carefully and continuously.⁸⁴ By increasing persistence, researchers can provide an accurate and systematic description of the data about what is observed. In this case, the researcher reads various reference books as well as research results or documentation related to the findings under study. By reading some of these things, the researcher's insight will be wider and sharper, so that it can be used to check whether the data found is true/trustworthy or not.

2. Triangulation

Triangulation in credibility testing is defined as checking data from various sources (triangulation of sources to test credibility by checking the data that has been obtained through several sources) in various ways (triangulation of this technique can be done by checking between the results of interviews with the results of observations), and various times (done by checking interviews and observations in different times and situations). Concurrent validity can be proven through triangulation.⁸⁵ It refers to the

⁸³ Ary et al., *Introduction to Research in Education*, 498.

⁸⁴ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*, 370.

⁸⁵ Cohen, Manion, and Morrison, *Research Methods in Education*, 265.

application and combination with several research methods in the study phenomenon. It is a powerful approach that helps data validation through cross verification from two or more sources.⁸⁶ The word was used to describe the use of trigonometry in navigation and surveying.

According to Denzin, the four types of triangulations include data triangulation (which involves time, space, and people), investigator triangulation (which involves multiple researchers in an investigation), theory triangulation (which involves more than one theoretical scheme in the interpretation of the phenomenon), and methodological triangulation (involving the usage of more than one method to gather data such as interview, observation, questionnaires, and documents).⁸⁷

In this study, the researcher applied the type of validity in the form of methodological triangulation. The researcher first conducted field observations along with interviews with English teachers to find problems that occurred at SMAN 1 Jetis Ponorogo. After that, the researcher used a questionnaire to collect data related to the level and causes of students' reading anxiety. Then the eleventh graders were interviewed to support the results of the questionnaire data. This study also used mixed quantitative and qualitative data analysis, where the data presented was in the form of percentage numbers which were then translated into words according to the results of the interview and observations.

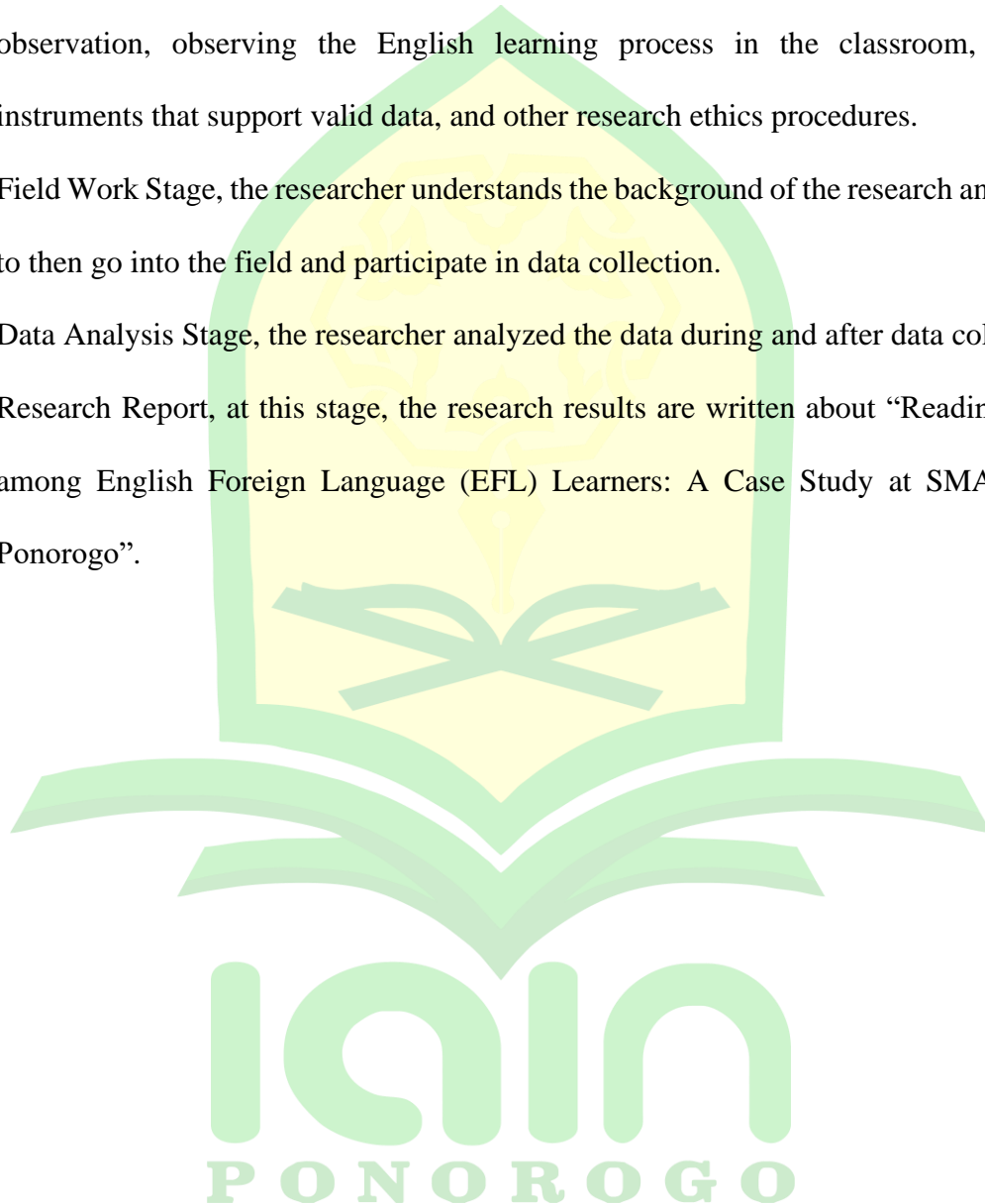
⁸⁶ Johnson Honorence, "Understanding the Role of Triangulation in Research, Scholarly Research," *Journal for Interdisciplinary Studies*, 2017, 91.

⁸⁷ Patricia Fusch, Gene Fusch, and Lawrence Ness, "Denzin's Paradigm Shift: Revisiting Triangulation in Qualitative Research," *Journal of Social Change* 10, no. 1 (2018): 22, <https://doi.org/10.5590/JOSC.2018.10.1.02>.

H. Research Procedures

The following are the stages of the research procedure in this study which include the pre-field stage, field work stage, data analysis stage, and research report.

1. The Pre-Field Stage, this procedure entails the preparation of research plans, selecting institutions such as schools and classrooms that apply the learning model as an observation, observing the English learning process in the classroom, preparing instruments that support valid data, and other research ethics procedures.
2. Field Work Stage, the researcher understands the background of the research and prepares to then go into the field and participate in data collection.
3. Data Analysis Stage, the researcher analyzed the data during and after data collection.
4. Research Report, at this stage, the research results are written about “Reading Anxiety among English Foreign Language (EFL) Learners: A Case Study at SMAN 1 Jetis Ponorogo”.



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of general description of the research background, data presentation that includes the level of students' reading anxiety, the factors causing students' reading anxiety, students' strategies to overcome their reading anxiety, and discussion.

A. Research Background

In the background of the research, the researcher includes several points related to the school's profile which includes the history of school establishment, vision and mission, goals of the institution, and organizational structure.

1. History of School Establishment

SMAN 1 Jetis Ponorogo was established by the Government in 2004 with the Decree of the Regent No. 6.42213 million/A/405.51/2004 June 29, 2004. Early July 2004, was the first time SMAN 1 Jetis Ponorogo opened new student registrations, 26 students. In the following year (2005), after realizing government land and building SMAN 1 Jetis, which is located in Kutuwetan village, it occupies a land area of 6,000 m².

In 2006 the development of SMAN 1 Jetis began to experience rapid progress. SMAN 1 Jetis gets many facilities to facilitate the teaching and learning process. Drastic developments continued in 2007, starting in February 2007. The country's enrollment in 2007 increased to 3 study groups (3 x 40 = 120 students). Until the 2021/2022 school year, SMAN 1 Jetis Ponorogo has graduated 15 students. SMAN 1 Jetis continues to strive to improve itself, improve school culture, improve quality both in terms of facilities, learning processes, as well as educators and education staff to create ideal conditions namely a school condition that can create successful students according to the stated educational goals.

2. Geographical Position

SMAN 1 Jetis is located on Sragen street, Kutuwetan Village, Jetis, Ponorogo, East Java, Indonesia. This high school is located in the southern part of Ponorogo, for about \pm 15 km. It is strategically located on the path Ponorogo-Trenggalek.

3. Vision and Mission

a. Vision of SMAN 1 Jetis Ponorogo

To produce graduates who are pious, have a noble character, are cultured, knowledgeable, independent, care about the environment and have a global perspective.

Vision Indicators:

- 1) Students carry out worship according to the teachings of their religion.
- 2) The realization of pious children.
- 3) The realization of the behavior of mutual respect and courtesy to parents, teachers, and the community.
- 4) The realization of the ability to develop a learning culture for self-empowerment.
- 5) Realization of a clean and healthy environment.
- 6) The realization of the ability to think logically, critically, creatively, and innovatively as well as the development of science and technology.

b. Mission of SMAN 1 Jetis Ponorogo

The school's missions are as follows:

- 1) Realizing faith and devotion to the One Almighty God.
- 2) Creating pious children.
- 3) Realizing behavior of mutual respect and courtesy to parents, teachers, and society.
- 4) Realizing the ability to develop a learning culture for self-empowerment.

- 5) Realizing a clean and healthy environment.
- 6) Realizing the ability to think logically, critically, creatively, and innovatively as well as the development of science and technology

4. Goals of the Institution

The goals of SMAN 1 Jetis in general is to improve imtaq, personality, noble character, intelligence, knowledge, and skills to live independently and participate in further education. Referring to the school's vision and mission, as well as the general goals of high school education, in detail the school's objectives can be described as follows:

- 1) Forming people who are devoted to the One Almighty God.
- 2) Improving the ability of teachers/employees in utilizing information and communication technology in order to improve services to the community.
- 3) Produce students to become human beings with personality, intelligence, quality, and achievement in science and technology, sports, and arts.
- 4) Instilling in students a tenacious, capable, skilled, and independent attitude in working and being able to adapt to developments and changing times.
- 5) Creating "students' sense of accomplishment" in learning so that students are motivated in learning.
- 6) Achievement of national exam scores of subjects according to the standards set by BSNP.
- 7) Produce students with foreign language communication skills (English) in order to face global challenges.
- 8) Cultivate the participation of the community, alumni, and private or state institutions in school development.
- 9) Creating a school environment that is clean, cool, beautiful, comfortable, healthy, and fun and supports learning activities.

- 10) Increase the awareness of school residents to carry out conservation, prevention of pollution and environmental damage.
- 11) The realization of a quality school at the high school level is the main choice for the people of Ponorogo and its surroundings.
- 12) Targeting 100% of students graduating by the end of the year, with a success rate of 60% of graduates being able to continue on to tertiary institutions and 40% of them being accepted at state universities.

B. Findings

In presenting the data, the researcher presents some data related to the level of students' reading anxiety, the factors causing students' reading anxiety, and students' strategies to overcome their reading anxiety.

1. The Level of Students' Reading Anxiety

The first point in this study presented data that was relevant to the first statement of the problem, which was related to the level of reading anxiety. This data was obtained by distributing FLRAS questionnaires to class XI IPA 1 students, totaling 24 students. The 14-items questionnaire contained students' responses to their reading anxiety.

Table 4.1 Rating Scale of Questionnaire

Scale	Score
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

The following was Table 4.2 which shown the results of the FLRAS questionnaires

data:

Table 4.2 The Percentage of FLRAS Questionnaires

No	Items Description	1	2	3	4	5
1	I get upset when I'm not sure whether I understand what I am reading in English.	0 0%	0 0%	3 13%	17 71%	4 17%
2	I am nervous when I am reading a passage in English when I am not familiar with the topic.	0 0%	2 8%	5 21%	12 50%	5 21%
3	I get upset whenever I encounter unknown grammar when reading English.	1 4%	0 0%	5 21%	15 63%	3 13%
4	When reading English, I get nervous and confused when I don't understand every word.	0 0%	0 0%	6 25%	13 54%	5 21%
5	I usually end up translating word by word when I'm reading English.	0 0%	1 4%	6 25%	11 46%	6 25%
6	By the time you get past the letters and symbols in English, it's hard to remember what you're reading about.	0 0%	0 0%	4 17%	16 67%	4 17%
7	I am worried about all the new symbols I have to learn in order to read English.	0 0%	3 13%	7 29%	10 42%	4 17%
8	I enjoy reading English.	0 0%	2 8%	12 50%	8 33%	2 8%
9	I feel confident when I am reading in English.	1 4%	2 8%	17 71%	2 8%	2 8%
10	Once you get used to it, reading English is not so difficult.	1 4%	1 4%	4 17%	12 50%	6 25%
11	The hardest part of learning English is learning to read.	2 8%	3 13%	3 13%	10 42%	6 25%
12	I don't mind reading to myself, but I feel very uncomfortable when I have to read English word.	1 4%	0 0%	5 21%	14 58%	4 17%
13	American culture and ideas seem very foreign to me.	0 0%	1 4%	5 21%	10 42%	8 33%
14	You have to know so much about American history and culture in order to read English.	0 0%	1 4%	10 42%	7 29%	6 25%

The following was Table 4.3 which shown descriptive statistics on the level of reading anxiety in all students.

Table 4.3 Descriptive Statistics for Reading Anxiety for the Total Sample

	N	Min	Max	Mean	SD
Total	24	42	59	52.7	4.2

A total of 24 students who participated in this study can be classified into three groups of reading anxiety levels. As explained in chapter 2, Kuru-Gonen divides reading anxiety into three levels, namely low, medium, and high with calculations based on the Mean and Standard Deviation. Furthermore, from the formula, if the student's score was <49 then the student was included in the low level of reading anxiety. Second, students with scores ranging between 49 and 57 were categorized as having a medium level of reading anxiety. Finally, if a score >57 is obtained, students with that score were categorized as having a high level of reading anxiety.

More details about the range of students reading anxiety levels in class XI IPA 1 at SMAN 1 Jetis Ponorogo can be seen in Table 4.4 below.

Table 4.4 The Levels of Reading Anxiety

Level	Range
Low Level	<49
Medium Level	49 – 57
High Level	>57

Furthermore, the frequency of reading anxiety scores included in each group was calculated to examine the distribution of reading anxiety levels. From the results of the study, it was found that from a total of 24 students, 8.3% or 2 students had low reading anxiety levels, 75% or 18 students had medium reading anxiety levels, and 16.7% or 4 students had high reading anxiety levels.

The data can also be seen in Figure 4.1 below, which presented the percentage of students' reading anxiety levels.

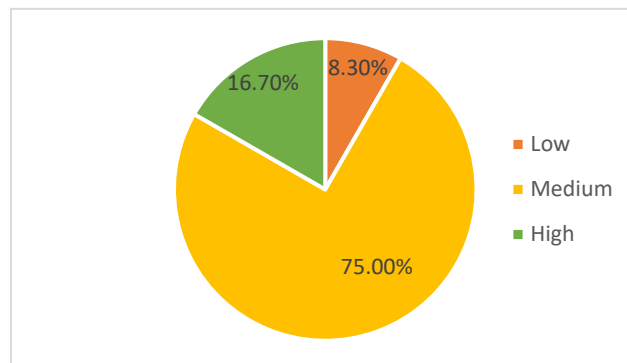


Figure 4.1 Students' Reading Anxiety Level Distribution

The results of the interviews also showed that the students had anxiety when the teacher asked them to read the English text in front of the other students. According to respondent 12 she said: "I am ashamed because I can't read English text fluently".⁸⁸ However, there were also students who did not feel nervous when asked to read English texts, one of respondent 22, she said: "When the teacher asks me to read English texts, I'm not nervous, I'm always confident".⁸⁹ Meanwhile, another respondent 8 had a different opinion when asked to read an English text, she said: "Sometimes I am calm, sometimes I am also nervous if asked suddenly without preparation".⁹⁰

From the results of the interview, it can be concluded that although the majority of students felt nervous when asked to read English texts, some students did not feel nervous. Some students were also nervous at certain times when they were asked to read without preparation. Therefore, it can be said that the students' levels of reading anxiety were different, including low, medium, and high anxiety levels.

⁸⁸ Description of Data Collection Activities through Interviews 17/W/10-3/2022

⁸⁹ Description of Data Collection Activities through Interviews 27/W/10-3/2022

⁹⁰ Description of Data Collection Activities through Interviews 13/W/10-3/2022

2. The Factors Causing Students' Reading Anxiety

Student responses to the 22 items in questionnaire by Ahmad et al were used to investigate factors that cause reading anxiety. Several factors were found to cause anxiety in reading a foreign language based on the questionnaire given to the students.

Table 4.5 The Questionnaire to Measure the Causes of Students' Reading Anxiety

No.	Statements
1.	When I am reading in English, I get very upset and worry whenever I encounter strange vocabulary.
2.	I feel anxious in reading English when I encounter series of three strange words.
3.	I do not like to read an English text that has lots of difficult words.
4.	When I am reading in English, I feel upset and anxious if I encounter words the meaning of which I do not know.
5.	I enjoy English reading when I understand at least some portion of the text.
6.	I do not prefer reading unfamiliar topics, particularly in the English language.
7.	Most things I like to read in English are short stories because they have easy words, and their topics are common.
8.	I feel anxious when I am reading a topic in the English language which I have no idea about.
9.	In reading English, I hardly understand the idea if there is more than one meaning for each word.
10.	When I read English, I often understand the words, but I still cannot quite understand what the writer says.
11.	I usually translate word by word when I am reading English.
12.	It is frustrating in reading English when one word is connected with another to change the meaning.
13.	I most often feel that I cannot understand an English text even though I know every word's meaning.
14.	I feel anxious in reading aloud in fear of making errors.
15.	I feel embarrassed in front of others if I pronounce a simple and easy word wrongly.
16.	I prefer to prepare too much and search for the phonetic transcript prior to the class if I was expected to read in the class.
17.	I feel irritated if I encounter a word, I do not know how it is pronounced.
18.	I prefer silent reading rather than reading aloud.
19.	When I am reading aloud, I focus on reading correctly rather than focusing on understanding the text.
20.	In reading aloud in the class, I do not understand the text even though it is easy.
21.	When reading English aloud in the class, I focus on word accent rather than understanding.
22.	When reading English, I get disturbed and do not remember what I have read.

Descriptive statistics were used to show the findings in Table 4.6 which lists the factors that cause students' reading anxiety.

Table 4.6 The Percentage of the Specific Domains of the Factors Causing Students' Reading Anxiety

Range	Themes	SD & D	U	A & SA	Aspects
1-4	Unknown Vocabulary	2%	30%	10%	
5-8	Unfamiliar Topic	6%	29%	29%	Text Features
9-13	Unfamiliar Culture	2%	35%	31%	
14-18	Fear of Making Errors	5%	20%	35%	Personal Factors
19-22	Worry about Reading Effects	7%	36%	25%	

From the table 4.6, it can be seen that in the aspect of text features, unfamiliar culture occupies the highest position of student responses who agree with these points with a percentage of 31%, the second position was followed by unfamiliar topic points with a percentage of 29%, and in the last position, unknown vocabulary with a percentage of 10%. Furthermore, for the aspect of personal factors, fear of making errors occupies the first position with a percentage of 35% and was followed by worry about reading effects with a percentage of 25%.

a. Unknown Vocabulary

Items description related to unknown vocabulary factors were shown in Table 4.7, as well as frequency distributions in percentages for each item.

Table 4.7 The Percentage of Unknown Vocabulary Items

No	Items Description	1	2	3	4	5
1	When I am reading in English, I get very upset and worry whenever I encounter strange vocabulary.	0 0%	2 8%	7 29%	11 46%	4 17%
2	I feel anxious in reading English when I encounter series of three strange words.	0 0%	2 8%	7 29%	11 46%	4 17%
3	I do not like to read an English text that has lots of difficult words.	0 0%	0 0%	8 33%	9 38%	7 29%

No	Items Description	1	2	3	4	5
4	When I am reading in English, I feel upset and anxious if I encounter words the meaning of which I do not know.	0 0%	0 0%	7 29%	10 42%	7 29%

From table 4.7, it can be seen that the students chose to agree range regarding unknown vocabulary with the highest percentage of the five-choice ranges. There was no student who chose to strongly disagree but there were a number of students who chose to disagree with some of the statements above. Not a few students also chose to undecided and strongly agree with the four statements. Based on the table 4.7, it can be concluded that the students have reading anxiety due to unknown vocabulary.

Apart from the results of the questionnaire, the factors that caused students' reading anxiety were also obtained from the results of interviews. Interviews were conducted with a total of 24 students face-to-face. In this interview, the researcher used a handphone to record student responses to several questions that had been asked.

Based on an interview with respondent 6 in class XI IPA 1 SMAN 1 Jetis Ponorogo, she said: "When I found strange vocabulary in English text, I felt confused about not being able to read it".⁹¹ In contrast to respondent 2, apart from feeling strange about a new vocabulary in an English text, she was also worried about being laughed at by other students when she misreads the new vocabulary. She said that: "I feel strange with the new vocabulary and also afraid that my friends will laugh at me if I read it wrong".⁹²

According to respondent 4 when she found foreign vocabulary in English, she also felt confused about how to read it. She said: "I was confused but then I asked a friend how to read it".⁹³ Respondent 16 was also confused when she found foreign

⁹¹ Description of Data Collection Activities through Interviews 11/W/10-3/2022

⁹² Description of Data Collection Activities through Interviews 07/W/10-3/2022

⁹³ Description of Data Collection Activities through Interviews 09/W/10-3/2022

vocabulary in English, but she quickly overcome her confusion. She said: “I was confused about how to read it but then I immediately asked the teacher about the correct way to read it”.⁹⁴

In addition, when respondent 3 encountered unknown vocabulary, the word was difficult to understand. He said: “When I came across a strange word in the English text, I found it difficult to understand the word because I don’t know what it means.”⁹⁵ Likewise, with another respondent 5, he panicked when he found foreign vocabulary in the English text because he had never heard the word before. He said: “I panicked when I found foreign vocabulary while reading because I had never heard the teacher read the word before”.⁹⁶

From the results of the interviews, it can be concluded that students still feel strange with unfamiliar vocabulary in English texts. Students would feel confused and panic when they found vocabulary they had never heard. As a result, students did not know how to read the new vocabulary, could not understand the meaning of the text, and were worried that their friends would laugh at them when they misread.

In addition, from the results of observations in the field, the researcher found the problem that there were still many students who felt unfamiliar with English vocabulary. This can be proven from the responses of the students who always laugh when the teacher corrects one of the students who was wrong in pronouncing vocabulary that they did not know before. Next, the students had to translate word by word to be able to understand a text. It can be concluded that the students will feel confused in understanding the text if they find strange vocabulary when they read the English text.

⁹⁴ Description of Data Collection Activities through Interviews 21/W/10-3/2022

⁹⁵ Description of Data Collection Activities through Interviews 08/W/10-3/2022

⁹⁶ Description of Data Collection Activities through Interviews 10/W/10-3/2022

b. Unfamiliar Topic

Items description related to unfamiliar topic factors were shown in Table 4.8, as well as frequency distributions in percentages for each item.

Table 4.8 The Percentage of Unfamiliar Topic Items

No	Items Description	1	2	3	4	5
5	I enjoy English reading when I understand at least some portion of the text.	0 0%	3 13%	3 13%	14 58%	4 17%
6	I do not prefer reading unfamiliar topics, particularly in the English language.	1 4%	4 17%	9 38%	8 33%	2 8%
7	Most things I like to read in English are short stories because they have easy words, and their topics are common.	1 4%	2 8%	8 33%	6 25%	7 29%
8	I feel anxious when I am reading a topic in the English language which I have no idea about.	0 0%	1 4%	8 33%	12 50%	3 13%

From table 4.8 it can be seen that students were more dominant in choosing undecided or agree as to the answer to the four statements above. In statement number 5, a total of 14 students chose to agree with a percentage of 58%. Furthermore, in statement number 6, a total of 9 students chose undecided with a percentage of 38%. In statement 7, a total of 8 students chose undecided with a percentage of 33%. Finally, on statement 8, a total of 12 students chose to agree as to their answer. From the results of the questionnaire, it can be concluded that some students seem to have doubts that their reading anxiety was caused by topics in the text that were difficult to understand and some students agree or believe that unfamiliar topics make it difficult for them to understand English texts.

Apart from the results of the questionnaire, the researcher also got the results of interviews with students related to unfamiliar topics when reading English texts. Based on an interview with respondent 9, she felt that the unfamiliar topic of the

English text made it difficult for her to understand the meaning of the text. She said: “When I find a text with a topic that I didn’t know before, it makes me worried that I don’t understand the meaning of the text”.⁹⁷

Likewise, respondent 10, when she found a foreign topic in an English text, felt confused and afraid that she did not understand the meaning. She said: “I am confused and also afraid of not understanding”.⁹⁸ Unlike respondent 12, she was annoyed when she found the topic of reading an English text that she had never read before. She said: “I felt a little annoyed because I was confused about what the text meant”.⁹⁹

Meanwhile, according to respondent 23, she was afraid that if the teacher asked her, she would not be able to explain the topic of the English text she had read. She said: “I’m afraid when the teacher asks me about the topic of a text, I won’t be able to explain what I understand while I can’t even understand it”.¹⁰⁰ In addition, respondent 6 also felt worried when she found the topic of the English text difficult to understand, she said: “I’m worried that I don’t understand the meaning so I can’t answer questions related to the topic of the text”.¹⁰¹

From the results of the interviews, it can be concluded that students feel confused and worried or afraid of not being able to understand the text if they found the topic of an English text that has not been read before. Some students felt annoyed because they could not understand the reading text that they have read. As a result of the topic of English texts that were difficult to understand, it made students worried when they got questions related to the topic of a text from the teacher or questions in textbooks, they were afraid that they would not be able to answer correctly.

⁹⁷ Description of Data Collection Activities through Interviews 14/W/10-3/2022

⁹⁸ Description of Data Collection Activities through Interviews 15/W/10-3/2022

⁹⁹ Description of Data Collection Activities through Interviews 17/W/10-3/2022

¹⁰⁰ Description of Data Collection Activities through Interviews 28/W/10-3/2022

¹⁰¹ Description of Data Collection Activities through Interviews 11/W/10-3/2022

In addition, from the observations, the researcher also found that it was very difficult for students to understand the topic of an English text. Even though the students have tried to translate the word by word in the text, it still cannot make the students be able to understand the topic of a text. This can be seen when the teacher asked about the topic of the text they had been read, not many can answer it correctly. The process took a while after several students answered it incorrectly. Therefore, it can be concluded that students have reading anxiety due to unfamiliar topics that cause them to be unable to understand the text.

c. Unfamiliar Culture

Items description related to unfamiliar culture factors were shown in Table 4.9, as well as frequency distributions in percentages for each item.

Table 4.9 The Percentage of Unfamiliar Culture Items

No	Items Description	1	2	3	4	5
9	In reading English, I hardly understand the idea if there is more than one meaning for each word.	0 0%	1 4%	12 50%	9 38%	2 8%
10	When I read English, I often understand the words, but I still cannot quite understand what the writer says.	0 0%	0 0%	7 29%	13 54%	4 17%
11	I usually translate word by word when I am reading English.	0 0%	0 0%	7 29%	11 46%	6 25%
12	It is frustrating in reading English when one word is connected with another to change the meaning.	0 0%	1 4%	10 42%	9 38%	4 17%
13	I most often feel that I cannot understand an English text even though I know every word's meaning.	0 0%	2 8%	6 25%	15 63%	1 4%

From table 4.9 it can be seen that the majority of students chose between the undecided and agree range. In statement 9, 12 students chose undecided with a

percentage of 50%, while in statement 10, 13 students chose to agree with a percentage of 54%. Furthermore, in statement 11, 11 students chose to agree with a percentage of 46%, while in statement 12, 10 students chose undecided with a percentage of 42%. And finally, on statement 13, as many as 15 students chose to agree with a percentage of 63%. It can also be seen that none of the students who chose the range strongly agree with the response to the five statements above. From the results of the questionnaire in Table 4.9, it can be concluded that some students seem doubtful that they felt confused in understanding the culture in the English text and some other students agree that the culture in the English text was difficult to understand.

Based on the results of interviews with students, the majority of them thought that understanding culture in English texts was important regardless of their confusion in understanding it. According to respondent 13, understanding the culture of English texts was important. He said: "I think understanding culture in English texts is important because learning English cultural reading texts can help improve our English language progress".¹⁰²

On the other hand, respondent 15 thought that understanding the culture of English texts can make it easier for her when she was abroad. She said: "Understanding the culture in English texts is important because when we are abroad, we are equipped with knowledge about their culture".¹⁰³ Respondent 16 also added that: "It is important to understand English culture because later when we are on vacation abroad, we can communicate using English well".¹⁰⁴ Meanwhile, according to respondent 10, understanding the culture of English texts was useful for adding insight, she said: "Understanding English cultural texts is important to increase insight".¹⁰⁵

¹⁰² Description of Data Collection Activities through Interviews 18/W/10-3/2022

¹⁰³ Description of Data Collection Activities through Interviews 20/W/10-3/2022

¹⁰⁴ Description of Data Collection Activities through Interviews 21/W/10-3/2022

¹⁰⁵ Description of Data Collection Activities through Interviews 15/W/10-3/2022

It can be concluded that although understanding the culture of English texts was difficult, it was still important to broaden knowledge and improve students' English skills. That way when abroad, students can communicate well using good and correct English according to applicable cultural rules. Finally, although students have confusion in understanding the culture of the English text, they believed that understanding the culture of the English text was very important.

In addition, from the observations, it was found that students did seem confused in understanding the meaning of a text because the culture of the English text looked strange and difficult to understand. This caused students to often ask other friends who may understand the text better. And if no student can understand the text, the teacher will tell the meaning of the text.

d. Fear of Making Errors

Items description related to fear of making errors factors were shown in Table 4.10, as well as frequency distributions in percentages for each item.

Table 4.10 The Percentage of Fear of Making Errors Items

No	Items Description	1	2	3	4	5
14	I feel anxious in reading aloud in fear of making errors.	0 0%	3 13%	3 13%	11 46%	7 29%
15	I feel embarrassed in front of others if I pronounce a simple and easy word wrongly.	0 0%	2 8%	6 25%	10 42%	6 25%
16	I prefer to prepare too much and search for the phonetic transcript prior to the class if I was expected to read in the class.	1 4%	2 8%	8 33%	10 42%	3 13%
17	I feel irritated if I encounter a word, I do not know how it is pronounced.	0 0%	2 8%	3 13%	14 58%	5 21%
18	I prefer silent reading rather than reading aloud.	0 0%	2 8%	4 17%	10 42%	8 33%

From table 4.10 it can be seen that students were more dominant in chose to agree as to the answer to the five statements above. In statement number 14, a total of 11 students chose to agree with a percentage of 46%. Furthermore, in statement number 15, a total of 10 students chose to agree with a percentage of 42%. In statement 16, a total of 10 students also chose to agree with a percentage of 42%. Meanwhile in statement 17, a total of 14 students chose to agree with a percentage 58%. And finally in statement 28, a total of 10 students chose to agree with a percentage 42%. On the other side, there was only one student who chose to the range strongly agree with statement number 16 with a percentage of 4%. From the results of the questionnaire in Table 4.10, it can be concluded that the majority of students agree that they were afraid of making mistakes when appointed to read in front of other friends. They were afraid of being laughed at when they mispronounce a simple word. From this, it can be seen that students prefer silent reading rather than reading aloud.

From the interviews, it was found that the majority of students were afraid of making mistakes when reading aloud. This was in accordance with the statement of respondent 18 when he was interviewed regarding the causes of anxiety when reading English texts aloud. He said: “When reading English texts aloud makes me afraid to make mistakes in pronunciation”.¹⁰⁶ Likewise, with respondent 21, she was also afraid of making mistakes when reading English texts aloud. She stated: “I am afraid of making mistakes”.¹⁰⁷

In addition, respondent 1 thought that he felt embarrassed when he read aloud because he could not read English text fluently. He said: “I am ashamed if I have to read English text aloud because I can’t read it yet”.¹⁰⁸ On the other hand, respondent 22 stated that: “I am anxious when reading English texts aloud because sometimes I

¹⁰⁶ Description of Data Collection Activities through Interviews 23/W/10-3/2022

¹⁰⁷ Description of Data Collection Activities through Interviews 26/W/10-3/2022

¹⁰⁸ Description of Data Collection Activities through Interviews 06/W/10-3/2022

don't know the meaning and I am also afraid to read it wrong".¹⁰⁹ Contrary to the statements of the students above, respondent 14 actually stated that he did not feel anxious when reading the English text aloud. He said: "I do not feel anxious when I have to read the English text aloud".¹¹⁰

From the results of the interviews, it can be concluded that the majority of students have anxiety when reading English texts aloud. This anxiety can be caused because they did not know how to read it correctly so they were afraid of being wrong in pronunciation and embarrassed to be laughed at by other friends. But on the other hand, there were also other students who do not feel anxious when they have to read English texts aloud.

The results of observations also obtained similar results, namely most students when reading English texts looked hesitant, read slowly word by word, and some read the text quickly without knowing the correct intonation. Some students also read the text in a low voice so that other friends could not hear what they were reading. Students who read like that can be said that they felt anxious about making mistakes when reading English texts aloud. However, even so, there were also students who were able to read the text aloud and even though they were wrong, they did not feel ashamed when the teacher justifies them.

e. Worry about Reading Effects

Items description related to worry about reading effects factors were shown in Table 4.11, as well as frequency distributions in percentages for each item.

Table 4.11 The Percentage of Worry about Reading Effects Items

No	Items Description	1	2	3	4	5
19	When I am reading aloud, I focus on reading correctly rather than focusing on understanding the text.	0 0%	1 4%	7 29%	10 42%	6 25%

¹⁰⁹ Description of Data Collection Activities through Interviews 27/W/10-3/2022

¹¹⁰ Description of Data Collection Activities through Interviews 19/W/10-3/2022

No	Items Description	1	2	3	4	5
20	In reading aloud in the class, I do not understand the text even though it is easy.	1 4%	3 13%	7 29%	12 50%	1 4%
21	When reading English aloud in the class, I focus on word accent rather than understanding.	1 4%	1 4%	11 46%	8 33%	3 13%
22	When reading English, I get disturbed and do not remember what I have read.	1 4%	5 21%	10 42%	7 29%	1 4%

From table 4.11 it can be seen that the majority of students chose between undecided and agree. In statement 19, 10 students chose to agree with a percentage of 42%, as well as in statement 20, 12 students chose to agree with a percentage of 50%. Furthermore, in statement 21, 11 students chose undecided with a percentage of 46%. And finally, in statement 22, 10 students chose undecided with a percentage of 42%. It was also seen that only in statement 19 there were no student who chose to strongly agree. From the results of the questionnaire in Table 4.11, it can be concluded that some students seem hesitant to state that they were worried about the effects of reading and some other students agree that they felt anxious when reading because of the effects of reading English texts.

The following are some of the results of interviews with all students of class XI IPA 1 related to worry about the effects of reading, especially in remembering texts that have been read. Based on respondent 7 said: "I have difficulty remembering the texts I have read because I forget easily".¹¹¹ Respondent 8 also said that she had difficulty remembering the English text she had read. She said: "Sometimes yes because there are words that are difficult to pronounce and the text is too long".¹¹²

In addition, respondent 3 found English difficult to understand so he had difficulty remembering the texts he had read. He said: "It is difficult to remember

¹¹¹ Description of Data Collection Activities through Interviews 12/W/10-3/2022

¹¹² Description of Data Collection Activities through Interviews 13/W/10-3/2022

because English is not as easy as Indonesian”.¹¹³ Likewise, respondent 6 who had difficulty remembering English texts, said: “I find it difficult to remember the texts I have read because when I read, I only focus on reading”.¹¹⁴ On the other hand, respondent 20 found it difficult to remember an English text that had been read when she found vocabulary that had never been read. She said: “If I find vocabulary in a text that I have never read, I will have a hard time remembering it”.¹¹⁵

From the results of these interviews, it can be concluded that some students found it very difficult to remember English texts that had been read because English was difficult to understand or because they only focused on reading texts, or also because their memory was not good. However, there were also some students who only occasionally found it difficult to remember texts, namely when they found new vocabulary or because the text was too long.

The results of the observations also showed that students found it difficult to remember English texts when they found English texts that were too long so they just read without knowing the content of what they were reading. This showed that worry about the reading effects was also one of the factors that cause students to have reading anxiety because of difficulties in remembering texts that have been read.

3. Students’ Strategies to Overcome Their Reading Anxiety

The following are the results of interviews and observation data from several ways to overcome language anxiety according to Kondo and Ying-Ling (Chapter II).

a. Preparation

From the results of an interview with respondent 24, to overcome his reading anxiety, he usually read the text first before the English class starts. He said: “Before

¹¹³ Description of Data Collection Activities through Interviews 08/W/10-3/2022

¹¹⁴ Description of Data Collection Activities through Interviews 11/W/10-3/2022

¹¹⁵ Description of Data Collection Activities through Interviews 25/W/10-3/2022

English class, I usually try to read the text first”.¹¹⁶ Respondent 7 also made preparations before English class such as reading the text to be studied. She said: “Yes, I like to read first”.¹¹⁷

Furthermore, respondent 19 stated that: “Before English class, sometimes I try to read a little and then look for the meaning in google translate”.¹¹⁸ As for respondent 8, she did not usually prepare anything before the English class starts. She said: “I never prepared anything before English class”.¹¹⁹ Likewise, respondent 3, said: “I never did any preparation before the English class started”.¹²⁰

From the results of the interviews, it can be concluded that some students made preparations before English class such as first reading the text to be studied then looking for its meaning, and some other students did not do any preparation as a form of their strategy in overcoming their reading anxiety.

From the observations, it was also found that before the English class started, there were some students who were seen reading their English books and there were also students who just talked with other friends.

b. Relaxation

Based on an interview with respondent 11, she always took a deep breath before reading to overcome her anxiety when reading English texts. She said: “Yes, I like to take a deep breath before starting to read”.¹²¹ Likewise, respondent 9, who also relaxed before starting to read English texts, said: “Yes, I like to take deep breaths before reading so that I can feel calmer”.¹²²

¹¹⁶ Description of Data Collection Activities through Interviews 29/W/10-3/2022

¹¹⁷ Description of Data Collection Activities through Interviews 12/W/10-3/2022

¹¹⁸ Description of Data Collection Activities through Interviews 24/W/10-3/2022

¹¹⁹ Description of Data Collection Activities through Interviews 13/W/10-3/2022

¹²⁰ Description of Data Collection Activities through Interviews 08/W/10-3/2022

¹²¹ Description of Data Collection Activities through Interviews 16/W/10-3/2022

¹²² Description of Data Collection Activities through Interviews 14/W/10-3/2022

Respondent 23 also did the same thing, as she said: “Almost every time I read, I have to take a breath first”.¹²³ However, there were also students who did not do any relaxation when they were going to read English, one of them is respondent 5, who said: “I don’t do relaxation before reading English texts because usually I will read straight away”.¹²⁴ Similar to the student’s statement above, respondent 16 said: “I don’t do relaxation, I will read straight away”.¹²⁵

From the results of these interviews, it can be concluded that the majority of students did relaxation such as taking deep breaths before reading English texts to reduce nervousness when reading. But besides that, there were also some students who did not do any relaxation before reading, they will usually read straight away without any preparation.

The results of observation also showed that the majority of students seemed to do relaxation to avoid feeling anxious when reading English texts, but there were also students who did nothing before reading.

c. Positive Thinking

Based on interviews with respondent 4, she always thought positively when reading English texts. She said: “I always thought that I definitely could and shouldn’t be nervous while reading”.¹²⁶ Likewise, respondent 19, said: “Yes, I always think positively when I will read English texts, I try to feel confident in my ability”.¹²⁷

Unlike respondent 1, he will be thought of positively depending on the situation and the type of text he reads. He said: “Sometimes I think positive but

¹²³ Description of Data Collection Activities through Interviews 28/W/10-3/2022

¹²⁴ Description of Data Collection Activities through Interviews 10/W/10-3/2022

¹²⁵ Description of Data Collection Activities through Interviews 21/W/10-3/2022

¹²⁶ Description of Data Collection Activities through Interviews 09/W/10-3/2022

¹²⁷ Description of Data Collection Activities through Interviews 24/W/10-3/2022

sometimes I don't, I always try my best".¹²⁸ Meanwhile, according to respondent 17, he always thought negatively when reading English texts. He said: "I always have negative thoughts like confused about how to read it and afraid of making mistakes".¹²⁹ In addition, respondent 12 also has negative thought when reading English texts, she said: "I always overthink because I am afraid if I can't read it".¹³⁰

From the interviews, it can be concluded that some students always thought positively when they wanted to read English reading texts. They thought that they could do it well or as well as they can. However, some students thought negatively for fear of making mistakes when reading and being laughed at by other friends.

d. Peer Seeking

According to respondent 2, when she found vocabulary that was difficult to understand, she will look for friends to ask questions. She said: "I usually ask friends if there is a word from the text that I don't understand".¹³¹ Likewise, respondent 9 also always looked for colleagues when she found it difficult to read English texts. She said: "I usually try to find partners when I feel anxious when reading or face words that are difficult to read and I don't understand".¹³² Respondent 20 agree with the statement above regarding finding a partner when facing difficulties in reading English texts. She said: "I would usually ask a friend if there was a word I didn't know how to read".¹³³

Meanwhile, respondent 18 stated that he usually faces difficulties himself when he found it difficult to read English texts. He said: "No, I usually deal with it myself".¹³⁴ Similar to the students' statements above, respondent 10 was also not

¹²⁸ Description of Data Collection Activities through Interviews 06/W/10-3/2022

¹²⁹ Description of Data Collection Activities through Interviews 22/W/10-3/2022

¹³⁰ Description of Data Collection Activities through Interviews 17/W/10-3/2022

¹³¹ Description of Data Collection Activities through Interviews 07/W/10-3/2022

¹³² Description of Data Collection Activities through Interviews 14/W/10-3/2022

¹³³ Description of Data Collection Activities through Interviews 25/W/10-3/2022

¹³⁴ Description of Data Collection Activities through Interviews 23/W/10-3/2022

used to asking friends when she found vocabulary that was difficult to read and understand. She said: “I do not make friends when I find it difficult to read English texts”.¹³⁵

From the results of the interview, it can be concluded that the majority of students were always looking for friends when they have difficulty reading English texts. These difficulties could be in the form of vocabulary that was difficult to read and understand. But some other students could face the problem without having to asked friends.

From the observations, it was also found that students always asked their friends who understood more when there was a vocabulary that was difficult to understand or read. Some of them also choose to overcome this difficulty by searching on google.

e. Resignation

Based on interviews with respondent 13, he stated that he usually sleeps during English class to avoid being pointed at by the teacher. He said: “I usually sleep so that the teacher doesn’t appoint me to read English texts in class”.¹³⁶ Agreeing with the respondent’s statement above, respondent 17 said: “Sometimes when I feel nervous, I always go to the toilet”.¹³⁷

Unlike the statements of the two students above, respondent 22 and the majority of students never avoided or refused when asked to read an English text. She said: “I never refuse when asked to read English texts”.¹³⁸

From the results of the interviews, it can be said that most students never avoided when they were asked to read English texts. However, some students

¹³⁵ Description of Data Collection Activities through Interviews 15/W/10-3/2022

¹³⁶ Description of Data Collection Activities through Interviews 18/W/10-3/2022

¹³⁷ Description of Data Collection Activities through Interviews 22/W/10-3/2022

¹³⁸ Description of Data Collection Activities through Interviews 27/W/10-3/2022

avoided English classes such as sleeping or going to the toilet so they did not have to worry about being appointed by the teacher to read.

Observations also showed that some students sometimes went to the toilet during English class, and some slept in class. But most of the students stay in the class and pay close attention to the lesson.

In addition, the following is the result of interview data and observations related to students' strategies for overcoming anxiety according to Zhiping and Paramasivam (Chapter II).

a. Keeping Silent

According to an interview with respondent 14, he would immediately read when the teacher was appointed to read the English text aloud. He said: "When the teacher asked me to read then I would immediately read it".¹³⁹ Likewise, with respondent 4, she tried her best even though she later made mistakes while reading. She said: "I keep trying to read even though sometimes I make mistakes while reading".¹⁴⁰

In addition, respondent 18 also said that he would immediately read when the teacher asked him to read the English text. He said: "I always try to read as much as I can".¹⁴¹ Besides that, there was one respondent 10, she said that she would usually remain silent when asked by the teacher to read an English text. She said: "When the teacher asks me to read the text, I usually keep silent because I am too nervous".¹⁴²

From the results of the interview, it can be concluded that when the teacher asked the teacher to read the English text, the students would still read it as best they

¹³⁹ Description of Data Collection Activities through Interviews 19/W/10-3/2022

¹⁴⁰ Description of Data Collection Activities through Interviews 09/W/10-3/2022

¹⁴¹ Description of Data Collection Activities through Interviews 23/W/10-3/2022

¹⁴² Description of Data Collection Activities through Interviews 15/W/10-3/2022

could even though they would later make mistakes when reading. There was only one student who stated that she kept silent when asked to read, in other words, the student refused to read.

Likewise, the observations showed that when the students were appointed by the teacher to read the English text, they were willing to do so even though they read hesitantly and in a low voice. On the other hand, during observations, the researcher has never encountered the phenomenon of students being silent when asked to read.

b. Avoiding Eye Contact

According to an interview with respondent 6, she often avoided eye contact with the teacher during English class. She said: “I often avoided eye contact with the teacher so as not to be appointed to read”.¹⁴³ Respondent 21 also did the same, she said: “Sometimes I avoided eye contact with the teacher for fear of being appointed to read”.¹⁴⁴ Similar to the two statements above regarding avoiding eye contact with the teacher, respondent 13 said: “Sometimes I avoid eye contact with the teacher when there is an order to read the English text”.¹⁴⁵

Meanwhile, another respondent 5 stated that he never avoided eye contact with the teacher. He said: “Usually I always see the teacher, but I am also rarely asked to read English”.¹⁴⁶ Likewise, with respondent 15, she said: “I always pay attention to the teacher during English lessons, I never avoid eye contact with the teacher”.¹⁴⁷

From the results of these interviews, it can be concluded that the majority of students avoided eye contact with the teacher so that they were not asked to read

¹⁴³ Description of Data Collection Activities through Interviews 11/W/10-3/2022

¹⁴⁴ Description of Data Collection Activities through Interviews 26/W/10-3/2022

¹⁴⁵ Description of Data Collection Activities through Interviews 18/W/10-3/2022

¹⁴⁶ Description of Data Collection Activities through Interviews 10/W/10-3/2022

¹⁴⁷ Description of Data Collection Activities through Interviews 20/W/10-3/2022

English texts. Meanwhile, some students always pay attention to the teacher during the lesson without avoiding eye contact with the teacher.

The results of the observations also showed that the students always looked down when the teacher began to appoint students to read the English text. And some students also always pay attention to the teacher.

c. Being with Friends

At this point, the results of the interview and observations showed that there was no student who choose to a seat during English class because the seat position has been determined since the beginning of class XI. Students never changed seats every day, unless the teacher asked them to sit in the front because the front seats were empty because there were absent students.

One respondent 9 said: “This seat has been arranged since I entered the eleventh grade”.¹⁴⁸ In addition, another respondent 6 said: “The seats position for each day never change”.¹⁴⁹ Therefore, it can be concluded that none of the students tried to be close with friends to avoid anxiety when reading English texts. They always sat on the same bench regardless of the situation when they were anxious or not while reading the English text.

d. Expressive Reactions

From the results of observations four times in class XI IPA 1, the researcher did not find a phenomenon related to how students’ faces react when asked by the teacher to read English texts because students always wear mask to comply with health protocols during the Covid-19 pandemic. The researcher only found situations where students always obeyed the teacher to read even though they seemed hesitant

¹⁴⁸ Description of Data Collection Activities through Interviews 14/W/10-3/2022

¹⁴⁹ Description of Data Collection Activities through Interviews 11/W/10-3/2022

when reading, read in a low voice and made several mistakes in pronunciation. It was just that sometimes students laughed when the teacher corrects students' mistakes in vocabulary pronunciation. The students laughed because they thought the new vocabulary sounded strange and funny, so the teacher always reminded the students to take it seriously.

C. Discussion

In the discussion, the researcher analyzed the data related to the level of students' reading anxiety, the factors that cause students' reading anxiety, and students' strategies to overcome their reading anxiety.

1. The Level of Students' Reading Anxiety

There are five indicators that can measure students' reading anxiety levels, including: the students are nervous and worry associated with imperfect text comprehension, the students have negative or pessimistic beliefs about reading, the students are lack of enjoyment or self-confidence in reading, the students are unwillingness to demonstrate the linguistic skill, and the students are reliance on first language (L1) in foreign language reading. The followings are the results of data analysis of students' reading anxiety levels based on these five indicators.

a. **The students are nervous and worry associated with imperfect text comprehension**

Statements 2, 3, and 4 indicate that students feel angry, nervous, and confused when reading the text. Statement 2 states that students feel nervous when reading a text whose topic is not familiar (71%). Meanwhile, statement 3 states that students feel angry when they find grammar they do not know when reading the text (76%). Statement 4 shows that students feel nervous and confused when they cannot

understand every word in the text read (75%). Anxious students appear to be uncomfortable with the unfamiliar and they expect to understand all of the stuff given to them. It means that students are often concerned when they are required to read about cultural topics, grammar, and words with which they are unfamiliar. Horwitz et al stated that students feel compelled to understand everything and experience anxiety whenever they encounter foreign words and grammar is consistent with the previous construct of foreign language anxiety.¹⁵⁰ Furthermore, statement 6 states that students have difficulty remembering letters and symbols that have been read in a text (84%). It means that many students tend to be distracted when they find new letters and symbols they encounter in English texts.

b. The students have negative or pessimistic beliefs about reading

Statement 7 states that students are worried about the new symbols they must learn to read English texts (84%). This statement is closely related to statements 10 (75%) and 11 (67%) which show that learning English is indeed difficult but if you are used to it, students will be easy to understand. This proves that although there are many students who find it difficult when learn to read English there are also students who feel that reading English is easy if they are used to it. Saito et al stated that reading anxiety can be distinguished from an overall foreign language (FL) anxiety and that reading itself provokes anxiety in some individuals.¹⁵¹

c. The students are lack of enjoyment or self-confidence in reading

Statement 1 states that students feel angry when they are not sure what they read (88%). It can be said that most of students feel frustrated when faced with English texts. Students become anxious and confused because they cannot remember the contents of the text they have read.

¹⁵⁰ Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety," 130.

¹⁵¹ Saito, Garza, and Horwitz, "Foreign Language Reading Anxiety," 214.

Therefore, there are 50% of students choose to undecided with statement 8 which states that students enjoy reading English texts. It means that when reading English texts, students sometimes enjoy it but sometimes they do not.

In addition, there were 71% of students choose to undecided with statement 9 which states that students felt confident when reading in English. It means that majority of students are still not sure about their English reading ability. According to Saito et al, the higher the expectations that students have on the progress of learning a foreign language, the higher the level of anxiety they will have.¹⁵² Therefore, it can be concluded that students still do not have high expectations of their progress in learning to read English.

d. The students are unwillingness to demonstrate the linguistic skill

Students feel reluctant if they have to read aloud. Statement 12 states that students do not mind reading for themselves, but they feel very uncomfortable when having to read English aloud (75%). It means that students prefer silent reading rather than reading aloud. In this case, the role of the teacher is needed where the teacher must be more aware of this aspect of reading anxiety and minimize reading aloud whenever possible. Based on theory of Patel and Praveen, silent reading activities are intended to teach students how to read silently so that they can focus and absorb the content.¹⁵³

e. The students are reliance on first language (L1) in foreign language reading

In statement 5, there are 71% of students choose to agree or strongly agree. The statement shows that students are accustomed to translating word by word when reading English texts. It means that to be able to understand English texts, students must interpret each word which is then assembled so that an understandable meaning

¹⁵² Saito, Garza, and Horwitz, 213.

¹⁵³ Patel and Jain, *English Language Teaching (Methods, Tools & Techniques)*, 117.

is formed. As Grabe and Stoller point out, general reading comprehension is more difficult than most people believe. Reading processes encompasses all cognitive activities requiring skills, strategies, attentional resources, knowledge resources, and their integration.¹⁵⁴ Therefore, even just by translating word by word, students have not been able to understand the text perfectly. In addition, statements 13 (75%) and 14 (54%) are related to each other in that the students need to understand American history and culture that seems foreign to students to be able to read English texts. Many students find it difficult to study American history and culture in English texts. Therefore, students cannot understand the contents of the English text well. The history and culture of a foreign language do not seem difficult to students once they have had the opportunity to master it at the start.¹⁵⁵

Furthermore, the research data showed that 8.3% of students had low reading anxiety, 75% of students had a medium level of reading anxiety, and 16.7% of students had a high level of reading anxiety. The data was supported by the results of interviews with students that most of them feel nervous or anxious when asked by the teacher to read the text because they cannot read the English text fluently. There was also one student who said that she only felt nervous when she had not made preparations.

This finding is in agreement with the findings of Saito et al who proved that reading anxiety exists¹⁵⁶ and rejected the theory of Horwitz et al who claims that foreign language anxiety focuses on difficulties caused by anxiety in oral performances.¹⁵⁷

It is logical if Indonesian learners have anxiety when reading because they have to face various problems such as pronunciation, grammatical structure, lexicon, syntax,

¹⁵⁴ Grabe and Stoller, *Teaching and Researching Reading*, 7.

¹⁵⁵ Saito, Garza, and Horwitz, "Foreign Language Reading Anxiety," 212.

¹⁵⁶ Yoshiko Saito, Thomas J. Garza, and Elaine K. Horwitz, "Foreign Language Reading Anxiety," *The Modern Language Journal* 83, no. 2 (1999): 215.

¹⁵⁷ Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety," 132.

and other complicated semantic relationships, as well as understanding cultural backgrounds in generating meaning from texts.¹⁵⁸ Saito et al stated “It is more specifically stated that anxiety occurs when learners attempt to understand or analyze non-native language texts”.¹⁵⁹

Several studies examine students’ reading anxiety and the results are almost similar to this study. Examples of these studies include research by Aisyah and Muhlis where the majority of students have a moderate level of reading anxiety. For example, Aisyah found that 17 of 33 students had low reading anxiety levels (51.5%).¹⁶⁰ Meanwhile, Muhlis found that 23 out of 32 students had moderate levels of reading anxiety (71.9%).¹⁶¹ According to these studies, students who learn English have anxiety, particularly when attempting to read English material. As a result, this study must agree with Aisyah, who stated that despite students’ anxiety levels, these worried language learners should receive substantial attention from teachers. To increase students’ reading comprehension skills, EFL teachers should deal with their anxiety.

2. The Factors Causing Students’ Reading Anxiety

Students have reading anxiety due to several factors. According to Ahmad et al, five factors elicit foreign language reading anxiety: unknown vocabulary, unfamiliar topic, unfamiliar culture, fear of making errors, and worry about reading effects. From the results of questionnaires, interviews and observations in class XI IPA 1 of SMAN 1 Jetis Ponorogo, the following results were obtained.

¹⁵⁸ Azizah Rajab et al., “Reading Anxiety among Second Language Learners,” *Procedia-Social and Behavioral Sciences* 66 (2012): 364.

¹⁵⁹ Saito, Garza, and Horwitz, “Foreign Language Reading Anxiety,” 203.

¹⁶⁰ Aisyah, “Students’ Reading Anxiety in English Foreign Language Classroom,” 60.

¹⁶¹ Muhlis, “Foreign Language Reading Anxiety among Indonesian EFL Senior High School Students,” 30.

a. Unknown Vocabulary

Statement 1 “When I am reading in English, I get very upset and worry whenever I encounter strange vocabulary” (63%). This confirms that the unknown vocabulary in the English text reduces students’ curiosity in reading and creates situations that trigger anxiety. According to Rajab et al, unfamiliar vocabulary can hinder students’ understanding and cause difficulties which in turn cause anxiety.¹⁶²

In statement 2 “I feel anxious in reading English when I encounter series of three strange words” (63%). The statement ensures that not only is some new vocabulary causing anxiety but also the ambiguity around new words makes the reading task more challenging. Students worry not only about reading because of word complexity but also about the number of words in a density sequence, which creates a more anxiety-provoking situation.¹⁶³

Furthermore, statement 3 “I do not like to read an English text that has lots of difficult words” (67%). The statement validates that the scarcity of vocabulary causes anxiety to read in English. As a result, students become concerned about reading English texts that involve a lot of new words.

Finally, statement 4 “When I am reading in English, I feel upset and anxious if I encounter words the meaning of which I do not know” (71%). The statement represents half of the representative sample, and it concludes that difficult words in English text cause reading anxiety.

The analysis of the FLRAS questionnaire data is also supported by the results of interviews and field observations. The students showed signs that they had reading anxiety triggered by unknown vocabulary. New vocabulary makes students feel anxious and confused because they do not know how to read the word so they are

¹⁶² Rajab et al., “Reading Anxiety among Second Language Learners,” 364.

¹⁶³ Sheikh Ahmad et al., “The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context,” 100.

also afraid of being laughed at by friends. The students also found it difficult to understand the text because they did not know the meaning of the new vocabulary.

The results of this study are in accordance with research conducted by Saito et al who found that students' anxiety levels were closely related to the writing system, including unknown vocabulary.¹⁶⁴ Furthermore, the unknown vocabulary was categorized into one of five themes of anxiety induced by reading texts in a study of Turkish students who were learning English as a foreign language.¹⁶⁵ It means that unfamiliar vocabulary has become a major problem among foreign language learners in different contexts.

b. Unfamiliar Topic

Statement 5 “I enjoy English reading when I understand at least some portion of the text” (75%). It validates the reflection that more familiar topics are less anxiety-provoking. Students like and enjoy reading simple topics. Ahmad et al stated that students can understand some texts with light discussion, which results in pleasure in reading, otherwise, they stop reading due to anxiety about difficult-to-understand topics.¹⁶⁶

Subsequently, statement 6 “I do not prefer reading unfamiliar topics, particularly in the English language” (41%). The statement supports that prior knowledge of the topic can facilitate reading in a foreign language. Students are not used to reading multiple topics at one time.

In addition, statement 7 “Most things I like to read in English are short stories because they have easy words, and their topics are common” (54%). The statement said that short stories were the preferred reading material in English among the

¹⁶⁴ Saito, Garza, and Horwitz, “Foreign Language Reading Anxiety,” 203.

¹⁶⁵ Aiping Zhao, *Foreign Language Reading Anxiety: Investigating English-Speaking University Students Learning Chinese as a Foreign Language in the United States* (The Florida State University, 2009), 47.

¹⁶⁶ Sheikh Ahmad et al., “The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context,” 101.

students who expressed that familiarity and the usual manner of the topic was the basis of preference. The students like to read short stories because of the similarities in the style they bring. It is known that most short stories have the same expected ending which helps the reader to understand.

Finally, statement 8 “I feel anxious when I am reading a topic in the English language which I have no idea about” (63%). The statement supports that the unfamiliar topics cause reading anxiety in English. Reading an abstract or having an analysis on a topic can create a less anxious reading situation.

The analysis of the data is also supported by the results of interviews and observations. The students said that they felt confused when reading topics that were difficult to understand so that when asked by the teacher, they were afraid that they would not be able to answer correctly. Therefore, this causes anxiety for students because they do not understand the topic of a text.

The results of this study are by the theory of Wallace, if the topic is not familiar to the reader, it will make students uncomfortable in the reading process and it is difficult to become an effective reader.¹⁶⁷ The findings are similar to those of Zhao’s study, this indicated that the students felt anxious if they read the topic and did not understand it.¹⁶⁸

c. **Unfamiliar Culture**

Statement 9 “In reading English, I hardly understand the idea if there is more than one meaning for each word” (46%). The statement broadens the understanding that the diversity of Indonesian meanings for each English word creates anxiety that is triggered in the act of reading. Students are anxious if they know the meaning of words in the text but cannot understand the overall meaning. According to Ahmad et

¹⁶⁷ Kuru-Gonen, *L2 Reading Anxiety: Exploring the Phenomenon*. In K. Bradford-Watts, 1036.

¹⁶⁸ Zhao, *Foreign Language Reading Anxiety*, 48.

al, students find it difficult to infer the exact meaning of a word because of foreign culture.¹⁶⁹

Statement 10 “When I read English, I often understand the words, but I still cannot quite understand what the writer says” (71%). This statement continues the students’ belief that knowing words does not always lead to understanding the text as a whole although students pay more attention to vocabulary. Students worry and stress knowing all the individual words but find it complex to assume the author’s intentions.

Furthermore, statement 11 “I usually translate word by word when I am reading English” (74%). The statement may seem ambiguous to the majority or reflect in any case that despite knowing all the vocabulary in the text, understanding is often not achieved. Students do not realize that they end up translating English texts when it comes to foreign culture, looking for the right meaning that fits the context.

In addition, statement 12 “It is frustrating in reading English when one word is connected with another to change the meaning” (55%). The statement states that understanding conjunctions in changing meaning will cause more anxiety if some aspects of the culture are not familiar. Students are confused about the change in meaning if one word is combined with another word. This state is a more nervous state than before reading. From this, it can be seen that students feel more anxious when they cannot understand the meaning of the text due to the culture of the English text that cannot be understood. This anxiety is classified as state anxiety, as stated by MacIntyre and Gardner that state anxiety is often known as the “here-and-now” feeling of anxiety as an emotional state.¹⁷⁰

¹⁶⁹ Sheikh Ahmad et al., “The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context,” 102.

¹⁷⁰ MacIntyre and Gardner, “Methods and Results in the Study of Anxiety and Language Learning,” 87.

Finally, statement 13 “I most often feel that I cannot understand an English text even though I know every word’s meaning” (67%). The statement shows that meaning is most often not achieved by knowing each term. Students often recognize the meaning of words independently in the text. However, they most often feel worried about absorbing the entire text.

The data analysis above is also supported by the results of interviews and field observations. Students think that it is important to learn the culture of English texts but to learn it is difficult. As a result, students become less knowledgeable about the culture of English texts which causes anxiety when reading.

Unfamiliar English or other foreign language cultures will impede students’ reading comprehension and generate anxiety since the culture depicted in the text is foreign to them.¹⁷¹ In contrast to this study, Saito et al discovered that foreign culture is seen as a primary factor that contributes to the anxiety associated with reading a foreign language.¹⁷² Meanwhile, Kuru-Gonen discovered that students struggled to recognize foreign language scripts due to unknown cultural contents.¹⁷³ In this case, familiarity with the culture depicted in the book will aid the student’s understanding of the text, otherwise, the learner will misinterpret the text.

d. Fear of Making Errors

Statement 14 “I feel anxious in reading aloud in fear of making errors” (75%). The statement proves that students avoid reading aloud so as not to make mistakes. In other words, students are anxious because they are afraid of being judged as a bad readers by the teacher or other friends. This is in accordance with Horwitz, anxiety is characterized as a dread of negative feedback from others, or the avoidance of feedback situations, as well as the assumption that others will judge adversely.¹⁷⁴

¹⁷¹ Rajab et al., “Reading Anxiety among Second Language Learners,” 364.

¹⁷² Saito, Garza, and Horwitz, “Foreign Language Reading Anxiety,” 212.

¹⁷³ Kuru-Gonen, *L2 Reading Anxiety: Exploring the Phenomenon*. In K. Bradford-Watts, 1034.

¹⁷⁴ Horwitz, Horwitz, and Cope, “Foreign Language Classroom Anxiety,” 127.

Next, statement 15 “I feel embarrassed in front of others if I pronounce a simple and easy word wrongly” (67%). The statement explains the fear of students if they mispronounce simple words when reading. The students were anxious about reading aloud to avoid misreading the words. In other words, students are still not confident in their abilities. As stated by Brown that language anxiety is intricately linked to self-confidence, though the latter is viewed as a positive trait.¹⁷⁵

Statement 16 “I prefer to prepare too much and search for the phonetic transcript before the class if I was expected to read in the class” (55%). The statement confirms that students are more anxious about pronunciation in reading. They are afraid to make even the smallest mistakes. Students are not only anxious about reading aloud just to avoid misreading, but they are also very anxious about correct verbalization. They are afraid of making inaccuracies.

In addition, statement 17 “I feel irritated if I encounter a word, I do not know how it is pronounced” (79%). The statement proves that students are anxious about reading aloud, in general, to avoid misreading English terms. Students feel disturbed because they find new words, which are not common in pronunciation.

Finally, statement 18 “I prefer silent reading rather than reading aloud” (75%). The statement specifies the details of avoiding reading aloud for the same reasons stated earlier. Students prefer to read silently rather than read aloud to avoid observed errors.¹⁷⁶

The data analysis is also supported by the results of interviews and field observations. The students said that they were afraid to read the English text aloud because they were afraid of making mistakes in pronunciation. Many students are still unable to read English texts well which causes anxiety in students when reading for fear of making mistakes.

¹⁷⁵ Sheikh Ahmad et al., “The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context,” 91.

¹⁷⁶ Sheikh Ahmad et al., 104.

The fear of making mistakes was identified as the primary factor causing reading anxiety in this study under the personal factors category. It indicates that the findings are consistent with the theory proposed by Jalongo and Hirsh, which contends that fear and phobia triggered by reading tasks are the main barriers.¹⁷⁷ Furthermore, the anxiety of making mistakes can be a result of having high expectations when learning to read. According to Horwitz et al, nervous students cannot tolerate less than flawless performance, as a result, they set unreasonable expectations for themselves and see any performance that is less than ideal as a failure.¹⁷⁸ In this case, students appear to avoid mispronouncing or misunderstanding words in the text.

e. **Worry about Reading Effects**

Statement 19 “When I am reading aloud, I focus on reading correctly rather than focusing on understanding the text” (67%). The statement confirms that students’ attention in reading aloud is on performance. Students worry about how they read and the consequences during reading activities. Because of that, students become less concentrated on understanding.

In statement 20 “In reading aloud in the class, I do not understand the text even though it is easy” (54%). The statement supports that the students pay more attention to showing high scores on the act of reading, which can decrease their understanding even though the message is simple. In this case, the students’ reflection may be that although the text is easy, they do not think about it because of the demanding anxiety situation during the act of reading.¹⁷⁹

¹⁷⁷ Jalongo and Hirsh, “Understanding Reading Anxiety,” 434.

¹⁷⁸ Horwitz, Horwitz, and Cope, “Foreign Language Classroom Anxiety,” 127.

¹⁷⁹ Sheikh Ahmad et al., “The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context,” 105.

Furthermore, statement 21 “When reading English aloud in the class, I focus on word accent rather than understanding” (46%). The statement supports the fact that students focus on performance rather than understanding to avoid triggering anxiety while reading aloud. However, they face some anxiety-provoking situations during their concentration on performance due to personal factors. The student at the same time focuses on the act of reading and in particular on the accent that can create more tension during the act of reading.¹⁸⁰ This tension increases anxiety during class reading assignments. It can be a mixture of two situations of anxiety, fear of making mistakes and worry about understanding.

Finally, statement 22 “When reading English, I get disturbed and do not remember what I have read” (33%). The statement stated that concerns about the effects of reading distract them and make them less focused. Concerns about the effects of reading were explained before, during, and after the act of reading from different perspectives. Students not only lose comprehension because they pay more attention to performance during the reading act but also because they are nervous about losing their understanding of the text after just finishing the reading act.¹⁸¹

The analysis of the questionnaire data is also supported by the results of interviews and field observations. Students stated that they had difficulty remembering the texts they read. This is because students are more focused on reading performance than remembering or understanding the text while reading.

These results are supported by Jalongo and Hirsh’s theory, which claims that reading aloud causes anxiety.¹⁸² It was also mentioned that reading aloud includes a combination of public speaking and the pressure of on-site decoding accuracy

¹⁸⁰ Sheikh Ahmad et al., “The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context,” 105.

¹⁸¹ Sheikh Ahmad et al., 106.

¹⁸² Jalongo and Hirsh, “Understanding Reading Anxiety,” 432.

performance, as well as evaluation by teachers and peers.¹⁸³ In addition, Horwitz et al stated that anxiety is a subjective experience of anticipation and fear that causes the learner to have difficulties concentrating, forgetfulness, trembling, and palpitation.¹⁸⁴ Other research conducted by Kuru-Gonen demonstrated that concerns about the effects of reading are a source of anxiety about reading foreign languages, which is consistent with the findings of this study.¹⁸⁵

3. Students' Strategies to Overcome Their Reading Anxiety

Students have their own ways or strategies in overcoming their reading anxiety so that each individual will of course be different from others. According to Kondo and Ying-Ling, there are 5 strategies to overcome reading anxiety which include preparation, relaxation, positive thinking, peer seeking, and resignation.

a. Preparation

The first strategy is preparation, in this strategy students usually try to read the text first before the English class begins. From the results of the interviews, there were 8 out of 24 students said that they prepared to read before the lesson started. One respondent said that before the English class started, he sometimes tried to read the text and then look up the meaning through google translate. Another respondent also said that because she was afraid that if she was appointed to read later, she tried to learn to read first the text to be studied. The results of the observations also showed the same phenomena where some students seemed to read the text first when the English class had not yet started.

This finding shows that only a few students did the preparation. Less than half of the total number of students make preparations to overcome or reduce nervousness

¹⁸³ Jalongo and Hirsh, 434.

¹⁸⁴ Horwitz, Horwitz, and Cope, "Foreign Language Classroom Anxiety," 126.

¹⁸⁵ Kuru-Gonen, *L2 Reading Anxiety: Exploring the Phenomenon*. In K. Bradford-Watts, 1035.

or anxiety when asked to read English aloud in class, students try to make preparations, namely by learning to read and looking for meaning before class starts. Due to the fear of being appointed by the teacher to read, students become motivated to study more. As stated by Kondo and Ying-Ling, students use this method to try and gain control over themselves by enhancing their learning and study strategies.¹⁸⁶ By studying more, students will be more confident and better able to understand the text when reading. In Hanafi's study, he also got research results that many students prepared by studying more before the English class started.¹⁸⁷

b. Relaxation

The second strategy is relaxation, in this strategy students sometimes take deep breaths to reduce nervousness before reading the English text. According to the results of interviews, as many as 14 of 24 students did relaxation before starting to read. One respondent said that she likes to take a deep breath before reading. Another student also said that to reduce nervousness, she likes to take deep breaths before reading. From the observations, it also appears that students take a deep breath before they start reading.

Based on these findings, it is clear that the majority of students practice relaxation strategies such as taking a deep breath before reading. Relaxation is characterized by its affective qualities which aim to alleviate bodily tension caused by emotional stimulation.¹⁸⁸ This strategy encourages students to relax and remain calm when reading a text, hence minimizing feelings of anxiousness. This research is consistent with Hanafi's study, he stated that students can control their fear by

¹⁸⁶ Kondo and Ying-Ling, "Strategies for Coping with Language Anxiety," 262.

¹⁸⁷ Hanafi, "Students' Reading Anxiety in Reading Aloud at the Second Year of MA Pondok Pesantren Sultan Hasanuddin," 53.

¹⁸⁸ Kondo and Ying-Ling, "Strategies for Coping with Language Anxiety," 263.

using relaxation strategies and relaxing conditions will help them increase their self-confidence.¹⁸⁹

c. Positive Thinking

The third strategy is positive thinking, in which students will convince themselves that they can read the text correctly. According to the results of interviews, there are 14 out of 24 students always think positively before reading English texts. Some respondents said that they always think that they could read the text well, they motivated themselves not to be nervous, and they felt confident in their abilities. Meanwhile, another student said that sometimes she thinks positively depending on whether the text to be read looks difficult or not.

From these findings, it can be said that many students of class XI IPA 1 always think positively before starting to read English texts. As stated by Kondo and Ying-Ling, positive thinking strategy is meant to redirect students' attention away from stressful situations and toward positive and pleasant cues, providing comfort to anxious students.¹⁹⁰ By thinking positively, they try to convince themselves that they can do their best while reading to reduce nervousness. Applying this strategy will make students more confident when reading English texts. Similar to Hanafi's research where the majority of students apply positive thinking strategies to overcome anxiety when reading. In his research, he discovered that 15 of 20 students attempted to alleviate their fear by thinking positively.¹⁹¹

¹⁸⁹ Hanafi, "Students' Reading Anxiety in Reading Aloud at the Second Year of MA Pondok Pesantren Sultan Hasanuddin," 54.

¹⁹⁰ Kondo and Ying-Ling, "Strategies for Coping with Language Anxiety," 262.

¹⁹¹ Hanafi, "Students' Reading Anxiety in Reading Aloud at the Second Year of MA Pondok Pesantren Sultan Hasanuddin," 54.

d. Peer Seeking

The fourth strategy is peer seeking, in this strategy students try to find friends to ask questions when they find vocabulary that is difficult to read or difficult understand. According to the results of the interview, there were 18 out of 24 students tried to find friends when they felt anxious because they faced difficulties while reading. One respondent said that he usually tries to find a partner when he feels anxious about reading or encounters words that are difficult to read and does not understand. Other students said that they always ask their friends when they find vocabulary that they do not know how to read. Observations also showed that some students tried to ask their friends when they found difficulties while reading.

From the findings above, it can be seen that most of students try to find partners when they are anxious to read. Peer seeking refers to attempts to suppress or alter negative thought processes associated with language learning, and can thus be classified as cognitive strategies.¹⁹² They look for partners to ask questions regarding the correct pronunciation of vocabulary and the meaning of vocabulary that they think is difficult to understand. With this strategy, students can cope with reading anxiety well because there are friends who always help them when they feel difficult.

e. Resignation

The last strategy is resignation, in this strategy students try to avoid being asked to read English texts by sleeping in class or going to the toilet. According to the results of the interview, there were 4 out of 24 students who sometimes tried to avoid when the teacher starts pointing at students to read aloud. One respondent said that he sometimes went to the toilet when he was nervous. Another student said that sometimes they sleep during English class. The results of observations also showed

¹⁹² Kondo and Ying-Ling, "Strategies for Coping with Language Anxiety," 263.

that some students seemed to have permission to go to the toilet and some were sleeping during class hours.

From the findings, it can be understood that a few students showed resignation to avoiding English classes. They do things like sleep or go to the toilet to avoid being appointed by the teacher to read in class. For them, it can avoid reading anxiety in class. Students who identified incidents of resignation appear to be attempting to minimize the impact of anxiety by refusing to confront the problem.¹⁹³ However, this strategy is not the right strategy because students tend to be lazy to study and cannot receive English lessons well, especially during reading activities. Seeing this, the teacher must be vigilant and pay more attention to students who have these habits so that students can use other strategies that are better for overcoming reading anxiety. In Hanafi's research, students also showed resignation as a solution to overcome anxiety.¹⁹⁴

In addition, there are four strategies according to Zhiping and Paramasivam which are also carried out by students to overcome their reading anxiety. These strategies include keeping silent, avoiding eye contact, being with friends, and expressive reactions.

a. **Keeping Silent**

Prins and Bailey stated that avoidance is one of most common coping strategies for adolescents.¹⁹⁵ But in this study, there were only 1 out of 24 students remained silent when asked by the teacher to read English aloud. A student said that she remained silent when the teacher asked her to read because

¹⁹³ Kondo and Ying-Ling, 262.

¹⁹⁴ Hanafi, "Students' Reading Anxiety in Reading Aloud at the Second Year of MA Pondok Pesantren Sultan Hasanuddin," 54.

¹⁹⁵ Zhiping and Paramasivam, "Anxiety of Speaking English in Class among International Students in a Malaysian University," 6.

she was too nervous at the time. Other students said that when the teacher asked them to read the English text aloud, they would do it as best they could. From the observations, the researcher only found the phenomenon that there was no student who refused to read when asked by the teacher.

From these findings, it can be said that the majority of students will still read the text according to their abilities. Although some students seemed worried about making mistakes while reading, this did not stop them from reading. In a study by Zhiping and Paramasivam showed the results that students remained silent during speech communication in class.¹⁹⁶

b. Avoiding Eye Contact

There were 12 out of 24 students avoided eye contact with the teacher so as not to be appointed to read aloud. One student said that sometimes he avoided eye contact when there was an order to read English text. Another student also said that he sometimes avoided eye contact with the teacher so as not to be appointed to read the English text in front of other friends. The results of the observations also showed that some students looked down or looked the other way when the teacher began to appoint someone to read.

From the findings above, it can be seen that the number of students who avoid eye contact with the teacher or not is balanced. According to Gregersen, avoiding eye contact with the teacher is a common nonverbal response of anxious students.¹⁹⁷ As a result, some students avoid eye contact with the teacher for fear of being asked to read. For them, avoiding the teacher's gaze can make them feel safe from having to read texts in class. Other studies related to speaking anxiety also showed similar results regarding this strategy. Students from

¹⁹⁶ Zhiping and Paramasivam, 6.

¹⁹⁷ Zhiping and Paramasivam, 6.

Nigeria, Iran, and Algeria all have similar causes of anxiety, such as apprehension in public, shyness, and inaccuracy when speaking. They share overcoming strategies such as keeping silent and avoiding eye contact.¹⁹⁸

c. **Being with Friends**

The next strategy is being with friends. This strategy can be interpreted that students trying to find comfort during English class to reduce their anxiety when reading activities begin. The form of seeking comfort can be in the form of sitting together with their close friends or sitting around friends who are on the same frequency as the student. According to the results of the interview, all students said that they did not choose a bench to find comfort during English class. They added that their seats had been arranged since they entered class XI IPA 1 and never changed every day.

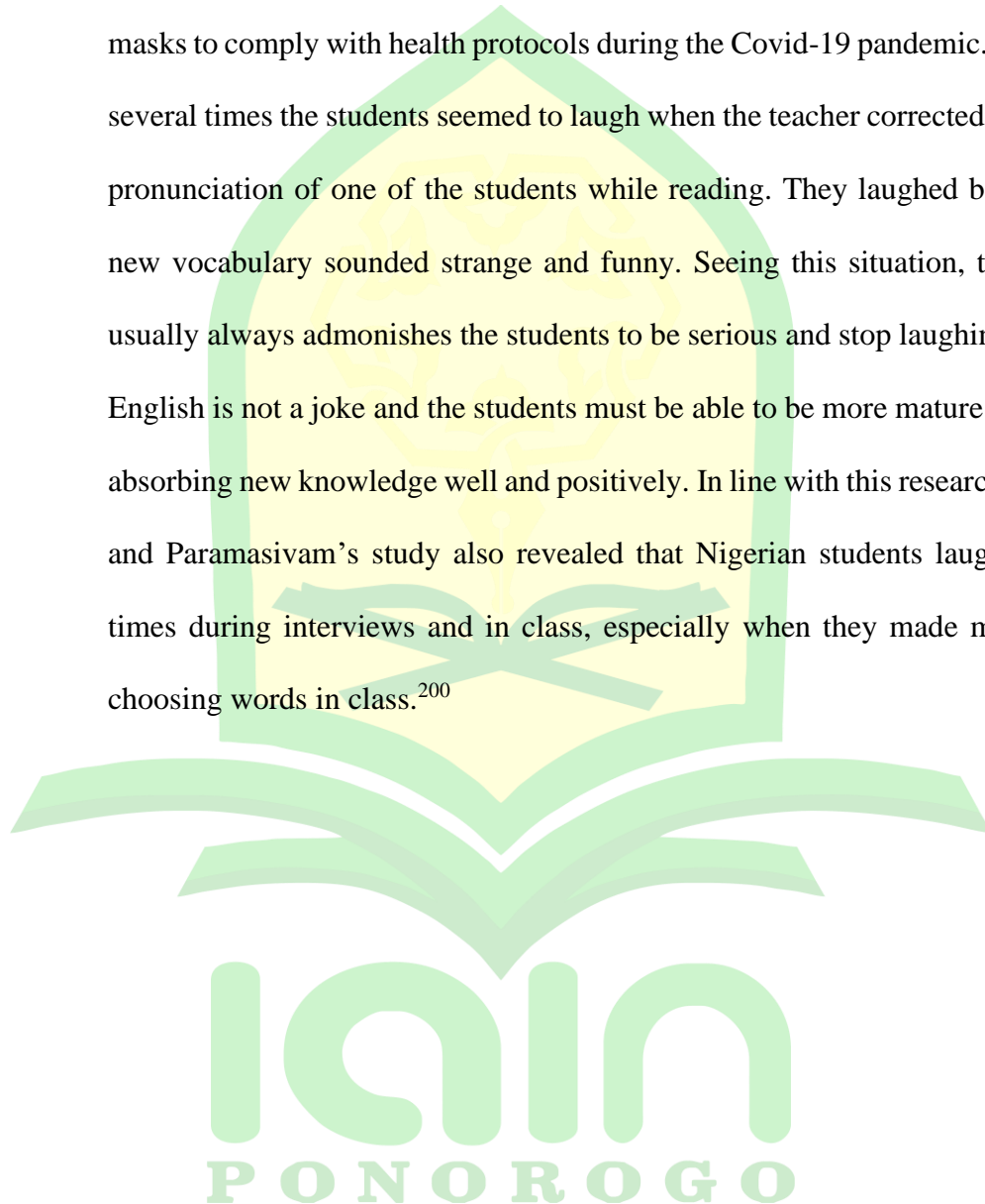
The results of observations also show that students always sit in the same place every day. Only sometimes the teacher asks the students sitting in the back to come forward when the students sitting in the front are absent from school. From these findings, it can be understood that students always sit in the same place regardless of the situation when they feel anxious about reading or not. The results of this study contradict the research by Zhiping and Paramasivam where the results of the research show that Iranian students are always seated in the second row on the left side, adjacent to each other, while Chinese students are seated in front because these students feel more at ease and free to sit next to their classmates.¹⁹⁹

¹⁹⁸ Zhiping and Paramasivam, 8.

¹⁹⁹ Zhiping and Paramasivam, 6.

d. Expressive Reactions

The last strategy is expressive reactions, this strategy can be in the form of smiling or laughing reactions in response from students during English lessons. According to the observations, the researcher could not see students' reactions whether they smiled or not during the class because all students wore masks to comply with health protocols during the Covid-19 pandemic. However, several times the students seemed to laugh when the teacher corrected the wrong pronunciation of one of the students while reading. They laughed because the new vocabulary sounded strange and funny. Seeing this situation, the teacher usually always admonishes the students to be serious and stop laughing because English is not a joke and the students must be able to be more mature by always absorbing new knowledge well and positively. In line with this research, Zhiping and Paramasivam's study also revealed that Nigerian students laughed many times during interviews and in class, especially when they made mistakes in choosing words in class.²⁰⁰



²⁰⁰ Zhiping and Paramasivam, 7.

CHAPTER V

CLOSING

This chapter consists of conclusions consisting of three points based on the statement of the problems including the level of students' reading anxiety, the factors causing students' reading anxiety and strategies to overcome students' reading anxiety; and recommendations for the teachers and the future researchers.

A. Conclusion

Based on the data findings and discussion in the previous chapter, the researcher can conclude that the level of students' reading anxiety in class XI IPA 1 at SMAN 1 Jetis Ponorogo was included in the category of medium level of anxiety. This could be proven by the results of the FLRAS questionnaire data by Saito et al which showed that 18 of the 24 students belonged to the medium level of reading anxiety with a percentage of 75%. From the results of the interviews, the majority of students stated that they felt nervous when the teacher asked them to read the English text aloud.

The students' reading anxiety in this study was caused by two factors; text features and personal factors. The factor most agreed by students on the aspect of text features was unfamiliar culture (31%), followed by unfamiliar topic (29%), and finally unknown vocabulary (10%). Meanwhile, in the aspect of personal factors, students agree more on the fear of making errors (35%) followed by worrying about reading effects (25%). From these two aspects, fear of making errors was the factor most often agreed by students as the cause of their reading anxiety.

The strategy to overcome reading anxiety that was mostly applied by students was peer seeking where 18 out of 24 students always looked for friends when they have difficult reading. Then followed by 14 students applied relaxation and positive thinking strategies in their efforts to overcome anxiety before starting to read the text. Furthermore, there were 12

students who often avoid eye contact with the teacher so they are not appointed to read. In addition, 8 students did preparation before the English class started. Meanwhile, 4 students resigned and 1 student keep silent when they were anxious to read.

B. Recommendations

Based on the research findings in this study, there are some useful suggestions for the teachers and future researchers.

1. For the Teachers

It is hoped that English teachers can be more aware that their students experience reading anxiety in their classes. English teachers need to understand that students need extra effort to learn English as their foreign language. English teachers need to apply some appropriate English learning strategies in the classroom. This strategy is a strategy that can make students more relaxed during class learning and encourage students' curiosity to read the text. Some of these strategies can be as follows:

- a. Using appropriate teaching approaches that encourage students to reduce their anxiety.
- b. Encouraging small group activities.
- c. Focusing on topics of interest to students.
- d. Paying attention to text selection for ensuring the suitability of the selection of material with the appropriate level of difficulty.

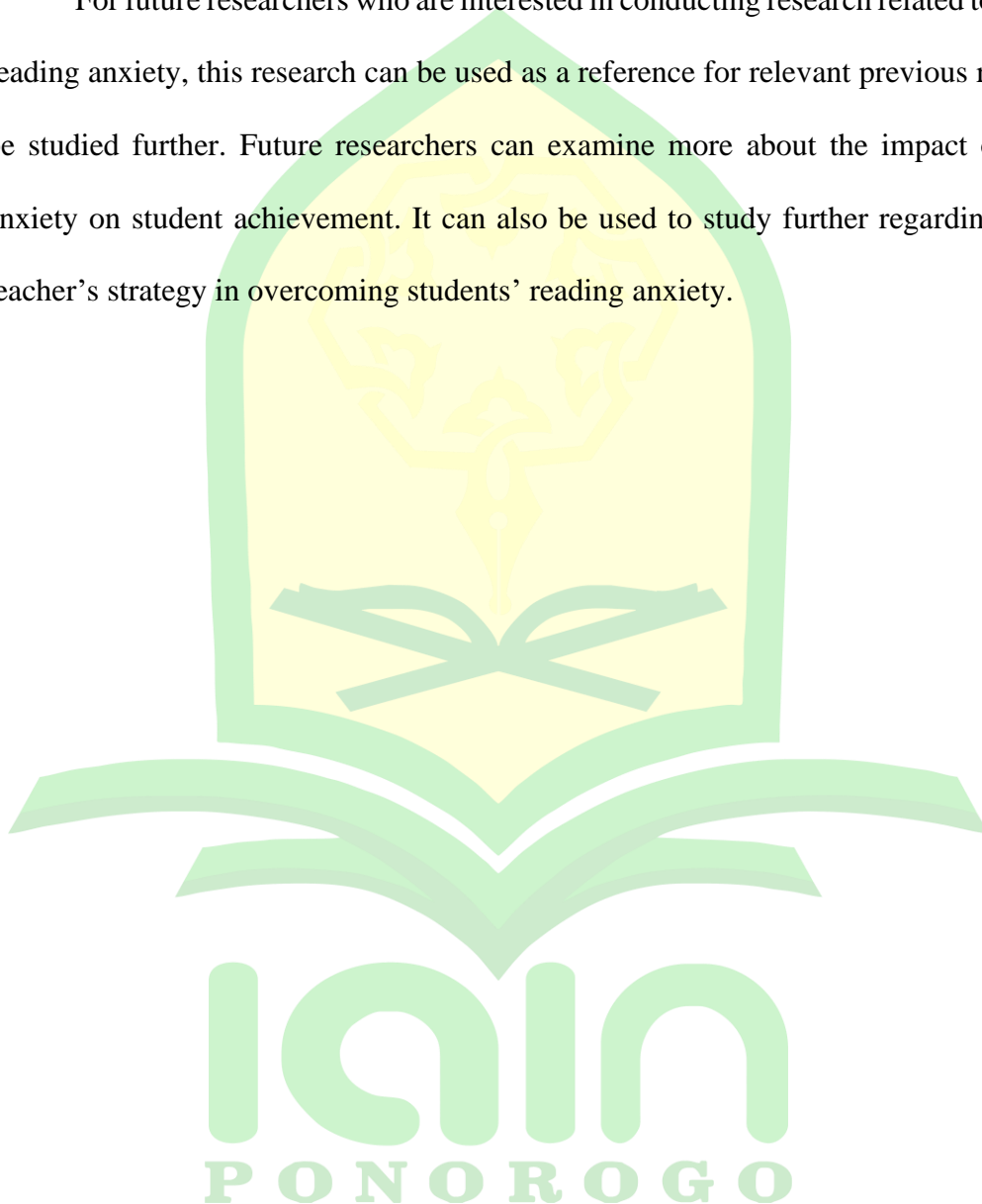
2. For the Students

Students are expected to be able to overcome their reading anxiety with appropriate strategies. Students need to realize that diligently reading English texts can improve their English language skills because the more they read, the more accustomed they will be to dealing with difficulties when reading. Learning from mistakes is an effective method to improve reading skills. Therefore, students should avoid strategies that can make them to

be lazy, for example avoiding English class or avoiding eye contact with the teachers. On the other hand, they must apply strategies to overcome reading anxiety that can increase their confidence when reading English texts in front of the teacher or their friends.

3. For the Researchers

For future researchers who are interested in conducting research related to students' reading anxiety, this research can be used as a reference for relevant previous research to be studied further. Future researchers can examine more about the impact of reading anxiety on student achievement. It can also be used to study further regarding how the teacher's strategy in overcoming students' reading anxiety.



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