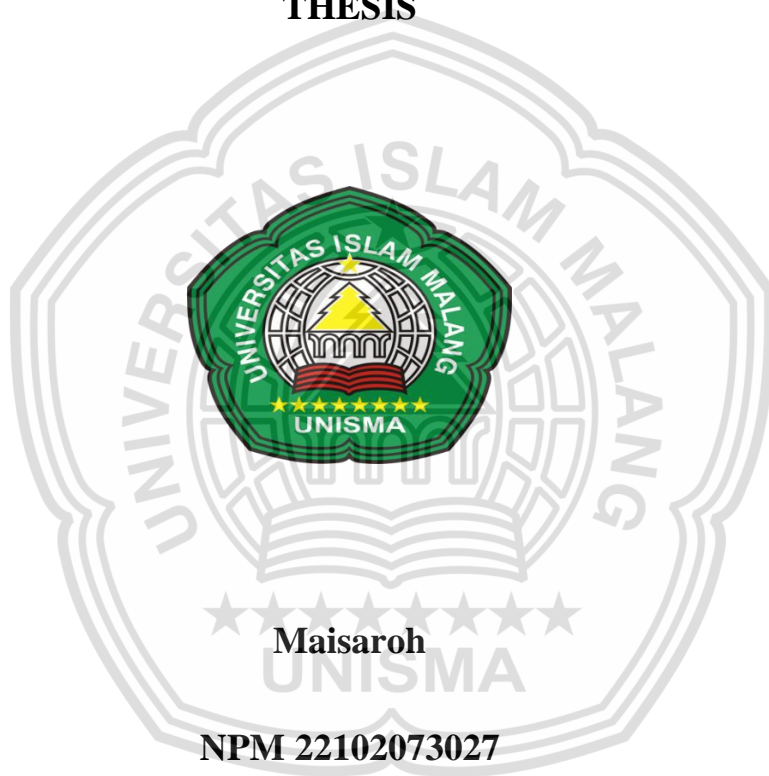




**Students' Anxiety In Reading Comprehension Classes: A Case  
Study At Junior High School In Pamekasan**

**THESIS**



**Maisaroh**

**NPM 22102073027**

**MASTER PROGRAM IN ENGLISH LANGUAGE TEACHING**

**UNIVERSITY OF ISLAM MALANG**

**2023**



**Students' Anxiety In Reading Comprehension Classes: A Case Study At  
Junior High School In Pamekasan**

**THESIS**

**Presented to**

**University of Islam Malang**

**in partial fulfillment of the requirements for the degree of**

***Magister* in English Language Education**

**By**

**Maisaroh**

**NPM 22102073027**

**UNIVERSITY OF ISLAM MALANG**

**POSTGRADUATE PROGRAM**

**ENGLISH LANGUAGE EDUCATION PROGRAM**

**JULY 2023**

## ABSTRAK

Maisaroh. 2023. Kecemasan Siswa Dalam Kelas Pemahaman Membaca: Studi Kasus Di SMP Di Pamekasan. Skripsi, Studi Pendidikan Bahasa Inggris Program Pascasarjana Universitas Islam Malang. Pembimbing : (I) dr. Muhammad Yunus, M.Pd (II) Dr. Alfian Zuhairi, M.Pd

Kata kunci: kecemasan, membaca pemahaman

Dalam hal ini tujuan dari penelitian ini adalah untuk mengetahui faktor apa saja yang menyebabkan kecemasan siswa dalam membaca pemahaman. Penelitian ini dilakukan di sekolah Islam SMP Miftahul Ulum Sumber kembang Pamekasan.

Desain kualitatif diterapkan dalam penelitian ini. Partisipan penelitian ini adalah siswa kelas sembilan SMP miftahul ulum sumber kembang pamekasan. Instrumen yang digunakan adalah angket, observasi dan wawancara. Kuesioner yang digunakan adalah Foreign language Reading Anxiety Scale (FLRAS) diadopsi dari Saito et al. (1999). Observasi peneliti menggunakan observasi nonpartisipan dan wawancara menggunakan wawancara semi-terstruktur untuk mendapatkan informasi mendalam terkait masalah.

Temuan dari penelitian ini adalah kecemasan siswa dalam membaca pemahaman disebabkan oleh metode pengajaran guru pertama. Para peserta mengungkapkan bahwa mereka merasa cemas ketika guru langsung meminta mereka untuk membaca di depan semua temannya tanpa mengajari mereka terlebih dahulu. Kedua Takut akan evaluasi negatif karena guru suka memberikan umpan balik yang buruk dan marah ketika siswa melakukan kesalahan. Yang terakhir adalah kurangnya kemampuan bahasa Inggris karena siswa tidak tahu tentang pelajaran bahasa Inggris karena kurangnya penguasaan kosa kata. Faktanya, disarankan agar siswa merasa cemas dalam pemahaman bacaan karena metode pengajaran guru, takut akan evaluasi negatif, dan kurangnya kemampuan bahasa Inggris.

## ABSTRACT

**Maisaroh.** 2023. Students' Anxiety In Reading Comprehension Classes: A Case Study At Junior High School In Pamekasan. Thesis, English Language Education Study Program, Postgraduate Program, University of Islam Malang. Advisors: (I) Dr. Muhammad Yunus, M.Pd (II) Dr. Alfian Zuhairi, M.Pd

**Keywords:** anxiety, reading comprehension

In this case the objective of the research is to know what are the factors that caused students' anxiety in reading comprehension. This research was conducted in Islamic school at junior high school Miftahul Ulum Sumber kembang Pamekasan.

Qualitative design was applied in this research the participants of this research are the students ninth grade of junior high school miftahul ulum sumber kembang pamekasan. The instrument used were questionnaires, observation and interview. Questionnaires used were Foreign language Reading Anxiety Scale (FLRAS) was adopted from Saito et al. (1999). The observation researcher uses a nonparticipant observation and interview used semi-structured interview to obtain depth information related to issues.

The findings of this research are students' anxiety in reading comprehension is caused of the first teacher's teaching method. The participants pointed out that they felt anxious when the teacher directly asked them to read in front of all their friends without teaching them first. Second Fear of negative evaluation because the teacher likes to give bad feedback and angry when the students make a mistake. The last is lack of English proficiency because the students do not know about English lesson due to their lack of vocabulary mastery. The fact, it is suggested that students feel anxiety in reading comprehension because of teachers' teaching method, fear of negative evaluation, and lack of English proficiency.

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher provides to explain of the study, such as: research question, objective research, research significance, and definition of key terms.

#### 1.1 Background Of the Study

In general, educational laws and provisions vary across all nations and even areas. all support the advancement of education in the region; it would be unfortunate if students did not receive an adequate education. In Palengaan, Pamekasan, East Java, a islamic school that is undergoing an educational crisis in the area of English classes, similar to what happened in Madura's remote districts, nearly every student there feels alien to studying due to understanding of the significance of teaching English. Because of this, pupils experience anxiety and fear when learning English, especially when reading comprehension is involved. Here, Ayun and Yunus (2017) highlight how complicated the process of reading is. Readers must therefore decode the material and assign meanings in order to comprehend the complete book. They have standards for reading the material because of this, and their prior knowledge will be put to use. Consequently, a student's ability to read with reasonably excellent comprehension is crucial for success in school (Grabe & Stoller, 2001; Shapiro, 2004).

According to Iklima et al. (2020), the inability of junior high school students to read English was brought on by their lack of comprehension of the reading process and their limited vocabulary. By triggering or stimulating the autonomic nervous system, anxiety, according to Spielberg (1983), is a subjective experience of tension, fear, uneasiness, and worry (Brown, 2007). Everyone will feel varied levels of anxiety based on their circumstances because it is a subjective feeling of unease and fear. Students who struggle with anxiety frequently have an intense, uncontrollable fear of things that have happened in the past or could happen in the future. They also have intense stress about performing well, are extremely self-conscious, and sometimes overestimate or misread how serious their illness (Sarah, 2014). It is suggested that English teachers could receive training in a contemporary pedagogical model. As a result, this is in line with the findings of children who have trouble reading English, as many teachers have worked hard to discover answers or ways to address these issues when teaching reading, namely by utilizing efficient methods, tactics, techniques, and media. for students. and others, for the smooth operation of education and the genuine goal of education.

Anxiety in L2 reading Currently, there aren't many studies addressing the impact of reading of L2. When reading in a foreign language, students experience anxiety and ultimately perform poorly in the language "in relation to the level of students' reading anxiety and foreign language anxiety in general" (Saito, Thomas, & Horwitz, 1998, p. 202). The authors Saito, Horwitz, and Garza (1999) and Sellers (2000) discovered that reading anxiety differs from anxiety related to foreign

languages. Additionally, according to Zhang (2000) and Adams (1996), poor language proficiency and a diverse teacher population can contribute to reading comprehension exam anxiety.

Researcher can obtain from previous study because they can incorporate comparisons and learning takers into their current studies. In reality, the aspects including linguistic, cultural, and curriculum content have been identified as some contributing reasons to the further development of reading anxiety, much like Azizah (2017). According to Saeedeh (2012) there was a substantial inverse association between foreign language reading anxiety and reading comprehension; in addition, there was no such relationship between FLRA and age; and finally, females had greater anxiety than males did, Aisyah (2016). Which studies, the majority of students (51%) reported feeling moderate levels of anxiety. Unknown language in the book was identified as one of the main factors contributing to students' reading anxiety. This was followed by an unfamiliar topic and, finally, a new culture.

To address this gap, the three previous studies were carried out in large school and with large numbers of participants. Meanwhile, from the previous research, no research has been conducted in remote areas, therefore the researcher interested in doing this research.

## 1.2 Research Question

Therefore, the questions that must be answered in this research are:

What are the factors that cause students' anxiety in reading comprehension?

### 1.3 Research Objective

With the problem of the study asserted above, the objective of the study is:

To know what are the factors that caused students' anxiety in reading comprehension?

### 1.4 The Significance of Study

This study is expected to give some significance to learning reading comprehension in the classroom. The significance here explores in three parts:

a. Teachers

This research can assist teachers in giving guidance on students' learning in reading comprehension. It is going to help the teacher to know the condition of the students during the reading comprehension class.

b. Students

For students, this study provides information to students about the importance of English lessons for student anxiety during reading comprehension class.

c. Future researchers

Future researchers can use this study as a reference in the next research. They can also investigate and explore some topics which are not investigated in this study.

### 1.5 Definition of Key Terms

In this case, the researcher defines the terms related to the main concepts contained in the research, so that the meaning of interpretation between the researcher and the reader are same. The definitions of the key terms of this study are as follows:

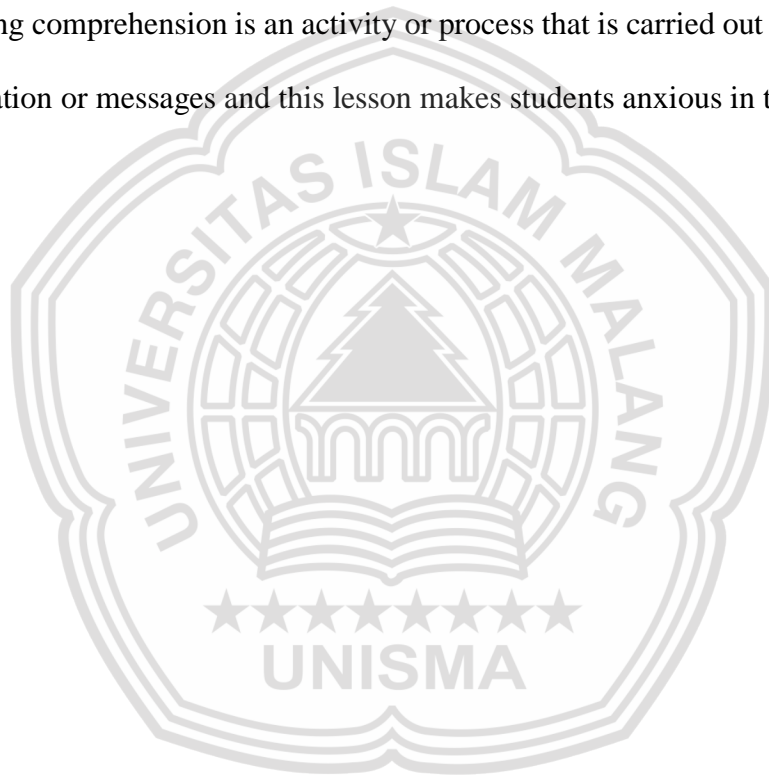


### **1.5.1 Anxiety**

When students do something, anxiety causes them to feel fearful, apprehensive, and worried. This is what happened to ninth-grade students at junior high school Miftahul Ulum Sumber Kembang; they experienced anxiety when they study reading comprehension class.

### **1.5.2. Reading Comprehension**

Reading comprehension is an activity or process that is carried out by someone to get information or messages and this lesson makes students anxious in the class





## CHAPTER VI

### CONCLUSION AND SUGGESTION

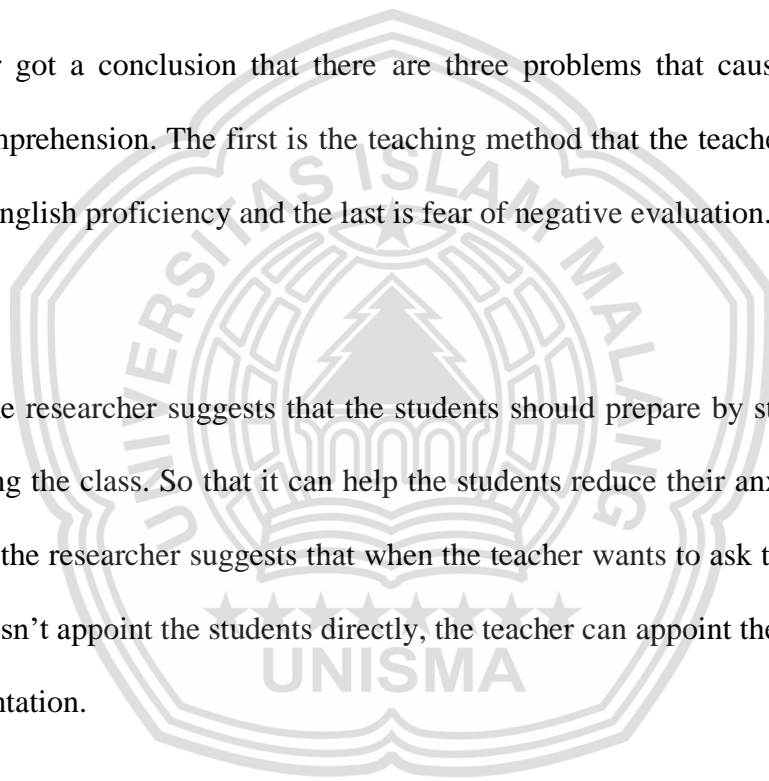
In this chapter, the researcher would like to present the conclusion and suggestion dealing with the finding that has been discussed in Chapter IV. Those are the whole answer of research focuses.

#### 6.1. Conclusion

The researcher got a conclusion that there are three problems that cause students' anxiety in reading comprehension. The first is the teaching method that the teacher used and the second is lack of English proficiency and the last is fear of negative evaluation.

#### 6.2. Suggestion

For the students, the researcher suggests that the students should prepare by studying the material before entering the class. So that it can help the students reduce their anxiety in the class. For the teacher, the researcher suggests that when the teacher wants to ask the students to read the teacher doesn't appoint the students directly, the teacher can appoint the students a week before the presentation.



## REFERENCES

- Aisyah. J. (2017). Students' Reading Anxiety In English Foreign Language Classroom. *Journal of English and Education*. 5(1), A56-63 URL: <http://ejournal.upi.edu/index.php/>
- Ayun, Q., & Yunus, M. (2017). The Efficacy of Reciprocal Teaching Method in Teaching Reading Comprehension to Efl Students. *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*, 2(2), pp. 134-146. <https://doi.org/10.24235/eltecho.v2i2.2174>
- Arif, T. Z. Z. Al, Sulistiyo, U., Ubaidillah, M. F., Handayani, R., Junining, E., & Yunus, M. (2022). A Look at Technology Use for English Language Learning from a Structural Equation Modeling Perspective. *Call-Ej*, 23(2).
- Astuti, D., W. (2018). The Relation Between Students' Anxiety And Reading Comprehension. *Project*. 1(4).
- Bailey, P., Onwuegbuzie, A. J., & Daley, C. E. (2000). Correlates of anxiety at three stages of the foreign language learning process. *Journal of Language and Social Psychology*, 19(4), <https://journals.sagepub.com/doi/pdf/10.1177/0261927X00019004005>
- Donald, A. et al., (2010). *Introduction to Research in Education* 8th ed. Belmont, CA: Wadsworth.
- Douglas, B. (2007). *Principles Of Language Learning And Teaching, Fourth Edition*. San Fransisco: Longman.
- Douglas, B. (2007). *Principles Of Language Learning And Teaching, 5<sup>th</sup> Edition*. San Fransisco: Longman.
- Freese, A. (1997). Reading rate and comprehension: Implications for designing computer technology to facilitate reading comprehension. *Computer Assisted Language Learning*, 10(4).
- Grabe, W., & Stoller, F.L. (2001). Reading for academic purpose: Guidelines for ESL/EFL teachers. In: M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language*.
- Gall, M.D. et al. (2003). *Educational Research: An Introduction*. 4<sup>th</sup> Edition. Longman Inc.
- Gilakjani, P., A. (2016). How Can Students Improve Their Reading Comprehension Skill, 6(2) doi:10.5296/jse.v6i2.9201 URL: <http://dx.doi.org/10.5296/jse.v6i2.9201>
- Hashemi M. (2011). Language stress and anxiety among the English language learners. *Procedia-Social and Behavioral Sciences*, *Procedia-Social and Behavioral Sciences*. 30, 1811-1816. <https://doi:10.1016/j.sbspro.2011.10.349>.
- Iklima, P. S., Yunus, M., & Sholihah, F. A. (2020). The Effect of Previewing Text on Freshmen Reading. *Jurnal Ilmu Pendidikan*, 21 (2).
- Jafarigohar, M. Behrooznia, S. (2012). The Effect of Anxiety on Reading Comprehension among Distance EFL Learners. *International Education Studies*, 5(2). doi:10.5539/ies.v5n2p159.

- Ji Huanqi, Zhang Xie. *Language Anxiety and Foreign Language Teaching*. 2015
- John, C., W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed. Boston: Pearson.
- Latief, M., A. (2015). *Research Methods on Language Learning an Introduction, Second Edition* (Malang: Universitas Negeri Malang)..
- Lian, A., & Yunus, M. (2018). Transformative reading pedagogies: Perspectives from Indonesia. *International Conference The Future of Education (p. 1)*. Florance: The Future of Education.
- Matthew. M. and Huberman, M. (1992). *Qualitative Data Analysis*, USA:saga Publication.
- Mohammadpur, B., & Ghafournia, N. (2015). An Elaboration on the Effect of Reading Anxiety on Reading Achievement, *Canadian Center of Science and Education*, 8(7). doi:10.5539/elt.v8n7p206.
- Moshe, Z. & Matthews, (2013). *G. Anxiety 101*. New York: Springer Publishing Company.
- Miles, M. B, Huberman, A. M, dan Saldana, J. (2014). *Qualitative Data Analysis, A. Methods Sourcebook, Edition 3*. Sage Publications.
- Nassaji, H. (2015). Qualitative and descriptive research: data type versus data analysis: language Teaching Research. *Language teaching research*.19(2), 129-132. <https://doi.org/10.1177/1362168815572747>.
- Regersen, T., and Horwitz, E. K. (2002). Language learning and perfectionism: anxious and non-anxious language learners' reactions to their own oral performance. *Modern Language Journal*, 86(4), : <http://www.jstor.org/stable/1192725>.
- Saito, Y., Horwitz, E. K., & Garza (1999). Foreign language reading anxiety. *The Modern Language Journal*, 83, 202-218. <http://dx.doi.org/10.1111/0026-7902.00016>
- Sarah. (2014). The Effects of Education on Anxiety Levels in Patients Receiving Chemotherapy For the First: An Integrative Review, *Journal Club Article*, 18(5). journal-article-pdfs/VJ0T635354N31572.pdf
- Sellars, V. (2000). Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annals*, 33(5). <http://dx.doi.org/10.1111/j.1944-9720.2000.tb01995.x>
- Sugiyono. (2018). *Metode penelitian kuantitatif kualitatif dan r&d*. ALFABETA.
- Stocker, S., R. (2012). *The Many Faces of Anxiety*, (Chicago: Independent Publishers Group)
- Tarigan, H., G. (2015) *Reading as a Language Skill*, Angkasa.
- Yunus, M. (2015). Becoming Critical Thinkers: A Narrative Inquiry of Indonesian EFL Lecturers. *International Journal of English and Education*, 4(3).
- Yunus, M., & Ubaidillah, M. F. (2021). EFL teacher educators' experiences in teaching critical reading: evidence from Indonesia. *Journal on English as a Foreign Language*, 11(2). <https://doi.org/10.23971/jefl.v11i2.3133>
- Zhang, L. J. (2000). Uncovering Chinese ESL students' reading anxiety in a study abroad context. *Asian Pacific Journal of Language in Education*, 3 (2).



Azizah.R. (2012). Reading Anxiety among Second Language Learners. *ELSEVIER*.  
66(7). 362-369. <https://doi.org/10.1016/j.sbspro.2012.11.279>

Zhao, A. Dynia, A. (2013). Foreign Language Reading Anxiety: Chinese as a Foreign  
Language in the United States. *The Modern Language Journal*, 97 (3,) DOI:  
10.1111/j.1540-4781.2013.12032.x 0026-7902/13/764-778 \$1.50/0

Zeidner, M. and Matthews, G. (2013). *Anxiety 101*, (New York: Springer Publishing Company).

