



AN ANALYSIS OF STUDENT'S ANXIETY IN READING ENGLISH AT SMA
KHOLILURROHMAN MADURA

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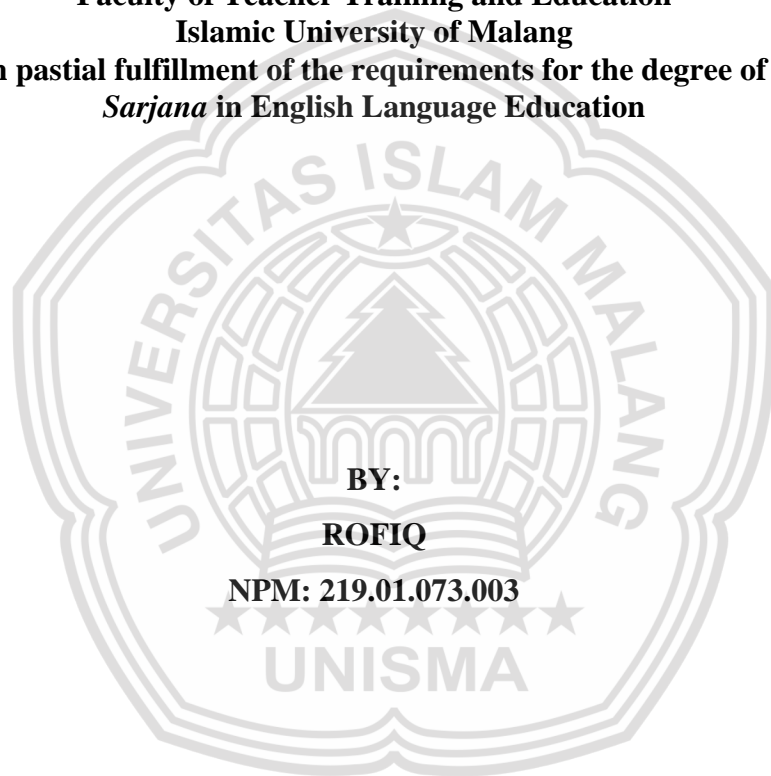
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ABSTRACT

Rofiq, 2023. *An Analysis of Student's Anxiety in Reading English at SMA Kholilurrohman Madura. Skripsi*, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Fitri Awaliyatus Sholihah , S. Pd., M.Pd; Advisor II; Dr. Durrotun Nasihah, S.S.,M.A.

Key Words: Analysis, Reading, Anxiety

English language reading anxiety is the fear experienced by students when reading English text. Reading anxiety affects students' academic performance. Reading anxiety is basically rooted in some level and factors of fear such as fear of failure and lack of self-confidence. Recent studies confirmed a negative correlation between language anxiety and reading performance. At Kholilurrahman Madura High School, researchers found signs of anxiety among students. Such as fidgeting, creating avoidance, and reducing class participation. They are afraid and embarrassed to make mistakes in practicing English. In this case, the target language is English, for fear of mistakes.

This research aimed to analysis about the students of reading anxiety in the eleventh grade SMA Kholilurrohman Madura which is included of the level and factor anxiety. So this study aimed to explain what level and factors that contribute students' anxiety in reading English texts. The research design were use descriptive quantitative and to find the data the researcher questionnaire consisting of 20 question whereas interview consist of 13 question. After collecting the data of questionnaire and interview. Researcher to find students anxiety in reading text, the questionnaire were analyzed manually to categorize the level of anxiety student's and put into persentages. To interpret the data descriptively, the researcher calculated the individual score of the student from the questionnaire, the data were analyzed by using the formula of the likert scale while the interview use the data condensation Same as Data Reduction, data display, conclusion drawing/verification.

From the results of the study have answered the first question that most of students experience high anxiety and some students experience mild anxiety. For the second question, namely students experience anxiety factors in a state of nervousness, anxiety, and embarrassment. To find more detailed results it is suggested that future researchers can use more instruments and participants in data collection.

CHAPTER I

INTRODUCTION

This chapter provides the background elements of the research. This chapter introduces the background of the study, the research problem, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

1.1 Background of the Study

Anxiety is a sensitive feeling of apprehension or fear (Wortman & Weaver, 2000). According to Badran, (2005) describes anxiety as a strong emotion that is caused by a feeling of apprehension which predicts something bad will happen. Anxiety, a very interesting feeling, is a kind of emotion so the issue of anxiety in foreign language learning has always made language educators and researchers concerned about its causes and effects from time to time. A substantial amount of research has been conducted in this area and suggests that anxiety is a crucial factor in second or foreign language acquisition Na, Z (2007).

Reading skill has to be developed besides listening, speaking, and writing skills. Reading is the key to learning in all aspects of life; people often learn something by reading. When people read, they often try to learn and find the meaning of what they

have read. According to Nunan (2006), reading is a set of skills that involves making sense of and deriving meaning from printed words. Reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain Brassell & Rasinski (2008). Brown (2001) adds that reading ability will be developed best in association with writing, listening, and speaking activities.

English language reading anxiety is the fear experienced by students when reading English text. Reading anxiety affects students' academic performance. Reading anxiety is basically rooted in some type of fear such as fear of failure and lack of self-confidence. Recent studies confirmed a negative correlation between language anxiety and reading performance. Chen (2007) found that second language speaking anxiety negatively correlated with oral performance. According to Chen (2007) because the theory used by Chen is following the indicators in the study. Reading anxiety was found by researchers to increase in foreign language reading contexts.

At Kholilurrahman Madura High School, researchers found signs of anxiety among students. Such as fidgeting, creating avoidance, and reducing class participation. They are afraid and embarrassed to make mistakes in practicing English. In this case, the target language is English, for fear of mistakes. One of them thought that if the student made a mistake, his teacher would be angry and his friends would make fun of him. So, he prefers to be quiet and sit passively. While some of them also believe that English is a difficult subject. Such beliefs can affect their self-

esteem and make them feel worried in class. And the reason the researcher took the title of this thesis was because when the researcher observed at SMA Kholilurohman Madura, the researcher found that some students felt anxious when the teacher ask them to read English text.

Anxiety is one of the affective factors which play an important role in learning second or foreign language Brown (2007). It is the most powerful predictor on the students' performance among the affective factors Liu & Huang (2011). Anxiety creates cognitive, physiological, and behavioral responses. Thus, when someone experiences anxiety, negative expectations are experienced mentally. This mental negativity mpakes students feel heart rate and stomachache. Therefore, situations that create anxiety are behaviorally avoided Cheng (2004).

Reading anxiety give lot of disadvantages to the students. They will lose their opportunities in using English to improve their language ability, especially in reading. In addition, anxiety could hinder the students in understanding the content of the reading passages. According to Song (2010), it can be seen when students expressed feeling frozen, nervous, intimidated, confused, worried and tense during the reading process. It is clear that anxiety has negative effect to foreign language learning. It might develop negative behaviors of students such as, being worry, becoming passive students, prefer to sit at the back row or skip the class Fauziyah (2015)

The researcher found that some results are obtained related to students' anxiety in learning English. It is discussed that the most experienced level of speaking anxiety in

the third-grade students was mildly anxious. Moreover, this study is conducted for student's anxiety in learning to read English text, whereas, previous researchers have not researched related student's anxiety in learning to read English text. In the above study, many students experienced speaking anxiety.

The present study chose SMA Kholilurrohman Madura as a research target because there were no previous researchers who used this school as the research area. Based on the teacher's observation and the researcher's experience when teaching eleventh-grade students have anxiety when practicing reading English texts. Besides there are many students still afraid, anxious, and embarrassed to practice reading English texts in class. Particularly for those in the eleventh grade. This research is interested in learning more about the students of reading anxiety in the eleventh grade.

1.2 The Research Problem

Based on the background of the study, the research problems in this study are “

1. What is the level of reading anxiety encountered by students at SMA Kholilurrohman Madura?
2. What factors contribute to the students' anxiety at SMA Kholilurrohman Madura?

1.3 The Objective of the Study

Based on the statement of the problems mentioned above, the research aims;

1. To find the level of anxiety in reading English at SMA Kholilurrohman Madura.

2. To explain what factor that contribute students' anxiety in reading English texts at SMA Kholilurrohman Madura

1.4 The Scope and Limitation of the Study

The scope of this research is related to reading English texts for class XI students in the context of reading skills toward learning English. The researcher took the English achievement test scores which were taken from the students' daily test scores obtained from their English teacher at Kholilurrohman Madura High School. The limitation of this study was that it only used one class, namely class XI at SMA Kholilurrohman Madura.

1.5 The Significances of the Study

This study tries to identify, solve and answer the problem of learning English. The researcher thinks that students have many anxiety problems in reading texts. Theoretically, this research is expected to contribute a positive impact on learning English, especially identifying the level and factor of anxiety in learning to read.

Practically, the result of this study is expected to be useful for:

1. Teacher

It is very useful for an English teacher. He/she can get an alternative in improving the study of reading English texts, and reduce students' anxiety in reading English texts.

2. Students

It is useful for students that they can understand some level and factor of anxiety. After they realize the level and factor of anxiety, hopefully, they can reduce their anxiety in the process of learning English.

3. Future Research

For further research, this finding can develop and be the reference in conducting similar or related fields.

1.6 The Definition of Key Terms

a. Analysis

An analysis is examining and studying something in detail. This study, it examine the level and the factor of reading anxiety encountered by students.

b. Reading

Reading is a multifaceted prose involving word recognition, comprehension, fluency, and motivation.

c. Anxiety

Anxiety in learning English texts is a feeling of worry or fear that arises during the process of learning to read which can affect reading anxiety.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions from the research. The conclusion consists of research findings and discussion, while suggestions emerge with some ideas addressed to English students.

5.1 Conclusion

Reading anxiety is recorded as a significant problem when learning to read English texts. Based on the finding of this study, it can be concluded that: almost all students of class XI SMA Kholilurrohman Madura have reading anxiety when learning English. 14 or 77.78% of students are categorized with high levels of anxiety, and 4 or 22.22% of students categorize with low anxiety, Factors that contribute to students' anxiety are difficult to comprehend the text because the students feel anxious and they cannot understand the contents of English reading texts. The students feel insecure reading long English texts because they often make mistakes and are afraid to learn to read English texts. When they feel confused and difficult to remember the contents of the English text, students do not understand what is meant by the author. Students feel embarrassed when learning to read English because they are often laughed at by their friends and do not confident. The students feel nervous while reading aloud because they are not fluent in speaking English.

5.2 Suggestions

Researcher provided some suggestions related to this research. The suggestions are for English, students English teachers, and for future researchers.

1. Students

Students are suggested to be confident to keep reading so that when students read English texts, they can reduce reading anxiety, get fluency in reading, and a lot of knowledge when often reading. So students can reduce reading anxiety while in class.

2. English teacher

Teachers are suggested to decrease students anxiety by giving motivations that can be done during English learning classes. The teacher's success in increasing student activity during reading learning activities cannot be separated from the way the teacher applies the dynamic method in conveying the material to be given to students. This is important to note so that teachers can successfully relieve student anxiety in the classroom.

3. Future Researchers

This research is expected to be useful for other researchers and can also be a reference or inspiration for future researchers who are interested in the field of student reading anxiety, an analysis of students' anxiety in reading English. In future research, in order to verify clearer and more detailed results, future researchers can use more instruments and participants in data collection.

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