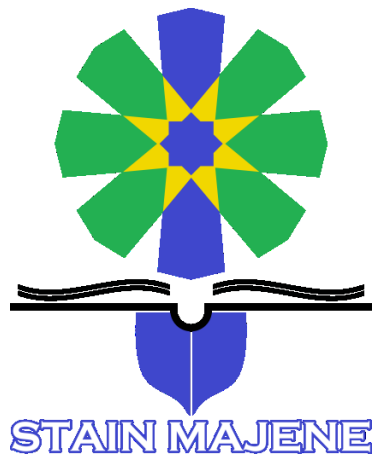


**STUDENTS' ANXIETY IN READING ALOUD ACTIVITY AT THE ELEVENTH
GRADE OF SMK NEGERI 2 MAJENE**



A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Program of Education
Teaching Training Departement
State Islamic College of Majene

BY

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Researcher



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ABSTRACT

Researcher : **Juniar Tita Sahputri Arif**
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Title : **Students' Anxiety in Reading Aloud Activity at the Eleventh Grade of SMK Negeri 2 Majene**

In this research, the researcher found problems faced by students in their reading skills. Students at SMK Negeri 2 Majene usually feel embarrassed and worried and do not want to do what they are told when asked to read a text. They fear making mistakes when reading; they read the text slowly and in a low voice. Because they are embarrassed if their friends hear their voices while reading, they feel worried when they are asked to read something by their teacher in front of the class. This research aims to determine the symptoms of anxiety experienced by students and the factors that cause students' anxiety in reading English texts aloud. The subjects of this research were eleventh-grade students at SMK Negeri 2 Majene. Participants were taken using a purposive sampling technique consisting of 9 students. Data was collected through questionnaires and interviews. This research method is descriptive qualitative to identify symptoms of student anxiety and factors that cause student anxiety in reading English based on text features and personal factors. Knowing students' anxiety can help teachers develop effective learning strategies for students to improve their understanding of reading English texts.

Based on research findings and discussion, students' anxiety symptoms include feeling restless, heart palpitations, cold sweats, body shaking, and always wanting to urinate, which causes students to fear the gazes of people looking at them, feeling embarrassed and distrustful. So, students want to get away from situations that require them to read English texts aloud, and the factors that cause anxiety that students face when reading English texts aloud in class are influenced by two aspects, namely personal factors and text feature factors. Five constructs represent aspects of personal factors and text feature factors: worry about the effects of reading, fear of making mistakes, unknown culture, unknown topic, and unknown vocabulary. Based on the findings above, the researcher concluded that students' anxiety in reading English texts aloud was the reason why students' reading abilities were feeble.

Keywords: *Anxiety Symptoms, Reading Aloud, Reading Anxiety*

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Title : Students' Anxiety in Reading Aloud Activity at the Eleventh Grade of SMK Negeri 2 Majene

Dalam penelitian ini, peneliti menemukan permasalahan yang dihadapi siswa dalam kemampuan membaca. Para siswa Di SMK Negeri 2 Majene biasanya, ketika mereka disuruh untuk membaca sebuah teks mereka akan merasa malu, khawatir, dan tidak ingin melakukan yang diperintahkan. Mereka takut melakukan kesalahan ketika membaca, mereka membaca teks dengan lambat dan membaca dengan suara yang pelan. Karena mereka malu jika suara mereka didengar oleh teman-temannya saat membaca. Mereka merasa khawatir ketika mereka diminta untuk membaca sebuah bacaan oleh guru mereka di depan kelas. Penelitian ini bertujuan untuk mengetahui gejala kecemasan yang dialami siswa dan faktor-faktor penyebab kecemasan siswa dalam membaca nyaring teks bahasa Inggris. Subjek penelitian ini adalah siswa kelas sebelas SMK Negeri 2 Majene. Partisipan diambil dengan menggunakan teknik purposive sampling yang terdiri dari 9 siswa. Data dikumpulkan melalui wawancara. Metode penelitian ini adalah kualitatif deskriptif untuk mengidentifikasi gejala kecemasan siswa dan faktor-faktor penyebab kecemasan siswa dalam membaca bahasa Inggris yang didasari dari faktor fitur teks dan faktor pribadi. Dengan mengetahui kecemasan siswa dapat membantu para guru untuk mengembangkan strategi pembelajaran yang efektif bagi para siswa untuk meningkatkan pemahaman mereka dalam membaca teks bahasa Inggris.

Berdasarkan temuan dan pembahasan penelitian, gejala kecemasan yang dirasakan siswa seperti merasa gelisah, jantung berdebar-debar, berkeringat dingin, badan gemetar, dan perasaan ingin selalu buang air kecil yang menyebabkan siswa menjadi takut dengan tatapan orang yang melihat mereka, merasa malu dan tidak percaya diri sehingga siswa ingin pergi dari situasi yang mengharuskan mereka membaca nyaring teks bahasa Inggris dan faktor-faktor penyebab kecemasan yang dihadapi siswa saat membaca nyaring teks bahasa Inggris dikelas dipengaruhi oleh dua aspek yaitu faktor pribadi dan faktor fitur teks. Aspek faktor pribadi dan faktor fitur teks diwakili oleh lima konstruk yaitu khawatir tentang efek membaca, takut membuat kesalahan, budaya yang tidak dikenal, topik yang tidak dikenal, dan kosakata yang tidak diketahui. Berdasarkan dari temuan diatas, peneliti menyimpulkan kecemasan siswa dalam membaca nyaring teks bahasa Inggris menjadi alasan mengapa kemampuan membaca siswa sangat kurang.

Kata kunci: *Gejala Kecemasan, Membaca Nyaring, Kecemasan Membaca*

CHAPTER I

INTRODUCTION

A. Background

Reading is an activity by readers to obtain information or messages that the author wants to convey through writing (Kaka, 2022). Reading can make people achieve something they want to know without having to do it first or without having to experience it directly. Reading also enriches the knowledge of people who often do it because we get much new information.

Reading is the most crucial part of acquiring a new language (Akabuike & Asika, 2012). Reading is an essential tool that should begin early in school and continue throughout students' lives. Krashen (2004) suggests that spending leisure time reading can make students more motivated than spending leisure time re-explaining texts or exploring new vocabulary by memorization.

Reading skills can be an appropriate learning method in English language learning because it motivates students to improve their knowledge of English learning texts. Reading skills can make students have better grammar skills and can increase vocabulary knowledge (Driyono, 2020). The more skillful students understand sentences with the correct vocabulary, the more skillful they will understand English texts without feeling anxious.

Unfortunately, many students still do not want to read aloud when ordered to read by their teachers. They experience what is called anxiety. According to Stuart & Sundeen (2016), anxiety is an emotional condition without a specific object. Anxiety symptoms are usually triggered by the unexpected. However, it is usually new experiences that trigger many anxiety symptoms. Like the first time entering school, starting a new job, or trying things that we have rarely done before or even never done at all. Anxiety is a subjective feeling of agitated mental tension as a general reaction to the inability to cope with a problem or the absence of security. These uncertain feelings are generally unpleasant, which will lead to physiological and psychological changes. In health, anxiety is also a state of shock due to health threats.

According to Ramirez et al. (2019), reading anxiety is an acute worry the sufferer feels in a situation that has to undergo a textual information process. Children during the developmental period often face something that makes them anxious. When they are faced with a situation that requires them to read evaluatively, which is assessed for oral fluency and reading comprehension, this is usually done in front of the class or front of their peers and front of the teacher with a loud voice. It is the main factors that cause reading anxiety.

The results of pre-observations that the researcher at SMK Negeri 2 Majene have carried out, the researcher found problems faced by students in reading skills. Students at SMK Negeri 2 Majene usually feel embarrassed and worried and do not want to do what they are told when asked to read a text. They

fear making mistakes while reading; they read the text slowly and in a low voice. Because they are embarrassed if their friends hear their voices while reading, they feel anxious when asked to read a passage by their teacher in front of the class. In this case, the researcher wants to analyze students' anxiety in learning English. There are still very few researchers who research anxiety in reading aloud, and researchers are usually more interested in researching reading comprehension.

Based on the description above, the researcher focused on students' anxiety in reading. The researcher conducted descriptive research through a qualitative approach entitled “Students’ Anxiety in Reading Aloud Activity at The Eleventh Grade of SMK Negeri 2 Majene”.

B. Research Problem

Based on the problems background above, this research primary purpose is to address Students' Anxiety in Reading Aloud Activity at The Eleventh Grade of SMK Negeri 2 Majene. Therefore, the research problem: What are the anxiety symptoms and factors causing of students’ anxiety in reading aloud at the eleventh grade of SMK Negeri 2 Majene?

C. Research Objective

This research aims to: To determine the anxiety symptoms and factors causing students’ anxiety in reading aloud at the eleventh grade of SMK Negeri 2 Majene.

D. Research Significances

This research is expected to make a significant contribution both theoretically and practically.

1. Theoretical Significance

This research is expected to provide more English language teaching and learning benefits. Understanding the causes of student anxiety will be very helpful in the teaching and learning process. This research is expected to provide beneficial information to improve reading skills.

2. Practical Significance

- a. For students, this research is expected to help them build their motivation to learn to read.
- b. For teachers, this research can enrich teachers' knowledge in the English teaching and learning process to minimize students' anxiety.
- c. For future researchers, this research is expected to benefit another researcher as a reference for further research on the same topic.
- d. Providing additional information and references for readers and students of the English Education Study Program, Tarbiyah and Teaching Training Department, State Islamic College of Majene.

E. Research Scope

This research focuses on Students' Anxiety in Reading Aloud Activity at The Eleventh Grade of SMK Negeri 2 Majene. This research explains in more

depth the symptoms of anxiety experienced by students in reading aloud and factors cause of students' anxiety in reading aloud. So, this research used eleventh-grade students of SMK Negeri 2 Majene as research objects.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

The following are some notes from the research work of previous researchers. Lien (2011), in her research "*EFL Learner's reading strategy use in relation to reading anxiety*". This research examines the relationship between reading strategies and reading anxiety. This research was conducted by giving an intensive reading program to 108 students for 18 weeks. The research was conducted using survey research. Based on this research, it was found that reading strategies and reading anxiety had a negative relationship. In addition, the research also found that students with low reading anxiety use general reading strategies when reading. In contrast, students with high reading anxiety use basic strategies such as translating to understand what they read.

Cui (2011) "*Research on High School Students' English Learning Anxiety*" explains that most students feel anxiety in the classroom. The level of anxiety is more felt by male students than female students in reading activities. According to this research, anxiety also inhibits language learning, especially in English lessons. Since anxiety is common in Chinese high school English classes, teachers should pay more attention. Besides preparing well for teaching, teachers should consider students' affective factors. First, they can create a relaxed atmosphere where students feel safe speaking. Second, teachers should avoid negatively evaluating students in class and making comments encouraging

student behavior. Third, teachers and schools should take steps to relax students' attention during exams, such as controlling student rankings based on exam results.

Furthermore, Zarei (2014), in his research entitled "*The Influence of Reading Anxiety and Motivation on the Choice of Reading Strategies of EFL Students*". This research examines the relationship between reading anxiety and reading motivation and how it influences anxiety and reading motivation through global, supportive, and problem-solving reading strategies. In this research, it was found that there was a low positive relationship between reading motivation and anxiety. Research shows that auto-reading is better than motivated reading. Reading for certain interests can increase anxiety in students.

Subsequent research entitled "*Second Language Middle School Students' Reading Anxiety*" was conducted by (Ismail, 2015). This research examines bilingual reading anxiety among high school students at the United Arab Emirates University in Al-Ain. This research found that students' main causes of reading anxiety were lack of vocabulary and grammar mastery. In this research, the researcher also compared reading anxiety between science and art students and found that reading anxiety in science students was lower than that of art students.

The similarities and differences in this research with some of the researchers described above. The similarities in this research are that they both examine anxiety. Meanwhile, the difference in this research is that the researcher

conduct research with a different focus. The findings from several researchers above focus on learning anxiety, anxiety in English test classes, second language anxiety, and the effects of anxiety on learning. In this research, the researcher focused on studying the symptoms of students' anxiety during class and the factors cause of students' anxiety in reading aloud. The researcher concluded that it is important to overcome students' reading anxiety to improve their reading skills. The researcher believes this program will improve students' abilities because students can be motivated and encouraged to read more English texts. In this research, the researcher focused on observing vocational students. This research was conducted at SMK Negeri 2 Majene.

B. Pertinent Ideas

1. Reading Skills

a. Definition of Reading

Reading is one of the basic skills of language learning. This skill is inseparable from other language learning skills besides writing, speaking, and listening. English language learners must learn this skill. Reading comprehension can also improve other language skills. People with reading habits generally have good reading skills and an abundant vocabulary.

According to Nunan (2003), reading is a fluent process where the reader considers the information presented in the text and prior knowledge to understand it. That is, the reader does not rely solely on the information in the text when reading it but must gather prior knowledge to understand

the text as a whole. Reading comprehension is part of the basic skills that students need to learn. Skills are no less important than speaking, writing, and listening skills. Educators, linguists, and psychologists have different opinions regarding the definition of reading. According to Carrillo (1976), these opinions can be categorized into three categories:

- 1) Reading is a natural mechanical process. This view shows progress in reading comprehension by the accuracy of the reader's word recognition and attack of foreign words, the number of words recognized to each eyesight, speed recognition of words and phrases, and rhythm of progression along the lines.
- 2) Reading is a mechanical process that accompanies the acquisition of meaning. Proponents of this broader view argue that, besides increasing efficiency in the mechanical aspects mentioned above, the reader must integrate the meaning represented by the printed word into the associated set of ideas.
- 3) Reading is a blend of mechanics, understanding, retention, and use.

b. Principles of Reading

According to Harmer (2001), the principles of teaching reading are:

- 1) Reading is not a passive skill. Reading is a very active job. To do this well, students need to understand the meaning of the words they read.
- 2) Students should work on what they read. Students should be encouraged to respond not only to the language but also to the content of the texts

they read. It is important to read the text to find out how the language is used, how many paragraphs the text contains, and how often relative clauses are used.

- 3) Matching tasks and topics. Once students have decided which reading text to read, they need to choose the right reading task, the right type of question, and an interesting and useful puzzle.
- 4) Good teachers make the most of reading texts. They integrate reading texts into interesting learning processes, use topics for discussion and further work, and language to learn and activate letters.

c. Purpose of Reading

Grabe (2008) states that the purpose of reading is to:

1) Read and Learn

Reading to learn is common in academic and professional settings. Reading learning also requires further processing by the reader, as the reader is expected to be able to remember the main idea and many secondary ideas and be able to recall information when needed.

2) Reading Information (Skimming and Scanning)

Skimming and scanning are used to find information that readers can read and act on immediately.

3) Read to Combine Information

Synthetic reading requires readers to integrate and learn information from multiple texts or integrate information from different

parts of a longer text, such as a long and complex chapter in a textbook. The effort of building a strong organizational framework for reading learning increases significantly when there are multiple texts that refer to relevant information. Nothing is provided by the combined text sentences, so readers must decide how to create their own organizational framework for this information.

4) Reading to Evaluate, Criticize, and Use Information

Reading to evaluate, criticize, and use information presents increased demands and more complex interactions in the reading process. In academic and professional settings, readers are sometimes asked to evaluate and critique information from multiple texts or longer texts. So you have to decide which aspects of the text are most important, most interesting, least interesting, or most controversial.

5) Read for General Comprehension

Very fast and automatic word processing when performed by experienced and fluent readers, strong skills in forming general semantic expressions of the main idea, and multiple processes within very limited time constraints. Efficient coordination is required.

This is not the case with Nunan (2003) who states that the purposes of reading are:

- a) Reading to obtain information related to a specific purpose or for curiosity about a topic.

- b) Explaining how to complete some tasks in a job.
- c) Read on to find out when and where something happens and what is available.
- d) Read on to find out what happened or what happened.
- e) Read for pleasure and enjoyment.

2. Anxiety

a. Definition of Anxiety

Anxiety according to Clare (2010) describes an unpleasant emotional state consisting of subjective interpretations and physical stimuli. Students who experience anxiety worry irrationally about impending danger. Anxiety not only causes fatigue, insomnia, indigestion, and depression in humans, but also causes emotional instability, lack of confidence, heart problems, pain, and headaches. Therefore, anxious students complain of losing interest, lacking concentration, and failing to pass exams successfully.

Scovel (1978) found in his research that anxiety can be described as fear, a fear that is vaguely related only indirectly to the object. According to Spielberger (1983), anxiety refers to subjective sensations such as tension, fear, uneasiness, and worry associated with the automatic excitation of the nervous system. Regarding anxiety, Morris et al. (1981) argue that anxiety has two components: worry and emotion. Cognitive worry or anxiety is associated with negative expectations and cognitive apprehension about oneself, the situation at hand, and possible outcomes, whereas emotional or

physical anxiety is associated with arousal and automatic feelings. This is related to the recognition of physiological-emotional components of the experience of anxiety that indicate the state. Unpleasant emotions such as nervousness, upset stomach, palpitations, sweating, and nervousness.

Horwitz et al. (1986) define anxiety as subjective emotions such as tension, anxiety, irritability, and worry. Research on foreign language anxiety have shown that anxiety can prevent language learners from achieving higher levels of foreign language proficiency and that it is negatively related to foreign language learning. According to Hollandsworth Jr (2013), anxiety disorders are characterized by subjective depressive feelings such as worry, fear, and avoidant behavior. In some of these disorders, stress is a typical trait, while other avoidance behaviors are dominant traits.

b. Anxiety Symptoms

A form of anxiety can present in different circumstances. Dixon (2011), in his book “Understanding Anxiety Problems”, writes that there are several signs of anxiety manifested by anxiety symptoms that affect our body, thinking, and behavior. These symptoms are:

1) Body

People who are worried about something can usually be recognized by their signs. These signs include sweating, palpitations,

chest tightness, trembling, cold sweats, frequent urge to urinate, dry throat, and feeling restless.

2) Thinking

When a person suffers from anxiety, they feel fear which causes low confidence, avoid making eye contact with other people because they think differently about the stares of people watching them, and feel afraid of being criticized or judged by others which can cause them to think they should escape and go to a safer place.

3) Behavior

When anxiety hits, we often look for excuses not to go out or do something and rush away from the place or situation that makes us feel anxious.

c. Effects of Anxiety on Learning

Anxiety has both debilitating and facilitative effects. Positive anxiety is called facilitative anxiety and negative anxiety is called debilitating anxiety. In fact, this kind of anxiety helps students learn and develop. Debilitating anxiety negatively affects students' motivation and preparation before and after presentations (Mikami, 2023). On the one hand, reducing anxiety keeps students motivated and encourages them to do more to reduce the negative effects of anxiety. Anxiety not only hinders performance but also affects reading comprehension when giving presentations. Feelings of stress are considered the cognitive component of

anxiety and can negatively impact performance. For example, failing to answer questions will only affect students' future performance, leading to students' inefficiency in learning.

Therefore, students should be motivated and strive to give their best in every performance to reduce failure, fear, tension, lack of confidence, and embarrassment over their abilities. We need to cultivate positive self-confidence so that we can remove all these negative emotions from students' minds and motivate them to do things better than before.

d. Factors Causing of Students' Anxiety in Reading Aloud

Over the past decade, there has been an increasing trend to research foreign language anxiety as a separate and related skill from foreign language anxiety. However, the causes of foreign language reading anxiety remain under-researched. Thus, the current research responds to Saito et al. (1999) and extends the work of Ahmad et al. (2013) to present a theoretical framework for reading anxiety. We analyzed foreign languages and measured the extent of these sources in the Jordanian EFL context. The theoretical framework used in this research aims to reveal students' anxiety in learning a foreign language. There are several factors that affect students' reading anxiety which are personal factors and text features.

Under the concept of personal factors, there are two main sources of anxiety about reading a foreign language. Fear of making mistakes and worry about the consequences of reading. On the other hand, under the

concept of text features, there are three main sources of anxiety about reading a foreign language, unknown vocabulary, unknown subject, and unknown culture. The implications of this research and recommendations for further research are outlined. Anxiety is one of the main factors affecting learning. Anxiety that complicates learning is an important issue that requires attention to improve educational success. Anxiety can be easily defined as a form of fear whose origin is unclear.

1) Reading Anxiety is Caused by Personal Factors

a) Worrying about the Effects of Reading

Reading and anxiety in a foreign language are considered common problems that students face when learning a foreign language. In general, reading aloud is often associated with anxiety stimuli that trigger negative reactions (Jalongo & Hirsh, 2010). For example, when a student is asked to read aloud, the action stimulates the amygdala in the brain and immediately causes feelings of anxiety and worry. Most often students are instructed to read in front of their classmates. As a result, students focus on performance rather than comprehension. When asked to demonstrate the idea again, they will often forget what they read. On the other hand, if they are not aware of the ideas in the text they are reading but know they will be questioned about it, they may be more anxious during and after the reading task, so it may cause

anxiety that interferes with reading comprehension and understanding at the same time.

b) Fear of Making Mistakes

According to Brown & Lee (2015), verbal anxiety is closely related to self-confidence, although the latter has been characterized as a positive component. Students who lack confidence are often afraid to participate in reading tasks so as not to make mistakes. Therefore, this feeling makes students more anxious when reading a foreign language. Thus, increased anxiety is associated with decreased reading comprehension, abnormal reading comprehension, and non-constructive effects on language ability. Research on foreign language anxiety have found that a lack of self-confidence plays an important role in triggering the fear of making mistakes. Nevertheless, these confusing results due to one or two separate components seem to imply the same meaning sequentially from the reading process, with each cursor pointing to the other, indicating a lack of confidence and fear of making mistakes. Miyanaga (2007) believe that the cause of anxiety when reading a foreign language is a lack of confidence. Thus, in this research, foreign language anxiety was found to be fear of making mistakes as a cause of reading anxiety in learning.

2) Reading Anxiety Caused by Text Features

a) Unfamiliar Culture

According to Tomasello (1999), the task of reading is not just an interaction between the reader and the mind. In addition, there is also a fortuitous interaction between the reader and the historical knowledge of the culture shared in the book. One of the causes of anxiety among students is that the unfamiliar culture makes it difficult for them to understand the true meaning of the word. Most students become anxious when they know the meaning of a word in a sentence but do not understand the overall meaning. The foreign culture was found to cause anxiety while reading a foreign language. In a major research by Saito et al. (1999), which is also an important aspect that causes anxiety when reading a foreign language. In addition Merç (2010), found that foreign cultural content hinders students' comprehension of foreign language texts.

b) Unfamiliar Topics

Topics that are not interesting or difficult for the reader can cause reading anxiety. Merç (2010) found that uninteresting topics cause anxiety when reading a foreign language. In her qualitative research, she randomly surveyed 25 students with the aim of finding the cause of their anxiety reading in a foreign language. In another survey by Zhao (2009), FLRAS participants responded that they felt

nervous when reading Chinese texts, as they were not familiar with the topic. 44% of participants agreed or strongly agreed with this statement. Therefore, unfamiliar topics can be considered a source of anxiety when reading in a foreign language.

c) Unknown Vocabulary

Foreign vocabulary has also been found to be another source of anxiety about reading a foreign language. A research by Merç (2010) showed that unknown vocabulary can also cause anxiety when reading foreign language texts. According to students' statements about their anxiety toward new words when reading English texts. Students were anxious about the difficult words they found, the number of new words, the context of the words they did not know, the meaning of each word, and the translation of the text.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this research, the researcher conducted descriptive research using a qualitative approach to obtain in-depth research results. According to Adnan (2017), qualitative research is an investigative process that aims to understand human behavior by creating a complex and holistic picture of the social and cultural environment in which human behavior occurs. Research is conducted by analyzing words, not numbers, and reporting detailed views of the people surveyed. Research occurs in environments where people interact naturally, not in specialized laboratories. On the other hand, descriptive research refers to research that explains the phenomenon or group being studied. Nedha (2015) further states that in descriptive research, the main focus of the researcher is to describe the population by identifying characteristics. In other words, descriptive qualitative research aims to understand the phenomena experienced by research subjects, such as perceptions, motivations, attitudes, and behavior. Thus, data is collected and explained descriptively or with words rather than numbers. To obtain valid data in this research, the researcher used questionnaires and interviews to collect data.

B. Research Design

In this research, the researcher distributed questionnaires to find students who had anxiety about reading aloud. Through the results of the questionnaire, the

researcher interviewed students who had the highest levels of anxiety in order to obtain more valid data. Then, the data was analyzed descriptively and qualitatively.

C. Research Subjects

Researchers conducted this research in eleventh-grade semester 1 of SMK Negeri 2 Majene. The researcher obtained 9 students as research subjects through the questionnaire that the researcher distributed. The research subjects were students who studied English as a compulsory subject, including reading English texts aloud.

D. Data Source

The data source of research is divided from the results of interviews with students who experience anxiety in reading aloud English texts at the eleventh grade of SMK Negeri 2 Majene.

E. Research Instrument

Only one research instrument was used in this research, namely interviews. An interview is asking questions directly to respondents to get answers to research problems so that the data obtained is valid and reliable. The researcher took 9 students with the highest level of anxiety to be interviewed based on the results of the student questionnaire.

F. Data Collection Techniques

In this research, the researcher used data collection instruments in the form of questionnaires and interviews.

1. Questionnaire

The researcher distributed questionnaires to eleventh grade of SMK Negeri 2 Majene using the Google form. This questionnaire consists of 10 items to explore the symptoms of reading anxiety and the causes of anxiety caused by internal factors (personal) and external factors (text features). The eleventh grade of SMK Negeri 2 Majene completed this instrument to determine which students had the highest level of anxiety.

2. Interview

The researcher conducted interviews to investigate the symptoms and causes of students' anxiety in reading aloud. To obtain data for this research, the researcher verbally and personally asked the subject 13 questions about what students experienced regarding anxiety symptoms and factors causing anxiety in reading aloud at the eleventh grade of SMK Negeri 2 Majene.

G. Data Analysis Technique

After the researcher collected the required data through interviews, the data were analyzed through descriptive analysis. In this research, there are three data analysis techniques, namely data reduction, data presentation, and conclusion drawing or verification (Nasution, 2023).

1. Data Reduction

Data reduction is the process of selecting, deciding, simplifying, describing, and correcting rough data from written notes obtained in the field. This process continues throughout the research because the data collected must

be in accordance with the research concept, the issues raised, and the data collection techniques chosen by the researcher. So, in this research, the researcher will summarize the results of data collected from interviews to be selected first. Furthermore, the data that passes the selection will be described briefly and classify the data into a broader pattern.

2. Data Presentation

Presentation of data is a set of information that has been compiled, or that has been summarized so that conclusions can be drawn and actions taken. Presentation of qualitative data in the form of text field notes, matrices, graphs, concept maps, and charts. The form of data presentation that has been mentioned includes information that has been neatly arranged and is easy to understand, making it easier to find out what causes students' anxiety in reading aloud activity. Data presentation is also a clue as to whether conclusions have been obtained or vice versa.

3. Conclusion

In research, drawing conclusions is carried out continuously during the research period which is initially unclear, until it becomes more accurate. Conclusions must be included with strong evidence therefore the researcher must arrange the presentation of data properly so that conclusions can be obtained.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents about findings and discussion to answer the problem in chapter one which about students' anxiety in reading activity and findings out the factors that trigger students' anxiety in reading.

A. Findings

At this stage, the researcher has distributed questionnaires from August 1 to August 8, 2023, and interviewed students via the WhatsApp application from August 11 to August 13, 2023, to find out students who experience anxiety in reading aloud and answer the factors that trigger students' anxiety in reading aloud.

1. Anxiety Symptoms

Based on the questionnaire that the researcher distributed to eleventh graders of SMK Negeri 2 Majene. Several signs of anxiety are manifest in symptoms of anxiety that affect the body, thinking, and behavior, namely:

a. Body Anxiety Symptoms

The questionnaire below shows that more students feel symptoms of anxiety when ordered to read aloud in front of people, teachers, or friends, of 61.4%. Meanwhile, students did not feel symptoms of anxiety when ordered to read aloud in front of people, teachers, or friends, of 38.6%.

Apakah anda pernah merasakan salah satu dari gejala kecemasan seperti berkeringat, jantung berdebar-debar, dada terasa sesak, Gemetar, keringat dingin, Sering ingin buang air kecil, tenggorokan kering, dan merasa gelisah ketika diperintahkan membaca dengan nyaring teks bahasa inggris didepan orang, guru, ataupun teman?

70 jawaban

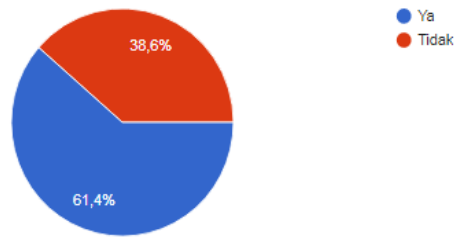


Figure 4.1 Body Anxiety symptoms

Regarding the questionnaire results above, the researcher interviewed students who experienced anxiety. Students said they experienced anxiety symptoms when reading aloud in front of people, teachers, or friends. This result can be proven through the statements of 3 students representing 9 who feel anxiety symptoms because the answers are saturated. The first student felt symptoms of restless anxiety, heart palpitations, and shaking when reading aloud in front of people, teachers, or friends. As the statement below:

Datum 1: *“Saya merasa gelisah, jantung saya berdebar-debar, dan badan saya gemetar”*

“I feel restless, my heart is palpitations, and my body is shaking” (Respondent 1).

This student feels symptoms of anxiety when reading English texts in front of people. Another student said that he felt anxiety symptoms covered in

cold sweat and often had the urge to urinate when reading aloud in front of people, teachers, or friends. As the statement below:

Datum 2: *“Saya merasa keringat dingin dan menjadi sering ingin buang air kecil”*

“I have a cold sweat and often want to urinate”
(Respondent 2).

Students feel cold sweat when they read English text aloud, and the impact also causes students to often want to urinate. Some students said they felt symptoms of anxiety, heart palpitations, and restlessness when reading aloud in front of people, teachers, or friends. As the statement below:

Datum 3: *“Saya merasa jantung saya berdebar-debar dan merasa gelisah ketika diperintahkan membaca dengan nyaring didepan guru”*

“I feel my heart palpitations and feel restless when ordered to read aloud in front of the teacher”
(Respondent 5).

Feelings of restlessness and heart palpitations when reading aloud English texts are symptoms of anxiety.

Based on the students' statements above, the researcher concluded that anxiety symptoms such as restlessness, heart palpitations, shaky, and frequent urination are anxiety students feel when ordered to read English texts aloud in front of people, teachers, or friends.

b. Thinking Anxiety Symptoms

Anxiety symptoms based on the thoughts of the researcher divided into three aspects as follows:

- (1) Based on the results of the questionnaire below show symptoms of anxiety based on thoughts that cause students to be afraid of being stared at by other people when reading aloud. The questionnaire results showed that 52.9% of students were afraid of being stared at by other people when reading aloud, and 47.1% were not afraid of being stared at by others when reading aloud.

Apakah anda merasa takut akan tatapan orang terhadap anda ketika membaca nyaring teks bahasa inggris didepan kelas?

70 jawaban

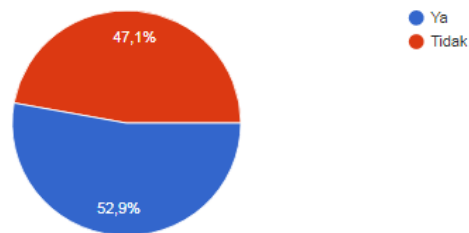


Figure 4.2. Thinking Anxiety symptoms

The results of the questionnaire above are prone to interviewing students about why they feel afraid of people's stares when reading aloud in front of the class. This result can be prone to the statements of 4 students representing 9 who feel anxiety symptoms because the answers are saturated. Students said they felt afraid if their friends laughed at them, which made them feel embarrassed if they read aloud in front of the class. As the statement below:

Datum 1: *“Saya merasa malu kak, karena biasanya teman memperhatikan saya dan mereka menertawakan saya kak”*

“I feel embarrassed kak, because usually my friends pay attention to me and they laugh at me kak” (respondent 3).

The feeling students feel is a symptom of anxiety towards criticism from people who stare at them when reading English texts aloud. Other students gave statements because feeling awkward if someone else looked at them could make them feel insecure if they read aloud in front of the class. As the statement below:

Datum 2: *“karena perasaan tidak karuan dan panic yang saya rasakan jika dilihat orang membuat saya jadi tidak percaya diri”*

“Because the feeling of confusion and panic. That I feel when people see, and it makes me feel not confident” (respondent 2).

A lack of confidence causes the symptoms of anxiety felt by students. Some students said that sometimes they felt afraid because they were not good at reading English texts aloud in front of the class. As the statement below:

Datum 3: *“Terkadang saya merasa takut karena kemampuan saya kurang baik dalam membacakan teks bahasa inggris dengan nyaring didepan kelas”*

“Sometimes I feel afraid, because my ability is not good in reading aloud English texts in front of the class” (respondent 8).

The lack of good abilities students possess makes them afraid of people's responses to them when they read English texts aloud. Another

student also said that people's stares could make him feel he had done something wrong if he read aloud in front of the class. As the statement below:

Datum 4: *"Karena saya merasa telah melakukan sesuatu yang salah"*

"Because I feel I have done something wrong"
(respondent 6).

The feelings felt by students are symptoms of anxiety based on self-doubt.

- (2) The questionnaire results below show symptoms of anxiety based on second thoughts, which causes students to be embarrassed when reading aloud. In student responses, it found that students who felt embarrassed reading English texts aloud were 57.1%, and students who did not feel embarrassed reading English texts aloud were 42.9%.

Apakah anda merasa malu membaca teks bahasa inggris dengan nyaring?
70 jawaban

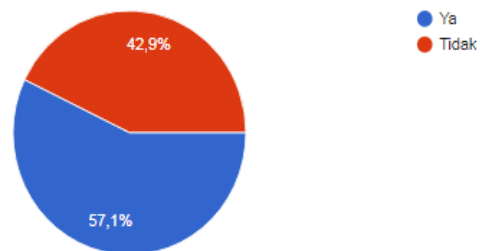


Figure 4.3. Thinking Anxiety symptoms

The above questionnaire is evidenced by interviews with 3 students representing 9 who feel anxiety symptoms because the answers

are saturated. The results of the interviews prove why they feel embarrassed when reading aloud in front of the class. Students feel embarrassed if they read aloud in front of the class because they mispronounce it and be seen by many people. As the statement below:

Datum 1: *“Saya merasa malu ketika saya salah pengucapan dan dilihat banyak orang”*

“I feel embarrassed, when I mispronounce and be seen by many people” (respondent 1).

Symptoms of anxiety based on the thoughts felt by students are a form of fear that causes insecurity. Some students felt embarrassed if everyone noticed him when he read aloud. As the statement below:

Datum 2: *“saya merasa malu karena semua orang didalam ruangan pasti memperhatikan saya”*

“I feel embarrassed because everyone in the room must have noticed me” (respondent 4).

Students feel symptoms of anxiety based on this thought because students' feelings of shame make them think strangely about people's views of them. Another student stated that he felt embarrassed about the wrong mention in reading English text aloud. As the statement below:

Datum 3: *“Saya pernah merasa malu karena saya melakukan kesalahan dalam penyebutan bahasa inggris saat membaca teks bahasa inggris dengan nyaring”*

“I once felt embarrassed because I made a mistake in pronouncing English when reading English text aloud” (respondent 8).

The anxiety experienced by students was due to the students' minds being traumatized by people's criticism when they made mistakes reading English texts.

- (3) The results of the questionnaire below show symptoms of anxiety based on the third thought, which causes students to feel insecure when reading aloud. The response of students who felt insecure about reading English texts in front of the class was 51.4%, and students who felt confident reading English texts in front of the class were 48.6%.

Apakah anda merasa tidak percaya diri membaca teks bahasa inggris di depan kelas?
70 jawaban

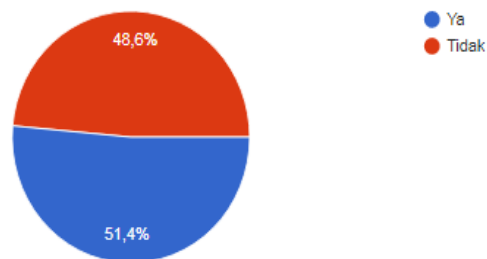


Figure 4.4. Thinking Anxiety symptoms

The questionnaire results are evidenced by interviews with 4 students representing 9 who feel anxiety symptoms because the answers are saturated. The results of the interviews proved why they felt insecure when they read aloud. The student said he was not confident because he

felt panicky and afraid of making mistakes when reading English texts.

As the statement below:

Datum 1: *“karena saya merasa panic dan saya takut salah pengucapan saat membaca nyaring teks bahasa inggris”*

“Because I feel panicked and I am afraid of mispronunciation when reading English text aloud” (respondent 2).

The fear of making mistakes causes students to feel anxious and makes them feel insecure. The other students felt that the expressions of the people they saw hinted as if they were mocking and made them not confident in reading English texts. As the statement below:

Datum 2: *“karena tanggapan atau ekspresi orang-arang yang seolah-olah mengejek saya”*

“Because of the responses or expressions of people who seemed to mock me” (respondent 6).

This anxiety is because students think too negatively about people's views of them. Another student said that he had never read an English text in front of the class. As the statement below:

Datum 3: *“Karna saya belum pernah membaca dengan nyaring teks bahasa inggris didepan kelas”*

“Because I have never reading aloud English text in front of the class” (respondent 7).

The habit of doing things well influences confidence, so the student is not confident because reading aloud in front of the class is a new experience for him. Some students said that because of embarrassment,

they did not have the confidence to read English text aloud. As the statement below:

Datum 4: *“karena saya memiliki sifat pemalu sehingga saya tidak percaya diri untuk bisa membacanya dengan nyaring”*

“Because I have a shy nature, so I am not confident to be able to read it aloud”
(respondent 9).

The feeling of embarrassment that students feel when reading English text aloud causes symptoms of anxiety, namely a lack of self-confidence.

From the student statements above, the researcher concluded that the anxiety symptoms felt by students were based on more dominating thoughts caused by a lack of self-confidence. The fear of people's stares and the embarrassment is making students feel when reading English text aloud results in low self-confidence.

c. Behaviors Anxiety Symptoms

The results of the questionnaire below show symptoms of anxiety based on behaviors that make students feel like leaving or disappearing from situations that require them to read aloud. Based on the results of students' answers to the questionnaire, 45.7% of students felt like leaving or disappearing from situations that required them to read English texts aloud, and 54.3% did not feel like leaving or disappearing from situations that required them to read English texts aloud. This result indicates that more

students read English text aloud despite experiencing other anxiety symptoms.

Apakah anda merasa ingin pergi atau menghilang dari situasi yang mengharuskan anda membaca nyaring teks bahasa inggris?

70 jawaban

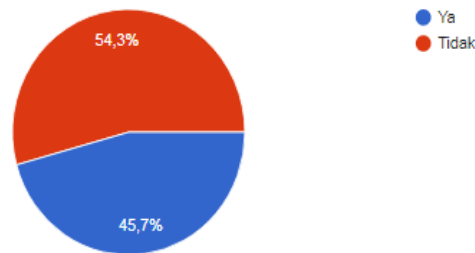


Figure 4.5. Behavior Anxiety symptoms

The questionnaire results were justified based on interviews with 3 students representing 7 who felt anxiety symptoms based on behavior because the answers were saturated. The results of the interviews prove why they feel like leaving or disappearing from situations that require them to read aloud. One student stated that he felt like leaving or disappearing from a situation that required him to read aloud because the gazes of people who saw him reading aloud made him uncomfortable. As the statement below:

Datum 1: *“karena tatapan orang membuat saya salah tingkah saat ingin membaca teks bahasa inggris didepan kelas”*

“Because people's stares make me uncomfortable when I want to read English texts in front of the class” (respondent 2).

The anxiety that students experience causes students to want to disappear from situations that require them to read aloud. According to another student who felt the same way because he was not used to reading aloud, his English skills were not good. As the statement below:

Datum 2: *“Karena saya tidak terbiasa membaca dengan suara nyaring didepan kelas dan kemampuan bahasa inggris saya kurang bagus”*

“Because I am not used to reading aloud in front of the class, and my English skills are not good”
(respondent 5).

Students experience symptoms of anxiety because students are not used to appearing in front of many people, so when they appear to read English texts in front of the class, they feel like getting away from situations that make them uncomfortable. Another reason is that students are afraid of making mistakes that embarrass them in front of the class. As the statement below:

Datum 3: *“karena saya takut membuat kesalahan yang pada akhirnya mempermalukan diri saya sendiri saat membaca nyaring teks bahasa inggris”*

“Because I'm afraid of making mistakes that ultimately embarrass myself when reading aloud English texts” (respondent 6).

Students feel like getting away from situations that require them to read aloud English texts because of fears that risk embarrassing them in front of many people.

Based on the results of student interviews that the researcher conducted above show that most students experience symptoms of anxiety based on student behavior dominated by fear of students making mistakes

that cause students to be embarrassed and insecure, making students want to get away from situations that require them to read aloud.

2. Factors Causing of Students' Anxiety in Reading Aloud

This research found two factors causing students' anxiety in reading English texts, namely personal factors and text features. These factors are described as follows:

a. Personal Factors

The results of the questionnaires and interviews distributed by the researcher to determine the personal factors that cause students to be anxious about reading aloud are caused by Worrying about the Effects of Reading and Fear of Making Mistakes. The following are the results of questionnaires and interviews that the researcher has conducted:

1) Worrying About the Effects of Reading

Based on the results of the questionnaire distributed by the researcher below, the percentage of students worrying about the effects of reading by 57.1%, and no worrying about the effects of reading by 42.9%.

Apakah anda sulit memahami teks bahasa inggris yang anda baca?

70 jawaban

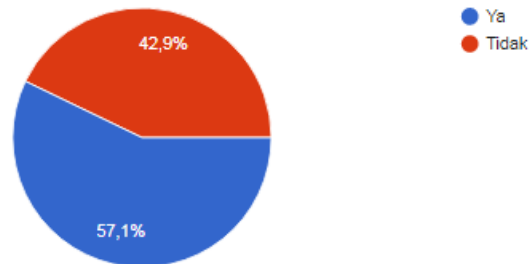


Figure 4.6. Worrying about the Effects of Reading

The above questionnaire is justified by the results of interviews with 3 students representing 9 who are worried about the Effects of Reading because the answers are saturated. A student stated that some of the new vocabulary he encountered made him not understand the English text he was reading because he had never spoken and memorized the vocabulary before. He was also not very fluent in understanding the English text's vocabulary, which made him just read the text. English, regardless of what the text contains. As the statement below:

Datum 1: *“Terkadang terdapat beberapa kosakata dalam bahasa Inggris yang tidak bisa saya pahami karena kosakata tersebut tidak pernah saya ucapkan dan hapalkan sebelumnya. Saya juga tidak terlalu fasih memahami arti kosakata yang terdapat dalam teks bahasa Inggris dan terkadang ada beberapa kosakata yang tidak saya mengerti artinya, saya cuman membacanya saja tanpa ingin memahami teks bahasa inggris yang saya baca, tapi jika ada beberapa kosakata yang saya mengerti artinya saya mencoba untuk memahami isi dari teks yang saya baca”*

“Sometimes, there are some words in English that I can't understand because I have never said and memorized those words before. I am also not very fluent in understanding the meaning of the vocabulary contained in the English text, and sometimes there are some vocabulary words that I don't understand, meaning I just read them without wanting to understand the English text that I am reading, but if there are some vocabulary words that I understand, it means I try to understand the contents of the text that I read” (respondent 8).

Lack of vocabulary causes students to worry about the effect of reading because lack of vocabulary makes them not understand the contents of the English text they have read. Likewise, other students said that the lack of understanding of vocabulary caused fear in him to explain a text because maybe the explanation would not be understood by the teacher and his classmates. As the statement below:

Datum 2: *“karena bagi saya masih banyak kosakata bahasa inggris yang belum saya pahami. Saya takut jika diminta untuk menjelaskan isi dari teks bahasa inggris yang saya baca dan ada penjelasan saya yang kurang dimengerti atau mungkin tidak dimengerti oleh guru maupun teman kelas saya”*

“Because for me there is still a lot of English vocabulary that I do not understand. I am afraid if asked to explain the contents of the English text that I read, and there is my explanation that is not understood by the teacher or my classmates” (respondent 6).

The fear students cause them to worry about the effects of reading because they have less understanding of vocabulary, so it is not easy to understand the English text they have read. Another student admitted that

the new vocabulary or vocabulary he had just heard made it difficult for him to understand the content of the text he was reading. He could only know the meaning of the vocabulary he often read and heard. As the statement below:

Datum 3: *“Biasanya, pasti terdapat kosakata yang baru kita baca atau yang baru kita dengar, jadi saya hanya bisa mengetahui arti kosakata yang sering saya baca atau sering saya dengar. Jadi saya merasa khawatir jika diminta menjelaskan ulang teks bahasa inggris yang saya baca karena saya tidak paham apa isi dalam teks tersebut”*

“Usually, there must be vocabulary that we have just read or heard, so I can only find out the meaning of vocabulary that I often read or often hear. So I feel worried if I am asked to re-explain the English text that I read because I do not understand what is in the text” (respondent 4).

Other students also feel concerned about the effects of reading experienced by students because of the lack of known vocabulary.

Based on the questionnaire and interview results above, the lack of understanding of vocabulary makes it difficult for them to interpret vocabulary and find it difficult to know the contents of the text they read. The lack of vocabulary knowledge causes students to worry about the effect of reading because when students are asked to re-explain the contents of the text they have read, they cannot do it. Students will also be surprised when they find new vocabulary because they have never learned their new vocabulary before. Based on the results obtained, the researcher

concluded that concern about the effects of reading makes students feel anxiety about reading English texts aloud.

2) Fear of Making Mistakes

Based on the results of the questionnaire distributed by the researcher below, student presentations on fear of making mistakes in reading English texts were 71.4%, and no Fear of Making Mistakes in reading English texts was 28.6%.

Apakah anda takut membuat kesalahan dalam membaca teks bahasa Inggris?

70 jawaban

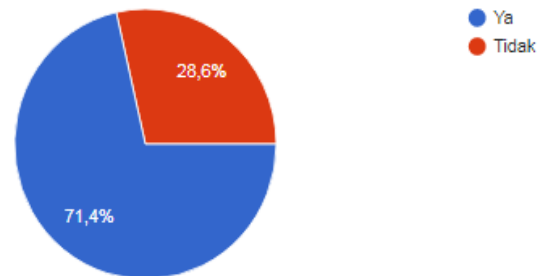


Figure 4.7. Fear of Making Mistakes

The questionnaire above justifies the results of interviews with 4 students representing 9 who fear making mistakes in reading English texts because the answers are saturated. According to students, making mistakes is very undesirable in front of the teacher or friends. This result is evidenced by the statements of students afraid of being wrong in

reading English texts because the new vocabulary they find is following the correct way of pronouncing English. As the statement below:

Datum 1: *“Perasaan takut salah membaca sudah pasti kak, apalagi dengan kosakata yang baru saya dengar, saya pasti merasa takut apakah ini sudah sesuai dengan pronunciation kosakata yang benar”*

“I’m sure I’m afraid of misreading sis, especially with the vocabulary I just heard, I’m sure I’m afraid whether this is in accordance with the correct pronunciation of the vocabulary”
(respondent 4).

The fear of making mistakes makes students not confident in reading English texts properly and correctly. Another student said that he was afraid of making mistakes because he felt insecure about what he said in reading English texts. As the statement below:

Datum 2: *“Karena saya merasa tidak percaya diri dengan apa yang saya ucapkan”*

“Because I don’t feel confident about what I’m saying”
(respondent 3).

Like the previous students, this student also felt insecure about reading English texts properly and correctly. Other students are afraid of making mistakes in reading English texts because written English and its pronunciation are different. As the statement below:

Datum 3: *“karena tulisan dalam tesk bahasa inggris tidak sama dengan cara membacanya”*

“Because writing in English text is not the same as how to read it” (respondent 5).

Students are afraid of making mistakes because students have difficulty reading English texts. Students are afraid if they read English text according to how it is written. Some students fear making mistakes in reading English texts because they fear getting reprimanded by the teacher and embarrassing them. As the statement below:

Datum 4: *“Saya merasa takut membuat kesalahan karena saya tidak ingin mendapat teguran dari guru. Karena teguran dari guru akan membuat saya malu”*

“I was afraid of making mistakes because I did not want to be reprimanded by the teacher. Because a reprimand from the teacher would make me embarrassed” (respondent 6).

Students consider the teacher's reprimand embarrassing, even though the teacher's reprimand makes students able to read even better.

Based on the results of the questionnaire and interviews above, the researcher concluded that students were afraid of making mistakes in the correct way of pronouncing English, which made students experience anxiety in reading English texts because it would make students shy and lack confidence.

b. Text Features

The results of the questionnaire distributed by the researcher are below to find out the factors of text features that cause students to be anxious in reading aloud due to unfamiliar culture, unfamiliar topics, and unknown vocabulary.

1) Unfamiliar Culture

Based on the questionnaire distributed by the researcher below, student presentations of anxiety in reading English texts were due to Unfamiliar Culture 60%, and student presentations of anxiety in reading English texts were not due to Unfamiliar Culture 40%.

Apakah karena bahasa yang berbeda membuat anda tidak ingin untuk membaca nyaring teks bhs inggris?

70 jawaban

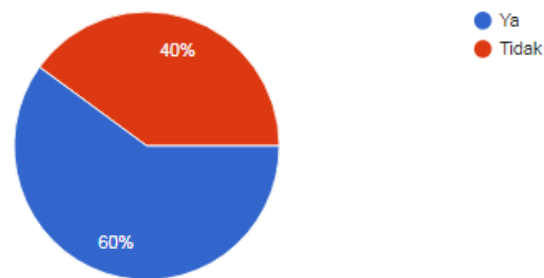


Figure 4.8. Unfamiliar Culture

The above questionnaire is justified by the results of interviews with 3 students representing 9 students who feel anxiety about reading due to unfamiliar culture because the answers are saturated. According to the statements of students who feel anxiety is caused by unfamiliar culture because English and Indonesian have different pronunciations. As the statement below:

Datum 1: *“Saya kesulitan membaca teks bahasa inggris karena bahasa Inggris dan bahasa Indonesia*

mempunyai perbedaan penyebutan dalam membaca teks”

“I have difficulty reading English texts because English and Indonesian have different pronunciations in reading texts” (respondent 9).

Students experience pronunciation difficulties because they are unfamiliar with the pronunciation in English. Another student who experienced anxiety due to unfamiliar culture argued that he had difficulty understanding English. As the statement below:

Datum 2: *“Karena bagi saya bahasa inggris itu susah untuk dipahami”*

“Because for me English is difficult to understand” (respondent 7).

Students have difficulty understanding English because English is an unfamiliar language in their environment. Meanwhile, other students stated that they wanted to avoid reading English texts due to an unfamiliar culture and a lack of skills in reading and pronouncing English texts. As the statement below:

Datum 3: *“Karena saya kurang terampil dalam membaca teks bahasa inggris dan kurang dalam pengucapan bahasa inggris”*

“Because I am less skilled in reading English texts and less in English pronunciation” (respondent 8).

Because English is a foreign language students learn, students learn English only at school, and English is not applied outside of school.

Based on the questionnaire and interviews above, the researcher concluded that reading anxiety could be caused by cultural differences and a lack of knowledge about English language culture.

2) Unfamiliar Topics

Based on the results of the questionnaire distributed by the researcher below, student presentations of anxiety in reading English texts were due to Unfamiliar Topics 61.4%, and student presentations of anxiety in reading English texts were not due to Unfamiliar Topics 38.6%.

Apakah topik yang sulit dan topik yang tidak menarik membuat anda tidak ingin untuk membaca nyaring teks bahasa inggris?
70 jawaban

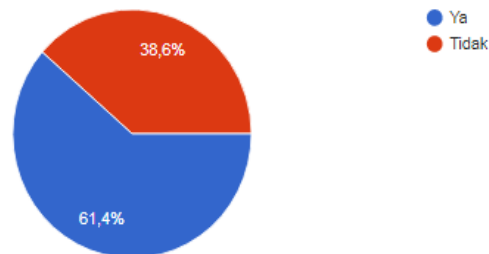


Figure 4.9. Unfamiliar Topics

The above questionnaire was justified by interviewing 3 students representing 5 students who felt anxiety about reading due to unfamiliar topics because the answers were saturated. Statements of students worried because of unfamiliar topics caused disinterest in reading English texts.

They made them unable to understand what the texts they were reading were. He also said he was more interested in reading motivational literature in Indonesian. As the statement below:

Datum 1: *“Saya tidak mengerti dengan teks bahasa inggris dan saya lebih terbiasa dengan bacaan motivasi (bahasa indonesia)”*

“I don't understand English texts and I am more familiar with motivational reading (Indonesian)”
(respondent 1).

That happens because students are unfamiliar with reading topics in English, whereas if students understand many reading topics in English, that can motivate students more. In addition, another student stated that he disliked the topic of English because it was challenging to know what was to be conveyed in the text, which was very different from Indonesian, which was very easy according to him. As the statement below:

Datum 2: *“Karena menurut saya bahasa inggris sangat susah dalam menyampaikan makna dalam teks, berbeda dengan bahasa Indonesia yang sangat gampang”*

“Because in my opinion English is very difficult in conveying meaning in text, in contrast to Indonesian which is very easy” (respondent 2).

Unfamiliar topics cause difficulties in reading English because students need to know what vocabulary is contained in their reading text. Then, they can find out the meaning contained in the text. Meanwhile, other students thought they wanted to avoid reading English texts aloud

because a different language made them lazy to read English texts. As the statement below:

Datum 3: *“karena topik yang tidak menarik membuat saya jadi malas untuk membaca teks bahasa inggris”*

“Because uninteresting topics make me lazy to read English texts” (respondent 4).

Unfamiliar topics make students lazy to read English texts because students feel that reading English is boring.

Based on the questionnaire and interviews above, the researcher concluded that reading anxiety was caused by unfamiliar topics due to students' lack of awareness to read more and study English texts.

3) Unknown Vocabulary

Based on the results of the questionnaire distributed by the researcher below, students' presentation of anxiety in reading English texts was due to Unknown Vocabulary 77.1%, and student presentations of anxiety in reading English texts were not due to Unknown Vocabulary 22.9%.

Apakah kosa kata yang tidak anda ketahui dalam teks bahasa inggris membuat anda cemas?
70 jawaban

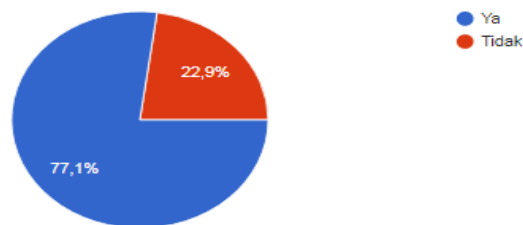


Figure 4.10. Unknown Vocabulary

The above questionnaire was justified by interviewing 4 students representing 9 who felt anxiety about reading due to unknown vocabulary because the answers were saturated. The student said he felt anxious if he found vocabulary did not know because he did not understand its meaning, making it difficult to read English texts. As the statement below:

Datum 1: *“Saya merasa cemas ketika mendapat kosakata yang tidak saya ketahui karena saya tidak mengerti arti dari kosakata baru yang saya temukan. Kosakata baru membuat saya kesulitan membaca teks bahasa Inggris”*

“I feel anxious when I get vocabulary that I don't know because I don't understand the meaning of the new vocabulary that I find. The new vocabulary makes it difficult for me to read English text” (respondent 9).

Ignorance of vocabulary causes students to have difficulty reading English texts because students find it difficult to pronounce the vocabulary correctly. Another student argued that unknown vocabulary made him experience anxiety if the vocabulary suddenly appeared in the English text he was reading. As the statement below:

Datum 2: *“saya merasa cemas ketika kosakata yang saya tidak ketahui tiba-tiba terdapat dalam teks yang saya baca”*

“I feel anxious when vocabulary that I don't know suddenly appears in the text I read” (respondent 8).

Lack of vocabulary makes students anxious because if new vocabulary is contained in the English text, it will be challenging to read aloud. Other

students admit that unknown vocabulary causes anxiety because they feel they lack knowledge of vocabulary often used in daily activities because they are lazy to enrich their basic understanding of English. As the statement below:

Datum 3: *“Saya kurang dalam pengetahuan kosakata aktivitas sehari-hari. Karena saya malas mempelajari dasar bahasa inggris”*

“I lack knowledge of vocabulary for daily activities. Because I am lazy to learn basic English” (respondent 7).

Lazy feeling that causes students to lack vocabulary mastery. This is due to the lack of motivation of students to learn English. Unknown vocabulary causes students to feel anxious because it makes them not understand the English text's content. As the statement below:

Datum 4: *“Karena kosakata yang tidak diketahui atau kosakata baru membuat saya tidak mengetahui apa isi teks”*

“Because unknown vocabulary or new vocabulary makes me not know what the text contains” (respondent 4).

Because students need to learn the meaning of the vocabulary and the translation of the text they read.

Based on the questionnaire and interviews above, the researcher concluded that reading anxiety can be caused by a lack of knowledge about vocabulary, which causes students to be unable to know the contents of the text they are reading and not know the correct pronunciation when reading English text.

B. Discussion

Reading competence must be improved in the teaching and learning process. According to Driyono (2020), reading competence can make students have better grammar skills and can increase vocabulary knowledge. Unfortunately, many students still do not want to read aloud when ordered to read by their teacher. In the research findings, the researcher found symptoms of anxiety felt by students when reading English texts aloud in front of people, teachers, and friends. Symptoms felt by students such as feeling restlessness, heart palpitations, cold sweats, body shaking, and the feeling of often wanting to urinate, which causes students to be afraid of the stares of people who see them, feel embarrassed and not confident, so students want to get away from the situation which requires them to read English texts aloud even so there are students who still want to read English texts aloud because they think that reading English texts aloud is an obligation that students must carry out. They experience what is called reading anxiety. The anxiety that is felt causes students to be less able to improve their reading skills aloud in English text. Zbornik (2001) explained that reading anxiety is a specific situational phobia of reading, which has a physical reaction. Physical reactions to anxiety include not confident, sweating, heart palpitations, shaking, trembling, cold sweat, frequent urge to urinate, dry throat, and feeling restlessness, which makes a person rush away from a place or situation that makes them feel anxious.

This research also suggests the factors that cause students' anxiety in reading English texts aloud. According to Ahmad et al. (2013), there are two anxiety factors in reading a foreign language: personal factors and text features. On personal factors, there are two main sources of anxiety about reading a foreign language: worrying about the effect of reading and fear of making mistakes. Meanwhile, on the text feature factor, there are three main sources of anxiety in reading a foreign language: unfamiliar culture, unfamiliar topics, and unknown vocabulary. These factors are also in line with Alderson (2000), who introduced factors that influence reading comprehension, which can come from the reader variable (internal reader) and text variable (external reader). Based on the research findings, personal factors and text feature factors cause students to experience symptoms of anxiety due to the lack of students' attention to improving their ability to read English texts.

The following are research findings on reading anxiety caused by personal and text feature factors. Based on personal factors, the findings show that students show great concern for their concerns in reading aloud. The lack of understanding of vocabulary makes it difficult for them to interpret words and know the contents of the text they read. This factor causes students to worry about the effects of reading. These results are consistent with the theory put forward by Jalongo & Hirsh (2010), which states that reading aloud is a source of anxiety. It is further explained that reading aloud is public speaking combined with on-site decoding accuracy performance pressure and evaluation by teachers and peers

(Lynch, 2000). So, it is unsurprising that when students are asked to read aloud in front of the class, they concentrate more on performance than comprehension. When they are asked again to convey the gist of their reading, they will most not know what they have read. In line with the results of this research, other studies conducted by Zhao (2009) and Huang (2001) also revealed that concern about the effects of reading is a source of anxiety about reading a foreign language.

In this research, the students expressed how they found pronouncing the words in a text difficult. Students are afraid of making mistakes in the correct way of pronouncing English, making students experience anxiety in reading English texts because it will make students shy and lack confidence. The fear of making mistakes is considered the most frequent factor causing reading anxiety because of personal factors. It means that the results follow the theory put forward by Jalongo & Hirsh (2010), who argue that anxiety is the main obstacle in improving reading skills. In addition, anxiety can result from high expectations in learning to read. Horwitz et al. (1986) state that anxious students cannot tolerate less-than-perfect performance; consequently, they place unrealistic demands on themselves and perceive performance lower than their ideal as a failure. In this case, students avoid making mistakes in pronunciation or misreading any words in the text rather than understanding what is contained in the text.

On the feature text factor, the findings show that some students perceive unfamiliar cultures as inhibiting their interest in reading, which can also lead to reading anxiety and a lack of knowledge about English language culture.

Unfamiliar culture can eliminate students' curiosity about texts and make students lazy to read. When students are lazy to read, it can be a situation that triggers anxiety for some students this belief has similarities with what was found by (Razi, 2004). These results follow the theory put forward by Rajab et al. (2012), that ignorance of the culture implied in the text can hinder reading comprehension and cause anxiety because the text seems foreign to them. Shows that the reading process is not only the interaction between the reader and the writer's thoughts but also between the reader and the cultural knowledge implicitly stated in the text (Tomasello, 1999).

The findings show that some students who perceive unfamiliar topics can reduce their interest in reading, which can also cause reading anxiety due to the low awareness of students to read more and study English texts. Unfamiliar topics can eliminate students' curiosity and make students lazy to read. When students try to avoid reading English texts, anxiety will grow within them this belief has similarities with what was found by (Zhao, 2009), and (Kim, 2012). It clearly shows that students feel anxious if they read unfamiliar topics, and that will make them not understand the text they are reading for reading. In addition, the results of this research are under (Wallace, 2001). If the topic is unfamiliar to the reader, it will make students uncomfortable in the reading process and difficult to understand the text they read. However, some students also stated that it was not because of unfamiliar and uninteresting topics that made them feel anxious but because they were not confident and had difficulty pronouncing English.

The findings show that many anxious students consider unknown vocabulary the biggest factor causing reading anxiety regarding text features. The lack of knowledge about vocabulary causes students to be unable to know the contents of the text they are reading and not know the correct way of pronouncing it when reading English texts. The results of this research follow research conducted by Saito et al. (1999), who found that students' anxiety levels were strongly related to unknown vocabulary. Unknown vocabulary has become a major problem among foreign language learners in different contexts. Rajab et al. (2012) confirmed that foreign vocabulary impedes students' understanding, causes difficulties in understanding texts, and causes anxiety.

Based on the discussion above, the researcher concludes:

1. Anxiety Symptoms

a. Body

Symptoms of anxiety students feel based on Body, namely, students feeling restless, heart palpitations, shaky, and often urinating, are symptoms of anxiety that are often felt by students when ordered to read English texts aloud in front of people, teachers or friends.

b. Thinking

Students' anxiety symptoms based on thoughts dominate due to a lack of self-confidence. The fear of people's stares and the embarrassment that students feel when reading English text aloud results in low self-confidence.

c. Behavior

Symptoms of anxiety students feel based on student habits are more dominated by students' fear of making mistakes that cause students to be embarrassed and insecure, making them want to get away from situations that require them to read aloud. However, there are also students who, even though they feel anxious, still want to read aloud because they consider it an obligation for them as students.

2. Factors Causing of Students' Anxiety in Reading Aloud

a. Personal Factors

1) Worrying About the Effects of Reading

Lack of understanding of vocabulary makes it difficult for them to interpret vocabulary, and they find it difficult to understand the content of the text they read. The lack of vocabulary knowledge causes students to worry about the effect of reading because when students are asked to re-explain the contents of the text they have read, they cannot do it. Students will also be surprised when they discover new vocabulary because they have never learned it. Based on the results obtained, the researcher concluded that concern about the effects of reading makes students feel anxiety about reading English texts aloud.

2) Fear of Making Mistakes

Students are afraid of making mistakes in the correct way of pronouncing English, making students experience anxiety in reading English texts because it will make students shy and lack confidence.

b. Text Features

1) Unfamiliar Culture

Students think foreign cultures can hinder their interest in reading, which can also cause reading anxiety and a lack of knowledge about English language culture. Foreign culture can eliminate students' curiosity about texts and make students too lazy to read. When students are lazy about reading, it can be anxiety-provoking for some students.

2) Unfamiliar Topics

Some students think foreign topics can reduce their interest in reading, which can also cause reading anxiety due to students' lack of awareness to read more and study English texts. Unfamiliar topics can reduce students' curiosity and make students lazy to read. When students try to avoid reading English texts, anxiety will grow within them.

3) Unknown Vocabularies

Anxiety students who considered unknown vocabulary as the most significant factor causing reading anxiety under the aspect of text features. Lack of knowledge about vocabulary causes students to be

unable to know the contents of the text they are reading and do not know the correct way of pronouncing it when reading English texts.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of questionnaires and interviews conducted with eleventh graders of SMK Negeri 2 Majene, the researcher found symptoms of anxiety that students felt and causes of anxiety that students faced when reading English texts aloud in class. Based on the findings of this research, symptoms of anxiety felt by students such feeling restless, heart palpitations, cold sweats, body shaking, and a feeling of wanting to urinate all the time, which causes students to be afraid of the stares of people who see them, feel embarrassed and not confident. So that students want to escape situations that require them to read English texts aloud.

The researcher also revealed that the factors cause of students' anxiety in reading English texts were influenced by two aspects, namely personal factors and text feature factors. Students' anxiety in reading English text aloud is the reason why students' reading skills are lacking. Five constructs represent aspects of personal factors and text feature factors: worry about the effects of reading, fear of making mistakes, unfamiliar culture, unfamiliar topics, and unknown vocabulary.

B. Suggestion

1. For Students

The following are suggestions from the researcher for students who experience anxiety in reading aloud English text activities: (a) make thorough

preparations before appearing to read aloud, (b) do not think negatively easily, (c) keep learning to correct mistakes so that previous mistakes do not repeat, (d) do relaxation before reading aloud so that you appear more confident in front of many people, and (e) memorize more English vocabulary with good and correct pronunciation.

2. For further researchers

Because they already know the factors cause of students' anxiety in reading aloud English texts. The researcher hopes that further research will determine what strategies are good for students to do if they experience anxiety in reading aloud activities.

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APPENDIXES

Appendix 1. Research Permit

 **PEMERINTAH KABUPATEN MAJENE**
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar 

IZIN PENELITIAN

Nomor : 284/IP/DPM-PTSP/MM/VII/2023

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/303/VII/2023 Tanggal 07 Juli 2023 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a	: JUNIAR TITA SAHPUTRI ARIF
Pekerjaan	: Mahasiswi
N I M	: 10256119026
Program Study/Jurusan	: S1 Tarbiyah dan Keguruan
Universitas	: STAIN Majene
Alamat	: Jl. Tomaja Desa Sidodadi Kec. Wonomulyo Kab. Polewali Mandar

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"STUDENTS' ANXIETY IN READING ALOUD ACTIVITY AT THE ELEVENTH GRADE SMKN 2 MAJENE"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar copy hasil Penelitian kepada Bupati Majene Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 12-07-2023


MAESYRAWATI THAHIR, S.Sos, M.AP
Pangkat: Pembina Utama Muda
Nip. 196809281992032011

P

Appendix 2. Students' Anxiety Symptoms and Factors Cause Students' Anxiety in
Reading Aloud Questionnaire

**Angket Gejala Kecemasan Siswa dan Faktor-faktor Penyebab Siswa Dalam
Membaca Nyaring Teks Bahasa Inggris.**

* *Adapted from SULFIANI*

1. Apakah anda pernah merasakan salah satu dari gejala kecemasan seperti berkeringat, jantung berdebar-debar, dada terasa sesak, Gemetar, keringat dingin, Sering ingin buang air kecil, tenggorokan kering, dan merasa gelisah ketika diperintahkan membaca dengan nyaring teks bahasa inggris didepan orang, guru, ataupun teman?
 - a. Ya
 - b. Tidak
2. Apakah anda merasa takut akan tatapan orang terhadap anda ketika membaca nyaring teks bahasa inggris didepan kelas?
 - a. Ya
 - b. Tidak
3. Apakah anda merasa ingin pergi atau menghilang dari situasi yang mengharuskan anda membaca nyaring teks bahasa inggris?
 - a. Ya
 - b. Tidak
4. Apakah anda merasa malu membaca teks bahasa inggris dengan nyaring?
 - a. Ya
 - b. Tidak
5. Apakah anda merasa tidak percaya diri membaca teks bahasa inggris di depan kelas?
 - a. Ya
 - b. Tidak
6. Apakah anda sulit memahami teks bahasa inggris yang anda baca?
 - a. Ya

- b. Tidak
7. Apakah anda takut membuat kesalahan dalam membaca teks bahasa inggris?
 - a. Ya
 - b. Tidak
 8. Apakah karena bahasa yang berbeda membuat anda tidak ingin untuk membaca nyaring teks bhs inggris?
 - a. Ya
 - b. Tidak
 9. Apakah topik yang sulit dan topik yang tidak menarik membuat anda tidak ingin untuk membaca nyaring teks bahasa inggris?
 - a. Ya
 - b. Tidak
 10. Apakah kosa kata yang tidak anda ketahui dalam teks bahasa inggris membuat anda cemas?
 - a. Ya
 - b. Tidak

Appendix 3. Students' Anxiety Symptoms and Factors Cause Students' Anxiety in
Reading Aloud Interview

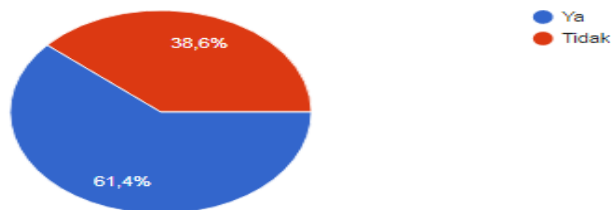
1. Manakah yang pernah anda rasakan dari salah satu gejala kecemasan seperti berkeringat, jantung berdebar-debar, dada terasa sesak, gemetar, keringat dingin, Sering ingin buang air kecil, tenggorokan kering, dan merasa gelisah ketika diperintahkan membaca dengan nyaring didepan orang, guru, ataupun teman?
2. Mengapa anda merasa takut akan tatapan orang terhadap anda ketika membaca nyaring teks bahasa inggris didepan kelas?
3. Mengapa anda merasa ingin pergi atau menghilang dari situasi yang mengharuskan anda membaca nyaring teks bahasa inggris?
4. Mengapa anda merasa malu membaca dengan nyaring teks bahasa inggris?

5. Mengapa anda takut membuat kesalahan dalam membaca teks bahasa inggris?
6. Mengapa anda merasa tidak percaya diri membaca teks bahasa inggris didepan kelas?
7. Mengapa anda khawatir jika diminta untuk menjelaskan sebuah teks bahasa inggris yang telah anda baca oleh guru?
8. Mengapa anda sulit memahami apa yang anda baca dalam teks bahasa inggris?
9. Mengapa karena bahasa yang berbeda membuat anda susah untuk membaca nyaring teks bahasa inggris?
10. Mengapa topik yang sulit atau tidak menarik membuat anda tidak ingin untuk membaca nyaring teks bahasa inggris?
11. Mengapa anda kesulitan mengenali kosa kata baru dalam teks bahasa inggris?
12. Mengapa kosa kata yang tidak anda ketahui dalam teks membuat anda cemas?
13. Apakah guru biasa memberikan tugas membaca teks bahasa inggris secara tiba-tiba tanpa ada pemberitahuan sebelumnya? coba ceritakan!

Appendix 4. Result Students' Anxiety Symptoms and Factors Cause Students' Anxiety in Reading Aloud Questionnaire

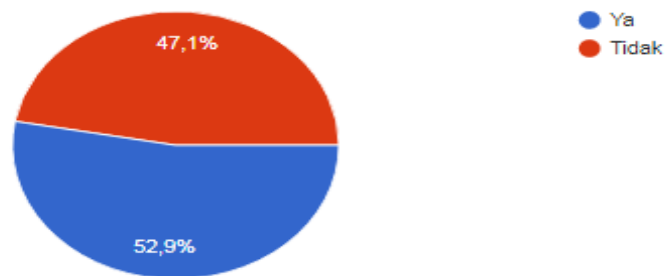
Apakah anda pernah merasakan salah satu dari gejala kecemasan seperti berkeringat, jantung berdebar-debar, dada terasa sesak, Gemetar, keringat dingin, Sering ingin buang air kecil, tenggorokan kering, dan merasa gelisah ketika diperintahkan membaca dengan nyaring teks bahasa inggris didepan orang, guru, ataupun teman?

70 jawaban



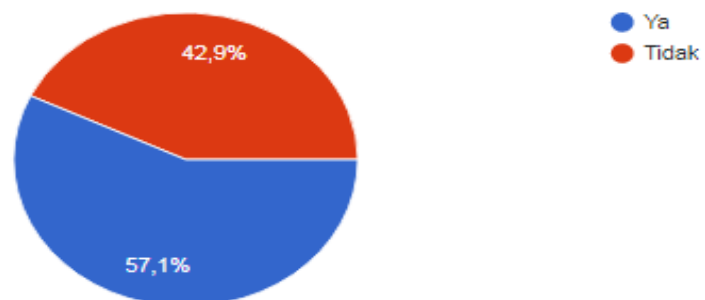
Apakah anda merasa takut akan tatapan orang terhadap anda ketika membaca nyaring teks bahasa inggris didepan kelas?

70 jawaban



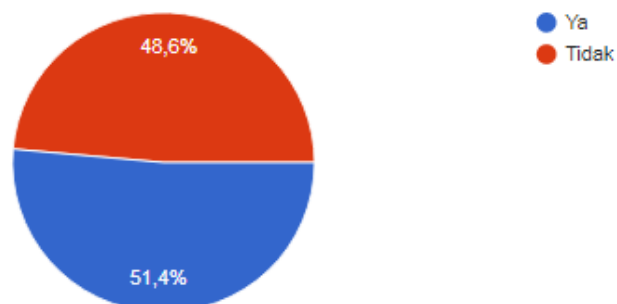
Apakah anda merasa malu membaca teks bahasa inggris dengan nyaring?

70 jawaban



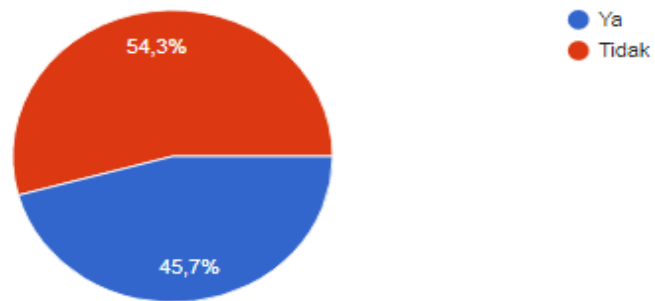
Apakah anda merasa tidak percaya diri membaca teks bahasa inggris di depan kelas?

70 jawaban



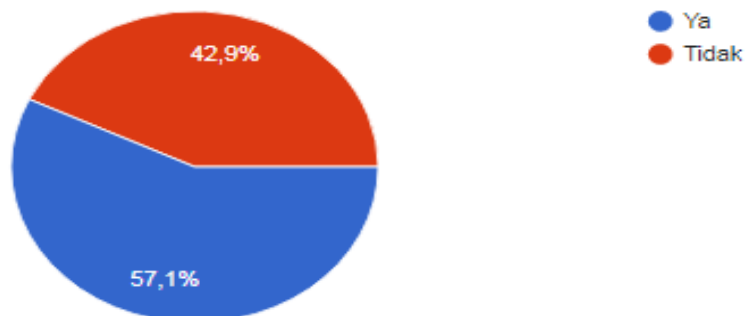
Apakah anda merasa ingin pergi atau menghilang dari situasi yang mengharuskan anda membaca nyaring teks bahasa inggris?

70 jawaban



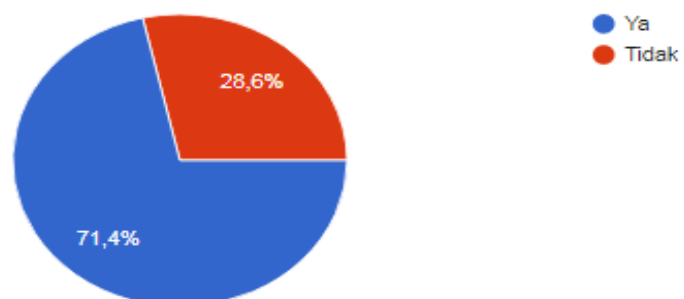
Apakah anda sulit memahami teks bahasa inggris yang anda baca?

70 jawaban



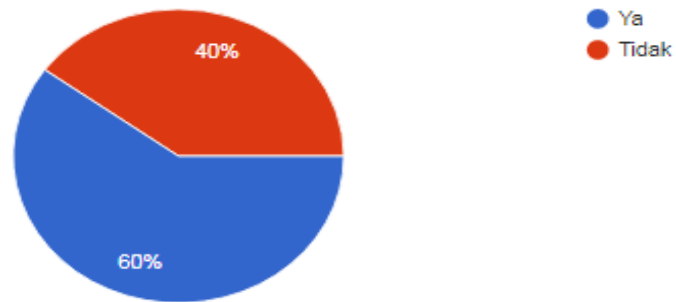
Apakah anda takut membuat kesalahan dalam membaca teks bahasa inggris?

70 jawaban



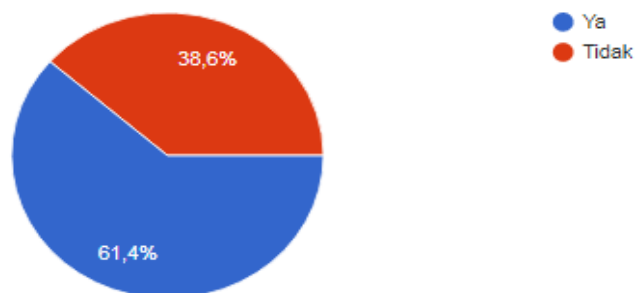
Apakah karena bahasa yang berbeda membuat anda tidak ingin untuk membaca nyaring teks bhs inggris?

70 jawaban



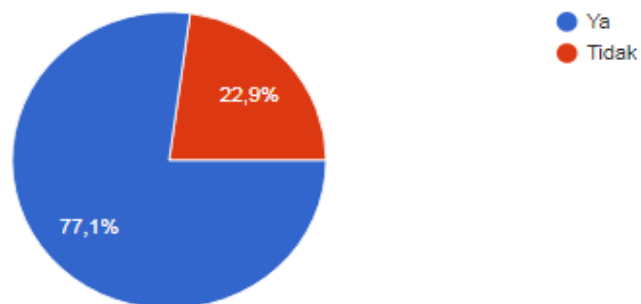
Apakah topik yang sulit dan topik yang tidak menarik membuat anda tidak ingin untuk membaca nyaring teks bahasa inggris?

70 jawaban



Apakah kosa kata yang tidak anda ketahui dalam teks bahasa inggris membuat anda cemas?

70 jawaban



Appendix 6. Result Students' Anxiety Symptoms and Factors Cause Students'
Anxiety in Reading Aloud Interview

Appendix 7. Questionnaire Documentation





Appendix 8. Interview Documentation

Apakah anda pernah merasakan salah satu dari gejala kecemasan seperti berkeringat, jantung berdebar-debar, dada terasa sesak, Gemetar, keringat dingin, Sering ingin buang air kecil, tenggorokan kering, dan merasa gelisah ketika diperintahkan membaca dengan nyaring di depan orang, guru, ataupun teman? 19.21 ✓✓

merasa gelisah, jantung berdebar-debar, dan gemetar 19.29

Apakah kamu merasa takut akan tatapan orang terhadap anda ketika membaca nyaring teks bahasa Inggris di depan kelas? Mengapa? Diedit 19.30 ✓✓

Takut akan penilaiannya dan asumsi-asumsi mereka yang membuat saya jadi tidak percaya diri 19.31

Apakah kamu merasa ingin pergi atau menghilang dari situasi yang mengharuskan anda membaca nyaring teks bhs Inggris? Mengapa? Diedit 19.32 ✓✓

karna malu dan juga takut salah pengucapan 19.33

~~Pesan ini dihapus~~ 19.34

Mengapa kamu merasa malu membaca dengan nyaring teks bahasa Inggris? 19.40 ✓✓

Malu kalau salah pengucapan dan jika banyak orang yang lihat 19.42

Mengapa kamu takut membuat kesalahan dalam membaca teks bahasa Inggris? 19.44 ✓✓

karena tidak percaya diri dengan apa yang saya ucapkan 19.44

Mengapa kamu merasa tidak percaya diri? 19.45 ✓✓

karena saya malu 19.46

apakah kamu khawatir jika diminta untuk menjelaskan sebuah teks bahasa Inggris yang telah kamu baca oleh guru? 19.48 ✓✓

mengapa? 19.48 ✓✓

Iya. Karena saya tidak paham apa arti dalam teks tersebut Diedit 19.49

Mengapa kamu sulit memahami apa yang kamu baca dalam teks bahasa Inggris 19.50 ✓✓

Karena saya tidak tau arti teks bacaan bahasa Inggris dan kurang paham 19.51

Apakah karena bahasa yang berbeda salah satu penyebab kamu susah untuk membaca nyaring teks bahasa Inggris 19.53 ✓✓

Mengapa? 19.53 ✓✓

Iya. Karena pelafalan saya dalam bahasa Inggris kurang Diedit 19.53

Apakah topik yang sulit atau tidak menarik juga termasuk membuat kamu tidak ingin untuk membaca nyaring teks bahasa Inggris? 19.57 ✓✓

Iya, karena saya tidak mengerti dan saya lebih terbiasa dengan bacaan motivasi 19.58

dan banyak juga kosa kata tidak ku tau 20.01

Mengapa kosa kata yang tidak kamu ketahui dalam teks membuat anda cemas? 20.03 ✓✓

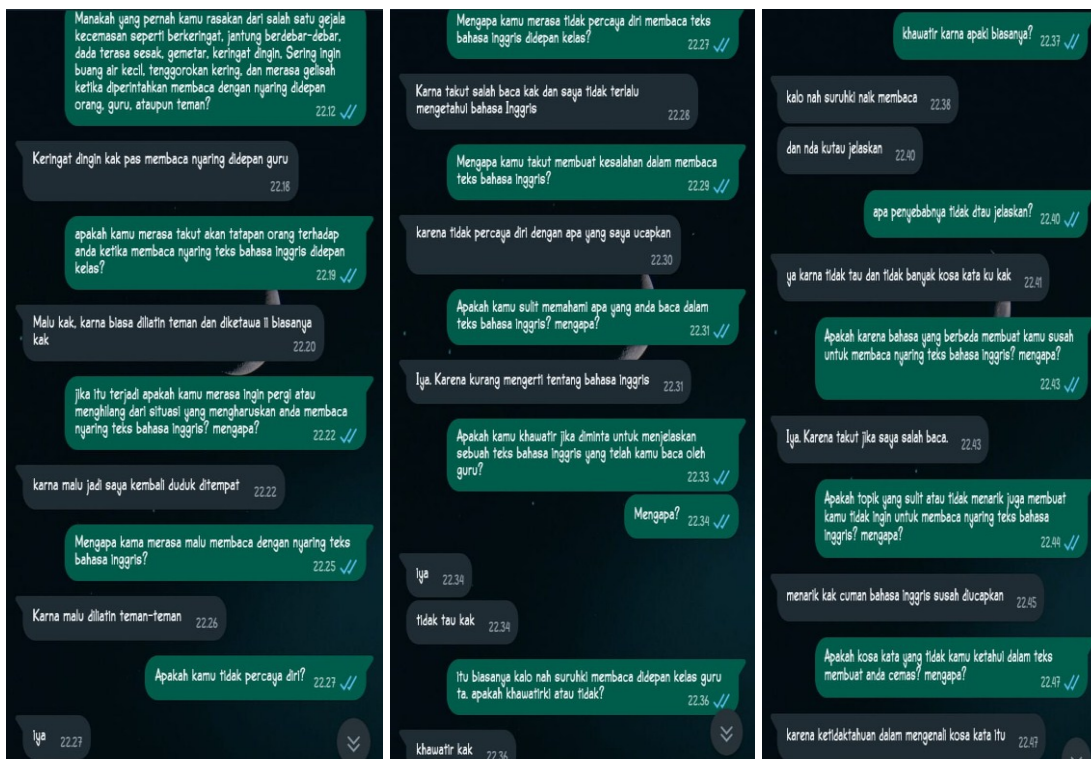
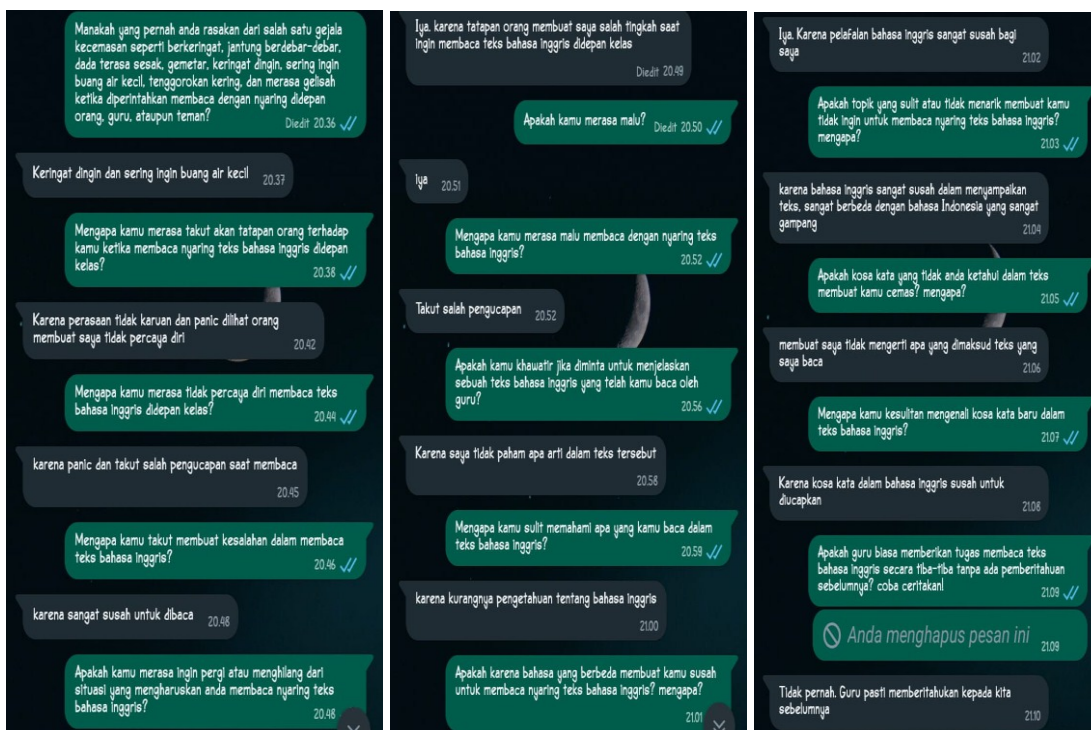
karena ketidaktahuan dalam mengenali kosa kata itu, tapi biasanya saya mencari arti kosa kata tersebut dan akhirnya menjadi tau 20.04

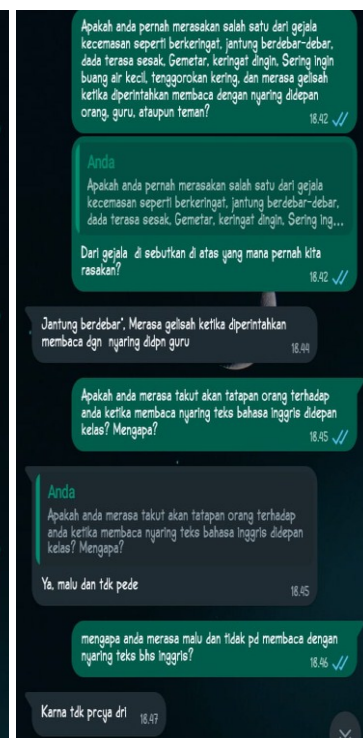
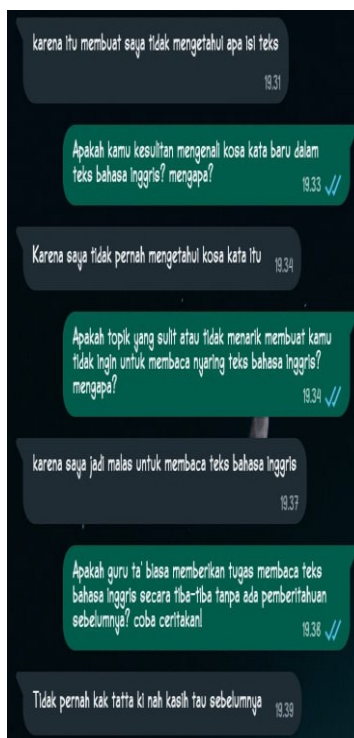
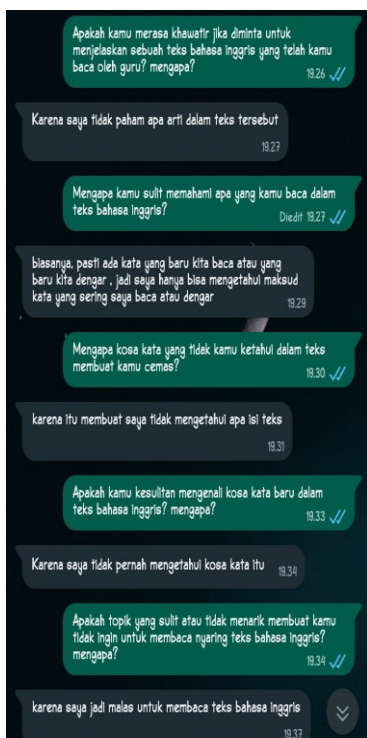
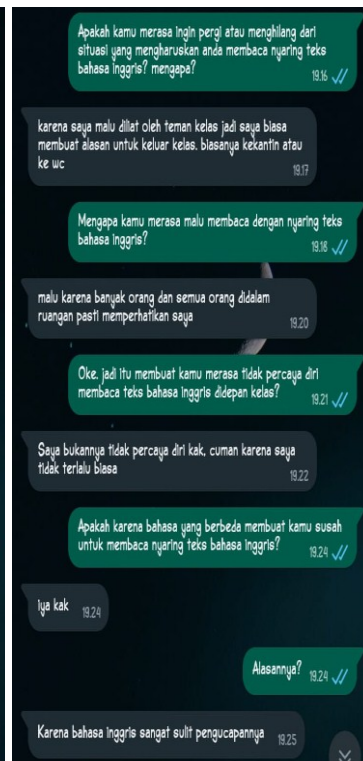
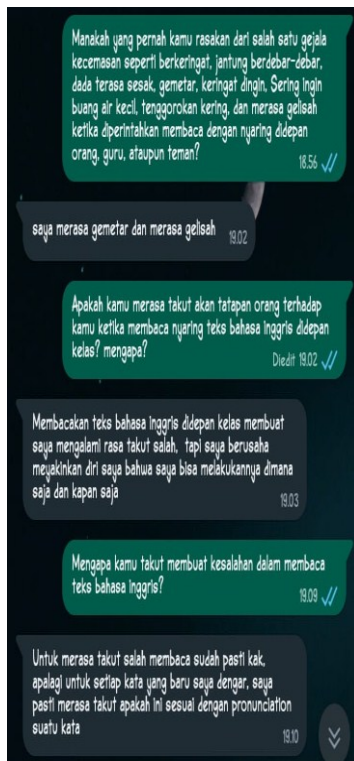
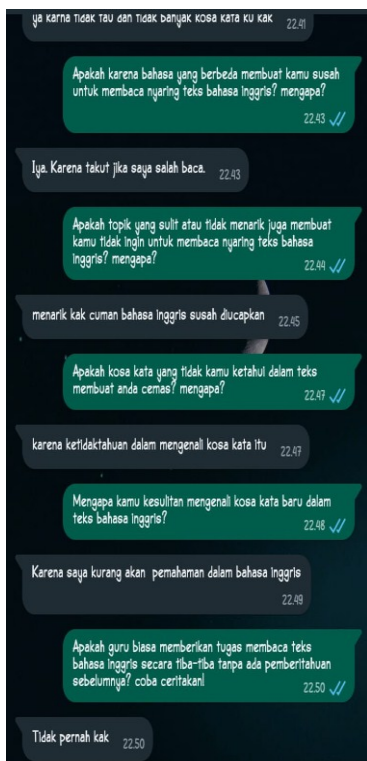
Mengapa kamu kesulitan mengenali kosa kata baru dalam teks bahasa Inggris? 20.05 ✓✓

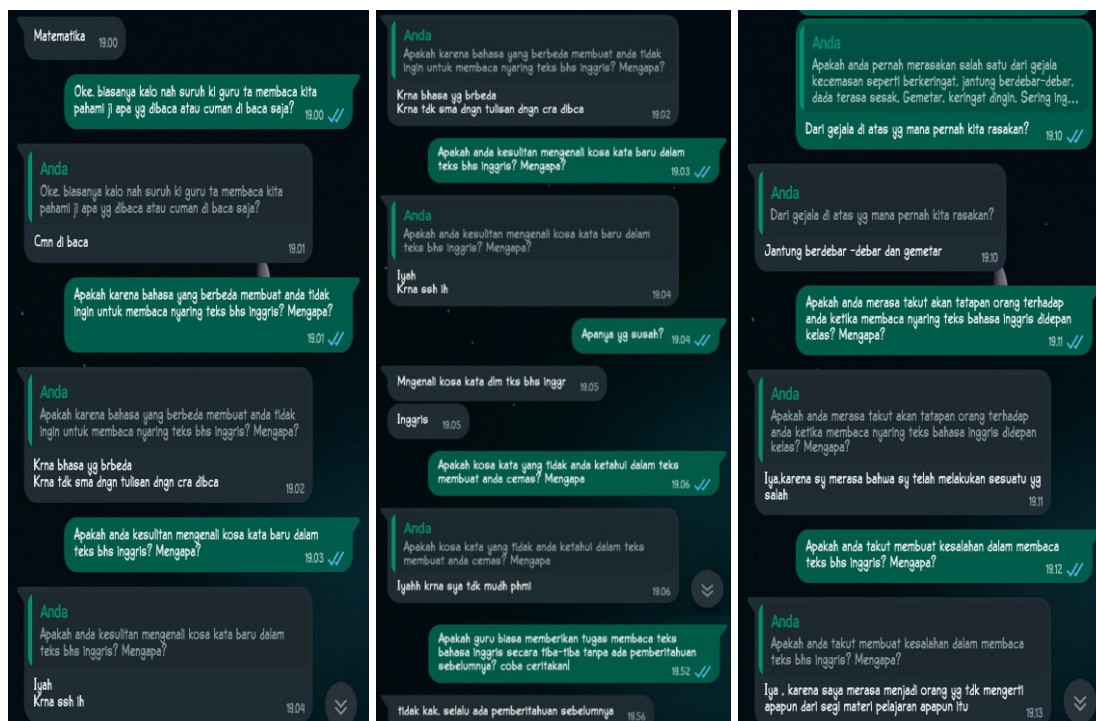
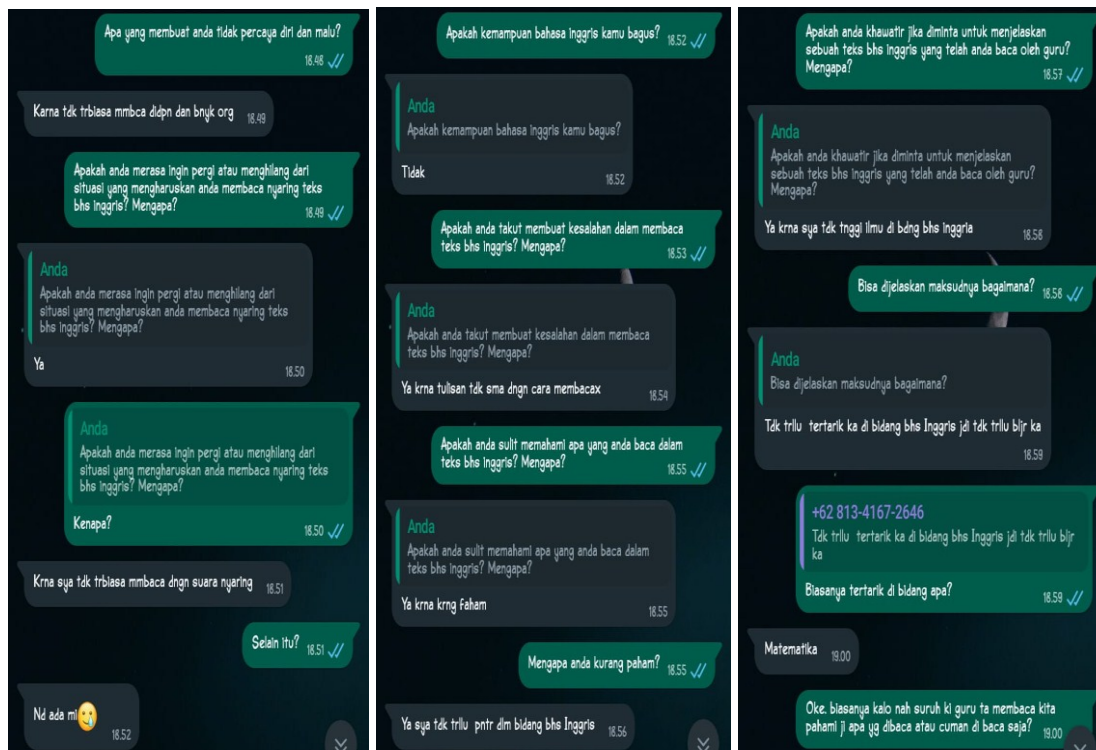
Karena saya kurang akan pemahaman dalam bahasa Inggris 20.31

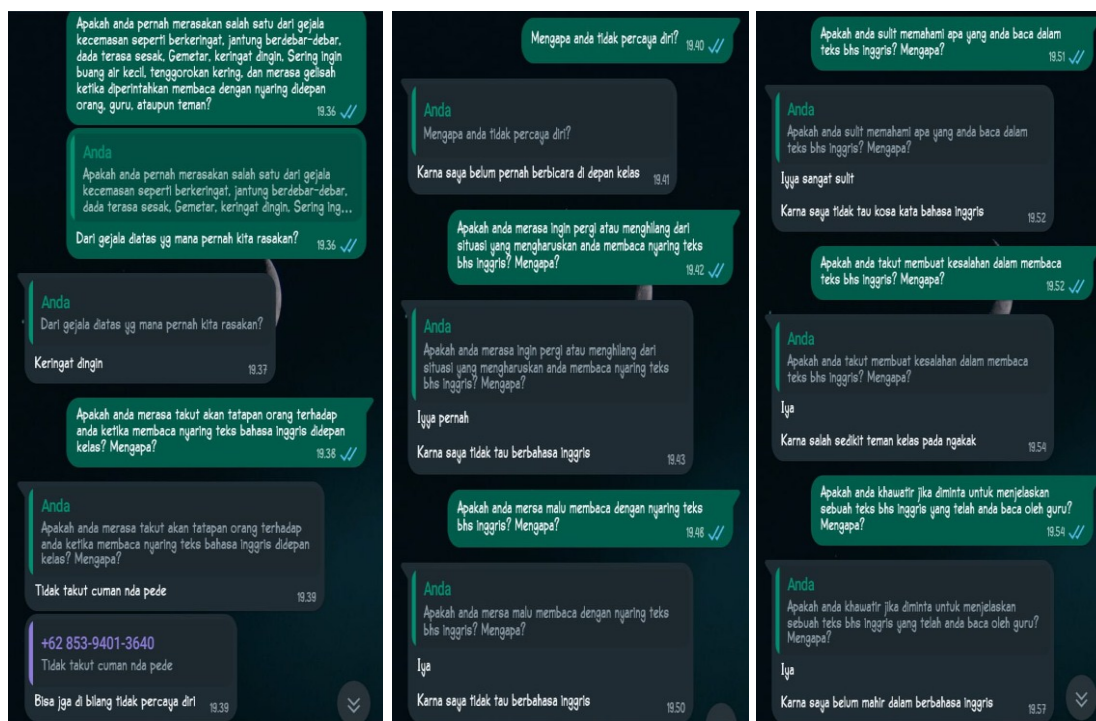
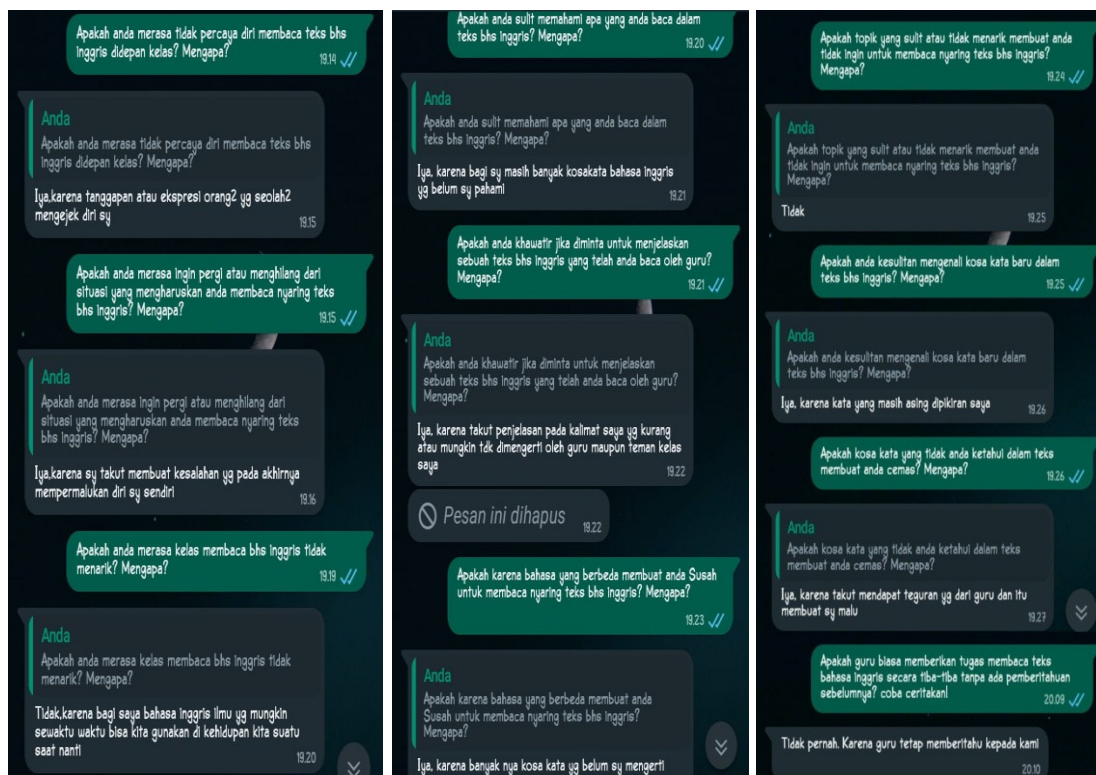
Apakah guru biasa memberikan tugas membaca teks bahasa Inggris secara tiba-tiba tanpa ada pemberitahuan sebelumnya? coba ceritakan! 20.33 ✓✓

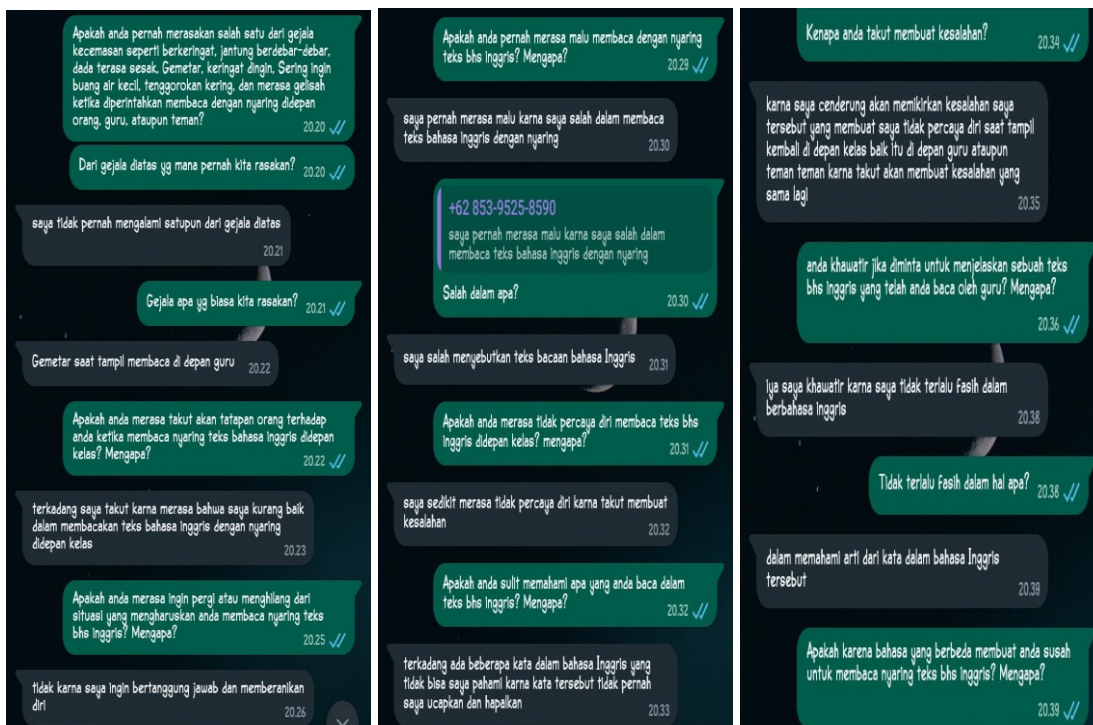
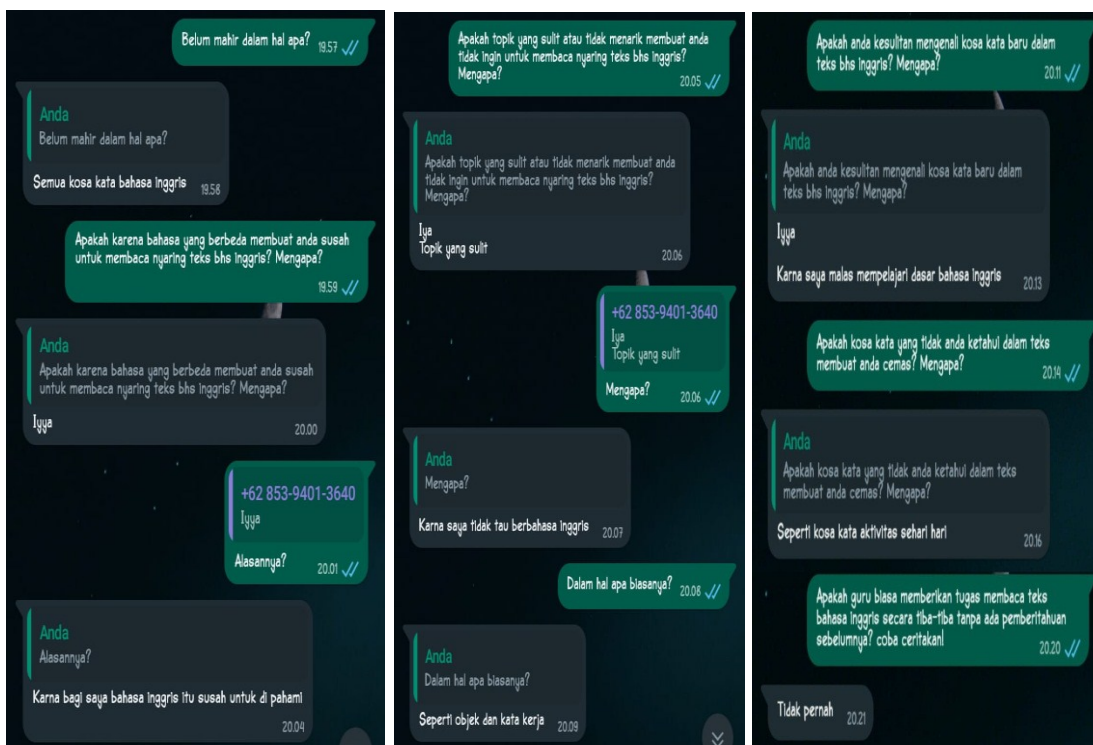
tidak pernah, guru selalu memberitahu sebelumnya 20.34 ✓✓











Apakah karena bahasa yang berbeda membuat anda susah untuk membaca nyaring teks bhs Inggris? Mengapa?

Iy karna kurangnya keterampilan saya dalam membaca dan mengucapkan teks berbahasa Inggris 20.41

Anda
Jadi kalo misal nah surukki cuman kita baca saja?

terkadang beberapa kata yang tidak saya mengerti artinya saya baca saja tapi beberapa yg saya mengerti artinya saya coba pahami 20.42

Apakah topik yang sulit atau tidak menarik membuat anda tidak ingin untuk membaca nyaring teks bhs Inggris? Mengapa?

tidak saya selalu ingin membaca teks bahasa Inggris karna ingin meningkatkan keterampilan membaca saya dalam bahasa Inggris 20.44

Apakah anda kesulitan mengenali kosa kata baru dalam teks bhs Inggris? Mengapa?

Iya saya kesulitan jika kata tersebut termasuk baru atau tidak pernah saya pakakan 20.45

Apakah kosa kata yang tidak anda ketahui dalam teks membuat anda cemas? Mengapa?

Iy itu membuat saya cemas karena jika kata tersebut tiba-tiba muncul dalam teks yang saya baca 20.47

Apakah guru biasa memberikan tugas membaca teks bahasa Inggris secara tiba-tiba tanpa ada pemberitahuan sebelumnya? coba ceritakan!

Tidak pernah. Pasti diberitahu sebelumnya 20.50

Apakah anda merasa takut akan tatapan orang terhadap anda ketika membaca nyaring teks bahasa Inggris di depan kelas? Mengapa?

Anda
Apakah anda pernah merasakan salah satu dari gejala kecemasan seperti berkeringat, jantung berdebar-debar, dada terasa sesak, Gemetar, keringat dingin, Sering ing...
Dari gejala di atas yg mana biasa kamu rasakan? 20.32 ✓

Anda
Apakah anda pernah merasakan salah satu dari gejala kecemasan seperti berkeringat, jantung berdebar-debar, dada terasa sesak, Gemetar, keringat dingin, Sering ing...
Iy 20.32

Anda
Dari gejala di atas yg mana biasa kamu rasakan?
Gejala yg saya rasakan adalah seperti gemetar, keringat dingin dan jantung berdebar-debar 20.33

Apakah anda merasa takut akan tatapan orang terhadap anda ketika membaca nyaring teks bahasa Inggris di depan kelas? Mengapa?

Anda
Apakah anda merasa takut akan tatapan orang terhadap anda ketika membaca nyaring teks bahasa Inggris di depan kelas? Mengapa?
Iy, karena saya tdk mudah percaya diri untuk membaca nyaring teks bahasa Inggris di depan kelas atau di depan teman2 kelas sy 20.38

anda merasa tidak percaya diri membaca teks bhs Inggris di depan kelas? Mengapa?

Anda
anda merasa tidak percaya diri membaca teks bhs Inggris di depan kelas? Mengapa?
Iy, karena saya memiliki sifat pemalu sehingga sy tidak percaya diri sy untuk bisa membacanya dengan nyaring 20.40

anda merasa malu membaca dengan nyaring teks bhs Inggris? Mengapa?

Anda
anda merasa malu membaca dengan nyaring teks bhs Inggris? Mengapa?
Iy, karena sy merasa bahwa yg sy bacakan salah dan merasa gemetar 20.47

anda takut membuat kesalahan dalam membaca teks bhs Inggris? Mengapa?

Anda
anda takut membuat kesalahan dalam membaca teks bhs Inggris? Mengapa?
Iy, karna itu membuat sy tidak mengerti apa yg dimaksud pada teks 20.54

Apakah anda merasa ingin pergi atau menghilang dari situasi yang mengharuskan anda membaca nyaring teks bhs Inggris? Mengapa?

Anda
Apakah anda merasa ingin pergi atau menghilang dari situasi yang mengharuskan anda membaca nyaring teks bhs Inggris? Mengapa?
Tdk, karna itu adalah kewajiban seorang siswa untuk membacanya walaupun memiliki kecemasan seperti ingin membuang air kecil, dan jantung berdebar-debar 20.57

Apakah anda sulit memahami apa yang anda baca dalam teks bhs Inggris? Mengapa?

Anda
Apakah anda sulit memahami apa yang anda baca dalam teks bhs Inggris? Mengapa?
Iy, karena saya belum terbiasa menguasai kosa kata bahasa Inggris 21.16

Apakah anda khawatir jika diminta untuk menjelaskan sebuah teks bhs Inggris yang telah anda baca oleh guru? Mengapa?

Anda
Apakah anda khawatir jika diminta untuk menjelaskan sebuah teks bhs Inggris yang telah anda baca oleh guru? Mengapa?
Sedikit khawatir, karna kalo misal teks yg sudah sy baca terus dijelaskan oleh guru menggunakan bahasa Indonesia insyaallah bisa sy jelaskan sedikit pada teks yg sy baca 21.43

Apakah karena bahasa yang berbeda membuat anda susah untuk membaca nyaring teks bhs Inggris? Mengapa?

Anda
Apakah karena bahasa yang berbeda membuat anda susah untuk membaca nyaring teks bhs Inggris? Mengapa?
Iy, karna anantara keduanya mempunyai beza yaitu penyebutan
Maksud dari keduanya? 21.31 ✓

Maksud dari keduanya yaitu b. Indonesia dan b. Inggris 21.33

Apakah topik yang sulit atau tidak menarik membuat anda tidak ingin untuk membaca nyaring teks bhs Inggris? Mengapa?

Tdk memang kelemahan sy adalah ketika diperintahkan untuk membaca dikelas 21.38

Apakah anda kesulitan mengenali kosa kata baru dalam teks bhs Inggris? Mengapa?

Anda
Apakah anda kesulitan mengenali kosa kata baru dalam teks bhs Inggris? Mengapa?
Sedikit kesulitan karna sy jarang membaca kamus b. Inggris ataupun teks b. Inggris 21.43

Apakah kosa kata yang tidak anda ketahui dalam teks membuat anda cemas? Mengapa?

Anda
Apakah kosa kata yang tidak anda ketahui dalam teks membuat anda cemas? Mengapa?
Iy, karna setiap kali penjelasan pasti ada pertanyaan ya mungkin kosa kata yg sy tdk tau membuat sy cemas 21.48

Maksudnya?

Maksudnya, sy cemas ketika ada kosa kata yg tidak sy ketahui karena sy tdk mudah mengerti/menjelaskan ketika sy menemukan kata yg sy tdk tau 21.56

Dalam teks tersebut 21.57

Apakah guru biasa memberikan tugas membaca teks bahasa Inggris secara tiba-tiba tanpa ada pemberitahuan sebelumnya? coba ceritakan!

Tidak pernah. Guru tetap memberitahu kepada siswa terlebih dahulu. 21.58

CURRICULUM VITAE



Name Juniar Tita Sahputri Arif, born on June 13, 2000 in Rappogading, Lampoko Village, Campalagian, Polewali Mandar, West Sulawesi. The first child of a married couple Mr. Muh. Arif and Mrs. Mustika. As the first child she has 3 younger sisters and 2 younger brothers.

Has attended several elementary schools, namely: SDN 011 Rappogading (2006-2007), SDN 003 Seimenggaris (2007-2009), SDN 011 Rappogading (2009-2010), and SDN 001 Polewali (2010-2012(graduated)). Then, continued junior high school at SMPN 1 Campalagian (2012-2015(graduated)). Then, continued high school at MAN 1 Polewali Mandar (2015-2018(graduated)).

In 2018, she had time to study at UIN Alauddin Makassar but only lasted 1 semester. In 2019, she re-registered at STAIN Majene majoring in tarbiyah and teaching, English language education study program, and graduated with a cum laude degree in 2023.