

**READING ANXIETY AMONG JUNIOR HIGH SCHOOL STUDENTS IN
MATARAM: A SURVEY STUDY**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfillment of Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



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ISLAMIC UNIVERSITY OF INDONESIA

YOGYAKARTA

2022

APPROVAL SHEET

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A handwritten signature in black ink, which appears to read "Rizki".

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RATIFICATION SHEET

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STATEMENT WORK ORIGINALITY

I honestly declare this thesis, which I have written, does not contain the work of parts of the work of other people, except those cited in the quotations and references, as a scientific paper should

Yogyakarta, 29 Juli 2022



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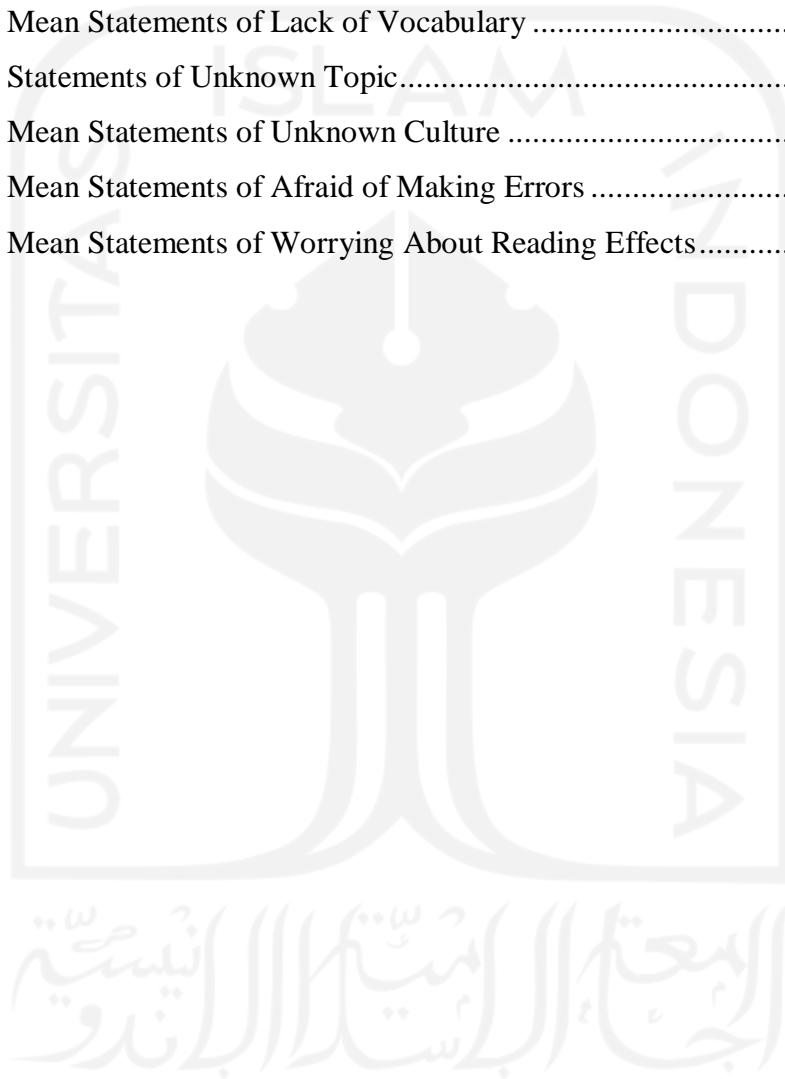
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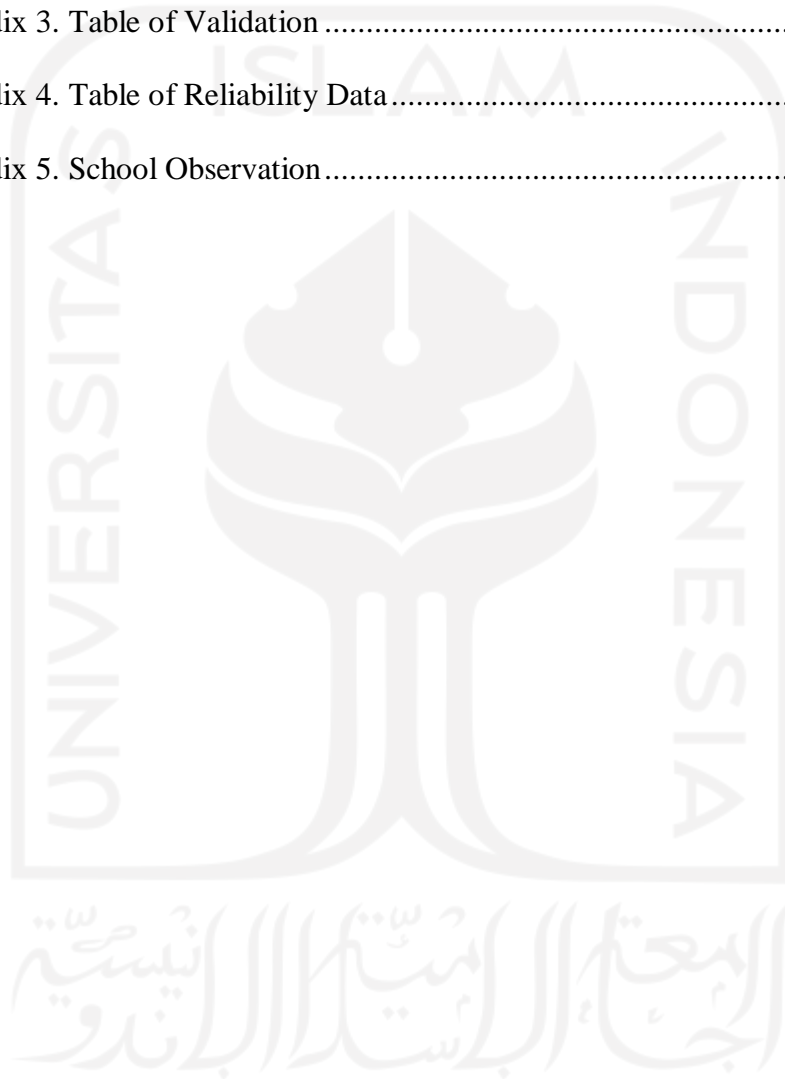
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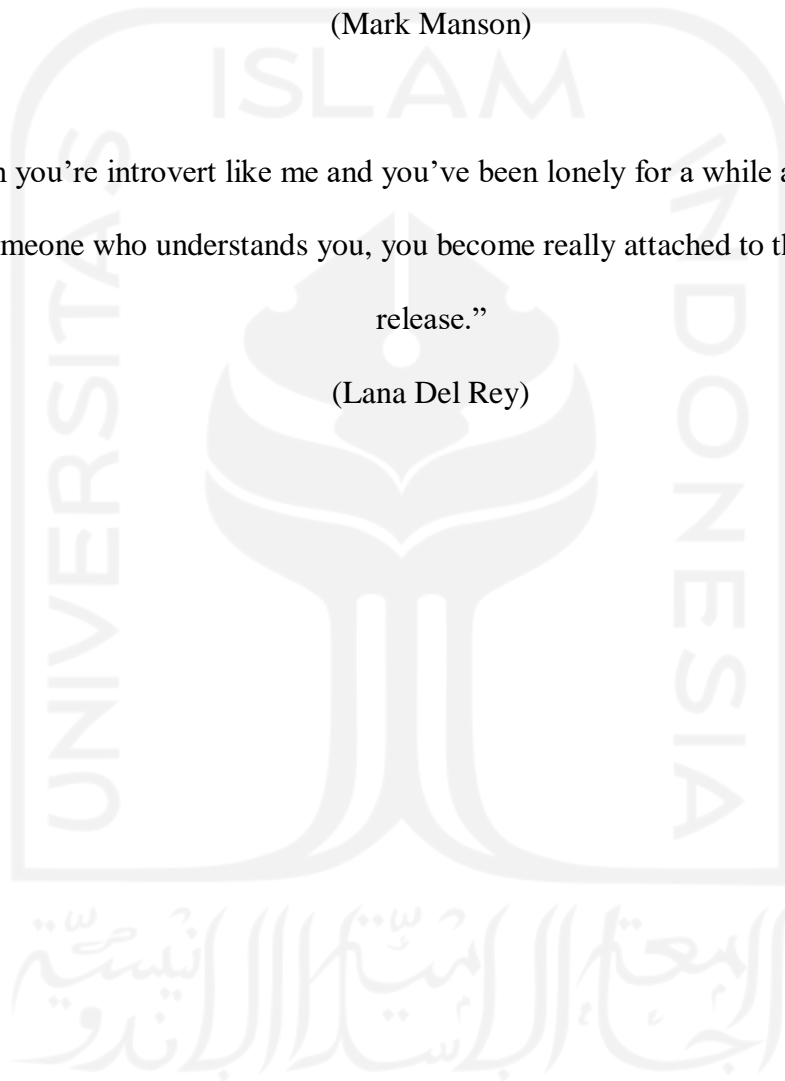
MOTTO

“To be happy we need something to solve. Happiness is therefore a form of action.”

(Mark Manson)

“When you’re introvert like me and you’ve been lonely for a while and then you find someone who understands you, you become really attached to them. It’s real release.”

(Lana Del Rey)



DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. My Beloved Parents: H. Soeharmanto S.H. and Hj. Rahayu Ningsih
2. My Academic supervisor lecturer and also the head of English Department
Mrs. Irma Windy Astuti S.S., M.Hum.
3. My Thesis supervisor Mrs. Rizki Farani S.Pd., M.Pd.
4. My Beloved Brother Angga Wisuda Raharta.
5. My Beloved Sister Asty Yunita Rahmawati.
6. My Beloved Lover Fadila Nurjannah.
7. All of my friends from English Department batch 2017 that I cannot write
the name one by one who has participated in my research.
8. The whole of my best friends, who always reminded, motivated and help
me to solve all of my problems during studying at Islamic University of
Indonesia.



ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Aalamiin, All praise be to Allah SWT the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW. I thank to Allah SWT who has bestowed me a great blessing, strength, and willing that I could accomplish this thesis with hard work and prayers. I also believe that the completion of this thesis would not have been possible unless support of many people. Sincerely I really appreciate and address my gratitude especially to My Beloved Father H. Soeharmanto S.H., My Beloved Mother Hj. Rahayu Ningsih, and My beloved Brother Angga Wisuda Raharta, My Beloved sister Asty Yunita Rahmawati and My Beloved Lover Fadila Nurjannah.

My special gratitude goes to my Thesis Supervisor; Mrs. Rizki Farani S.Pd., M.Pd. who does not only guides, gives advice, supports, as well as criticizes me in a very qualified manner, but also motivates me thoroughly with her leadership that I could learn much from her. A great appreciation and thank will also go to: all of my lecturers at English Language Education Department of Islamic University of Indonesia who had given me beneficial knowledge and had taught me lovingly and patiently also my Academic Supervisor Lecturer also the Head of English Department Mrs. Irma Windy Astuti S.S., M.Hum. The others, who cannot be mentioned one by one, who have given her spirit to accomplish this thesis, I also give my respect.

Finally, I believe that this thesis is far from being perfect; however, it is hoped that this thesis will be useful and contribute the English teaching process especially in teaching reading for Junior High School Students despite of in this

New Normal era. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.



جامعة الإسلامية
الابستد الاندو



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ABSTRACT

This Study aims to identify students reading anxiety among junior high school students. The research design of this research using quantitative approach in a form of survey study. There were 80 respondents from one of Junior High Schools in Mataram, Indonesia. All respondents were students from class of 8 and 9. To collect the data, this study employed a questionnaire from Al-Shboul (2013) which describes significant factors in reading anxiety. Based on the results, the highest score refers to the statement of “I enjoy reading a text in English text in English when I know its translation.” (Means = 4, 15 and SD = 0.730). Meanwhile the lowest are the statements for “Worrying about the Reading Effects” also the statement “In reading aloud in the class I do not understand the text even though it is easy.” (Means = 3 and Std. Deviation = 1.055). The data indicates that the most students enjoy reading text in English when they know it’s translation and they are not able to focus on understanding when they have to read aloud the English text.

Keyword: Reading Anxiety, Language Reading Anxiety, Among Junior High School

CHAPTER I

INTRODUCTION

This chapter presents the introduction of this study. It will be adding the background of the study, identification of the problem, formulation of the problem, Limitation of the problem, Formulation of the study, objective of the study and significance of the study last part of these chapters.

1.1 Background of the study

Reading is the main concrete skill for academic success in higher education (Cantrell & Anderman, 2018). However, some students can experience reading anxiety. The anxiety while readings are the human emotional feelings which are part of recoil, anxiety, afraid of, inconveniences, uncertainty. Students Reading anxiety is affected by several personal factors such as: text features, lack of vocabulary, and uncomfortable feeling for reading. According to Jalongo & Hirsh (2010) some students avoid activities in English reading classes, cut the classes, postpone taking English courses until the last year, or at least they are not enthusiastic towards reading in English and in some cases, they avoid reading English materials, the anxiety encourages the student to ‘battle’ the new step of the learning task. A previous study found that many students were not able to reach standard indicator in reading examination. Most students have low reading skills, therefore, they cannot achieve learning goals (Widiyanto , 2017). Meanwhile according to Muhlis (2014) foreign language reading anxiety is affect

to feeling of worry and nervousness when students try to read and comprehend foreign language text. However, according to Aisyah (2017) found that causes of students reading anxiety were based on the text feature, including unknown vocabulary.

According to Horwitz (2001), there are different categories of anxiety, such as conditions, characteristics, and state of affairs of difficulties. Condition is a situation that exists individually by different feelings, characteristics is a form of mental quality which affects the whole mind; state of affairs of difficulties is an unpleasant emotional state in form of psychological response that arises in a person anticipation of an imaginary wrong to a situation. Reading is an everlasting skill for academic learning and reaches the goal to graduate the school. Thus, it is important to identify reading anxiety of students to raise their awareness on managing reading anxiety. Reading Anxiety relate to the psychological development of children, teenager, and adolescents can be pin point academic motivation in a variety ways. According to Wigfield & Eccles (2000) one of students can become highly motivated to achieve in the start of their own way to learning difficulties of their anxiety too, In spite of when they look into their difficulty as a personal challenge and getting support from others. An individual with reading difficulties such as letting use his/her personal motivation to achieve as way of recognizing and overcoming cognitive weakness. The purpose of this study is to identify Junior high school students' reading anxiety in English subject lesson in Junior high school in Mataram, West Nusa Tenggara. It is necessary to

conduct the research because of limited studies on the level of Junior High School.

1.2 Identification of the problem

However students have low reading skill. Thus they experience reading anxiety therefore, it is important to identify the factors of their reading anxiety. In addition, there are limited studies toward reading anxiety of Junior High School Students. In fact, it is important to notice their reading anxiety to provide the effective learning experience based on their need. The problem is students reading anxiety still high also minim of researcher who investigating reading anxiety in junior high school.

1.3 Limitation of the Problem

The data is limited because the study was conducted in one school.

There is no comparison to other school.

1.4. Formulation of the Study

The formulation of the problem is “What kinds of factors those affect students reading anxiety?”

1.5 Objectives of the Study

The research aims to identify students reading anxiety among junior high school students

1.6 Significance of the study

The result of this study is expected to give benefits for:

- a. Teachers: the data was for an evaluation of students' condition also finding solution to reduce reading anxiety
- b. Junior Students: The advantages for students probably to giving some reflection to proper their reading skill
- c. School: Revising the curriculum also study plan for English to help teacher and students to manage reading anxiety



CHAPTER II

LITERATURE REVIEW

This chapter explains the whole theories that support this study also relevant to these studies. It covers the theories of reading anxiety of junior high school students in English as a Foreign Language (EFL) context related to Reading Anxiety Cause by Personal Factors, Reading difficulties, relevant studies and Theoretical Framework.

2.1 Reading Anxiety

Reading Anxiety is unpleasant feeling toward reading which caused by significant other disapproval in reading process (Zbornik, 2001). In the context of EFL, Foreign language reading anxiety is based of feeling of worry and anxious when students try to read and understanding foreign language text (Muhlis (2014). According to Kuru-Gonen (2005), reading anxiety is caused by personal factors. Santo et al (1999) categorize aspects in foreign language difficulties learning, such as unfamiliar vocabulary, unfamiliar culture, and unknown topics. Unknown vocabulary can bring difficulty when students try to paraphrase, scan information and translate meanings (Huang, Chern & Lin, 2009). Moreover, unknown culture presents limited culture value toward foreign language. Meanwhile, unfamiliar topics can lead to reading difficulties because readers are not familiar with the topic (Kuru-Gonen, 2009).

Another cause of reading anxiety is reading aloud (Jalongo & Hirsh, 2010). When students read aloud in class, they can connect their brain to worry and anxiety. Although students nowadays can access more information in internet, they still experience anxiety because they concentrated on the task rather than comprehension (Jalongo & Hirsh, 2010). They might be more anxious during and after reading task or any bilingual book which creates a sense of anxiety that disturbs reading comprehension and performance. To minimize reading anxiety, students and teacher can collaborate to improve reading strategies.

2.2 Relevant Studies

There are some previous studies that are relevant to this study. The first study is based on Al-Shboul (2013). The study aimed to identify students reading anxiety. The participants were 384 of bachelor students during the second semester in the academic year 2011/2012 enrolled at Yarmouk University. The research used quantitative methods with 26 items about reading anxiety. There were two sections of the questionnaires: text features and personal factors. The instruments were scored on a five Likert scale ranging from 5 'strongly agree'; 4 'agree'; 3 'neutral'; 2 'disagree'; 1 'strongly disagree'. The results in this study show that students' reading anxiety were influenced by the course objectives. It involved personal factors and text features.

The second study is based on Aisyah (2017) which described the level and the cause of students' anxiety in reading class. The participant of this study was the second grade of students in Junior High School. There were 33 students

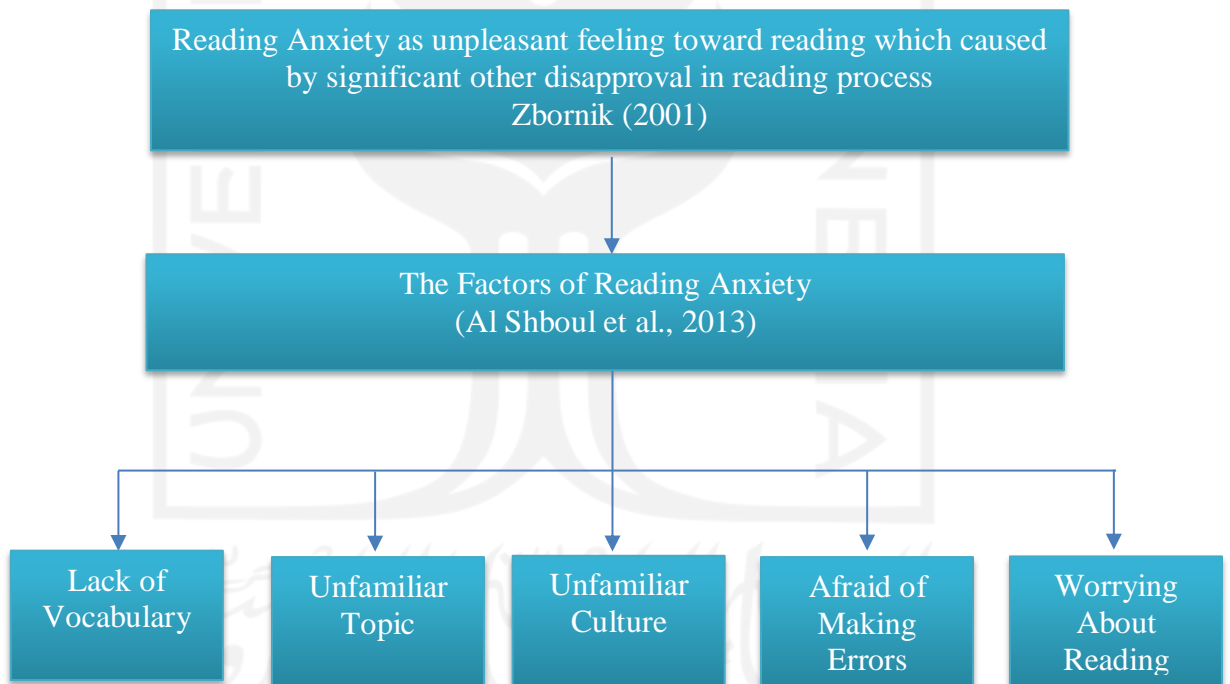
involved as respondents in this survey study. There were two questionnaires used to collect data: FLRAS (Foreign Language Reading Anxiety Scale) which is developed also cited as Saito et al. (1999) and the causes of students reading anxiety which is proposed by Ahmad et al (2013). The results show that most of students have medium level of anxiety. From 33 respondents, there were only 3 students who had high level of anxiety (9,1 %). Meanwhile, 13 had low level of anxiety (39, 4%) and 17 students were in medium level of anxiety is (51, 5%). This research also revealed that the most significant caused of reading anxiety was unfamiliar topic and unfamiliar culture.

The third study is based on Muhlis (2017) which aimed to investigate foreign language reading anxiety among Indonesian EFL Senior High School Students. There were 32 students from Grade XI who participated in filling the questionnaire about reading anxiety. The questionnaire was adopted from Al-Shboul (2013) in addition, the researcher also administered questionnaires were collected and the data from Perceptual Learning Style Preference Questionnaire (PLSPQ) questionnaires. These results show that students experience reading anxiety due to personal factors. They were afraid of making errors and reading effects.

Previous studies present similar research because those studies use reading anxiety as the main variables in their research. Moreover, most studies were in Indonesian context, thus, it represented the existing condition in some areas in Indonesia. The differences are the participants, characteristics, the classrooms setting of this study, methodology and research instruments.

Among of these studies, the researcher chooses Al-Shboul (2013) as the main reference and also adapted Al-Shboul (2013)'s instrument as this research instrument. It can be concluded that all of these research are relatable to similar variable such as Personal factors and Text Features.

2.3 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology of the study. It covers the Research design, Population and Sample.

3.1 Research Design

This research aims to identify students' reading anxiety in junior high school. This research is a survey study using questionnaire as an instrument. Survey study is the process of conducting research using surveys that researchers send to survey respondents. Survey study is defined as collecting information from a sample of individuals through their responses to questions (Check & Schutt, 2012).

3.2 Population and Sample

The population of this research is Junior high school students. There were 384 students in grade 8 and 9. Ideally, the sample should involve minimum 100 students, calculated from $\pm 5\%$ margin error and 95% of confidence rate (Teddlie & Tashakkori, 2009). However, there were only 80 student who were willing to participate in this research. There was limited access of data due to pandemic situation. The school divided the students into small size classes, thus, not all students attended school every day.

3.3 Data Collection Techniques

This part describes data collection techniques including: Instrument, Validity and Reliability.

3.3.1. Research Instrument

The instrument was a questionnaire related to the cause of reading anxiety, developed by by Al-Shboul (2013). It has 5 domains, consists Unknown vocabulary 1-6, unfamiliar topic 7-10, Unfamiliar Culture 11-15, Afraid of Making Errors 16-20, and Worry about Reading Effects 21-26. The instrument was selected because the questions represent general question about reading anxiety. It does not represent certain level of education. Thus, the instrument can be used to identify reading anxiety of junior high school students. The description of each domain are presented below:

Table 1. Distribution of Questionnaire Item

No	Domain	Range	Number of items
1	Lack of Vocabulary	1-6	6
2	Unfamiliar Topic	7-11	6
3	Unfamiliar Culture	12-16	6
4	Afraid of Making Errors	17-21	6
5	Worrying About Reading Effects	22-26	6

3.3.2. Questionnaire

The questionnaire is distributed to the participants in junior high school on grade 8. The researcher used the Google form to create and follow up the link of the questionnaire:

<https://docs.google.com/forms/d/1EnslHjm2T99GDq7ZzmW4a4CnWfU-nm1qQx5jvrHcp4s/edit?usp=sharing> Informed approval and the

description of the survey study were also delivered in the Google form.

The participants were asked to choose which that displayed their

agreement related to the items from scale 5 (which for strongly agree) to scale 1 (which for strongly disagree). The description shows on table 3

Table 2. Al-Shboul (2013) Description of Likert scale on CFQ

Description Scale
Strongly Agree (SA)
Agree (A)
Neutral (N)
Disagree (D)
Strongly Disagree (SD)

3.3.3. Data Collection

This data was collected by sharing a link of Google form during class session. In addition, the link was also shared through WhatsApp group and Line application to ensure wide access for students in grade 8 and 9.

3.3.4. Validity

In the quantitative study research, validity process is conducted to test whether the instrument can measure the concept which should be measured in terms of answering research question (Ary, Jacobs, Razavieh, & Sorensen, 2010). In this study, the instrument was validated by using content validity technique. The instrument was validated by supervisor and a lecturer from one of research course in English Language Education Department. The validation process included the check of conceptual framework and translation of each item.

3.3.5. Reliability

According to Sudjana (2005:16), the reliability of the instrument is testing the accuracy or difficulty of the instrument in what it should be assessed. It means, the instrument will present consistency to the component being measured (Ary et al., 2010). It is an essential to examine the consistency of the students'

responses to be different statements of items that assess the same domain of the developed instrument. Cronbach's alpha is used to measure the reliability coefficient. The original instrument from Al-shboul (2013) shows that the reliability of the instrument was 0.834. Meanwhile, the reliability of the instrument in this research is 0.834. It indicates that the questionnaire is reliable to be used as the instrument to collect data.

Table 3. Presentation of the reliability coefficient (cronbach'alpha)

No	Domain	Item	Reability Coefficient
1	Lack of Vocabulary	1-6	
2	Unfamiliar Topic	7-11	Text Features
3	Unfamiliar Culture	12-16	
4	Afraid of Making Errors	17-21	Personal Factors
5	Worrying About Reading Effects	22-26	
	Total	1-26	0.834

3.4 Data Analysis Techniques

3.4.1 Data Indicator

The data were analyzed how to read the data was by looking the lowest into the highest score of students' graphic percentage on the questionnaire data results. In case indicates what kind students reading anxiety factor that affect their reading in English.

3.4.2 Steps of Data Analysis Technique

1. Reviewed the literature to understand the instrument.

2. Adopted Al-Shboul (2013) Sources of English language reading anxiety Questionnaire (CFQ) as an instrument.
3. Translated the items of CFQ content in Bahasa Indonesia.
4. Checked the content also construct validity of instrument by discussed it with the supervisor and teacher for expert judgement of the items.
5. Delivered the questionnaire by sharing the Google Form link to the respondents through class group and personal chat apps of grade 8 students for collecting the data.
6. Analyzed the data by using SPSS to present it into diagrams and tables.
7. Data will be input the lowest until the highest factors of reading anxiety.



Based on the questionnaire, most students choose statement *“I enjoy reading a text in English text in English when I know its translation”* ($M=4,15$). It means that students will be enjoying reading a text in English text on English as long as they understand the vocabulary. It implies that students have limited vocabulary in English, thus, they feel more secure to read English with familiar vocabulary. Meanwhile, the lowest score in the questionnaire is *“Worrying About the Reading Effects”* and *“In reading aloud in the class I do not understand the text even though it is easy ($M=3$)”* It means that when it’s reading aloud in class they don’t understand the text even though it is easy.

4.1.2. Lack of Vocabulary

In the domain of “lack of vocabulary”, the highest score is in the statement for *“I enjoy reading a text in English text in English when I know its translation.”* With the mean = 4,15 and Std Deviation = 0.943, in case the most of students are agree when Lack of vocabulary the students may enjoy reading a text in English when they know its translation, Meanwhile the lowest are the statements for *“I feel anxious in reading English when I encounter series of three strange words.”* with the mean = 3, 28 and Std. Deviation = 0.730, it means that the most students are disagree feel anxious with some strange words also students feel upset and anxious if encounter any words that having meaning which that student doesn’t know.

Table 4:

No.	Statements	Means	Standard Deviation
1	When I reading in reading in English, I get very upset and worry whenever I encounter strange vocabulary	3,25	0 .878
2	I focus on words in reading English texts because if I know the terms, I can understand the text	3,8	0.905
3	I feel anxious in reading English when I encounter series of three strange words.	3,28	0.943
4	I enjoy reading a text in English text in English when I know its translation	4,15	0.730
5	I do not like to read an English text that has lots difficult words.	3,48	1.018
6	When I am reading in English, I feel upset and anxious if I encounter words the meaning of which I do not know	3,28	0.902

4.1.3. Unknown Topic

Based on the research found that in domain “Unknown Topic”, the highest scores are in the statement of *“I enjoy English reading when I understand at least some portion of the text”* tith the mean = 3,9 and Std. Deviation = 0.985. Students enjoy reading English when they understand least some portion of the text. Meanwhile the lowest is the statement for *“I do not prefer reading unfamiliar topics, particularly in the English language.”* With the mean = 3, 06 and Std. Deviation = 0.772. It means that they do not prefer reading unfamiliar topic particularly in the English language.

Table 5:

No.	Statements	Mean	Standard Deviation
7	I enjoy English reading when I understand at least some portion of the text	3,9	0.772
8	I do not prefer reading unfamiliar topics, particularly in the English language.	3,06	0.861
9	The most things I like to read in English are short stories because they have easy words and their topics are common	3,87	0.985
10	I feel anxious when I am reading a topic in the English language which I have no idea about.	3,38	0.864
11	In reading English, I hardly understand the idea if there is more than one meaning for each word	3,5	0.841

4.1.4. Unknown Culture

Based on the research found that in domain of “Unknown Culture”, the highest score is the statement for *“It is frustrating in reading English when one word is connected with another to change the meaning.”* With the mean = 4 and Std. Deviation = 1.038. Students are frustrated reading in English when one word is connected with another to change the meaning, furthermore the lowest is statement for *“I most often feel that I cannot understand an English text even though I know every word’s meaning”* with the mean = 3, 23 and Std. Deviation = 0.793. It means that most of students cannot understand an English text even though they know every word’s meaning.

Table 6:

No.	Statements	Mean	Standard Deviation
12	When I read English, I often understand the words, but I still cannot quiet understand what the writer says	3,47	0.871
13	I usually translate word by word when I am reading English	3,5	0.871
14	It is frustrating in reading English when one word is connected with another to change the meaning	4	0.901
15	I most often feel that I cannot understand an English text even though I know every word's meaning	3,23	1.058
16	I feel anxious in reading aloud in fear of making errors.	3,77	0.795

4.1.5. Afraid of Making Errors

In the domain of “Afraid of Making Errors”, the highest score is the statement of *“When I am reading aloud, I focus on reading correctly rather than focusing on understanding the text”* with the mean = 3, 48 and Std. Deviation = 1.002. When students read aloud, they focus on reading correctly rather than focusing on understanding the text. Furthermore, the lowest is the statement for *“I feel irritated if I encounter a word I do not know how it is pronounced”* with the mean = 3, 48 and Std. Deviation = 0,927. It means that students feel irritated if they encounter a word if don’t know how it is pronounced.

Table 7:

No.	Statements	Mean	Standard Deviation
17	I feel embarrassed I front of others if I pronounce a simple and easy word wrongly	3,58	1.002
18	I prefer to prepare too much and search for the phonetic transcript prior to the class if I was expected to read In the class	3,52	0.899
19	I feel irritated if I encounter a word I do not know how it is pronounced	3,48	0.927
20	I prefer silent reading rather than reading aloud	3,75	0.948
21	When I am reading aloud, I focus on reading correctly rather than focusing on understanding the text	3,5	0.980

4.1.6. Worrying About Reading Effects

In the domain of “Worrying About Reading Effects”, the highest score is the statement of *“In reading aloud In the class I do not understand the text even though it is easy”* with the mean score= 3 and Std. Deviation = 1.055. When students read aloud in the class, they do not understand text even though it is easy. Meanwhile the lowest score is the statement of *“When reading English, I get disturbed and do not remember what I have read”* with the mean score = 3, 33 and Std. Deviation = 0.891. It means that students are easily disturbed while reading English text. As the impact, they are not able to remember what they have read.

Table 8:

No	Statements	Mean	Standard Deviation
22	In reading aloud In the class I do not understand the text even though it is easy	3	1.055
23	I enjoy silent reading because I can easily understand the text	3,56	0.911
24	When reading English aloud in the class I focus on word reading in English or not	3,2	0.891
25	I get upset when I am not sure whether I understand what I am reading in English or not	3,46	1.018
26	When reading English, I get disturbed and do not remember what I have read	3,33	0.992

4.2. Discussion

Based on the research, the highest percentage is the statement for “*I enjoy reading a text in English text in English when I know its translation.*” with the mean = 4, 15 and Std. Deviation = 0.730. Meanwhile the lowest are the statements for “*Worrying About the Reading Effects*” also the statement “*In reading aloud in the class I do not understand the text even though it is easy*” with the mean = 3 and Std. Deviation = 1.055. The results are in line with the studies from Al-Shboul (2013), Aisyah (2017) and Muhlis (2017). Previous studies also reveal that there are two aspects of foreign language reading anxiety: personal Factors and

text features. These factors are a part of domain “lack of vocabulary” and “worrying about the Reading Effects”. Thus, it is confirmed that vocabulary and self-confidence are two biggest factors in creating reading anxiety among students.

Al-Shboul (2013) states that reading would be an enjoyable task if all vocabulary were comprehended. In addition, Aisyah (2017) also found that unknown vocabulary is the most causes of reading anxiety in the classroom as a foreign language. Furthermore, Muhlis (2017) support previous finding by confirming that unknown vocabulary creates anxiety towards students’ comprehension of English reading Materials. However, there are also some studies which show slightly different result with the findings. Some studies mention some causes of anxiety such as writing system and translation (Ahmad e. al., 2013), (Kuru-Gonen, 2009). In conclusion, most of the studies agree that lack of vocabulary contributes as the biggest cause of anxiety. Unfamiliar vocabulary might be caused learners comprehension and cause difficulty which is turning into anxiousness (Rajab et al, 2012).

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study aims to identify the cause of reading anxiety of Junior High School students. Based on the result, the highest percentage of reading anxiety is the statement for *“I enjoy reading a text in English text in English when I know its translation.”* With the mean = 4, 15 and Std. Deviation = 0.730. Meanwhile the lowest score are the statements for *“Worrying About the Reading Effects”* also the statement *“In reading aloud in the class I do not understand the text even though it is easy”* with the mean = 3 and Std. Deviation = 1.055. It can be concluded that students experience reading anxiety when they are not familiar with the vocabulary. In addition, reading aloud activity reduce their ability to comprehend the information in the text.

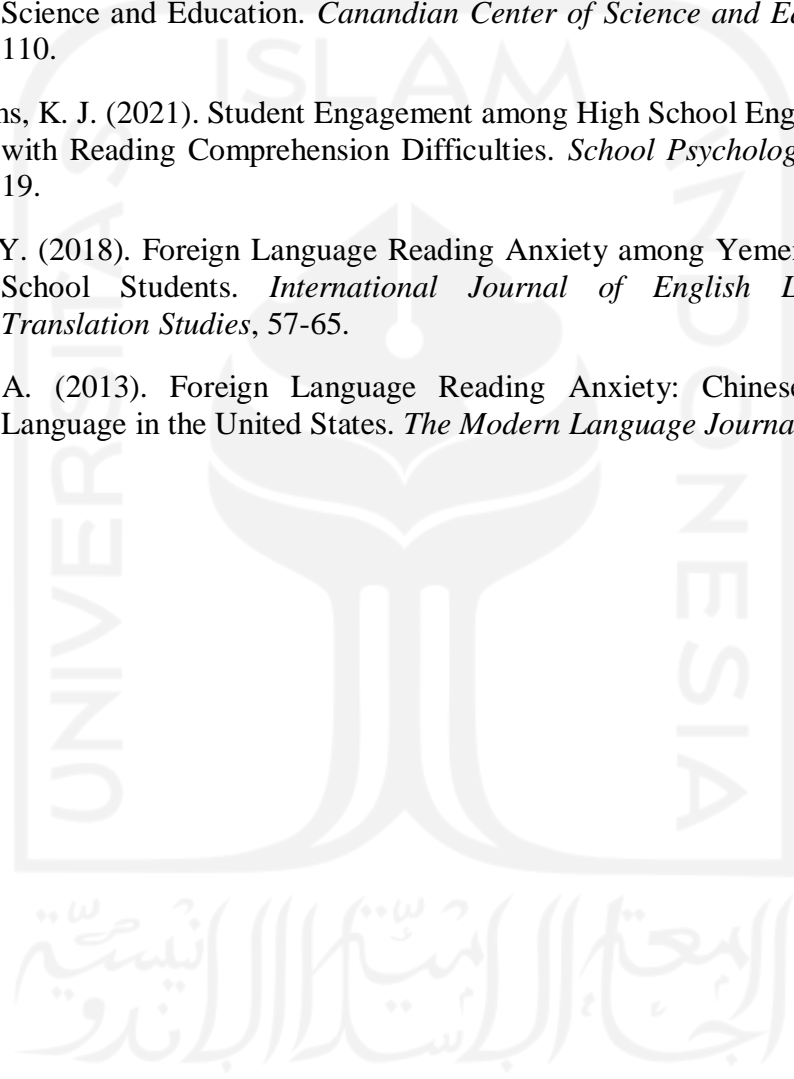
5.2 Recommendation

To reduce students' reading anxiety, teacher can provide more practices in vocabulary. Teacher can choose some fun and interesting vocabulary exercises to boost students' confidence in reading. By providing effective learning strategies based on students' need, it is expected that the students can manage their anxiety in reading English text.

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APPENDICES

Appendix 1: Table of Mean, Standard Deviation and Statements

Descriptive statistics

No	Statements	Mean	Std. Deviation	N
1	When I reading in reading in English, I get very upset and worry whenever I encounter strange vocabulary	3,25	0 .878	80
2	.I focus on words in reading English texts because if I know the terms, I can understand the text	3,8	0.905	80
3	I feel anxious in reading English when I encounter series of three strange words.	3,28	0.943	80
4	I enjoy reading a text in English text in English when I know its translation	4,15	0.730	80
5	I do not like to read an English text that has lots difficult words.	3,48	1.018	80
6	When I am reading in English, I feel upset and anxious if I encounter words the meaning of which I do not know	3,28	0.902	80
7	I enjoy English reading when I understand at least some portion of the text	3,9	0.772	80
8	I do not prefer reading unfamiliar topics, particularly in the English language.	3,06	0.861	80
9	.The most things I like to read in English are short stories because they have easy words and their topics are common.	3,87	0.985	80
10	I feel anxious when I am reading a topic in the English language which I have no idea about.	3,38	0.864	80
11	In reading English, I hardly understand the idea if there is more than one meaning for each word	3,5	0.841	80
12	When I read English, I often understand the words, but I still cannot quiet understand what the writer says	3,47	0.871	80

13	I usually translate word by word when I am reading English	3,5	0.871	80
14	It is frustrating in reading English when one word is connected with another to change the meaning	4	0.901	80
15	I most often feel that I cannot understand an English text even though I know every word's meaning	3,23	1.058	80
16	I feel anxious in reading aloud in fear of making errors.	3,77	0.795	80
17	I feel embarrassed I front of others if I pronounce a simple and easy word wrongly	3,58	1.002	80
18	I prefer to prepare too much and search for the phonetic transcript prior to the class if I was expected to read In the class	3,52	0.899	80
19	I feel irritated if I encounter a word I do not know how it is pronounced	3,48	0.927	80
20	I prefer silent reading rather than reading aloud	3,75	0.948	80
21	When I am reading aloud, I focus on reading correctly rather than focusing on understanding the text	3,5	0.980	80
22	In reading aloud In the class I do not understand the text even though it is easy	3	1.055	80
23	I enjoy silent reading because I can easily understand the text	3,56	0.911	80
24	.When reading English aloud in the class I focus on word reading in English or not	3,2	0.891	80
25	I get upset when I am not sure whether I understand what I am reading in English or not	3,46	1.018	80
26	When reading English, I get disturbed and do not remember what I have read	3,33	0.992	80
Total		84,33	0.9176	

No	Statements	Scale				
1	When I reading in reading in English, I get very upset and worry whenever I encounter strange vocabulary	SD	D	N	A	SA
2	.I focus on words in reading English texts because if I know the terms, I can understand the text	SD	D	N	A	SA
3	I feel anxious in reading English when I encounter series of three strange words.	SD	D	N	A	SA
4	I enjoy reading a text in English text in English when I know its translation	SD	D	N	A	SA
5	I do not like to read an English text that has lots difficult words.	SD	D	N	A	SA
6	When I am reading in English, I feel upset and anxious if I encounter words the meaning of which I do not know	SD	D	N	A	SA
7	I enjoy English reading when I understand at least some portion of the text	SD	D	N	A	SA
8	I do not prefer reading unfamiliar topics, particularly in the English language.	SD	D	N	A	SA
9	.The most things I like to read in English are short stories because they have easy words and their topics are common.	SD	D	N	A	SA
10	I feel anxious when I am reading a topic in the English language which I have no idea about.	SD	D	N	A	SA
11	In reading English, I hardly understand the idea if there is more than one meaning for each word	SD	D	N	A	SA
12	When I read English, I often understand the words, but I still cannot quiet understand what the writer says	SD	D	N	A	SA
13	I usually translate word by word when I am reading English	SD	D	N	A	SA
14	It is frustrating in reading English when one word is connected with another to change the meaning	SD	D	N	A	SA
15	I most often feel that I cannot	SD	D	N	A	SA

	understand an English text even though I know every word's meaning					
16	I feel anxious in reading aloud in fear of making errors.	SD	D	N	A	SA
17	I feel embarrassed I front of others if I pronounce a simple and easy word wrongly	SD	D	N	A	SA
18	I prefer to prepare too much and search for the phonetic transcript prior to the class if I was expected to read In the class	SD	D	N	A	SA
19	I feel irritated if I encounter a word I do not know how it is pronounced	SD	D	N	A	SA
20	I prefer silent reading rather than reading aloud	SD	D	N	A	SA
21	When I am reading aloud, I focus on reading correctly rather than focusing on understanding the text	SD	D	N	A	SA
22	In reading aloud In the class I do not understand the text even though it is easy	SD	D	N	A	SA
23	I enjoy silent reading because I can easily understand the text	SD	D	N	A	SA
24	.When reading English aloud in the class I focus on word reading in English or not	SD	D	N	A	SA
25	I get upset when I am not sure whether I understand what I am reading in English or not	SD	D	N	A	SA
26	When reading English, I get disturbed and do not remember what I have read	SD	D	N	A	SA

*Note. This instrument is adapted from Al-Schobul (2013). Statement conducts five-Scale. All answers and percentages referred to several respondents who **SD = strongly disagree, D = Disagree, N =Neutral, A = Agree, SA = Strongly Agree**.
 “All Percentages of students who agreed or strongly agreed (or strongly disagreed) with statements indicative of foreign language

Sources of Foreign Reading Anxiety (Al-Shboul et al., 2013)

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

20	I prefer silent reading rather than reading aloud	Afraid of Making Errors
21	When I am reading aloud, I focus on reading correctly rather than focusing on understanding the text	Worrying about Reading Effects
22	In reading aloud In the class I do not understand the text even though it is easy	Worrying about Reading Effects
23	I enjoy silent reading because I can easily understand the text	Worrying about Reading Effects
24	.When reading English aloud in the class I focus on word reading in English or not	Worrying about Reading Effects
25	I get upset when I am not sure whether I understand what I am reading in English or not	Worrying about Reading Effects
26	When reading English, I get disturbed and do not remember what I have read	Worrying about Reading Effects

Statement conducts five-Scale. All answers and percentages referred to several respondents who **SD = strongly disagree, D = Disagree, N =Neutral, A = Agree, SA = Strongly Agree** to develop the instrument.

Kuesioner Penelitian

Assalamualaikum warahmatullahi wabarakatuh.

Perkenalkan Nama saya Arif Nugroho Kharismanto dari Jurusan Pendidikan Bahasa Inggris. Universitas Islam Indonesia angkatan 2017. Saat ini saya sedang melakukan penelitian yang berjudul "Students Reading Anxiety Among Junior High School in Mataram". Metode penelitian saya adalah penelitian kuantitatif dalam bentuk survei sehingga saya melakukan pengambilan data melalui penyebaran kuesioner. partisipan penelitian saya adalah siswa sekolah menengah pertama kelas 8 yang sedang mengikuti mata pelajaran bahasa inggris

Dalam rangka mengumpulkan data dengan kerendahan hati saya meminta kesediaan dari saudara/i meluangkan waktu sejenak untuk mengisi kuesioner ini dijaga dan dijunjung tinggi oleh etika akademik. informasi yang diberikan Insya Allah sangat berharga dan bermanfaat bagi pengembangan ilmu pengetahuan, khususnya dalam bidang pendidikan.

Sebagai ucapan terimakasih, saya akan memberikan voucher pulsa sebesar Rp.25.000 bagi 2 responden yang beruntung. Apabila saudara/i bersedia mengisi kuesioner ini, silahkan memilih 'bersedia' pada pernyataan dibawah. Atas partisipasi saudara/i, saya ucapkan banyak terima kasih. Semoga Allah SWT memberikan balasan yang setimpal untuk kebaikan saudara/i dalam mengisi kuesioner ini.

Wassalamualaikum warahmatullahi wabarakatuh.

a. Data Pribadi Responden

Jenis Kelamin:

1. Laki-laki
2. Perempuan

b. Instruksi Pengisian Kuesioner:

Pernyataan yang mengandung 5 Skala
SD = Sangat Tidak Setuju

D = Disagree
 N = Neutral
 A = Agree
 SA = Sangat Setuju

Appendix 3: Table of Validation

Validation

a. Afraid of Making Errors

		Correlations					
		item_1	item_2	item_3	item_4	item_5	Skor_Tota l
item_1	Pearson Correlation	1	.215	.287**	.196	.058	.633**
	Sig. (2-tailed)		.055	.010	.081	.610	.000
	N	80	80	80	80	80	80
item_2	Pearson Correlation	.215	1	-.068	-.022	.043	.398**
	Sig. (2-tailed)	.055		.550	.845	.705	.000
	N	80	80	80	80	80	80
item_3	Pearson Correlation	.287**	-.068	1	.299**	.230*	.617**
	Sig. (2-tailed)	.010	.550		.007	.041	.000
	N	80	80	80	80	80	80
item_4	Pearson Correlation	.196	-.022	.299**	1	.245*	.609**
	Sig. (2-tailed)	.081	.845	.007		.028	.000
	N	80	80	80	80	80	80
item_5	Pearson Correlation	.058	.043	.230*	.245*	1	.565**
	Sig. (2-tailed)	.610	.705	.041	.028		.000
	N	80	80	80	80	80	80
Skor_Tota l	Pearson Correlation	.633**	.398**	.617**	.609**	.565**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	80	80	80	80	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

b. Lack of Vocabulary

		Correlations						
		item_1	item_2	item_3	item_4	item_5	item_6	Skor_Total
item_1	Pearson Correlation	1	.080	.538**	.000	.329**	.243*	.627**
	Sig. (2-tailed)		.483	.000	1.000	.003	.030	.000
	N	80	80	80	80	80	80	80
item_2	Pearson Correlation	.080	1	.172	.161	.052	.412**	.523**
	Sig. (2-tailed)	.483		.128	.155	.646	.000	.000
	N	80	80	80	80	80	80	80
item_3	Pearson Correlation	.538**	.172	1	-.137	.392**	.466**	.714**
	Sig. (2-tailed)	.000	.128		.227	.000	.000	.000
	N	80	80	80	80	80	80	80
item_4	Pearson Correlation	.000	.161	-.137	1	.054	.087	.274*
	Sig. (2-tailed)	1.000	.155	.227		.637	.441	.014
	N	80	80	80	80	80	80	80
item_5	Pearson Correlation	.329**	.052	.392**	.054	1	.341**	.645**
	Sig. (2-tailed)	.003	.646	.000	.637		.002	.000
	N	80	80	80	80	80	80	80
item_6	Pearson Correlation	.243*	.412**	.466**	.087	.341**	1	.729**
	Sig. (2-tailed)	.030	.000	.000	.441	.002		.000
	N	80	80	80	80	80	80	80
Skor_Total	Pearson Correlation	.627**	.523**	.714**	.274*	.645**	.729**	1
	Sig. (2-tailed)	.000	.000	.000	.014	.000	.000	
	N	80	80	80	80	80	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

c. Unfamiliar Cultures

		Correlations					
		item_1	item_2	item_3	item_4	item_5	Skor_Tota l
item_1	Pearson Correlation	1	.100	.172	.000	.156	.487**
	Sig. (2-tailed)		.377	.126	.998	.166	.000
	N	80	80	80	80	80	80
item_2	Pearson Correlation	.100	1	.113	.240*	-.018	.512**
	Sig. (2-tailed)	.377		.319	.032	.872	.000
	N	80	80	80	80	80	80
item_3	Pearson Correlation	.172	.113	1	.283*	.182	.628**
	Sig. (2-tailed)	.126	.319		.011	.106	.000
	N	80	80	80	80	80	80
item_4	Pearson Correlation	.000	.240*	.283*	1	.200	.662**
	Sig. (2-tailed)	.998	.032	.011		.076	.000
	N	80	80	80	80	80	80
item_5	Pearson Correlation	.156	-.018	.182	.200	1	.508**
	Sig. (2-tailed)	.166	.872	.106	.076		.000
	N	80	80	80	80	80	80
Skor_Tota l	Pearson Correlation	.487**	.512**	.628**	.662**	.508**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	80	80	80	80	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

d. Unfamiliar Topics

		Correlations					
		item_1	item_2	item_3	item_4	item_5	Skor_Tota l
item_1	Pearson Correlation	1	-.105	.299**	.040	.253*	.536**
	Sig. (2-tailed)		.356	.007	.726	.024	.000

	N	80	80	80	80	80	80
item_2	Pearson Correlation	-.105	1	-.169	.273*	.201	.446**
	Sig. (2-tailed)	.356		.133	.014	.074	.000
	N	80	80	80	80	80	80
item_3	Pearson Correlation	.299**	-.169	1	-.091	-.061	.412**
	Sig. (2-tailed)	.007	.133		.422	.591	.000
	N	80	80	80	80	80	80
item_4	Pearson Correlation	.040	.273*	-.091	1	.409**	.606**
	Sig. (2-tailed)	.726	.014	.422		.000	.000
	N	80	80	80	80	80	80
item_5	Pearson Correlation	.253*	.201	-.061	.409**	1	.658**
	Sig. (2-tailed)	.024	.074	.591	.000		.000
	N	80	80	80	80	80	80
Skor_Tota l	Pearson Correlation	.536**	.446**	.412**	.606**	.658**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	80	80	80	80	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

e. Worrying About Reading Effects

Correlations							
		item_1	item_2	item_3	item_4	item_5	Skor_Tota l
item_1	Pearson Correlation	1	.066	.081	.459**	.314**	.683**
	Sig. (2-tailed)		.562	.477	.000	.005	.000
	N	80	80	80	80	80	80
item_2	Pearson Correlation	.066	1	.062	-.052	.319**	.451**
	Sig. (2-tailed)	.562		.583	.647	.004	.000
	N	80	80	80	80	80	80
item_3	Pearson Correlation	.081	.062	1	.176	.109	.458**
	Sig. (2-tailed)	.477	.583		.119	.337	.000
	N	80	80	80	80	80	80
item_4	Pearson Correlation	.459**	-.052	.176	1	.257*	.648**

	Sig. (2-tailed)	.000	.647	.119		.021	.000
	N	80	80	80	80	80	80
item_5	Pearson Correlation	.314**	.319**	.109	.257*	1	.685**
	Sig. (2-tailed)	.005	.004	.337	.021		.000
	N	80	80	80	80	80	80
Skor_Tota	Pearson Correlation	.683**	.451**	.458**	.648**	.685**	1
l	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	80	80	80	80	80	80

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Appendix 4: Table of Reliability Data

Reliability

a. Afraid of Making Errors

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.470	.465	5

b. Lack of Vocabulary

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.516	.495	5

c. Unfamiliar Culture

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.459	.454	5

d. Unfamiliar Topic

Reliability Statistics		
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Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.347	.369	5

E. Worrying About Reading Effect

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.533	.522	5

Appendix 5: School Observation

