

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

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Abstract

This research was aimed to analyze the students' reading anxiety in the eleventh grade SMA Kholilurrohman Madura. This study focused in explaining what level of reading anxiety and factors that contribute students' anxiety in reading English texts. The research design used was descriptive quantitative. To find the data, the researcher used questionnaire consisting of 20 question whereas interview consists of 13 question. After collecting the data of questionnaire and interview. Researcher found students anxiety in reading text, the questionnaire were analyzed manually to categorize the level of anxiety student's and put into percentages. To interpret the data descriptively, the researcher calculated the individual score of the student from the questionnaire, the data were analyzed by using the formula of the likert scale while the result of interview analyzed descriptively. The results of the study showed that most of students experience high anxiety and some students experience mild anxiety. And the factors that contribute students' anxiety are difficult to comprehend the text, fear making mistake, reading text, ashamed, pronunciation. To find more detailed results it is suggested that future researchers can use more instruments and participants in data collection.

Keywords: Analysis, Reading, Anxiety

INTRODUCTION

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

Reading skill has to be developed besides listening, speaking, and writing skills. Reading is the key to learning in all aspects of life; people often learn something by reading. When people read, they often try to learn and find the meaning of what they have read. According to Nunan (2006), reading is a set of skills that involves making sense of and deriving meaning from printed words. Reading is a multidimensional process that involves the eyes, the ears, the mouth, and most importantly, the brain Brassell & Rasinski (2008). Brown (2001) adds that reading ability will be developed best in association with writing, listening, and speaking activities.

English language reading anxiety is the fear experienced by students when reading English text. Reading anxiety affects students' academic performance. Reading anxiety is basically rooted in some type of fear such as fear of failure and lack of self-confidence. Recent studies confirmed a

negative correlation between language anxiety and reading performance. Chen (2007) found that second language speaking anxiety negatively correlated with oral performance. According to Chen (2007) because the theory used by Chen is following the indicators in the study. Reading anxiety was found by researchers to increase in foreign language reading contexts.

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

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

The researcher found that some results are obtained related to students' anxiety in learning English. It is discussed that the most experienced level of speaking anxiety in the third-grade students was mildly anxious. Moreover, this study is conducted for student's anxiety in learning to read English text, whereas, previous researchers have not researched related student's anxiety in learning to read English text. In the above study, many students experienced speaking anxiety.

The present study chose SMA Kholilurrohman Madura as a research target because there were no previous researchers who used this school as the research area. Based on the teacher's observation and the researcher's experience when teaching eleventh-grade students have anxiety when practicing reading English texts.

Besides there are many students still afraid, anxious, and embarrassed to practice reading English texts in class. Particularly for those in the eleventh grade. This research is interested in learning more about the students of reading anxiety in the eleventh grade.

METHODOLOGY

Participants

This research is using eleventh-grade senior high school of SMA Kholilurrohman Madura consisted 18 students. This participants include males and females. This research is located in SMA Kholilurrohman Madura. Jl Kemban Putih Desa Genteng kecamatan konang kabupaten Bangkalan. This research uses one class in eleventh grade which consists of 18 students as the research subject, depending on the wishes of the teachers

Instrument

Research instruments are tools used by researchers when collecting data. Several tools were employed in this study to gather the data. The instrument used in this study is used to measure the degree of reading anxiety among students. There are two instruments; a questionnaire and an interview to get some information about the level and factor of reading anxiety at SMA Kholilurrohman Madura.

Data Analysis

Data analysis was needed to answer the research questions. It covered the level of anxiety perceived by students in reading English. The data were analyzed manually to categorize the level

of anxiety among students and put into percentages. To interpret the data descriptively, the researcher calculated the individual score of the student from the questionnaire, the data were analyzed by using the formula of the Likert scale:

T x Pn

Information:

T: The total number of respondents who voted

Pn: Likert scale score numbers selection

Total score = the sum of the result of each TxPn

Maximum score = number of respondents x highest Likert scale

Minimum score = number of respondents x lowest Likert scale

Indeks (%) = $\frac{\text{Total score}}{\text{Maximum score}} \times 100$

Table 3.5 Rating interval

Option	Percentage
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

After the data was collected through a deep interview, then the collected data were analyzed in three steps based on Miles and Huberman (2014), each step was elaborated below.

1. Data Condensation Same as Data Reduction

There is a process of selecting and so on Data 26 Condensation According to Miles and Huberman (2014) explain that data condensation means “the process of selecting, focusing, simplifying, abstracting, and/or transforming the data in the full corpus (body)”. In reducing the data, the writer chose which aspect of the data that appeared in the interview transcription, should be emphasized, or minimized. Or set aside completely for the purposes of the research. Further, the researcher write based on this interview question. Then, the researcher examined all the relevant data sources for description which will be used for the researcher's findings.

2. Data Display

Data display is the second phase in Miles and Huberman(2014) model of descriptive quantitative data analysis. This phase provides an organized and compressed assembly of information that permits conclusion drawing. The researcher displays the data that have been reduced in order to facilitate data interpretation. It displays in a table with the basic categories such as factors that contribute to language anxiety.

3. Conclusion drawing/verification

The last stage in the analysis of data in this research was drawing and verifying conclusions. Conclusions were drawn by constantly comparing and contrasting data from all the subjects, and their answer to questions taken by the researcher during the interview. In chapter four, all steps like finding the research and what level and factor causes anxiety to read English at SMA Kholilurrohman Madura. The last step is what strategies are used by the second grade to overcome their anxiety in learning English.

Finding

After the data was obtained, the researcher presented the findings in this sub-chapter. The findings present data from research questions about the level of anxiety and factor of students' anxiety in reading English.

Level of Anxiety Encountered by Students

In this study, researcher distributed questionnaires consisting of 20 items that had to be filled out by students. A total of 18 students answered the questionnaire (details of the questionnaire results can be seen in Appendix 2). Apart from strengthening the data and obtaining additional information.

Initially, participants were asked to complete a questionnaire in written text. Participants must choose the appropriate answer by checking the options consisting of a 5-point Likert Scale: Strongly agree (5), agree (4), neutral (3), disagree (2), strongly disagree (1). The number of this sample is 18 students. Participants were class XI SMA Kholilurrohman Madura. The questionnaire was distributed on 22-23 May 2023. The questionnaire aspects about the level of anxiety in reading English texts. The following is a detailed explanation of the information.

1. I get upset whenever I encounter unknown grammar when reading English.

Table 4. 1 The Percentage of Students' Responses to the 6th Statement

Option answer	Frequency	Likers Scale	Score
Strongly Agree	13	5	65
Agree	4	4	16
Neutral	1	3	3
Disagree	0	2	0
Strongly Disagree	0	1	0
Total			84

Total Score: 84

Maximum Score: $18 \times 5 = 90$

Minimum Score: $18 \times 1 = 18$

Indeks : $\frac{84}{90} \times 100\% = 93.33\%$ (Strongly Agree)

The item states that "I get upset whenever I encounter unknown grammar when reading English" which shows that 13 chose to strongly agree, while 4 chose to agree, 1 chose neutral, disagreed 0, and strongly disagreed 0. This means that students feel embarrassed whenever they find grammar that is not understood in English texts.

2. When you get to used it, reading English is not difficult.

Table 4. 2 The Percentage of Students' Responses to the 14th Statement

Option answer	Frequency	Likers Scale	Score
Strongly Agree	8	1	8
Agree	8	2	16
Neutral	1	3	3
Disagree	1	4	4
Strongly Disagree	0	5	0
Total			31

Total Score: 31

Maximum Score: $18 \times 5 = 90$

Minimum Score: $18 \times 1 = 18$

Indeks : $\frac{31}{90} \times 100\% = 34.44\%$ (Disagree)

The next statement is a positive aspect about reading anxiety, in the item " When you get to used it, reading English is not difficult " shows that 8 chose to strongly agree, while 8 chose to agree, 1 chose neutral, chose to disagree 1 and those who strongly disagreed 0 %. This means that students do not find it difficult when they are accustomed to reading English.

First, to find out the students reading anxiety levels, the researcher calculated students' scores in reading tests manually with a range of scores starting from 0 to 100 Then, standard deviations and percentages The descriptive statistic numbers were used to determine the categorization of the reading anxiety levels which is divided into three levels of high, moderate and low anxiety.

Students who have a score higher than 70 are categorized as high anxiety, students who have lower scores between 41 and 70 are categorized as moderate anxiety, and students who have scores lower than 40 are categorized as low anxiety.

Table 4. 3 The Formula to Categorize the Score of the Reading Anxiety Level

Level	Formula	Score
High	71-100%	>70
Moderate	41-70%	41-70
Low	0-40%	<40

Furthermore, based on categorize score of reading anxiety level, the researcher found that 14, or 77.78% of students are categorized with high levels of anxiety, and 4, or 22.22% of students are categorized with low anxiety.

Factors of Anxiety Encountered by Students

From the results of the questionnaire above it is said that the anxiety of reading English learning activities. The original study interview was presented in Indonesia so that it was easy for students to understand and then translated into English. To obtain further information, the researcher conducted interviews with five students. There are 13 questions used in the interview. Therefore, the code used by the researcher is as follows: P: (Participants) and numbers 1 to 5. The questions consist of several parts; namely an analysis of student's anxiety in reading English, which is the second question. The factor of reading anxiety encountered by students which were the questions. Interviews were conducted on 22-23 May 2023.

At this point, data obtained from interviews, which will describe anxiety. The factor of students' anxiety in learning to read English texts. The interview results showed that there were five Difficult to comprehend the text, Fear of making Mistakes, Reading text, and Ashamed, Pronunciation in questions.

1. Difficult to Comprehend the Text

The first analysis is how students' ability is the factor of anxiety in learning to read English texts. Students feel anxious, nervous, disappointed, and sad when reading English texts because they cannot understand the contents of English reading texts.

Interviewer: How do you feel when you read the English text? Please explain the answer!

Interviewee: I feel anxious because I can't read English text fluently. (Three participants)

Interviewer: Do you feel sad/disappointed when you can't understand English text? Please explain!

Interviewee: I feel sad when I don't understand the text I'm reading because I'm afraid the teacher will ask what the meaning of the text means. (Four participants)

2. Fear Making Mistake

The second analysis is how students' ability in the factor of anxiety in learning to read English texts. Students feel insecure when reading long English texts because they often make mistakes and are not fluent when reading texts speak English. While reading the texts English students experience confusion and lack of confidence because students cannot understand what the text means. Students experience anxiety, fear, nervousness, and embarrassment, because afraid of making mistakes.

Interviewer: Do you feel insecure when asked to read English texts that are too long? Can you explain why!

Interviewee: I feel insecure when reading long English because when I read I often make mistakes while reading. (Three participants)

Interviewer: When reading English text, do you feel insecure and confused because you can't understand every word in the text? Please describe the answer!

Interviewee: I'm not confident, because when I read English texts I often can't understand the contents of the text. (Four participants)

Interviewer: Can you explain why you feel anxious when reading texts language English? Please elaborate!

Interviewee: The reason I get anxious when reading English texts is because I'm afraid of making mistakes. (Two participants)

3. Reading Text

The third analysis is how students' ability in the factor of anxiety in learning to read English texts. Students do not understand what is meant by the author. Students feel confused and difficult to remember the contents of the English text. Students do not enjoy learning English because students do not like learning English. Students often or always use word-for-word translations when they find it difficult to understand.

Interviewer: When reading English text, do you understand the author's message/intention?

Interviewee: I don't understand what the author meant by the text, because I don't understand English. (Three participants)

The next question

Interviewer: When reading English text, are you confused because you can't remember the whole text?

Interviewee: I feel confused because I find it difficult to remember the contents of the text in English. (Three participants)

Interviewer: Do you enjoy English text? Please describe the answer.

Interviewee: I don't enjoy English texts, because I don't like learning English. (Five participants)

Interviewer: Do you usually translate words when reading English texts?

Interviewee: I always use translation when I have difficulty understanding English text. (Two participants)

4. Ashamed

The next analysis is how students' ability is the factor of anxiety in learning to read English texts. Students feel embarrassed and confused when learning English words are often laughed at and cannot understand the topic being read.

Interviewer: Are you very embarrassed when you can't pronounce words in English? Please explain.

Interviewer: I'm embarrassed when I say English words, my friends often laugh at me (three participants)

Interviewer: Are you confused when you don't understand/feel unfamiliar with the topic you are reading? Please explain your answer!

Interviewee: I feel confused when I read in a foreign language and I don't understand the topic being read. (Two participants)

5. Pronunciation

The last analysis is how students' ability is the factor of anxiety in learning to read English texts. Students feel disturbed and difficult when learning new and difficult vocabulary to understand. English reading skills are the most difficult to understand in English texts.

Interviewer: Are you very bothered by the new vocabulary you have to learn to understand English texts?

Interviewee: I felt disturbed when I was asked to learn new vocabulary in English. (Four participants)

Interviewer: Do you think reading is the most difficult English skill in English? Can you explain!

Interviewee: I think English is the most difficult skill understandable because I don't understand the meaning of the English text. (Two participants)

According to data that was gained from the interview and the analysis, the writer generated the anxieties faced by the students SMA Kholilurrohman Madura. There are 5 indications of anxiety that are categorized as factor anxiety encountered by students.

Discussion

After collecting and analyzing the data, the researcher conducted in-depth discussions to answer the main research problem of this study, namely an analysis of students' anxiety in reading English. This study aims to determine the level of anxiety of upper-class students toward English learning activities in class XI SMA Kholilurrohman Madura.

Based on the results of this study. Most of the participants are in high levels of anxiety, fourteen students high level anxiety because the students feel embarrassed, felt ashamed, did not understand what the writer said. Students feel confused, nervous when they are not familiar with the topic of the English text, and students feel disturbed when they find words that cannot be said. Students find it difficult in learning to read English texts. And some of them are in low levels of anxiety. Four participants felt embarrassed, nervous, and shy,. The situation appropriate to the theory of Ormrod (2011) stated that anxiety is a temporary feeling of anxiety elicited by a threatening situation.

The students who felt nervous, confused, and afraid, they were in a high level of anxiety. According to Horwitz (2000), people with severe anxiety often exhibit behaviors or feelings that include continually wanting to be free, being extremely nervous, perplexed, shivering, etc. The students who at a low level were, they felt nervous, insecure, and sensitive. It is appropriate with the theory by Horwitz (2000) stated that students with the stress of daily life occurrences is linked to low anxiety. The inability to sit still, slight impatience, tendency to be alone, wrinkled face, trembling lips, elevated pulse, and blood pressure are all signs of mild anxiety.

From the second result of this study showed that students have some factors difficulty to comprehend the texts of anxiety. There were some anxiety factors. These were difficult understanding the texts, fear of making mistakes, ashamed, mispronunciation, and difficult to understand the content. The students feel anxious, and nervous because they can't understand the contents of English reading texts. The students feel insecure, ashamed, and confused because they often make mistake and do not fluent in reading English texts. The students do not enjoy learning English because they do not like learning English. The students also feel disturbed and difficult when learning new vocabulary to understand because they think that reading is difficult to understand. Students fear being negatively evaluated by teachers and peers for their inadequacies Koch and Terrell in Oxford (2013). A stressful learning experience will condition the students to believe that language learning is difficult. This condition was enough to generate negative thinking in students in reading the texts Risna (2019). While according to Ardi (2007) stated that a lack of preparation will absolutely make students feel anxious. They fear the performance unwell.

This study is supported by Ravica (2016), it showed that the factors which cause students anxiety were fear of speaking inaccurately, fear of negative evaluation, and low abilities. Students try positive thinking, and peer seeking to reduce the anxiety. The second study that supported this study was Anisa (2021) which aimed to find out the factors causing students' anxiety in reading. The result showed that various factors of causing students anxiety, but the biggest factor causing students' anxiety was fear of making mistake. The similar result is seen in Najiha & Sailun (2021), the result showed that most experience levels of anxiety were in the third grade mildly anxious. It is

also seen in Kasmianti (2021), it found that there were kind of levels of students' anxiety. Some of them were at a low level, and some of them were also at high levels and low levels of anxiety. Moreover, this study found that 14 students were in high levels of anxiety and 4 students were in low levels of anxiety. This study also found some of the factors that made students anxious.

From the discussion above, it can be concluded that most of the students were in high levels of anxiety and some of them were in low levels of anxiety. Some of the factors made students often feel nervous, fearful, unconfident, embarrassed, confused, and not understand the texts. Difficult to comprehend the text, fear of mistakes, ashamed, and pronunciation were some of the factors that caused students anxiety. Students felt nervous, disappointed, embarrassed, not enjoy, disturbed, and difficult to pronounce the vocabulary when reading English texts because they cannot understand the contents of the texts, were afraid to make mistakes, and do not like learning English.

Conclusion

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

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