

**FOREIGN LANGUAGE READING ANXIETY LEVEL  
AND ITS POTENTIAL FACTORS AMONG INDONESIAN EFL  
JUNIOR HIGH SCHOOL IN MTS NEGERI 5 JEMBER  
2021/2022 ACADEMIC YEAR**

**THESIS**

Submitted to State Islamic University KH. Achmad Siddiq Jember in Partial  
Fulfillment of the requirements of Bachelor Degree (S.Pd)  
Education and Teacher Training Faculty Language Education Major  
English Education Departement



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
JEMBER

By:

Putri Ri'ayatul Mawaddah  
T20186039

**STATE ISLAMIC UNIVERSITY OF  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
EDUCATION AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT  
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Has been examined and approved as the requirements for Bachelor Degree (S.Pd)  
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Day : Monday  
Date : June 20<sup>th</sup>, 2022

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## MOTTO

Al- Alaq: 9

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

Meaning: “Read, ‘O Prophet,’ in the Name of your Lord Who created”\*



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\*Kementerian Agama Republik Indonesia, *Hafsaah (Al-Qur'an Terjemah Tafsir)* (Bandung: 2010), 579.

## DEDICATION

This undergraduate thesis is dedicated to my beloved support systems,

1. My family especially for my parent Mrs. Junaida and Mr. Ahmad Nurul Huda who have supported me unconditionally, and have given me love, motivation, and the best prayers for my life. I hope my parents are given health by Allah and live happily to see me achieve my dreams.

2. My family especially my grandmother and my brother who have supported and prayed for me all this time



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

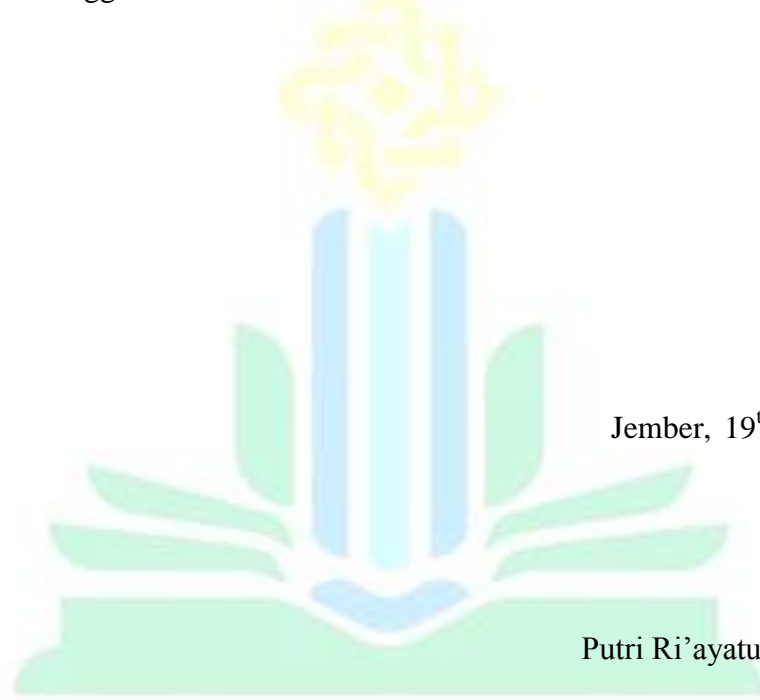
First and foremost, the writer says *Alhamdulillah* to Almighty Allah SWT who gives mercies and blessings, so the writer could finish this undergraduate thesis for Bachelor Degree requirement well. Second, *sholawat* and *salam* always given to our Prophet Muhammad SAW, leader at the end of the age.

This undergraduate thesis was made to achieve Bachelor Degree (S.Pd) entitled “Foreign Language Reading Anxiety and Its Potential Factors among EFL Junior High School”. The writer is fully aware that this undergraduate thesis may be written with the generous support and encouragement of others. The writer would like to especially thank to:

1. Prof. Babun Suharto, S.E, M.M. as Director of UIN. KH. Achmad Siddiq Jember, who has given me the opportunity to study at this institution.
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The writer hopes this undergraduate thesis give readers insight to improve educational field especially in English subject. Besides, the writer is aware this undergraduate thesis is far from perfect, thus, the writes fully appreciates to any comments and suggestion for next revision.



Jember, 19<sup>th</sup> June 2022

Putri Ri'ayatul Mawaddah

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## ABSTRACT

Putri Ri'ayatul Mawaddah, 2022. *Foreign Language Reading Anxiety Level and Its Potential Factors among EFL Junior High School in MTs Negeri 5 Jember 2021/2022 Academic Year.*

**Keywords:** foreign language anxiety, reading anxiety, factors of reading anxiety

Learning to read English texts is a critical but often challenging academic task for EFL students. Remarkably, EFL students in Indonesia experience reading anxiety, meaning they have worry, nervousness, and apprehension in reading English text. Students' reading anxiety inhibits their English competence because they have difficulty understanding English text. It might be caused by some factors which can cause reading anxiety. It is essential to identify the level of students reading anxiety and its potential factors to cope with English reading anxiety. By understanding these key factors that cause reading anxiety, teacher hope to apply reading strategies to reduce reading anxiety, thus promoting English-language reading performance.

Therefore, the researcher decided on two research problems: 1) what level of anxiety is experienced by students as foreign language students? 2) what potential factors could cause students' reading anxiety as foreign language students? From those, the research objectives of this study were 1) to identify the level of reading anxiety experienced by students and 2) to investigate the potential factors that cause students' reading anxiety as foreign language learners

This research design was a survey research. The population of this study was students in MTs Negeri 5 Jember 2021/2022 Academic Year. The sampling technique of this research was random cluster sampling with 88 students from grades 7, 8, and 9. The researcher adopted the foreign language reading anxiety scale questionnaire, which contains 20 items by Saito, to check students reading anxiety levels. Meanwhile, in investigating students reading potential anxiety factors, the researcher adopted the questionnaire by Ahmad, which contains 26 items. The data be analyzed by using descriptive statistics.

The result of this study showed: 1) the level most experienced by 64% students was medium level 2) the first factor that causes students reading anxiety is fear of making mistakes with 57,05% voters, the second factor is the unfamiliar topic with 52,84%, the third factor is an unknown vocabulary with 51,15%, the fourth factor is worry about reading effect with 49,44%, and students have chosen the last factor is unfamiliar culture. The finding of this study indicated that most students in junior high school were in a medium level of reading anxiety. The biggest factor that triggers their reading anxiety is fear of making mistakes, which is 57,05%. Results offer a more nuanced understanding of the nature of reading anxiety and its implications for struggling readers.



## TABLE OF CONTENT

COVER .....	i
ADVISOR APPROVAL SHEET .....	ii
EXAMINERS APPROVAL SHEET .....	iii
MOTTO .....	iv
DEDICATION .....	v
ACKNOWLEDGEMENT .....	vi
ABSTRACT .....	viii
TABLE OF CONTENT .....	ix
LIST OF TABLES .....	x
LIST OF APPENDIXES .....	xi
LIST OF FIGURES .....	xii
CHAPTER I .....	1
INTRODUCTION .....	1
A. Background of Research .....	1
B. Research Question .....	6
C. Research Objective .....	6
D. Significance of the Study .....	6
E. Scope of the Research .....	7
F. Definition of the Key Terms .....	8
CHAPTER II .....	9
REVIEW RELATED LITERATURE .....	9
A. Previous Research .....	9
B. Theoretical Framework .....	14
1. Definition of Reading .....	14
2. Types of Reading .....	15
3. Importance of Reading .....	17
4. Definition of Anxiety .....	18
5. Types of Anxiety .....	19
6. Definition of Foreign Language Anxiety .....	20

7. Definition of Foreign Language Reading Anxiety .....	21
8. Potential Factors Cause Foreign Language Reading Anxiety ..	24
CHAPTER III .....	28
RESEARCH METHOD.....	28
A. Kind of Research.....	28
B. Research Design.....	28
C. Population and Sample of Study .....	29
D. Research Instruments and Data Collection .....	31
E. Data Analysis Technique .....	35
CHAPTER IV .....	38
RESEARCH FINDING AND DISCUSSION .....	38
A. Description of Research Object .....	38
B. Findings.....	40
C. Discussion .....	56
CHAPTER V.....	66
CONCLUSION.....	66
A. Conclusion .....	66
B. Suggestion.....	67
REFERENCES.....	69
APPENDIXES.....	73

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## LIST OF TABLES

Table 2.1 The Similarities and Differences between This Study and Previous Research .....	12
Table 2.2 The Formula of Level Reading Anxiety Categories .....	23
Table 3.1 Class Classification in MTs Negeri 5 Jember .....	30
Table 3.2 The Classification of Sample Class .....	31
Table 3.3 Table of FLRAS Questionnaire .....	32
Table 3.4 The Indicators of Potential Factors from Questionnaire Items .....	33
Table 3.5 Likert's Scoring .....	36
Table 3.6 The Formula of Level Reading Anxiety Categories .....	36
Table 4.1 The Overview of Likerts Scoring .....	42
Table 4.2 Descriptive Statistic of FLRAS .....	43
Table 4.3 The Result of FLRA Categorization .....	44
Table 4.4 The Frequency of Students Reading Anxiety Level .....	45
Table 4.5 The Result of Percentages of Students Answer .....	46
Table 4.6 The Recapitulation of Students Answer .....	49
Table 4.7 The Recapitulation of Students Answer .....	51
Table 4.8 The Recapitulation of Students Answer .....	52
Table 4.9 The Recapitulation of Students Answer .....	53
Table 4.10 The Recapitulation of Students Answer .....	55

## **LIST OF APPENDIXES**

Appendix 1 Letter of Research Permission

Appendix 2 Letter of Finishing Research

Appendix 3 MATRIX

Appendix 4 Pictures of Questionnaire Process

Appendix 5 Journal of Research

Appendix 6 Students Response of FLRAS Questionnaire

Appendix 7 Students Response of Potential Factors of FLRA

Appendix 8 FLRA Questionnaire

Appendix 9 The Potential Factors of FLRA Questionnaire

Appendix 10 Curriculum Vitae



## LIST OF FIGURES

No	Description	Page
Figure 4.1	The Recapitulation Students Total Score	45
Figure 4.2	The Percentage of FLRA Result.....	45



# CHAPTER I

## INTRODUCTION

This chapter presents introductory of this research which contains background of research, research questions, research objectives, significance of the study, scope of the research, and definition of key terms.

### A. Background of Research

Indonesia is one of countries that used English as their foreign language. As supported by Setiyadi that Indonesian learners consider English language as really foreign language.<sup>2</sup> It means that English is learned in formal setting such as school and university. Studying English as our foreign language is important because nowadays, mastering English becomes a crucial need in this modern-day knowledge. As stated by Nishanthi that who want to come up in life, they have to master English language because knowledge of English is the major window of the modern world.<sup>3</sup> In fact, most Indonesian students have little interest in learning English, as one of the major factors is not using English in their daily lives. As study that conducted by Nur Ainia in SMA Negeri Sukodadi Lamongan showed that the students have very low interest in learning English.<sup>4</sup> It is concluded that students have very low interest in learning English, even though they know that English is important.

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<sup>2</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language 2<sup>nd</sup> Edition*, (Yogyakarta: Graha Ilmu, 2020), 18.

<sup>3</sup>Rajathurai Nishanthi, "The Importance of Learning English in Today World", *International Journal of Trend in Scientific Research and Development*, No. 1 (December 2018): 872.

<sup>4</sup>Nur Ainia, "Students' Interest in Learning English of Eleventh Grade Students SMA Negeri Sukodadi", *E-Link Journal*, No. 2 (2020): 71

As a foreign language, which means that English is only learned in formal setting, it is possible that students in Indonesia experience anxiety while they are learning English. Anxiety is a topic of considerable interest in the language education environment for educators, as it represents a major barrier to foreign language learning that learners must overcome.<sup>5</sup> As foreign language learners, Indonesians often experience anxiety in learning. Horwitz and Cope (1986) stated that foreign language anxiety is a clear set of self-awareness, beliefs, emotions, and behaviors associated with language learning in the classroom that arises from the uniqueness of the language learning process.<sup>6</sup> Anxiety can give students negative impact in process language learning. It is important to be able to identify the students who are particularly worried in the foreign language class.<sup>7</sup> It might help the teacher and the learner apply strategies suitable for learners' need to cope with their anxiety.

Related to the anxiety in foreign language, it is certainly create significant of fear in learning foreign language called as FLA (Foreign Language Anxiety). Then, the expert specified FLA into each skills in learning English. Those are FLSA (Foreign Language Speaking Anxiety), FLLA (Foreign Language Listening Anxiety), FLWA (Foreign Language Writing Anxiety), and FLRA (Foreign Language Reading Anxiety). In this study, the researcher only focuses on the students against anxiety in reading

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<sup>5</sup>Şenel Elaldi, "Foreign language anxiety of students studying English Language and Literature: A Sample from Turkey", *Academic Journals*, No. 6, (March 2016): 219.

<sup>6</sup>Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety", *The Modern Language Journal*, No. 2, (1986): 128.

<sup>7</sup>K. Horwitz, 128.

activities. Foreign Language Reading Anxiety is identified when the learners feel anxious, worried, nervous, and apprehension while reading English text. As Al Faruq stated that, anxiety of reading a foreign language is a physical and cognitive reaction that occurs when a student tries to read and understand a foreign language text.<sup>8</sup> There is some condition that can impact learners' reading anxiety. For example, learners have made a mistake in pronunciation while reading, then the other friends was laugh at them and the manner of the teacher in correcting them which seems inhibit the learners to improve their reading skill. These can also additionally cause students anxiety about reading effect that is influenced their peer and teacher`s mindset concerning their performance of reading.<sup>9</sup>

Reading is important because by reading we can gain a lot of knowledge and information. Reading is one of English skills that need to be mastered. As stated by Pustaka, reading is a basic skill required for foreign language learners. Reading can provide the input they need to learn a language.<sup>10</sup> As foreign language learners, it is still important to improve reading skill because nowadays there is a lot of information that is written into English language. Students are expected to understand and connect the information in the text thoroughly as well as to help them discover knowledge

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<sup>8</sup>Azizatuz Zahro Al Faruq, "Reading Anxiety in English as a Foreign Language for Undergraduate Students in Indonesia", *Journal of Teaching & Learning English in Multicultural Contexts*, No. 2, (December 2019): 89

<sup>9</sup>Azhari Muhlis, "Foreign Language Reading Anxiety among Indonesian EFL Senior High School Students" *English Franca*, No. 1, (2017): 22.

<sup>10</sup>Reza Pustaka and Pangesti Wiedarti, "The Implementation of Reading Instruction in the EFL Classroom", *Journal of ETERNAL*, No. 1, (June 2019): 77.



from the text. It means that if the students have less reading skills, it will restrict the learners studying existing knowledge.

From the definition above, it known that reading is important skill that needs to be master. Not only that, the importance of reading also said in Al-Quran verse 1:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

Meaning: “Read, ‘O Prophet,’ in the Name of your Lord Who created”<sup>11</sup>

From the verse above, it can be known that Allah SWT commanded to the Prophet Muhammad SAW to read. So that, reading is a crucial skill that needs to be mastered for everyone. However, foreign language students often express stress and anxiety when learning a foreign language, especially in reading classes.<sup>12</sup> Therefore, students' reading ability in English reading is less qualified. This is because reading a foreign language is influenced by many factors, including unfamiliar scripts, writing systems, and unfamiliar cultural materials.<sup>13</sup>

The potential factor that might be cause reading anxiety has divided into two elements. There are personal factors and text features. The importance of identifying potential factors of reading anxiety is to give the teachers and the students more insight into reading anxiety. It can be a reference in applying suitable strategies that can cope students' reading

<sup>11</sup>Kementrian Agama Republik Indonesia, *Hafisah (Al-Qur'an Terjemah Tafsir)* (Bandung: Marwah, 2010), 579.

<sup>12</sup>Al Faruq, Reading Anxiety, 88.

<sup>13</sup>Al Faruq, 89.

anxiety. Although there is a phenomenon of anxiety among learners in the reading process, most learners are unaware that they face anxiety during reading comprehension which is reported as one of the factors that hinder the reading process.<sup>14</sup> It is important to analyze the factor that caused students' reading anxiety to cope with reading anxiety among foreign language learners.

In the Indonesian context, researchers have found that most of the research on FL anxiety was done primarily in speaking field. A little of the research focused on foreign language reading anxiety. Nonetheless, most FLRA studies focused on investigating the relationship between reading anxiety and reading comprehension. Not only that, some previous research also conducted a research to find out the level of students reading anxiety in undergraduate level. The things that need to do in understanding the FL reading anxiety phenomenon more deeply is considering other important aspects such as investigating students reading anxiety level and some factors that might cause their anxiety.<sup>15</sup> By considering the problems that the researcher found in the school field, this study is decided to address the gap in FLRA field in the context of Indonesian learner, especially in junior high school to identify the level of their anxiety and its potential factor.

The result of this study was expected to give teachers and students more insight into the factors that caused reading anxiety and be used as a basis information to cope with students' reading anxiety by applying new

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<sup>14</sup>Azhari Muhlis, *Foreign Language*, 23.

<sup>15</sup>Muhlis, 20.

strategies that fit students' needs. Therefore, the researcher decided to use “Foreign Language Reading Anxiety and Its Potential Factors among EFL Junior High School” as a title of this research.

### **B. Research Questions**

1. What level of anxiety is experienced by students as foreign language students ?
2. What factors could cause students' reading anxiety as foreign language students ?

### **C. Research Objectives**

1. To identify and describe the level of reading anxiety that experienced by students
2. To determine and describe the potential factors that causes student's reading anxiety as a foreign language learner

### **D. Significance of the Study**

#### 1. Practical Perspective

##### a. Teacher

The results of this study are expected to provide the teachers with better insights into students' reading anxiety and their perception of its potential factors. Through this study, teachers are expected to understand how to cope with students' reading anxiety factors by using new strategies or methods.

b. Student

The students are expected to be aware of what level they face in reading anxiety and what factors that cause anxiety while reading, so that they can try to overcome the factors they face.

2. Theoretical Perspective

a. Teacher

This study aims to enrich information about possible factors of student reading anxiety, especially those faced by foreign language learners. Therefore, it will help the teacher improve the teaching and learning process in reading class.

b. Future Research

It is needed to enrich the information about students foreign language reading anxiety. The results of this study are expected to help future researchers find ways to address the factors that make students uneasy when reading a foreign language, based on the factors they face.

**E. Scope of the Research**

This study has two variables: the students' reading anxiety level and its potential factor. The researcher used the questionnaire designed by Saito (1999) to find out the average of students reading anxiety level. Meanwhile, to identify the factors experienced by students in the secondary level especially in MTs Negeri 5 Jember known as English foreign language learner, the researcher used the questionnaire developed by Ahmad (2013) The researcher

decided to take all grades, which have 15 classes which consist of 366 students as the population of this study.

#### **F. Definition of the Key Terms**

##### 1. Foreign Language Reading Anxiety

Foreign language reading anxiety means the feelings of worry, nervousness, and apprehension faced by students in secondary level, especially in MTs Negeri 5 Jember in Indonesia as an English Foreign Language Learner when they read English text.

##### 2. Potential Factors that Cause Reading Anxiety

The potential factors of reading anxiety are the sources of reading anxiety among learners, mainly English foreign language learners. Two broad factors cause reading anxiety. Those are personal factors and text features.

## CHAPTER II

### REVIEW RELATED LITERATURE

This chapter presents literature review which related with this study.

There are previous research and theoretical framework.

#### A. Previous Research

The first study that has conducted is by Ahmed Abdulateef Sabti, et.al (2016) which entitled “*Gender Differences and Foreign Language Reading Anxiety of High School Learners in an Iraqi EFL Context*”. The study aimed to investigate the influence of anxiety variable towards reading comprehension of Iraqi high school learners. Besides, this study also aimed to examine the gender differences towards reading language anxiety. The study used quantitative approach and survey research design which the result showed that both male and female participants had a high level of anxiety towards the reading comprehension. The finding also showed that female students experienced higher level of anxiety towards the reading comprehension than male. It has some similarities with this current study on the topic of students reading anxiety level and also uses survey research design. However, there are some differences between both the study from Ahmed Abdulateef et.al and this current study. Those are focus study and learners context where the study from Ahmad focused on gender differences of students reading anxiety in Iraqi EFL

context while this current study focused on students reading anxiety level and its potential factors in Indonesian EFL context.<sup>16</sup>

In 2017, Azhari Muhlis also conducted the research which has thirty two students of eleven grade in Bandung as participant entitled “*Foreign Language Reading Anxiety Among Indonesian EFL Senior High School Students*”. The study is aimed to investigate foreign language reading anxiety among Indonesian EFL Senior High School students and used survey research design. The first finding revealed that most of the students perceived anxiety in medium level (71,9% students admitted) and 9,4% students are in high level. The second finding found that there were two major potential factors of foreign language reading anxiety namely text features and personal factors. From the result of the study, it can be seen that there is a similarity and a difference between the study and this current study. Both study focus on students reading anxiety level and also investigating its potential factors which used quantitative survey research design. Meanwhile, the difference that has been found is the level of students as participant where the study conducted by Azhari Muhlis was eleven grade of senior high school while this current study uses students in junior high school.<sup>17</sup>

The next study was conducted by Hapri Shinta Nirmala in 2017 which located in Taman Dewasa Jetis Junior High School and used students of grade eight as participant. The study is aimed to find out the level of students reading

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<sup>16</sup>Ahmed Abdulateef Sabti et.al, “Gender Differences and Foreign Language Reading Anxiety of High School Learners in an Iraqi EFL Context”, *International Journal of Applied Linguistics and English Literature*, No. 5, (September 2016): 212.

<sup>17</sup>Azhari Muhlis, *Foreign Language*, 27.

anxiety level and the correlation between students reading anxiety and English competence. The result of the study showed that there is a correlation between students reading anxiety level and English competence which showed the higher students reading anxiety level, the lower student's English competence. From the brief explanation above, it can conclude that there is also the differences and the similarities between both the study and this current study. It has the similarities in topic students reading anxiety level and the level of study. Yet it is also found that the second variable of the study that has been conducted by Hapri is English competence which different with this current study that use potential factors of students reading anxiety. Besides, there is a difference in the sample of study. This current study choose grade seven, eight, and nine as the sample of the study while the study of Hapri is only used grade eight as the sample.<sup>18</sup>

Azizatuz Zahro Al Faruq also has conducted the study entitled "*Reading Anxiety in English as A Foreign Language For Undergraduate Students in Indonesia*" in 2017. The study is aimed to explore students anxiety among undergraduate students and its sources in foreign language reading anxiety and used descriptive quantitative. The questionnaire of FLRA developed by Saito is used as the instrument of the study. The research found that the most students identified as medium level. The sources of their anxiety are personal factor and text feature. The study has a lot of similarities with this current study, but the level of the study is different. The study from Azizatuz

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<sup>18</sup>Hapri Shinta Nirmala, "Reading Anxiety of Grade Eight Students in Taman Dewasa Jetis Junior High School", (Undergraduate Thesis, Universitas Sanata Dharma, Yogyakarta, 2017)



Zahro Al Faruq used undergraduate students as participant of the study while this current study uses students in junior high school which means there is difference on their English skill.<sup>19</sup>

Last study that has been chosen as previous research is the study that was conducted by Sakina Mawardah, Farah Hana Zinan, and Iman Santoso in 2019 entitled “*An Analysis of Foreign Language Reading Anxiety to EFL Learners*”. This study is aimed to know the level of FLCA (Foreign Language Classroom Anxiety) and FLRA (Foreign Language Reading Anxiety). The method that is used in this research is descriptive qualitative which showed that more than 66% of the EFL learners have a medium-level in FLRAS, and 76% of the participant is in middle level of anxious in FLCAS toward English as a foreign language. The topic of both study is similar which focus on students reading anxiety level. The difference is the study from Sakina did not investigate the potential factors of students reading anxiety while this current study does.<sup>20</sup>

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**Table 2. 1**  
**The Similarities and Differences between this Study and Previous Research**

<b>No</b>	<b>Author and Title</b>	<b>Similarities</b>	<b>Differences</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1.	Ahmed Abdulateef Sabti, et.al (2016) entitled “ <i>Gender Differences and Foreign Language Reading Anxiety of High School Learners in an Iraqi EFL Context</i> ”	<ul style="list-style-type: none"> <li>- Exploring the students’ reading anxiety level</li> <li>- Using quantitative survey research design</li> </ul>	<ul style="list-style-type: none"> <li>- The context of students</li> <li>Previous: Iraqi context</li> <li>Current : Indonesian context</li> </ul>

<sup>19</sup>Al Faruq, Reading Anxiety

<sup>20</sup>Sakina Mawardah, Farah Hana Zinan, Iman Santoso, “An Analysis of Foreign Language Reading Anxiety to EFL Learners”, *PROJECT*, No. 2, (May 2019)

1	2	3	4
			<p>Topic of the study            Previous:            Students reading anxiety level based on gender            Current:            Students anxiety level and its potential factors</p>
2.	<p>Azhari Muhlis in 2017 entitled <i>“Foreign Language Reading Anxiety Among Indonesian EFL Senior High School Students”</i></p>	<p>- find out the students’ reading anxiety level and its potential factor</p>	<p>- The level of study            Previous: grade 11 of senior high school            Current: grade 7, 8, 9 of junior high school</p>
3.	<p>Hapri Shinta Nirmala in 2017 entitled <i>“Reading Anxiety of Grade Eight Students in Taman Dewasa Jetis Junior High School”</i></p>	<p>- Investigating students reading anxiety level</p>	<p>- The sample of study            Previous: a class of grade eight            Current: students in grade 7,8, and 10            - The topic of study            - Previous:            Students reading anxiety level and its correlation with English competence            Current: students reading anxiety level and its potential factors</p>
4.	<p>Azizatuz Zahro Al Faruq in 2017 entitled <i>“Reading Anxiety in English as A Foreign Language For Undergraduate Students in Indonesia”</i></p>	<p>- Investigating students reading anxiety level and its potential factors</p>	<p>- The level of study            Previous:            undergraduate student            Current: students of junior high school</p>

1	2	3	4
5.	Sakina Mawardah, Farah Hana Zinan, Iman Santoso in 2019 entitled “ <i>An Analysis of Foreign Language Reading Anxiety to EFL Learners</i> ”	- Investigating students reading anxiety level	- Topic of the study Previous: Foreign language reading anxiety and foreign language classroom anxiety Current: Foreign language reading anxiety and its potential factors

From Table 2.1, it can be conclude that this study is quiet different with some previous studies. This study more focuses on foreign language reading anxiety level and its potential factors. Furthermore, this study be conducted in students of junior high school. Meanwhile, in the some previous researches there are a lot of researcher focused on students reading anxiety and its correlation with another aspect. There is a little of study that focused on students reading anxiety level but it was conducted in undergraduate and senior high school students. Hence, the researcher decided foreign language reading anxiety level and its potential factors among students junior high school to address the gap of this study

## B. Theoretical Framework

### 1. Definition of Reading

Reading is a linguistic activity where the readers try to understand the written text. Bacon remarks that reading is makes a full man which means that reading means to understand the meaning of printed words i.e.

written symbols.<sup>21</sup> Reading is mentioned as an active process because it consists of recognition and comprehension skill. It means that through reading, the readers recognize the written text and understanding the information that is delivered.

Reading is one of receptive skill that need to be mastered by students. It means that it is important to have a good reading skill because through reading students gain a lot of information and knowledge. As supported by Widowati and Kurniasih that through reading activity, the students can gather much information, gather evidences or data related to the topic given by the teacher.<sup>22</sup> It can be conclude that reading can possibly make students success in the school and life. As supported by Jain that reading is an important tool for academic success.<sup>23</sup> Through reading, students are able to improve their knowledge.

## 2. Types of Reading

Reading is one of most important skill for people. Further, reading is also an important activity in every language class. There are different types of reading. Those are intensive and extensive reading.

### a. Intensive Reading

Intensive reading is reading technique where the reader focuses in understanding the written text. Intensive reading skill means skill in understanding or comprehend the passage in detail, critics, and

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<sup>21</sup>M.F. Patel and Praveen M.Jain, “*English Language Teaching*”, (Jaipur: Sunrise Publishers & Distributors, 2008), 113.

<sup>22</sup>Diah Ayu Manik Pradnya Dewi and Putu Enik Kristiani, “The Use of Quizizz in Improving Students’ Reading Skill”, *The Art of Teaching English as a Foreign Language*, No. 1, (2021): 21.

<sup>23</sup>Patel and Jain, *English Language*, 113.

accurate. As supported by Jain that in intensive reading, the learner read the text to get knowledge or analysis.<sup>24</sup> It can be conclude that intensive reading is one of reading technique that possibly help students improve their knowledge and reading comprehension. There are few characteristics of intensive reading:<sup>25</sup>

- 1) This reading helps learner to develop active vocabulary
- 2) Teacher play main role in this Reading.
- 3) Linguistic items are developed.
- 4) This reading aims at active use of language.
- 5) Intensive reading is reading aloud.
- 6) In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

b. Extensive Reading

Some experts define the definition of extensive reading in many ways. Extensive reading definitions include at least three elements that most ER scholars consider crucial when discussing the concept, i.e., amount of reading, focus on meaning and general understanding, and faster reading rate.<sup>26</sup> The definition of extensive reading based on the purpose of study. According to Jain the purpose of extensive reading is to train the student to read directly and fluently in the target language

<sup>24</sup>Patel and Jain, *English Language*, 118.

<sup>25</sup>Patel and Jain, 119.

<sup>26</sup>W. A. Renandya and G. M. Jacobs, "Extensive Reading and Listening in the L2 Classroom" *English Language Education*, No. 5 (2016): 98.

for enjoyment, without the aid of the teacher.<sup>27</sup> Extensive reading is the way of reading when the reader feels enjoying. There are some characteristics of extensive reading that have been stated by Jain, as follow:<sup>28</sup>

- 1) It helps learner to develop to active vocabulary.
- 2) Extensive reading is silent reading.
- 3) In extensive reading the subject matter is emphasized.
- 4) In the extensive reading the learners play main role because they have to ask for measures.
- 5) In extensive reading the idea can be developed.
- 6) The aim of extensive reading is to enrich learners' knowledge.
- 7) Through extensive reading the good reading habit can be developed.

### **3. Importance of Reading**

Reading is one of crucial skill that needs to be mastered for everyone. In Indonesia, it is quoted that “Membaca adalah jendela dunia”.

It means that through reading, people easily know the information out of the world. Hence, reading is important for the people especially students to support their academic success. As supported by Dewi and Kristiani that reading is the most efficient way to gain new information about many

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<sup>27</sup>Patel and Jain, *English Language*, 119.

<sup>28</sup>Patel and Jain, 119.

aspects of ideas.<sup>29</sup> Thus, the students are expected having a good reading skill because it helps them to gain a lot of information and new ideas.

Reading skill in other language is also needed, especially English. It is generally known that English is International language that is being used by all countries in this world. Consequently a lot of information that is written into English language. For instance, there are many articles and learning materials that could be found on books or internet nowadays. As it is stated by Ismail, et.al that by having the reading skills to comprehend passages, textbooks and references written in English, the students are able to absorb information and knowledge.<sup>30</sup> In brief, reading is the most important way for everyone and having a good reading skill in English gives positive impact for people especially students to increase their knowledge.

#### 4. Definition of Anxiety

Anxiety as stated by Horwitz, Horwitz, and Cope is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.<sup>31</sup> Besides, Bandura defined anxiety as a state of anticipatory apprehension over possible deleterious happenings.<sup>32</sup> In short, anxiety is a feeling of anxiety due to a certain circumstance. As supported by Adwas, Jbireal, and Azab that anxiety is

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<sup>29</sup>Dewi and Kristiani, *The Use of Quizizz*, 1.

<sup>30</sup>Hijril Ismail, Juang Kurniawan Syahrurah, Basuki, "Improving the Students' Reading Skill through Translation Method", *Journal of English Education*, No. 2 (December 2017): 125.

<sup>31</sup>Horwitz, Horwitz, and Cope, *Foreign Language*, 125.

<sup>32</sup>Albert Bandura, "*Self-Efficacy The Exercise of Control*", (New York: W.H Freeman and Company, 1997), 137.

the pathological counterpart of normal fear, is manifest by disturbances of mood, as well as of thinking, behaviour, and physiological activity.<sup>33</sup>

Anxiety is also experienced by many students in Indonesia. It happens because English is their foreign language. As stated by Horwitz, Horwitz, and Cope that Foreign Language Anxiety is a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of language learning process.<sup>34</sup>

Based on theories above, it can be conclude that anxiety is a feelings of worried, apprehension, doubt, afraid, and nervous that experienced by students, especially Indonesian students as English foreign language learner.

## 5. Types of Anxiety

Anxiety is divided into trait-anxiety and state-anxiety, as follows:

### a. Trait Anxiety

According to Leal, et.al defined trait anxiety as a trait of personality, describing individual differences related to a tendency to present state anxiety.<sup>35</sup> Trait anxiety is an anxiety disorder that is characteristic of a person and it is long-term. As supported by Manna

<sup>33</sup>Almokhtar A. Adwas, J.M. Jbireal, and Azab Elsayed Azab, "Anxiety: Insights into Signs, Symptoms, Etiology, Pathophysiology, and Treatment", *East African Scholars Journal of Medical Sciences*, No. 10 (October 2019): 580.

<sup>34</sup>Saito, Garza, and Horwitz, *Foreign Language*, 202.

<sup>35</sup>Pollyana Caldeira Leal et.al, "Trait vs. state anxiety in different threatening situations", *Trends Psychiatry Psychother*, No. 3 (August 2017): 148.



and Pradhan that trait anxiety refers to a general tendency to respond with anxiety to perceived threats in the environment.<sup>36</sup>

Based on theories above, it can be conclude that trait anxiety is a feeling of worried, nervous, apprehension, and afraid which caused by specific condition and it mostly refers to the characteristic of people that is stable relatively.

b. State Anxiety

In contrast to trait anxiety, state anxiety is a feeling of transient worried that is felt because of a certain situation. As it is stated by Manna and Pradhan that state anxiety reflects a transient emotional state or a condition that is characterized by subjective conscious perceived feelings of tension and apprehension, and gives rise to autonomic nervous system activity simultaneously.<sup>37</sup> For instance students who feel nervous when they are asked to read the passage in front of the class. This condition happens transient that caused by specific factors.

## 6. Definition of Foreign Language Anxiety

Foreign language anxiety is a term that known as feeling unease, worried, and apprehension in learning foreign language. As it stated by Horwitz, Horwitz and Cope that FL Anxiety is a subjective feeling of nervous, apprehension, worried that related to the autonomic nervous

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<sup>36</sup>Partha Kumar Manna and Dr. Krishnendu Pradhan, "Study on trait and state anxiety level between inter college and inter university male kho-kho players", *International Journal of Physiology, Nutrition and Physical Education*, No. 1, (January 2018): 879.

<sup>37</sup>Manna and Pradhan, 879.

system while learning language.<sup>38</sup> For instance, students are afraid in English class because they think they cannot do some tasks in English language.

Generally, Foreign Language Anxiety is a condition of anxiety in general English class. Furthermore, some researcher divided FL Anxiety into each English skill. Those are Foreign Language Listening Anxiety (FLLA), Foreign Language Speaking Anxiety (FLSA), Foreign Language Reading Anxiety (FLRA), and Foreign Language Writing Anxiety (FLWA).

## **7. Definition of Foreign Language Reading Anxiety**

Foreign Language Reading Anxiety was first conducted by Saito, et.al in 1999. Foreign Language Reading Anxiety refers to feeling of worry and apprehension when students try to read and comprehend foreign language text.<sup>39</sup> For instance, when Indonesian students (as English Foreign Language Learner) are asked to read the passage in front of class, they feel worry in pronouncing English text and word recognition that can experience reading anxiety.

Furthermore, Zhornik (2001, cited Al Faruq, 2017) stated that Anxiety is a particular contextual fear with physical reactions such as sweating, tremors or fainting, and abdominal pain, and cognitive reactions include overwhelming anxiety, low self-esteem, helplessness, and

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<sup>38</sup>Horwitz, Horwitz, and Cope, Foreign Language, 125.

<sup>39</sup>Muhlis, Foreign Language Reading, 22.

expectations of public humiliation.<sup>40</sup> It means the higher level students face in reading anxiety, the higher possibility students experience feelings that mentioned as a sign of reading anxiety. The study by Sellers (2000, cited in Liu, 2018) showed that foreign language reading anxiety is unique and distinguishable from general foreign language anxiety, learners with higher levels of foreign language anxiety also tend to have higher levels of foreign language reading anxiety and vice versa, moreover, learners with higher levels of anxiety have the tendency to experience more “off-task thoughts” and recollect fewer important and less systematic language points than learners with lower levels of anxiety.<sup>41</sup> It means that students with high level of reading anxiety will have high possibility to experience symptoms of reading anxiety.

Furthermore, students who experience high level of reading anxiety have a tendency to focus only on the symptoms they are experiencing, rather than trying to understand what is being read. As stated by Astuti that the student's anxiety can influence their ability to understand the text while reading because when the student have big anxiety they will not focus on the text, if the student has a big anxiety they will get the effect of their anxiety such as tremble, uncontrolled heartbeat and another effect that makes the student will not understand the text.<sup>42</sup> By contrast, students who have low anxiety, they have high level of self-efficacy which it leads

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<sup>40</sup>Al Faruq, Reading Anxiety, 89.

<sup>41</sup>Peng-wei LIU, “The Influence of Reading Anxiety on English Reading Achievement”, *Advances in Social Science, Education and Humanities Research*, 221

<sup>42</sup>Dewi Wahyuning Astuti and Nadia Fairuz Haris, “The Relationship between Students Anxiety and Reading Comprehension” *PROJECT*, No. 4 (July 2018): 408.

to the lowest level of anxiety. Additionally, student who has low anxiety, it can be considered by having a good concentration in comprehending the texts, less of worry, and his memory working well when read the academic text (Zin, 2010 cited in Badara, et.al 2018).<sup>43</sup> Thus, it is important to investigate students reading anxiety level. The level of reading anxiety is determined the formula that has been developed by Muhlis (2017), as follows:<sup>44</sup>

**Table 2. 2**  
**The Formula of Level Reading Anxiety Categories**

<b>Level</b>	<b>Formula</b>	<b>Explanation</b>
Low	Mean - SD	The score is lower than this
High	Mean + SD	The score is higher than this
Medium	Low > Medium > High	Between Low and High

Subsequently, Saito et al (1986, cited Muhlis, 2017) distinguished reading anxiety from general types of foreign language anxiety which related with oral performance.<sup>45</sup> It is mentioned as oral performance because they show the individual act when they interact with text. Many students do not realize that they experience anxiety while they read English written text. Thus, they do not know that reading anxiety can impede their reading process.

Another thing that can be anxiety provoking is teachers' attitude toward student's performance in reading. It makes students feel afraid to

<sup>43</sup>Aris Badara, et.al, "The Relationship between Anxiety Level and Foreign Language Learners' Reading Comprehension", *Advances in Social Science, Education and Humanities Research*, (2018): 50.

<sup>44</sup>Muhlis, *Foreign Language*, 29.

<sup>45</sup>Muhlis, 22.

make mistakes in reading, whereas the teachers should support students learn by their mistakes. It is also important to improve teachers' attitude in order to make enjoyable class.

### **8. Potential Factors Cause Foreign Language Reading Anxiety**

As English Foreign Language Learners, Indonesian students face many difficulties in learning English language; one of them is reading anxiety. Students in Indonesia are still unusual in reading English text. Thus, students in Indonesia have a low reading skill. As the result of the research which conducted by Anwar (2020) that the mean score of the students in reading test is 58, 6 which means still didn't reach the KKM value.

One of the causes of students reading skill getting low is reading anxiety. Students feel worried, nervous, apprehension when they are asked to read English written text. It causes students do not have motivation or interest to improve their reading skill, briefly reading anxiety impedes students reading progress. In order to cope reading anxiety, it is needed to find out the potential factors that might students face.

This study uses the concept constructed by Ahmad et.al (2013) that divided the potential factors of reading anxiety into two boards such as personal factors and text features. The potential factors that cause foreign language reading anxiety based on the concept of personal factors, as follows:

a. Worry about Reading Effects

Worry about reading effect is the manifestation of anxiety toward reading aloud.<sup>46</sup> For instance is when the students are asked to perform reading aloud English written text in front of the class, they feel anxious, worry, and afraid. It could be happened because students are afraid getting a bad response from their classmate or even the teacher. Students have to control their feeling in order to focus in reading the text and comprehend the meaning of the text. If students cannot control the feeling of anxiety, it disturbs their reading comprehension and reading performance.

b. Fear of Making Mistakes

Fear of making mistakes is usual feeling that students face. Yet the students have to be brave of making mistakes because it will make them learn the correct one. The case is when the teachers ask the students to read some sentences which written in English, students are afraid of making the mistakes such as mispronunciation or word recognition. Fear of making mistakes feeling is related to the self-confidence. As stated by Ahmad et.al (2013) that students who lack self-confidence are often afraid of participation in reading tasks in order to avoid making errors.<sup>47</sup> Hence, this feeling will increase students reading anxiety in foreign language. Therefore, by way of anxiety increase, their reading performance decreases, which

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<sup>46</sup>Muhlis, 23.

<sup>47</sup>Ahmad et al., "The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context: A Theoretical Framework", *English Language Teaching*, No. 11, (October 2013): 91.

ultimately shows an abnormality of their reading ability and unconstructive influences on language proficiency.<sup>48</sup>

Furthermore, another concept of potential factor that cause foreign language reading anxiety is text features, as follows:

c. Unfamiliar Culture

Reading task is not only an interaction between the reader and the thoughts of the author, it is also incidentally interaction between the reader and the shared knowledge of the cultural history in the printed materials (In Tomasello, as cited in Ahmad et al., 2013).<sup>49</sup> Students in Indonesia are unusual with English, hence when they read English written text they do not familiar with the passage. Not being familiar with English or other cultures might inhibit students' reading comprehension process and cause anxiety as the culture represented in the text is foreign to them (In Rajab, as cited in Muhlis 2017).<sup>50</sup>

d. Unfamiliar Topic

In order to lead students in reading English text, the topic of the text should be interest to them. Due to the unfamiliar topic that students face, it can lead students reading anxiety. As supported by Al Faruq that topics that are not interesting or complicated for readers can direct reading anxiety.<sup>51</sup> Provided that there is the research that conducted by Zhao (as cited in Ahmad et.al. 2013) shows responses of

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<sup>48</sup>Ahmad et.al, 91.

<sup>49</sup>Ahmad et.al, 92.

<sup>50</sup>Muhlis, Foreign Language, 24.

<sup>51</sup>Al Faruq, Reading Anxiety, 90.

the participants to the item (5) of FLRAS which stated, "I am nervous when I am reading a passage in Chinese when I am not familiar with the topic" was high. 44% of the participants agreed or strongly agreed with the item.<sup>52</sup> For some research that has been conducted, unfamiliar topic was allocated as one of the potential factors that cause foreign language reading anxiety.

e. Unknown Vocabulary

Unknown vocabulary is also allocated as one of potential factors of reading anxiety. Unknown vocabulary means that the vocabularies that written in English language is not known by students. It can lead students feel lazy to read English text because they do not understand what they read. According to Muhlis English vocabulary completely differs from Indonesian in terms of its pronunciation, because when the learners read English texts, the vocabulary do not exactly reflect the real pronunciation.<sup>53</sup> It can be matter for students in Indonesia as English foreign language learner. Thus, it can lead students anxious while reading activities.

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<sup>52</sup>Ahmad et.al, *The Potential*, 92.

<sup>53</sup>Muhlis, *Foreign Language Reading*, 24.



## CHAPTER III

### RESEARCH METHOD

This chapter presents how the research conducted which includes kind of research, research design, population and sample of study, research instrument, and data analysis technique.

#### **A. Kind of Research**

The researcher used a quantitative approach in this current study. The quantitative approach is a method that used to study the population or sample and analyzing the data that has been collected statistically.<sup>54</sup> Quantitative approach is suitable to find out the level of students reading anxiety level and its potential factors. The data analyzed objectively and summarize numerically.

#### **B. Research Design**

To measure students reading anxiety as English foreign language learner and its potential factors, this study is guided by using a survey research design. According to Creswell survey research provides a quantitative or numerical explanation of population trends, attitudes, or opinions by examining a sample of the population.<sup>55</sup> The survey method is used to gather the data from students in junior high school dealing with students reading anxiety level and its potential factors. Guided by survey research design, this study used questionnaire Foreign Language Reading

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<sup>54</sup>Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtler, *Methods in Educational Research*, (USA: Jossey Bass, 2006) 6.

<sup>55</sup>John W. Creswell and J. David Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Fifth Edition*, (London: SAGE Publication, 2018), 54.

Anxiety Scale (FLRAS) that measure the level of students reading anxiety level and questionnaire of The Potential Source of Foreign Language Reading Anxiety to find potential factors for students reading anxiety.

### C. Population and Sample of Study

In this study, the researcher decided to use all students in MTs Negeri 5 Jember as the population. The population selection is considered based on the problem that researcher found during pre-observation where most students feel worry, anxious, and afraid when they are asked to read English text. It be needed to find out the level of students reading anxiety and its potential factors among all classes in junior high school as the basis to cope with their students reading anxiety based on potential factors.

The researcher decided to use cluster random sampling to determine the sample of the study. Cluster random sampling is sampling technique to choose the sample study using clusters that be chosen randomly. In this study, the researcher decided to use *Two Stage Cluster Random Sampling*. The step could be, as follows:

#### 1. Population

Population in this study is all students in MTs Negeri 5 Jember which have 16 classes.

#### 2. Sample I (Sample class)

To determine sample class, the researcher sample size sampling using 30% ratio because there are 16 classes, so the calculation be  $30\% \times 16 = 4,8$  (5 classes)

After determine sample class, the next step is to divide the cluster into each level which is cluster grade 7, 8, and 9 using proportional allocation. The formula can be seen, as follows:

$$Ni = \frac{Ni}{N} \times n$$

Information: Ni = Total cluster population

N = Total population

n = Total sample

Division based on sample can be seen at table 3.1, as follows:

**Table 3. 1**  
**Class Classification in MTs Negeri 5 Jember**

No	Class name	Grade	Sample Class
1	Grade 7A	7	n = 6/16 x 5 = 1.87 (rounded to 2) Grade 7A Grade 7C
2	Grade 7B	7	
3	Grade 7C	7	
4	Grade 7D	7	
5	Grade 7E	7	
6	Grade 7F	7	
7	Grade 8A	8	n = 6/16 x 5 = 1.87 (rounded to 2) Grade 8A Grade 8B
8	Grade 8B	8	
9	Grade 8C	8	
10	Grade 8D	8	
11	Grade 8E	8	
12	Grade 8F	8	
13	Grade 9A	9	n = 4/16 x 5 = 1.25 (rounded to 1) Grade 9A
14	Grade 9B	9	
15	Grade 9C	9	
16	Grade 9D	9	

### 3. Sample II (Respondents Sample)

To measure respondent sample, the researcher used Solvin's formula:

$$N = \frac{N}{1 + Ne^2}$$

Information: N = Total population

n = Sample

e = error tolerance

So, it was be, as follows:

$$n = \frac{113}{1 + 113 \cdot 0,05^2}$$

$$= 88$$

After determine total sample size, the next step is to allocating the sample size to each second cluster using proportional allocation, as follows:

**Table 3. 2**  
**The Classification of Sample Class**

No	Class name (Clusters)	Total students	Students sample
1	7A	22	$22/113 \times 88 = 17$
2	7C	20	$20/113 \times 88 = 16$
3	8A	25	$25/113 \times 88 = 19$
4	8B	26	$26/113 \times 88 = 20$
5	9A	20	$20/113 \times 88 = 16$
<b>Total sample size</b>		<b>113</b>	<b>88</b>

#### **D. Research Instruments and Data Collection**

Instrument is a tool that used in research to measure and collects the data. In this study, to measure students reading anxiety level as English foreign language learner, the researcher decided to adopt English Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito (1999). Meanwhile, to investigate the potential factors of students reading anxiety, the researcher used questionnaire designed by Ahmad et.al (2012).

In the Foreign Language Reading Anxiety Scale (FLRAS) there were 20 question items and it used Likert Scale which has positive and negative wording.

**Table 3. 3**  
**Table of FLRAS Questionnaire**

<b>Statement</b>	<b>Number of questions</b>	<b>Total item</b>
Positive	1,2,3,4,5,6,7,8,9,10,11,15,16,17,19	15
Negative	12,13,14,18,20	5

According to Kuru-Gonen (cited in Azhari Muhlis, 2017) criteria the levels of students reading anxiety were categorized into Low, Medium, and High.<sup>56</sup> The total score counted to find out the mean and standard deviation to determine the level score of student's anxiety. Muhlis stated that students who have score in FLRAS higher than mean and standard deviation means they experience high level reading anxiety.<sup>57</sup> Meanwhile, students who get score lower than mean and standard deviation means they experience low anxiety.

Furthermore, in investigating the potential factors of students reading anxiety as English foreign language learner, the researcher decided to adopted the instrument by Ahmad et.al (2012) which consists 26 questions items and also using Likert scale with 5 points rate. The questionnaires were categorized into 5 specific domains.

<sup>56</sup>Muhlis, English Foreign, 29.

<sup>57</sup>Muhlis, 29.

**Table 3. 4**  
**The Indicators of Potential Factors from Questionnaire Items**

<b>Number of Item</b>	<b>Domain</b>	<b>Theme</b>
1 - 6	Unknown Vocabulary	Text Features
7 - 10	Unfamiliar Topic	
11 - 15	Unfamiliar Culture	
16 - 20	Fear of Making Errors	Personal Factor
21 - 26	Worry about Reading Effect	

In collecting the data, the researcher asked permission first to the teacher sample classes. Based on technique sampling that has been conducted and classes that has been chosen, the researcher asks permission to the teacher to take 30 minutes in each class to share the questionnaire. Both questionnaires is already translated into Bahasa Indonesia in order to avoid misunderstanding among students sample. Furthermore, to make the questionnaire filling section effective, the researcher printed out both questionnaires in order to make students read the statements in questionnaire carefully and thoroughly. In the end of time, the researcher asks the students to collect the questionnaire that has been filled. The same steps were done in collecting potential factors questionnaire.

In essence, steps of collecting data conducted based on the procedure and school permission. Collecting data is aimed to get the data that analyzed to answer the research problems of this study both students reading anxiety level and its potential factors.

In conducting instrument, it is needed to measure and consider about its validity and reliability.

## 1. Validity

The first questionnaire Foreign Language Reading Anxiety Scale (FLRAS) was valid. The Product Moment Pearson correlation coefficient was used to test the validity between FLCAS and FLRAS which showed 0,94. It also was proven from the study that has been conducted by Saito, Horwitz, and Garza (1999). The instrument before was used to measure reading anxiety among French, Japan, and Russian. The FLRAS was stated be able to measure students reading anxiety level among all of foreign language reading anxiety. Thus, FLRAS has a good score in validity. So the Foreign Language Reading Anxiety questionnaire was valid. Meanwhile the validity of The Potential Source of Foreign Language Reading Anxiety was stated as valid. Ahmad et.al (2013) reported that the instrument was presented to a jury consisting of two doctors from the Ministry of Education, five teachers from the Language Center, and two doctoral students in the field of foreign language education.

## 2. Reliability

The reliability of first questionnaire Foreign Language Reading Anxiety Scale (FLRAS) was found Cronbach's Alpha correlation coefficient 0.86 which means it was acceptable value in educational research. Thus, the instrument of FLRAS was good reliable. Meanwhile, the second questionnaire The Potential Source of Foreign Language

Reading Anxiety was also computed using Cronbach's Alpha that shows 0.846. Thus, both questionnaires are good reliable.

### **E. Data Analysis Technique**

In this study, after collecting the data from questionnaire, the data be analyze using descriptive statistic. In descriptive statistics, the goal is to describe, summarize, or make sense of a particular set of data.<sup>58</sup> Thus, the researcher described the result of the students reading anxiety level as English Foreign Language Learner and the percentage of the criterion of the foreign language reading anxiety potential factors. The steps of data analysis will be, as follows:

1. Collecting the data, in this step, the researcher will collect the data of FLRA into Excel based on Liker's' Scoring
2. Sum up the data, the researcher will sum up the score of each sample
3. Analyzing the data in SPSS, the researcher will input the total score of samples into SPSS in order to calculate its mean and standard deviation
4. Categorize the level of FLRA, the researcher calculate the mean and standard deviation that has been obtained in SPSS to categorize the level of students reading anxiety level using formula in Table 3.6
5. Determine the sample into reading anxiety level using total score of the sample based the result of categorization of FLRA
6. Calculate the percentage of sample that experience reading anxiety based on categories which are low, medium, and high level

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<sup>58</sup>Johnson and Christensen, "*Educational Research*", (California: SAGE Publications), 681.



In identified student's responses, the likert's scoring is used to determine the score of each answer. The score of positive wording range from 1-5, on the contrary negative wording be ranged from 5-1, as the table below:

**Table 3. 5**  
**Likert's Scoring**

Statement	Scoring				
	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Positive	1	2	3	4	5
Negative	5	4	3	2	1

After finding the mean and its standard deviation, it can be known the categorization of students reading anxiety level. The formula to determine the categorization of students reading anxiety level, as follows:<sup>59</sup>

**Table 3. 6**  
**The Formula of Level Reading Anxiety Categories**

Level	Formula	Explanation
Low	Mean - SD	The score is lower than this
High	Mean + SD	The score is higher than this
Medium	Low > Medium > High	Between Low and High

Meanwhile, in computing the result of potential factors of students reading anxiety, the researcher identified the answers of questionnaire with 5 point started with 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5 (strongly agree). The items of questionnaire contain positive wording. After that, the researcher counted the percentage of each five domains in potential factors questionnaire namely unknown vocabulary, unfamiliar topic, unfamiliar culture, afraid of making errors, and worry about

<sup>59</sup>Muhlis, Foreign Language, 29.

reading effect. The percentage of students based on each domain calculated by using the formula, as follows:

$$P = \frac{F}{N} \times 100$$

P : Percentage

F : Frequency

N : Total respondent

After finding the percentage of each potential factors of reading anxiety domain, the researcher described the result of each result based on indicators.



## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the data that has been analyzed and describe the result of it.

#### A. Description of Research Object

In this section, the researcher describe briefly the profile of setting of this study

##### 1. School Profile

MTs Negeri 5 Jember is one of the Islamic-based schools located in Arjasa, Jember. Before becoming MTs Negeri 5 Jember, the school was founded under the initial name of MTs Arjasa. MTs Arjasa was established on June 15, 1980 at the initiative of the Head of KUA, namely Mr. Chotib S. and the overseer Mr. Mudzakir supported by religious teachers, the Head of Arjasa Elementary School and Arjasa District Muspika from the results of the deliberation which was attended by 40 people. After going through several phases, based on the Decree of the Minister of Religious Affairs of the Republic of Indonesia (KMA 673) in 2016 MTsN Arjasa changed to MTsN 5 Jember by getting a score of 95 with A predicates.

##### 2. School Visions

The vision of MTsN 5 Jember is "Excel in Achievement, Berakhlakul Karimah, Advance in Creation, Be charitable scientific.

There are several vision indicators are:

- a. Achievement of high achievements in academic and non-academic fields academic.
- b. The formation of awareness in behavior based on the values of worship.
- c. The realization of positive creativity and being able to be highly competitive.
- d. The embedding of science and technology that forms the basis of scientific behavior.

### 3. School Missions

There are several missions of Madrasah Tsanawiyah Negeri 5 Jember, namely:

- a. Establishing outstanding behavior
- b. Establishing a critical and creative pattern.
- c. Fostering religious passion to form students with the good character
- d. Fostering a disciplined attitude that is capable applying Greetings, Prayers, Gatherings and reading the Qur'an
- e. Develop active, creative, effective, encouraging and innovative teaching patterns.
- f. Develop a tradition of scientific thinking based on the practice of Islamic religious values to build outstanding behavior on students.

#### 4. Description of Sample

The researcher conducted this study in MTs Negeri 5 Jember which located in Arjasa, Jember. Based on the result of technique sampling, the researcher took 5 classes to be participant of this study. The researcher gave the participant two questionnaires, FLRAS and the potential factors of foreign language reading anxiety. Both questionnaire has been printed to make participant easier and focus to answer each items. In order to avoid misunderstanding to comprehend the items of questionnaires, the researcher translated all of items into Indonesia.

The first data collection was held after the researcher got permission from headmaster. In the first day on 12<sup>th</sup> April 2022, the researcher collected the data from grade 7 which are grade 7A and 7C. Each classes had 45 minutes to fill two questionnaires. The researcher continued to collect the data from grade 8 which are 8A and 8B on the next day 13<sup>th</sup> April 2022. Last, the researcher took the data from grade 9A on 16<sup>th</sup> April 2022.

### **B. Finding**

#### 1. Data Display

This study obtained the total score of each participant by using FLRAS questionnaire by Saito. The result of total score of each participant recapitulation is as follows:

### a. The Level of Students Foreign Language Reading Anxiety

To measure what level that students experience in reading, the researcher adopted FLRAS questionnaire from Saito. In analyzing the data that has been obtained, the researcher used step analyzing. The five steps that has been mentioned in chapter 3 described below.

The first step that has been done was collecting the data. In this step, the researcher inputted students responses toward each item of foreign language reading anxiety questionnaire into excel. The identify of each answer based on likert's scoring in table 3.5 which used positive scoring and negative scoring. Positive wording is the statement that supports the variable of study, meanwhile negative wording is statement that not support the variable of study. The items which are positive wording identified using positive scoring rate from 1 to 5 (1 strongly disagree, 2 disagree, 3 neither agree nor disagree, 4 agree, 5 strongly agree).<sup>60</sup> In contrast, negative wording identified using negative scoring which rated from 5 - 1 (5 strongly disagree, 4 disagree, 3 neither agree nor disagree, 2 agree, and 1 for strongly agree). An overview of identifying respondents' answers based on likerts' scoring can be seen, as follows:

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<sup>60</sup>Mohammadreza Valizadeh, "The Effect of Reading Comprehension Strategies Instruction on EFL Learners' Reading Anxiety Level", *International Journal of Education*, No. 1 (May 2021): 55

**Table 4. 1**  
**The Overview of Likerts' Scoring**

No Item /Name	S1	S2	S3	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	FAVORABLE
1	3	3	2	
2	4	4	4	
3	5	5	4	
4	2	2	3	
5	4	4	4	
6	3	4	4	
7	3	4	5	
8	1	3	3	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
9	2	5	4	
10	3	2	3	
11	1	4	4	
12	3	5	1	
13	4	2	2	
14	1	4	2	
15	2	5	5	FAVORABLE
16	2	5	3	
17	3	5	4	
18	3	4	1	UNFAVORABLE
19	2	4	2	FAVORABLE
20	3	5	3	

The second step has been done was sum up the data. After identify students responses based on likerts' scoring that provided above, the next step was sum up the total score of each students. The total score was used to measure mean and its standard deviation. The recapitulation of student's total score can be seen, as follows:

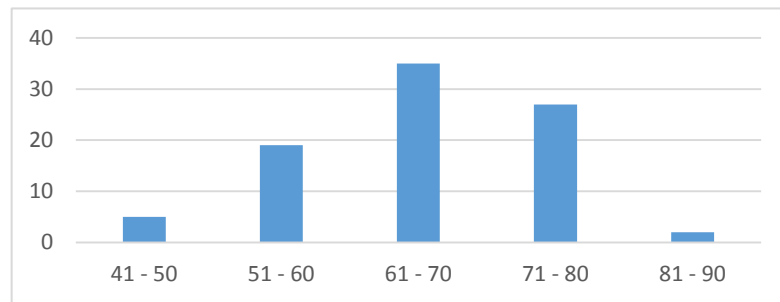


Figure 4. 1  
The Recapitulation Students Total Score

From Figure 4.1, it can be conclude that there were 5 students who got total score between 41-50, 19 students got total score between 51 - 60, 35 students got total score between 61 - 70, 27 students got score between 71 - 80, and 2 students got biggest score between 81 - 90.

The third step was analyzing the data in SPSS. This step was aimed to measure the mean and standard deviation of students total score. The result can be seen in table below:

Table 4. 2  
Descriptive Statistic of FLRAS

	N	Minimum	Maximum	Mean	Std. Deviation
FLRA	88	45	82	66,32	9,081
Valid N (listwise)	88				

Based on the result seen in table above, it found that total sample is valid with 88. The minimum score that has been got was 45 and the maximum score was 82. The mean of FLRA was found 66,32 and its standard deviation was 9,081. The results of mean and standard



deviation inputted to formula of students foreign language reading anxiety category.

The fourth step was determining the categorization of students reading anxiety level using formula that can be seen in Table 3.6. The result of the categorization students reading anxiety can be seen, as follows:

**Table 4.3**  
**The Result of FLRA Categorization**

<b>Range</b>	<b>Level</b>
< 57	Low
Mean - St. Deviation	
57 - 75	Medium
Low < Medium < High	
> 75	High
Mean + St. Deviation	

From Table 4.3, it can be concluded that students who got score lower than 57 is categorized as low level, students who got score between 57 to 75 is categorized as medium level, and students who got score higher than 75 is students that experience high level of reading anxiety.

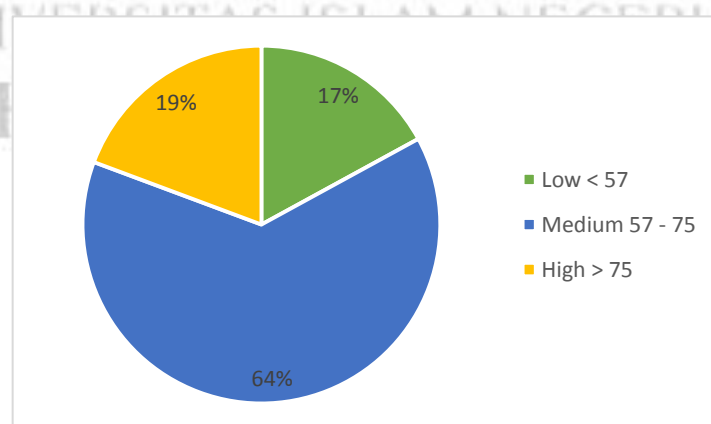
The fifth step was counting students frequency based on their level that using their total score that has been counted. Based on the table 4.3, it can be known the frequency of students reading anxiety level, as follows:

**Table 4. 4**  
**The Frequency of Students Reading Anxiety Level**

Range	Frequency
< 57	15
57 - 75	56
> 75	17
Total	88

Based on the table above, there are 15 students who got score lower than 57. It means 57 students experience low level in reading anxiety. Meanwhile in second category which is medium level, there are 56 students who got score between 57 to 75. It means 56 students experience medium level of reading anxiety. The last category is high level which indicated students who got score higher than 75 are 17 students.

The last step was calculate the percentage of the result FLRA based on the frequency that has been counted. The percentage of total of students reading anxiety based level can be seen, as follows:



**Figure 4. 2**  
**The Percentage of FLRA Result**

The result of students reading anxiety level in MTs Negeri 5 Jember can be seen in table above. It showed 17% students face low reading anxiety level. Meanwhile, 64% students are in medium level of reading anxiety and 19% is students who face high level in reading anxiety. It can be conclude that the most students face medium level of reading anxiety with the highest percentage 64%.

**b. The Potential Factors of Foreign Language Reading Anxiety**

**Table 4. 5**  
**The Result of Percentages of Students Response**

No	Domain	SD	D	N	A	SA	
1	Unknown Vocabulary	4,92%	10,98%	32,95%	36,37%	14,78%	Text Feature
2	Unknown Topic	3,41%	11,65%	32,1%	38,07%	14,77%	
3	Unknown Culture	6,59%	10,45%	35,91%	35,45%	11,6%	
4	Fear of Making Mistakes	7,27%	10,45%	25,23%	32,73%	24,32%	Personal Factors
5	Worry about Reading Effect	5,11%	11,93%	33,52%	33,71%	15,73%	

Table 4.2 showed students response in questionnaire of potential factors in reading anxiety. Each item has some items to support indicator of domain. There are 26 items in questionnaire of potential factors in reading anxiety. The data was gathered to find out the frequency of each domain. The student's responses were used to find the total responses in each answer. There are 5 point Likert scale with positive scoring. The point is started with Strongly Disagree (SD),

Disagree (D), Neither agree nor disagree (N), Agree (A), and Strongly Agree (SA).

The responses to the questionnaire have been quantified in tabular form. From Table 4.2, it can be concluded that the first potential factor was in personal factor with domain fear of making mistakes with 57,05% students agreed (24,32% strongly agree and 32,73% agree) toward statement that said fear of making mistakes can enhance their anxiety in reading English text. Meanwhile, 25,23% chose neither agree nor disagree and 17,72% students disagreed (10,45% disagree and 7,27% strongly disagree). It means the most students agreed that fear of making mistakes is a domain that students experience frequently as potential factor of their reading anxiety.

The second domain that has been agreed by students as their potential factor is unfamiliar topic. There were 52,84% students agreed (14,77% strongly agree and 38,07% agree) that unknown topic influences their reading anxiety. Meanwhile, 25,23% chose neither agree nor disagree and 17,72% disagreed. From these responses, it can be concluded that most students still agreed that being unfamiliar with the topic in English text causes their reading anxiety.

The third domain that caused students reading anxiety based on students responses is unknown vocabulary with agree answer 51,15% (36,37% agree and 14,78% strongly agree). Meanwhile, the rest answer with point 3 (neither agree nor disagree) got 32,95% and 15,5%

disagreed (4,92% strongly disagree and 10,58% disagree). From these responses, it is approved that the third domain that being students potential factor is unknown vocabulary. It means that unknown vocabulary triggers reading anxiety among students.

The fourth domain that has 49,44% students agree is worry of reading effect. 49,44% students agreed (15,73% strongly agree and 33,71% agree) that they are worry in reading effect. 33,52% students chose neither agree nor disagree and 17,04% students disagreed (11,93% disagree and 5,11% strongly disagree). It means worry about reading effect also triggers reading anxiety.

The last domain that has 47,05% students agreed (11,6% strongly agree and 35,45% agree) is unfamiliar culture. Meanwhile, 35,91% students neither agree nor disagree and 17,04% disagreed (10,45% disagree and 6,59% strongly disagree). Those responses mean that not being familiar with cultural text of English is the factor that influences student's anxiety in reading.

In brief, the most factors that has been chosen by students in causing their English reading anxiety is fear of mistakes which got score in 57,05%. The second factor that influence students English reading anxiety is unfamiliar topic which has 52,84% voters. Then, the third factors that affect students English reading anxiety is unknown vocabulary which has 51,15% students who agreed. Worry about reading effect is the fourth factor that many choose in factors that

cause English reading anxiety in students. The last domain that chosen by students is unfamiliar culture which has 47,05% voters.

For detail explanation about student's response in each items of potential factors of reading anxiety questionnaire, the researcher described student's responses of each questionnaire items in each domain.

### 1) Unknown Vocabulary

**Table 4. 6**  
**The Recapitulation of Students Answer**

No	Statement	SD	D	N	A	SA
UNKNOWN VOCABULARY						
1	When I am reading in English, I get very upset and worry whenever I encounter strange vocabulary.	4	12	33	27	12
2	I focus on words in reading English texts because if I know the terms, I can understand the text	2	7	24	41	14
3	I feel anxious in reading English when I encounter series of three strange words	8	7	38	27	8
4	I enjoy reading a text in English when I know its translation.	1	10	24	38	15
5	I do not like to read an English text that has lots of difficult words.	6	10	32	17	23
6	When I am reading in English, I feel upset and anxious if I encounter words the meaning of which I do not know	5	12	23	42	6

The first domain in potential factors of reading anxiety questionnaire is unknown vocabulary. This domain has 6 items that indicated unknown vocabulary triggers students reading anxiety. Table 4.5 showed the frequency of students' answers in

each point from strongly disagree to strongly agree. In unknown vocabulary domain, there were 39 students agreed with statement number 1 which stated *“When I am reading in English, I get very upset and worry whenever I encounter strange vocabulary.”* The next item number 2 was stated *“I focus on words in reading English texts because if I know the terms, I can understand the text”* has 55 students agreed. Meanwhile, in item number 3 that stated *“I feel anxious in reading English when I encounter series of three strange words”* has 35 students agreed. The fourth item in unknown vocabulary domain stated *“I enjoy reading a text in English when I know its translation.”* has 53 students agreed. The fifth item in unknown vocabulary stated *“I do not like to read an English text that has lots of difficult words.”* has 40 students agreed. The last statement stated *“When I am reading in English, I feel upset and anxious if I encounter words the meaning of which I do not know”* achieved 48 students agree. From these responses, it can be seen that students gave positive responses toward the statements which indicated unknown vocabulary domain triggers students’ reading anxiety.

## 2) Unfamiliar Topic

**Table 4. 7**  
**The Recapitulation of Students Answer**

No	Statement	SD	D	N	A	SA
	UNKNOWN TOPIC					
7	I enjoy English reading when I understand at least some portion of the text	3	7	33	38	7
8	I do not prefer reading unfamiliar topics, particularly in the English language	2	16	26	28	16
9	The most things I like to read in English are short stories because they have easy words, and their topics are common	3	7	25	36	17
10	I feel anxious when I am reading a topic in the English language which I have no idea about.	4	11	29	32	12

The next domain in potential factors of reading anxiety questionnaire is unknown topic. The items were number 7, 8, 9, and 10. Based on table above, it showed 45 students agreed to the items number 7 which stated "*I enjoy English reading when I understand at least some portion of the text*". The next item in number 8 stated "*I do not prefer reading unfamiliar topics, particularly in the English language*" got 44 students agreed. Meanwhile in statement number 9 got 53 students agreed with statement "*The most things I like to read in English are short stories because they have easy words, and their topics are common*". The last statement in unfamiliar topic domain was in number 10 which stated "*I feel anxious when I am reading a topic*



*in the English language which I have no idea about.*” got 44 students agreed. From these total responses, students agreed with unfamiliar topic domain are one of potential factors that triggers their anxiety in reading.

### 3) Unfamiliar Culture

**Table 4. 8**  
**The Recapitulation of Students Answer**

No	Statement	SD	D	N	A	SA
UNFAMILIAR CULTURE						
11	In reading English, I hardly understand the idea if there is more than one meaning for each word	4	5	33	36	10
12	When I read English, I often understand the words, but I still cannot quite understand what the writer says	10	8	34	23	13
13	I usually translate word by word when I am reading English	2	8	24	40	14
14	It is frustrating in reading English when one word is connected with another to change the meaning	5	13	32	30	8
15	I most often feel that I cannot understand an English text even though I know every word's meaning	8	12	35	27	6

The next domain was unfamiliar culture which has 5 items with number 11,12,13,14, and 15. There were 46 students agreed with statement number 11 which stated *“In reading English, I hardly understand the idea if there is more than one meaning for each word”*. The next item which is number 12 stated *“When I read English, I often understand the words, but I still cannot quite understand what the writer says”* got 36 students agreed. Item number 13 which stated *“I usually translate word by word when I*

*am reading English*” achieved 54 students agreed. There were 38 students agreed with item number 14 which stated *“It is frustrating in reading English when one word is connected with another to change the meaning”*. The last item in unfamiliar culture which is number 15 stated *“I most often feel that I cannot understand an English text even though I know every word’s meaning”* got 33 students agreed. From these responses, most students agreed with 6 statements that indicated unfamiliar culture causes their anxiety in reading English text.

#### 4) Fear of Making Mistakes

**Table 4. 9**  
**The Recapitulation of Students Answer**

No	Statement	SD	D	N	A	SA
FEAR OF MAKING MISTAKES						
16	I feel anxious in reading aloud in fear of making errors.	5	8	22	23	30
17	I feel embarrassed in front of others if I pronounce a simple and easy word wrongly	9	8	14	34	23
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	8	13	29	29	9
19	I feel irritated if I encounter a word I do not know how it is pronounced.	6	11	20	31	20
20	I prefer silent reading rather than reading aloud.	4	6	26	27	25

The fourth domain in potential factors reading anxiety *questionnaire* is fear of making mistakes which has 5 items with number 16, 17, 18, 19, and 20. There were 53 students agreed with

statement number 16 which stated *“I feel anxious in reading aloud in fear of making errors.”*. In the next item which is number 17 stated *“I feel embarrassed in front of others if I pronounce a simple and easy word wrongly”* got 57 students agreed. The next item in fear of mistakes domain is in number 18 stated *“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”* achieved 38 students agreed. Statement number 19 stated *“I feel irritated if I encounter a word I do not know how it is pronounced.”* got 51 students agreed. The last item in fear of making mistakes domain is in number 20 stated *“I prefer silent reading rather than reading aloud.”* got 52 students agreed. From these responses, it can be stated that the most answers were agree and strongly agree toward statements which indicated that fear of making mistakes triggers English students' reading anxiety.

### 5) Worry about Reading Effect

**Table 4.10**  
**The Recapitulation of Students Answer**

No	Statement	SD	D	N	A	SA
WORRY ABOUT READING EFFECTS						
21	When I am reading aloud, I focus on reading correctly rather than focusing on understanding the text	5	8	27	29	19
22	In reading aloud in the class, I do not understand the text even though it is easy.	4	11	31	28	14
23	I enjoy silent reading because I can easily understand the text.	4	11	20	35	18
24	When reading English aloud in the class I focus on word accent rather than understanding	4	12	29	31	12
25	I get upset when I am not sure whether I understand what I am reading in English or not.	4	11	37	27	9
26	When reading English, I get disturbed and do not remember what I have read	6	10	33	28	11

The last domain in potential factors reading anxiety questionnaire is worry about reading effect which has 6 items which are in number 21, 22, 23, 24, 25, and 26. The first item in worry about reading effect stated *“When I am reading aloud, I focus on reading correctly rather than focusing on understanding the text”* got 48 students agreed. The next item number 22 stated *“In reading aloud in the class, I do not understand the text even though it is easy.”* achieved 42 students agreed. Meanwhile, there were 53 students agreed with the next statement which stated *“I enjoy silent reading because I can easily understand the text.”*

The next item in worry about reading effect stated “*When reading English aloud in the class I focus on word accent rather than understanding*” got 43 students agreed. In statement number 25 stated “*I get upset when I am not sure whether I understand what I am reading in English or not.*” achieved 36 students agreed. The last item in worry about reading effect in item number 26 stated “*When reading English, I get disturbed and do not remember what I have read*” got 39 students agreed. From these responses, the students agreed with the items that indicated worry about reading effect is one of factors that cause students English reading anxiety.

### **C. Discussion**

In this section, the researcher used the result of questionnaire to discuss two research questions addressing foreign language reading anxiety level and its potential factors. This section is divided into two parts based on research questions.

#### **1. The Level of Students Reading Anxiety**

Reading anxiety has become a problem that must be properly considered because there is still a lot of research done on reading anxiety. In fact, reading is an important ability for everyone to have in order to increase wider knowledge, especially information written in English. According to Al Faruq (2017) reading anxiety is a factor which ‘arises between interpreting of the text and the concrete processing of reading

text'.<sup>61</sup> It can be conclude that students with foreign language reading anxiety experience difficulty in understanding and process the text when they read English. So that, the investigation towards students foreign language reading anxiety level is matter to do by academics to support the improvement of students reading skill.

As explained in the findings, the result of students foreign language reading anxiety level in MTs Negeri 5 Jember showed that the most students experience medium level. As stated by Sellers (2000 cited in Liu, 2018) the higher level students face in reading anxiety, the higher possibility students experience feelings that mentioned as a sign of reading anxiety.<sup>62</sup> It means students with medium level have the same comparison between experiencing reading anxiety symptoms and enjoying reading English text. The finding of this study support previous research conducted by Al Faruq (2017) that showed 22 of 33 students experience medium level.<sup>63</sup> The result of this study and previous study indicated same category of students reading anxiety were in medium level. Likewise, the study conducted by Mawarda, et.al also showed 23 of 30 students experience medium level with 76,7%. The evidence of these results study must be considered by academics to find the right solution on how to overcome reading anxiety among students so that they can improve their foreign language reading skills that will be able to improve their English competence.

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<sup>61</sup>Al Faruq, Reading Anxiety, 89.

<sup>62</sup>Liu, The Influence,162.

<sup>63</sup>Al Faruq, Reading Anxiety, 91.

Furthermore, reading anxiety levels in students are also mentioned as one of the factors that influence their reading comprehension. This is supported by Mardianti, et.al (2021) which stated linking reading anxiety to reading comprehension might be interpreted as a negative relationship, which means the more students feel anxious when they are involved in reading activity, the lower the reading comprehension score they will get.<sup>64</sup> It means that the existence of students reading anxiety impacts to their reading comprehension. Thus, students with high reading anxiety will get low English competence because inhibited by their anxiety. This supported by study conducted by Kalhor et.al (2020) showed reading anxiety which is developed due to discussed challenges has a significant impact on foreign reading comprehension performance with p-value accepted.<sup>65</sup> These must be evidence that the existence of reading anxiety is truly impact to their reading comprehension.

Additionally, reading anxiety is not only impact on students reading comprehension, also affect their reading performance. This is supported by study conducted by Oyeleye and Otedola (2020) which showed there was significant relationship between reading anxiety and students' performance in introduction to library studies in MOCPED. (R=0.496\* N=568, P<.05) and it can be stated reading anxiety had a

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<sup>64</sup>Nunung Mardianti, Primardiana H.W, and Nurul Murtadho, "The Correlation Between Students' Reading Anxiety and Their Reading Comprehension in ESP Context", *International Journal of Language Education*, No. 2 (April 2021): 27.

<sup>65</sup>Wazir Ali Kalhor, Shoukat Ali lohar, and Intikhab Ahmed Panhwar, "Impact of Reading Anxiety on Reading Comprehension Performance in ESL Classroom of Boys' Degree College Larkana, Sindh, Pakistan", *Journal of Education and Practice*, no. 26 (September 2020): 93.

positive relationship with students' performance in the use of library course.<sup>66</sup> Based on some theories and findings that have been present in this study, it is important to cope students reading anxiety level in order to improve their reading comprehension and reading performance. It might be solution to improve students' English competence.

## **2. The Potential Factors of Students Reading Anxiety**

### **a. Unknown Vocabulary**

As explained in the findings, the first six items on the potential factors of students reading anxiety belong to unknown vocabulary. They were item number 1 to 6. According to Muhlis (2017) unknown vocabulary is situation when students do not know the meaning if the words and in this case English is totally different with Indonesia in term of its pronunciation.<sup>67</sup> These six items indicate unknown vocabulary is the factor that students face. The result of six items showed high percentage.

The questionnaire number 1 told about negative perception towards reading English text that consist strange vocabulary. The statement indicated that students feel upset and worry if they meet strange vocabulary when reading English text. The questionnaire number 2 indicated focusing on text while reading English because when they know the term, they will understand the text. These two

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<sup>66</sup>Adesanya Olusegun Oyeleye and Oshodi Oluwasunmisola Odunayo, "Reading Anxiety as Correlate of Students' Performance in Introduction to Library Studies in Michael Otedola College of Primary Education, Lagos State, Nigeria", *Library Philosophy and Practice*, (2020): 10.

<sup>67</sup>Muhlis, *Foreign Language*, 24.



statements got 39 agreement for item number 1 and 55 agreement for item number 2. For the next item which is number 3 indicated feeling anxious when encounter three strange vocabularies. Meanwhile, the item number 4 indicated enjoying reading when they know the translation, and item number 5 indicated that feeling upset when encounter words that they do not know. These four items also got lot agreements which were 35 agreements for item number 3, 53 for item number 4, and 40 for item number 5. The last item got 48 agreements. The numeric data and detail discussion showed that unknown vocabulary is one of factor that students still face with 51,15% agreed.

**b. Unfamiliar Topic**

The second domain that exists in questionnaire was unfamiliar topic. This domain has four items which were in number 7, 8, 9, and 10. These items indicated that not being unfamiliar with topic that written in English text was a factor that triggers their reading anxiety. According to Wallace (2001, cited in Muhlis, 2017) if the topic of a text is not interesting to a learner it is almost impossible for this learner to read for pleasure and consequently to become an effective reader.<sup>68</sup> It means that reading English which suits readers' interest will elicit good response toward reading activity.

The first item on unfamiliar topic domain indicated enjoying reading English text when they familiar with at least some portion with

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<sup>68</sup>Muhlis, 24

text. This item got 45 students agreed. The next item which got 45 students agreed indicated that students do not prefer reading English that has unfamiliar topic which means they enjoy reading that consist topic that familiar with them. The next item number 9 indicated that short story has familiar topic and easy words, therefore they prefer to read short stories. This item got 53 students agreed. The last item on unfamiliar topic domain was item number 10 which indicated that feeling anxious when reading English and not being familiar with the topic. This last item got 44 students agreed.

### c. Unfamiliar Culture

The third domain on potential factors of reading anxiety questionnaire was unfamiliar culture. This domain has 5 items after items of unfamiliar topic. According Rajab et.al (2012, cited in Muhlis, 2017) not being familiar with English or other cultures might inhibit students' reading comprehension process and cause anxiety as the culture represented in the text is foreign to them.<sup>69</sup> It can be conclude that being unfamiliar with culture of English text can impede students' reading process.

The first item of unfamiliar culture was in number 11 indicated students find it difficult to understand if there is one vocabulary that has several meanings. This point achieved 46 students agreed. The next item indicated knowing the meaning of words but still confuses

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<sup>69</sup>Muhlis, 24

and do not understand what writer says got 36 students agreed. The following item number 13 told about translating of each word when reading English got 54 students agreed. Meanwhile in item number 14 indicated feeling frustrating when they meet an idiom or phrase got 38 students agreed. The last item on unfamiliar culture told about not understanding the text even though they know the meaning of every word. This item achieved 33 students agreed.

#### **d. Fear of Making Mistakes**

The following domain which has 5 items was fear of making mistakes. As stated by Muhlis (2017) fear is substantially related with a matter of self-confidence.<sup>70</sup> This means that feeling of afraid to make an error caused by less of confidence which can lead anxious when reading English text. As it discussed in findings, the items of fear of making mistake was a domain which has the biggest agreement. It showed that the items on fear of making mistakes domain reflects what students feel during reading activity.

The first item was in number 16 which told about feel anxious when reading English and end up making mistakes. There are 53 students agreed with the first item on fear of making mistakes domain. The following item number 17 indicated feel ashamed when making mistakes in the pronunciation of vocabulary even though it is a very easy word achieved 57 students agreed. The next item told about

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<sup>70</sup>Muhlis, 23

preparing a script how to read than have to make mistakes when reading in front of the class. This item got 38 students agreed. The next item number 19 told about feeling irritated when students read English text and encounter the words that they do not know how to pronounce it achieved 51 students agreed. The last item indicated preferring silent reading than aloud reading got 52 students agreed. From these response, it found fear of making mistakes items was the most voted.

**e. Worry about Reading Effect**

The last domain on potential factors of reading anxiety was worry about reading effect. This domain has six items which indicated that worry about reading effect triggers their reading anxiety. According to Muhlis (2017) worry about reading effect is the manifestation of anxiety toward reading aloud that paired with anxious unconditioned stimulus, which brings a negative reaction.<sup>71</sup>

The first two items (21 and 22) and fourth item (24) on worry about reading domain told about focusing to read correctly while reading aloud than understanding the text. These three items got 48 voters for item number 21, 42 voters for item number 22, and 43 voters for item number 24. The item number 23 indicated that students prefer to read in silent rather than aloud reading. It means that in reading aloud they are worry to give negative reaction. The next item

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<sup>71</sup>Muhlis, 23

was in number 25 which told about feel sad when reading English but not sure whether to understand it or not. This item achieved 37 students agreed. Meanwhile, in the last item which was number 26 showed the situation when the students reading English, then they got distraction, they will forget about what they read. This last item got 39 students agreed.

Potential factors of students reading anxiety has been important thing to identify in order to cope students reading anxiety. Based on findings and discussion related to potential factors of students' reading anxiety above, it found the most students agreed that fear of making mistakes domain being the first factor that they often face with 57,5%. Yet, the result of study that has been conducted by Muhlis (2017) in senior high school Bandung showed that the first factor that students agreed in triggering their reading anxiety is unknown vocabulary domain proven by 49% students agreed.<sup>72</sup> Moreover, the study that has been conducted by Al Faruq (2017) among undergraduate students showed the most possible source of students' reading anxiety is unknown vocabulary with 24%.<sup>73</sup> In the same way, the first study that conducted to find out the potential factors of students' reading anxiety by Ahmad (2013) showed that 408 undergraduate students chose

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<sup>72</sup>Muhlis, Foreign Language, 31

<sup>73</sup>Al Faruq, Reading Anxiety, 92

unknown vocabulary domain as their first factor that triggers their reading anxiety in English text 70% students agreed.<sup>74</sup>

Based on the explanation above, it could be stated that the potential factors faced by students between students junior high school to another level of academic showed difference. The most study that has been conducted in senior high school and undergraduate students showed that the first factor that triggers their English reading anxiety is unknown vocabulary. Despite of this study, the most students in junior high school agreed that the first factor that triggers their anxiety in reading English text is fear of making mistakes. As stated by Ahmad et.al students who lack self-confidence are often afraid of participation in reading tasks in order to avoid making errors.<sup>75</sup> It means that teacher should be able to make enjoyable reading class that can increase their confidence. Besides, the teachers also have to use a good attitude to correct students mistakes in reading English text.

In conclusion, this case showed that every level face different factors that might trigger students' anxiety. Thus, it is important finding out potential factors of students reading anxiety to know how to cope their anxiety based on their factor that students faced.

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<sup>74</sup>Ahmad, et.al., The Potential, 99.

<sup>75</sup>Ahmad, et.al., 91.

## CHAPTER V

### CONCLUSION

#### A. Conclusion

Based on the result and the discussion about foreign language reading anxiety among EFL junior high school in MTs Negeri 5 Jember 2021/2022 Academic Year, it can conclude as follows:

1. The results of students English reading anxiety based on their level at Seventh, Eight, Ninth grade in MTs Negeri 5 Jember were 19% (17 students of 88) in low category, 59% (52 students of 88) in medium category, meanwhile 22% (19 students of 88) experience high category. From the result, it can be stated that the most students experience medium category in English reading anxiety. It means that students with medium level of reading anxiety experience average of the symptoms of reading anxiety such as worry, nervous, and apprehension. After finding this level of reading anxiety among students junior high school, it can be conclude that their reading anxiety categorized as state anxiety which means that students feel anxiety in certain situation such asked to read English text.
2. Depends on the result of English reading anxiety potential factors frequency, it can be stated that the most factors that faced by Seventh, Eight, Ninth grade MTs Negeri 5 Jember 2021/2022 Academic Year is fear of making mistake with 57,05%. The second factors that experience by them is unfamiliar topic with 52,84%. The third factors that caused reading anxiety among EFL Junior High School in MTs Negeri 5 Jember

is unknown vocabulary with 51,15%. The fourth domain which has 49,44% is worry about reading effect. Last domain with 47, 05% is unfamiliar culture.

## **B. Suggestions**

Based on the result and the limitation of this study, the suggestions can be stated as follows:

1. For English teachers, this result is expected to enrich teachers' insight about students reading anxiety and aware of its factors. Teachers are expected to use appropriate strategies in English reading class based on factors triggering students reading anxiety. Based on the finding, to cope students reading anxiety with first factor which was fear of making mistake, the researcher suggests making enjoyable class which can help students in improving their confidence without fear of making mistake. Besides, the teachers should note their attitude towards correcting student's mistake. The second factor that triggers students reading anxiety was unfamiliar topic, the researcher suggests to the teachers to give students English written text with familiar topic to pull students interest in reading English text. The next factor was unknown vocabulary, the researcher gives a suggest to the teachers to use familiar and easy vocabulary in their material. Besides, the teachers can build vocabulary improvement class to improve students vocabularies. The fourth factor in triggering students reading anxiety was worry of reading effect which means relating to reading aloud, the researcher suggests to the teachers to



guide students not to give bad response when their classmate making mistakes in reading aloud. The last factor was unfamiliar culture which related to cultural text, the researcher suggests to the teachers to give the students opportunity to ask the meaning of group of words (idiom).

2. For future researcher, this result this study is expected to give more information about students reading anxiety which can help future researchers to find out the suitable strategies which could cope students reading anxiety based on factors that students face.



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## DECLARATION OF AUTHORSHIP

The undersigned below:

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States that the undergraduate thesis entitled **“Foreign Language Reading Anxiety Level and Its Potential Factors among Indonesian EFL Junior High School in MTs Negeri 5 Jember 2021/2022 Academic Year”** is truly my original work. It doesn't incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact; I am the only person who is responsible for this thesis if there is any objection or claim from other.

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KIAI HAJI ACHMAD SIDDIQ  
JEMBER

Jember, June 13<sup>th</sup> 2022

The writer



**Putri Ri'ayatul Mawaddah**  
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## Appendix 1

### Letter of Research Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-3025/In.20/3.a/PP.009/04/2022  
 Sifat : Biasa  
 Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Negeri 5 Jember  
 Jl. Letnan Suprayitno no. 24, Arjasa, Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186039  
 Nama : PUTRI RIA YATUL MAWADDAH  
 Semester : Semester delapan  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Foreign Language Reading Anxiety Level and Its Potential Factors among EFL Junior High School" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Enike Kusumawati, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 11 April 2022

Dekan,

Wakil Dekan Bidang Akademik,



MASHUDI

## Appendix 2

## Letter of Finishing Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**MADRASAH TSANAWIYAH NEGERI 5 JEMBER**

Jl. Letnan Suprayitno No. 24 Arjasa - Jember  
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Nomor : 262 /Mts.13.32.05/PP.00.5/05/2022 24 Mei 2022  
 lampiran :  
 Hal : Ijin selesai Penelitian

Yth. Wakil Dekan Bidang Akademik Universitas Islam Negeri Kiai  
 Haji Achmad Siddiq Jember Pascasarjana  
 di Tempat

Yang bertanda tangan di bawah ini :

Nama : Enike Kusumawati, S.Pd  
 NIP : 197206201997032001  
 Pangkat/Gol : Pembina / IV/a  
 Jabatan : Kepala MTs N 5 Jember

Menerangkan Bahwa :

Nama : Putri Ri'ayatul Mawaddah  
 NIM : T20186039  
 Program Study : Tadris Bahasa Inggris  
 Fakultas : Tarbiyah dan Ilmu Keguruan

Telah melaksanakan Penelitian untuk penyusunan Tugas Akhir Studi pada tanggal 12 April sampai tanggal 24 Mei 2022 dengan judul " **FOREIGN LANGUAGE READING ANXIETY AND ITS POTENTIAL FACTORS AMONG INDONESIAN EFL Junior High School**"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya



Enike Kusumawati

Appendix 3

MATRIX

Title	Variable	Indicator	Data Resource	Research Method	Research Problem
<p><b>Foreign Language Reading Anxiety Level and Its Potential among Indonesian EFL Junior High School</b></p>	<p><b>Variable A</b> Foreign Language Reading Anxiety</p> <p><b>Variable B</b> Potential Factors</p>	<p>Students feel unease, worry, nervousness and apprehension in reading English text because English is their foreign language</p> <p>Students face reading anxiety because some factor that divided to personal factor and text feature.</p>	<p><b>Participant:</b> Students of MTs Negeri 5 Jember</p> <p><b>Instrument:</b> Data will be collected using Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito. The instrument is intended to measure foreign language reading anxiety level. While to find out the potential factor that cause students reading anxiety, it will be measured using questionnaire developed by Ahmad</p>	<p><b>Research Design:</b> (Survey research design)</p> <p><b>Data Collection:</b> Questionnaire</p> <p><b>Data Analysis:</b> The both data (questionnaire FLRAS and questionnaire of potential factor) <b>will be analyzed</b> by using SPSS descriptive statistic.</p>	<p>1. What level of anxiety is experienced by students as foreign language students ?</p> <p>2. What factors could cause students' reading anxiety as foreign language students ?</p>



## Appendix 4

### Pictures of Questionnaire Process



Students are filling the questionnaires



The researcher explain the aims of questionnaires and how to fill the questionnaire

Appendix 5

**JOURNAL OF RESEARCH**

**Researcher** : Putri Ri'ayatul Mawaddah  
**NIM** : T20186039  
**Research Title** : Foreign Language Reading Anxiety and Its Potential Factors among Indonesian EFL Junior High School  
**Research setting** : MTs Negeri 5 Jember

<b>Time</b>	<b>Research Subject</b>	<b>Activity</b>
April 11 <sup>th</sup> , 2022	Head master of MTs Negeri 5 Jember	Asking permission to conduct the research in MTsN 5 Jember
April 12 <sup>th</sup> , 2022	Students of 7A	Collecting data by using questionnaire print out
April, 12 <sup>th</sup> , 2022	Students of 7C	Collecting data by using questionnaire print out
April 13 <sup>th</sup> , 2022	Students of 8A	Collecting data by using questionnaire print out
April 3 <sup>th</sup> , 2022	Students of 8B	Collecting data by using questionnaire print out
April 16 <sup>th</sup> , 2022	Students of 9A	Collecting data by using questionnaire print out
May, 11 <sup>th</sup> 2022	Head master and principles of MTs Negeri 5 Jember	Asking permission to accomplish the research MTs Negeri 5 Jember

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## Appendix 6

### Students Response of FLRA Questionnaire

Initial: AM from grade 8

No	Pernyataan	Sangat Tidak Setuju	Setuju	Netral	Setuju	Sangat Setuju
1	Saya sedih ketika saya tidak yakin apakah saya mengerti apa yang saya baca dalam bahasa Inggris.				√	
2	Ketika membaca bahasa Inggris, saya sering memahami kata-katanya, tetapi masih tidak bisa mengerti apa yang penulis katakan.				√	
3	Ketika saya membaca bahasa Inggris, saya menjadi sangat bingung sehingga saya tidak dapat mengingat apa yang saya baca.				√	
4	Saya merasa terintimidasi setiap kali saya melihat seluruh halaman bahasa Inggris di depan saya.					√
5	Saya gugup ketika saya membaca bacaan dalam bahasa Inggris dan saya tidak akrab dengan topiknya				√	
6	Saya marah setiap kali saya menemukan tata bahasa yang tidak saya ketahui saat membaca bahasa Inggris.			√		
7	Ketika membaca bahasa Inggris, saya menjadi gugup dan bingung ketika saya tidak mengerti arti setiap katanya					√
8	Hal yang mengganggu saya adalah menemukan kata-kata yang tidak bisa saya ucapkan saat				√	

	membaca bahasa Inggris					
9	Biasanya saya berakhir dengan menerjemahkan kata demi kata ketika saya membaca bahasa Inggris					√
10	Pada saat Anda melewati huruf dan simbol lucu dalam bahasa Inggris, hal itu membuat anda sulit untuk mengingat apa yang Anda baca.				√	
11	Saya khawatir tentang semua simbol baru yang harus saya pelajari untuk membaca bahasa Inggris.				√	
12	Saya menikmati membaca bahasa Inggris			√		
13	Saya merasa percaya diri ketika saya membaca dalam bahasa Inggris.	√				
14	Setelah Anda terbiasa, membaca bahasa Inggris tidak begitu sulit.			√		
15	Bagian tersulit dari belajar bahasa Inggris adalah belajar membaca.				√	
16	Saya akan senang jika hanya belajar berbicara bahasa Inggris daripada harus belajar membaca juga.		√			
17	Saya tidak keberatan membaca untuk diri saya sendiri, tetapi saya merasa sangat tidak nyaman ketika saya harus membaca bahasa Inggris dengan keras.				√	
18	Saya puas dengan tingkat kemampuan membaca dalam bahasa Inggris yang telah saya capai sejauh ini.		√			
19	Budaya dan ide-ide Inggris tampak sangat asing bagi saya				√	

20	Anda harus tahu banyak tentang sejarah dan budaya Inggris untuk membaca Inggris			√		
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Appendix 7

Students Response of Potential Factors Questionnaire

Initial: ANP from grade 7

No	Statement	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
1	Ketika saya membaca dalam bahasa Inggris, saya menjadi sangat kesal dan khawatir setiap kali saya menemukan kosakata yang aneh				√	
2	Saya fokus pada kata-kata dalam membaca teks bahasa Inggris karena jika saya tahu istilahnya, saya dapat memahami teksnya.				√	
3	Saya merasa cemas dalam membaca bahasa Inggris ketika saya menemukan serangkaian tiga kata aneh					√
4	Saya menikmati membaca teks dalam bahasa Inggris ketika saya tahu terjemahannya				√	
5	Saya tidak suka membaca teks bahasa Inggris yang kata sulit-memiliki banyak kata			√		
6	Ketika saya membaca dalam bahasa Inggris, saya merasa kesal dan cemas jika saya menemukan kata yang maknanya tidak saya ketahui-kata				√	
7	Saya menikmati membaca bahasa Inggris ketika saya memahami setidaknya sebagian dari teks				√	
8	Saya tidak suka membaca topik yang tidak dikenal, terutama dalam bahasa Inggris					√

9	Hal yang paling saya suka baca dalam bahasa Inggris kata -adalah cerita pendek karena mereka memiliki kata .yang mudah, dan topik mereka umum				√	
10	ca topikSaya merasa cemas ketika saya membayangkan tidak saya ketahui dalam Bahasa Inggris		√			
11	Dalam membaca bahasa Inggris, saya hampir tidak mengerti gagasan jika ada lebih dari satu arti untuk .setiap kata				√	
12	Ketika saya membaca bahasa Inggris, saya sering ya, tetapi saya masih tidak bisa katan-memahami kata .mengerti apa yang dikatakan penulis				√	
13	Saya biasanya menerjemahkan kata demi kata ketika saya membaca bahasa Inggris					√
14	Hal inimembuat frustrasi dalam membaca bahasa yang lain Inggris ketika satu kata terhubung dengan .untuk mengubah maknanya			√		
15	Saya paling sering merasa bahwa saya tidak dapat memahami teks bahasa Inggris meskipun saya tahu arti .setiap kata		√			
16	Saya merasa cemas dalam membaca dengan keras .karena takut membuat kesalahan					√
17	Saya merasa malu di depan orang lain jika saya mengucapkan kata yang sederhana dan mudah dengan .salah				√	
18	Saya lebih suka mempersiapkan dan mencari transkrip fonetik sebelum kelas jika saya diharapkan untuk membaca di kelas				√	

19	esal jika saya menemukan sebuah kataSaya merasa k yang .saya tidak tahu bagaimana itu diucapkan					
20	Saya lebih suka membacasecara diam atau pelan .daripada membaca dengan keras					√
21	Ketika saya membaca dengan keras, saya fokus membaca dengan benar daripada berfokus pada pemahaman teks.				√	
22	Dalam membaca dengan lantang di kelas, saya tidak mengerti teksnya meskipun itu mudah.			√		
23	Saya suka membaca diam karena saya dapat dengan mudah memahami teks					√
24	Ketika membaca bahasa Inggris dengan keras di kelas saya fokus pada aksen kata daripada memahami				√	
25	Saya marah ketika saya tidak yakin apakah saya mengerti apa yang saya baca dalam bahasa Inggris atau tidak.				√	
26	Ketika membaca bahasa Inggris, lalu saya merasa terganggu dan tidak ingat apa yang telah saya baca.			√		

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## Appendix 8

### FLRA Questionnaire

#### Petunjuk Pengisian Angket

Terhadap setiap pernyataan dibawah ini, Anda diminta menilainya dengan cara memilih salah satu jawaban dan memberi tanda checklist (√). Angket ini tidak berhubungan dengan nilai Anda. Jadi, isilah dengan jujur dan sesuai dengan kenyataan.

No	Pernyataan	Sangat Tidak Setuju	Setuju	Netral	Setuju	Sangat Setuju
1	Saya sedih ketika saya tidak yakin apakah saya mengerti apa yang saya baca dalam bahasa Inggris.					
2	Ketika membaca bahasa Inggris, saya sering memahami kata-katanya, tetapi masih tidak bisa mengerti apa yang penulis katakan.					
3	Ketika saya membaca bahasa Inggris, saya menjadi sangat bingung sehingga saya tidak dapat mengingat apa yang saya baca.					
4	Saya merasa terintimidasi setiap kali saya melihat seluruh halaman bahasa Inggris di depan saya.					
5	Saya gugup ketika saya membaca bacaan dalam bahasa Inggris dan saya tidak akrab dengan topiknya					
6	Saya marah setiap kali saya menemukan tata bahasa yang tidak saya ketahui saat membaca bahasa Inggris.					
7	Ketika membaca bahasa Inggris, saya menjadi gugup dan bingung ketika saya tidak mengerti arti setiap					

	katanya					
8	Hal yang mengganggu saya adalah menemukan kata-kata yang tidak bisa saya ucapkan saat membaca bahasa Inggris					
9	Biasanya saya berakhir dengan menerjemahkan kata demi kata ketika saya membaca bahasa Inggris					
10	Pada saat Anda melewati huruf dan simbol lucu dalam bahasa Inggris, hal itu membuat anda sulit untuk mengingat apa yang Anda baca.					
11	Saya khawatir tentang semua simbol baru yang harus saya pelajari untuk membaca bahasa Inggris.					
12	Saya menikmati membaca bahasa Inggris					
13	Saya merasa percaya diri ketika saya membaca dalam bahasa Inggris.					
14	Setelah Anda terbiasa, membaca bahasa Inggris tidak begitu sulit.					
15	Bagian tersulit dari belajar bahasa Inggris adalah belajar membaca.					
16	Saya akan senang jika hanya belajar berbicara bahasa Inggris daripada harus belajar membaca juga.					
17	Saya tidak keberatan membaca untuk diri saya sendiri, tetapi saya merasa sangat tidak nyaman ketika saya harus membaca bahasa Inggris dengan keras.					
18	Saya puas dengan tingkat kemampuan membaca dalam bahasa Inggris yang telah saya capai sejauh ini.					

19	Budaya dan ide-ide Inggris tampak sangat asing bagi saya					
20	Anda harus tahu banyak tentang sejarah dan budaya Inggris untuk membaca Inggris					



## Appendix 9

### The Potential Factors of FLRA Questionnaire

#### Petunjuk Pengisian Angket

Terhadap setiap pernyataan dibawah ini, Anda diminta menilainya dengan cara memilih salah satu jawaban dan memberi tanda checklist (√). Angket ini tidak berhubungan dengan nilai Anda. Jadi, isilah dengan jujur dan sesuai dengan kenyataan.

No	Statement	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
1	Ketika saya membaca dalam bahasa Inggris, saya al dan khawatir setiap kali saya menjadi sangat kes .menemukan kosakata yang aneh					
2	Saya fokus pada kata-kata dalam membaca teks bahasa Inggris karena jika saya tahu istilahnya, saya dapat memahami teksnya.					
3	Saya merasa cemas dalam membaca bahasa Inggris .saya menemukan serangkaian tiga kata aneh ketika					
4	Saya menikmati membaca teks dalam bahasa Inggris .ketika saya tahu terjemahannya					
5	Saya tidak suka membaca teks bahasa Inggris yang kata sulit-memiliki banyak kata					
6	ahasa Inggris, saya Ketika saya membaca dalam b merasa kesal dan cemas jika saya menemukan .kata yang maknanya tidak saya ketahui-kata					
7	Saya menikmati membaca bahasa Inggris ketika saya .memahami setidaknya sebagian dari teks					

8	kenal, Saya tidak suka membaca topik yang tidak di .terutama dalam bahasa Inggris					
9	Hal yang paling saya suka baca dalam bahasa Inggris kata -adalah cerita pendek karena mereka memiliki kata .yang mudah, dan topik mereka umum					
10	Saya merasa cemas ketika saya membaca topik yang ketahui tidak saya dalam Bahasa Inggris					
11	Dalam membaca bahasa Inggris, saya hampir tidak mengerti gagasan jika ada lebih dari satu arti untuk .setiap kata					
12	Ketika saya membaca bahasa Inggris, saya sering bisa katanya, tetapi saya masih tidak-memahami kata .mengerti apa yang dikatakan penulis					
13	Saya biasanya menerjemahkan kata demi kata ketika saya membaca bahasa Inggris					
14	Hal ini membuat frustrasi dalam membaca bahasa Inggris ketika satu kata terhubung dengan yang lain .nanya untuk mengubah mak					
15	Saya paling sering merasa bahwa saya tidak dapat memahami teks bahasa Inggris meskipun saya tahu arti .setiap kata					
16	Saya merasa cemas dalam membaca dengan keras .karena takut membuat kesalahan					
17	g lain jika saya Saya merasa malu di depan orang mengucapkan kata yang sederhana dan mudah dengan .salah					
18	Saya lebih suka mempersiapkan dan mencari transkrip					

	fonetik sebelum kelas jika saya diharapkan untuk membaca di kelas					
19	Saya merasa kesal jika saya menemukan sebuah kata yang .saya tidak tahu bagaimana itu diucapkan					
20	Saya lebih suka membaca secara diam atau pelan .daripada membaca dengan keras					
21	Ketika saya membaca dengan keras, saya fokus membaca dengan benar daripada berfokus pada pemahaman teks.					
22	Dalam membaca dengan lantang di kelas, saya tidak mengerti teksnya meskipun itu mudah.					
23	Saya suka membaca diam karena saya dapat dengan mudah memahami teks					
24	Ketika membaca bahasa Inggris dengan keras di kelas saya fokus pada aksentuasi kata daripada memahami					
25	Saya marah ketika saya tidak yakin apakah saya mengerti apa yang saya baca dalam bahasa Inggris atau tidak.					
26	Ketika membaca bahasa Inggris, lalu saya merasa terganggu dan tidak ingat apa yang telah saya baca.					

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 J E M B E R

Appendix 10

**CURRICULUM VITAE**



Name : Putri Ri'ayatul Mawaddah  
NIM : T20186039  
Place/Date of Birth : Jember, October 20<sup>th</sup>, 1999  
Address : Dsn. Krajan 1, RT. 02 RW.16 Desa Kasiyan Timur,  
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Faculty : Tarbiyah and Teacher Training  
Program : Tadris Bahasa Inggris (English Department)

**Educational Background**

- a. TK EKO PROYO (2006)
- b. SDN Kasiyan Timur 1 (2012)
- c. SMPN 2 PUGER (2015)
- d. MAN 3 JEMBER (2018)