

**“AN EXPLORATION INTO FACTORS ASSOCIATED WITH READING
ANXIETY AMONG UNISMUH EFL LEARNERS”**

(Descriptive Qualitative Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Part Fulfillment of the Requirement for the Degree
of Education in English Education Department*

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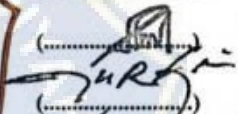

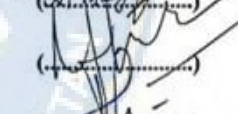
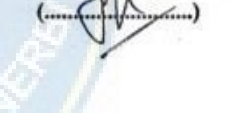


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Day / Date	Chapter	Note	Sign
Senin/11/7/23	IV	- Re arrange the Finding - Re arrange the Discussion	off off
Senin/24/7/23	IV	- give narration of the data from observation explicitly - describe the fact of student's anxiety as the result finding from observation and questionnaire then show the cause - put the data from observation checklist to findings and describe it on discussion then correlated it to the theories. - show the instrument on the Appendix	off off off off off

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Day / Date	Chapter	Note	Sign
Senin/31/7/23	IV	<ul style="list-style-type: none"> Give additional narration on result findings. Shows the result findings firmly into point of observation Revise the Discussion explain the most factors happen to students that caused anxiety in reading 	<ul style="list-style-type: none"> yt yt yt
Pabu/2/8/23		<ul style="list-style-type: none"> Appendixes recomplete the appendixes Abstract. Re fix conclusion 	<ul style="list-style-type: none"> yt yt yt
Kamis/3/8/23		<ul style="list-style-type: none"> Prepare to exam <p>Acc</p>	<ul style="list-style-type: none"> yt

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Motto

“Hidup bukan saling mendahului, bermimpilah sendiri – sendiri — –hindia

Dedication

Skripsi ini saya persembahkan kepada keluarga, teman/sahabat, serta orang – orang yang selalu memberi dukungan kepada saya, sehingga skripsi ini bisa tersusun dan selesai dengan sebagaimana mestinya.



ABSTRAK

Nurhayati, 2023. An Ekpsloration Into Factors Associated With Reading Anxiety Among UNISMUH EFL Learners. Under the thesis of the Department of English Education, Faculty teacher Training and Education, Universitas Muhammadiyah Makassar. Guided by Sujariati and Widhan Burhanuddin.

The purpose of this study will to determine the anxiety factor of students in reading English aloud in class. The methodology used in this research is descriptive qualitative. The research data were obtained using two instruments, namely observation and a questionnaire containing questions related to what are the causal factors in reading anxiety. The research method used is descriptive qualitative. The population in this study were students from Universitas Muhammadiyah Makassar. The number of samples used was 13 students in 1 class.

The results finding provide by qualitatively and quantitatively. The result of the study show that the level of anxiety to read aloud with an average of 61.03%, with the calculations obtained from the questionnaire data. From the observation results show that there are two factors in anxiety when reading aloud, namely internal and external factors. Among these factors, internal factors show a higher or prominent level of anxiety on aspects of worrying about reading effects and fear of making mistakes. Which can be minimized with several stages, preparation, relaxation and positive thinking.

Keyword : Anxiety, Reading Aloud, Caused of Anxiety Reading Aloud

ABSTRAK

Nurhayati, 2023. Sebuah Eksplorasi Menjadi Faktor-Faktor Yang Berhubungan Dengan Kecemasan Membaca Di Kalangan Pembelajar EFL UNISMUH. Di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Sujariati dan Widhan Burhanuddin.

Tujuan dari penelitian ini adalah untuk menentukan faktor kecemasan siswa dalam membaca bahasa Inggris dengan keras di kelas. Metodologi yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Data penelitian diperoleh dengan menggunakan dua instrumen yaitu observasi dan angket yang berisi pertanyaan terkait apa saja faktor penyebab kecemasan membaca. Metode penelitian yang digunakan adalah deskriptif kualitatif. Populasi dalam penelitian ini adalah mahasiswa Universitas Muhammadiyah Makassar. Jumlah sampel yang digunakan adalah 13 siswa dalam 1 kelas.

Hasil temuan disajikan secara kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa tingkat kecemasan membaca nyaring dengan rata-rata 61,03%, dengan perhitungan yang diperoleh dari data kuesioner. Dari hasil observasi diketahui bahwa terdapat dua faktor yang menjadi penyebab kecemasan membaca nyaring, yaitu faktor internal dan faktor eksternal. Diantara faktor-faktor tersebut, faktor internal menunjukkan tingkat kecemasan yang lebih tinggi atau menonjol pada aspek khawatir efek membaca dan takut melakukan kesalahan. Yang bisa diminimalisir dengan beberapa tahapan, persiapan, relaksasi dan berpikir positif

Kata kunci : Kecemasan, Membaca Nyaring, Penyebab Kecemasan Membaca Nyaring

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Hopefully this research can be useful for all, and well received. As well as being able to make a major contribution to the process of learning English in the future. However, the researcher also realizes that this research is far from perfect and there are still many shortcomings. Therefore criticism and suggestions are needed and appreciated.

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Researcher,

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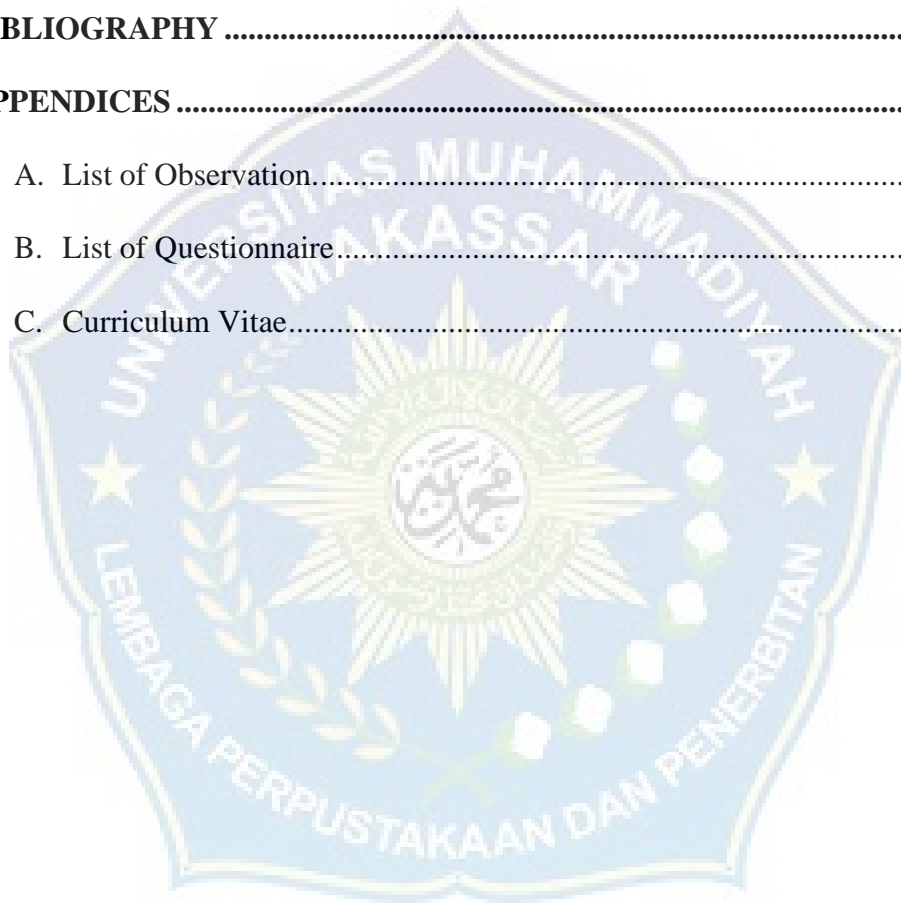
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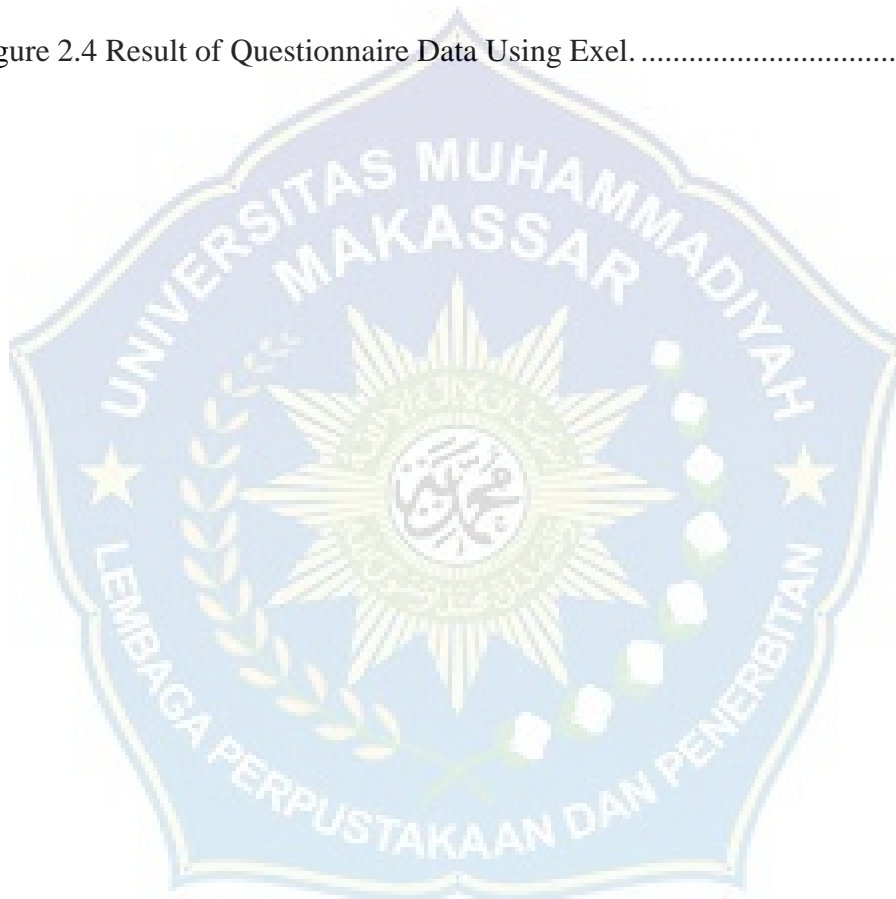
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CHAPTER I

INTRODUCTION

A. Background

Reading is one of the most crucial skills for second or foreign language learners to have in an academic setting, and this includes EFL students as well. Reading is therefore taught as a foreign language in Indonesia since it is the most crucial skill for acquiring modern knowledge and because it is a fundamental receptive skill that students need for language. Students absolutely need to be able to do this in order for them to comprehend what they are read. In capacity of students to read and comprehend any written material is critical to the student's overall performance in their academic careers. Reading is the single most necessary talent to have under one's belt in order to make greater strides forward and more significant advancements in any and all academic subjects, as mentioned by Wong (2020). The benefits of reading for students and pupils include increased understanding, knowledge, vocabulary, and, of course, excitement for learning in order to reach their objectives. So as to improve the ability of the brain, improve analytical skills, improve concentration. In addition to what was mentioned above, reading can also increase self-literacy, so that students was more easily adapt to the times. As a student, it is definitely highly recommended to read, the right condition for mastering science is reading. Without reading was reduce the ability to write.

Many students experience anxiety in reading foreign languages, especially English. The anxiety factors can be distinguished based on several things, for example, age, gender, background, and time. At a young age, students tend to be less confident in their reading skills.

The reading situation at Universitas Muhammadiyah Makassar . Based on what is happening now, students at Unismuh Makassar who have just undergone offline lectures, this was affect their confidence in learning to read in class. Thus students was experience anxiety which makes students lack self-confidence. This study aims to determine the reasons or factors that dominate so that students experience difficulties and anxiety in reading. As we know the campus environment is not a narrow environment but a very broad environment for students to study knowledge. However, the campus environment is also sometimes a factor in students experiencing anxiety. The author was find out the factors that cause reading anxiety and try to find a suitable strategy for this case.

The idea of Foreign Language Reading Anxiety (FL Reading Anxiety) originated from a study (Al Faruq, 2019) in which researchers hypothesized that a foreign script or writing system was the primary cause of FL Reading Anxiety. When students attempt to decipher the meaning of foreign language words written in an extremely foreign script like that found in the reading passage, they could have an immediate feeling of anxiety. The researchers E. Horwitz and colleagues (n.d.) postulated that the level of FL reading anxiety is dependent on and fluctuates with the target

language that is being studied. This was done on the basis of the aforementioned assumption. According to the findings of one study, it is significant to take into account the fact that the levels of reading anxiety in French are significantly higher than those in Russian, despite the fact that both languages utilize an alphabetic writing system.

Learning English is required for all Indonesian students, from junior high to university. English is sometimes regarded as one of the most difficult subjects for Indonesian students because it differs significantly from Indonesian in structure, pronunciation, and vocabulary system. Listening, Speaking, Reading/Writing are the four language skills required for learning English as a foreign language. Additionally, there are some difficulties in learning each skill, particularly for students learning to read in a foreign language. The above issue is caused by students' anxiety when learning a foreign language.

B. Problem Statement

The problem in this research is formulated in the research question as follows :

What are the factors of student anxiety in reading skills at the Fourth semester of English Education Department at Unismuh Makassar to Reading English in class ?

C. The Objective of The Research

In relation to the problem statement above, the objective of the research is:

To find out the factors of students anxiety.

To what extent are anxiety factors related to the reading text, personal factors, and use of strategy among Unismuh EFL Learners/

D. Significant of The Research

This research is expected to give a contribution to:

1. For the Students

In this study, students are expected to be able to overcome anxiety in reading English and minimize the factors that cause anxiety.

2. For the Teachers

In this study, it is hoped that it can help teachers to better understand what actually factors students' reading anxiety in class.

3. For the next Researchers

This research can be used by future researchers to conduct further research related to students' anxiety in reading English in class, and what factors influence this anxiety.

E. Scope of The Research

This study was going to investigate the factors of students anxiety in reading text. The scope of the research is limited anxiety internal and external factor on students reading aloud individually.



CHAPTER II

LITERATURE REVIEW

A. Previews Research Finding

The researcher found some similar previous research that talks about the reading anxiety of students. Some related researchers such as :

According to (Aisyah 2017) Journal, it is caused by foreign language learners having difficulty developing the needed reading ability and skills in the target language because foreign language reading is affected by a variety of factors, including unfamiliar scripts and writing systems, as well as unfamiliar cultural material. Based on the researcher's findings during PPL (Teaching Practice) at a junior high school in Bandung, students have some difficulties learning to read.

Reading is a fundamental skill that should not be overlooked by anyone, including students. According to (Ismail et al., 2017), reading is very important because it can help students develop their general language abilities in English; it can help students think in English; it can help students expand their English vocabulary; it can improve student writing; and it can be a good way for students to learn about new ideas, facts, and experiences. As a result of this mindset, reading ability has come to be regarded as something that can help children develop their understanding of the English language. According to, there are two aspects of reading a foreign language that have a high potential for causing anxiety (Aisyah 2017) a foreign writing system and a foreign culture. Thus, foreign language reading anxiety refers to students'

anxiety when attempting to read and comprehend a foreign language reading text (Muhlis) (2014). Meanwhile, Ahmad et al. (2013) stated that there are two types of factors that cause anxiety when reading a foreign language: personal factors such as worry about the effects of reading and fear of making mistakes, and textual factors such as unfamiliar culture, unknown topics, and unknown vocabulary. or learning new words.

According to Liu (2007), this is due to a number of factors, such as unfamiliar scripts and writing systems, as well as some unfamiliar cultural materials, making it difficult for foreign language learners to develop the reading skills and abilities that was be required in the target language. known. Students were exposed to a variety of challenges when learning to read in class, according to the researcher's observations made during PPL (Teaching Practice) in a junior high school in Bandung. For instance, during reading activities, if the teacher requests that students read a text aloud in front of their peers, some students was decline out of insecurity and fear of making a mistake, and their peers was snicker.

Foreign language learning anxiety is a subjective feeling, with the same psycho-physiological symptoms and behavioral responses as other types of anxiety (Hortwitz et al.). Meanwhile, Zhornik (2001, as cited in Jalongo & Hirsh, 2010) defines reading anxiety as a physical and cognitive reaction to the act of reading Furthermore, the physical response to anxiety factors is said to include the release of adrenaline ("fight or flight reaction") and physical symptoms such as sweating, feeling shaken or fainting, heart palpitations, and

shortness of breath, fast, "butterflies in the stomach," tension headache, stomach ache, or even vomiting. Excessive fear, low self-esteem, feelings of helplessness, and general expectations of unexpected humiliation are all cognitive reactions to anxiety. Furthermore, according to MacIntyre (1995, as cited in Gonen, 2007), foreign language anxiety has a negative impact on cognitive processes and behavior; in fact, the relationship between anxiety, cognition, and behavior in language classes is cyclical, with each influencing the other. Foreign language learners, according to (L. K. Horwitz et al., 2006), said that foreign language learners are subjective feelings, psychophysiological symptoms, and the behavioral responses of foreign language learners are basically the same as certain anxiety.

The reader was experience anxiety as soon as he attempts to understand the script because the reader's internal processing of the text was become difficult, and unfamiliar cultural concepts was appear to have an impact at some point in the reading process, which is less immediate than the unfamiliar script and writing system.

Personal Factors Cause Anxiety When Reading Foreign Languages

Under the concept of personal factors, there are two sub-factors: Concerned about the Reading Effects. Students who read aloud experience anxiety when reading foreign languages. This is because most students are unable to deny their anxiety when asked to read a foreign language text. Furthermore, students still fear foreign languages because they are regarded as the most difficult subjects to master. They are concerned about their performance,

which interferes with their ability to concentrate on understanding a text. It is difficult for them to express their thoughts about a read text if they are unable to control their anxiety. Furthermore, they was easily forget what they have read.

The author recognizes that there are differences in each article/journal, as (Bensalem) stated that there are two sources of anxiety from foreign scripts and foreign cultures. This article distinguishes several cultures that exist in the process of learning to read so that the influencing factors in reading a foreign language can be identified. Furthermore, (Ismail et al.) believe that students can easily learn some basic reading skills. same time to practice scanning reading skills or how to read quickly and thoroughly with the aim of obtaining certain information needed by readers.

According to (Aisyah) reading is needed in the target language because reading is influenced by several factors. This article is the same as the opinion of (Ahmat ed al) which reveals that personal factors influence reading. The two articles are very similar to this research because they raise several factors that cause reading anxiety. Likewise with (Liu) who said there are several factors that cause anxiety in reading, such as texts that are less similar so that it makes the reader anxious. Students was feel anxious if presented with foreign readings that they did not recognize before. In Liu's opinion, this helps the writer to collect data related to the factors of reading anxiety in students.

In contrast to the opinion of previous experts (Horwitz et al) said that the response to anxiety in learning a foreign language is basically the same as certain anxiety. (Jalongo & Hirsh) who stated that reading anxiety is a situational phobia, of course this is a different opinion from the previous opinion. And help writers to find other factors in reading anxiety. It is also mentioned that the act of reading has physical and cognitive reactions. It's a very tragic anxiety because it makes the reader have to experience symptoms that was make them feel humiliated. This opinion makes the writer get new insights on anxiety in reading English.

From several expert opinions, the writer is helped by statements that the writer has never found before. Some of the causal factors in reading English are found in several articles which have different opinions in each article. Reading aloud and silent reading are two different things in reading, the writer tries to find factors of reading anxiety from both types of reading. The existence of the article above is very helpful for the writer to conclude.

B. Some Pertinent Ideas

1. definition of reading

Reading, as defined by Urquhart and Weir in Wasiam Grabe (2009:14), is the process of receiving and interpreting information in language through print media. Reading, according to Johnson (2008:3), is the practice of using text to generate meaning. Reading is an activity that involves looking at what is written and understanding the contents of the text aloud or silently. Reading is the expression of a reader's imagination

that is liked by the general public and also understood by someone who is loved.

Based on this definition, the researcher concludes that reading must develop/ in order for readers to understand the meaning of reading as well as capture the meaning of a text that is read.

2. Types of Reading

According to (D'Arcy Nell 2017), there are several types of reading such as intensive reading, extensive reading, reading aloud, and also reading silently.

- a. Intensive reading is a type of reading that focuses on an idiom and vocabulary taught by the teacher in class and on idioms and vocabulary found in poetry, poetry, novels, or other sources. Example: Students focus on linguistic or semantic details of a passage and focus on structural details such as grammar.
- b. Extensive reading is a type of reading in which students read for pleasure while also developing general reading skills. Students, for example, read a variety of books, such as journals, newspapers, and magazines, primarily for pleasure and knowledge, and only need a general understanding of their contents. Extensive reading differs from intensive reading, according to (Renandya 2007). During intensive reading, students typically work with short texts under the close supervision of the teacher. The goal of intensive reading is to assist students in obtaining detailed meaning from the text, to develop

reading skills (such as identifying main ideas and text connectors), and to improve vocabulary and grammar knowledge. For beginning language learners, extensive reading has been used. It assists in familiarizing them with reading material and developing the cognitive ability to understand new words, frame sentences, and comprehend the text as a whole. You was gain an overall understanding of the text as well as improve your language skills.

- c. Silent reading activities are designed to train students' reading skills without the use of sound, allowing them to focus their attention or understand the text. For instance, students memorize the text.
- d. Reading aloud means reading out loud and clearly. Reading poetry, dialogues, and other types of text are examples. Reading aloud, according to Ismail (2008), is a strategy of reading a text aloud that can help focus attention mentally, raise questions, and design discussions. This strategy has the effect of concentrating attention and fostering group cohesion..

4. The purpose of Strategy Reading Load

The goal of the reading aloud strategy is to further motivate active learning both individually and as a group (cooperative learning). According to Zulhannan (2014), the goals and benefits of reading aloud are as follows:

- (a). Means to arouse students' enthusiasm for reading, in addition to feeling the value of literature and aspects related to beauty.
- (b). Media to improve speech, review readings, express something positive, and reveal makhrāj al-letters.
- (c). While educators are responsible for determining the conditions of their students' weaknesses and providing solutions in the appropriate circumstances.
- (d). While educators are responsible for discovering their students' errors, as well as establishing a standard of success or failure in the learning process activities for the material that has been delivered.
- (e). If the text is interesting, media should encourage both readers and listeners at the same time so that both can internalize the reading material.

5. Principles Of Reading Aloud Strategy

According to Ismail (2008), the following principles must be considered when implementing the reading aloud strategy:

(a). Understanding the nature of students

Students, in general, have a curious or imaginative nature. This trait serves as the foundation for the development of critical and creative attitudes/thoughts.

(b). Get to know individual students

Because students come from a variety of backgrounds and abilities, individual differences must be considered and reflected in learning. All students in the class do not have to do the same activities, but can choose their own based on their learning pace. Students with higher abilities can assist their classmates with lower abilities.

(c). Utilizing student behavior in organizing learning

Learners naturally play in groups or pairs. Teachers can use such behavior to organize classes. It was be easier for them to interact or exchange ideas in a group setting.

(d). Develop critical and creative thinking skills and be able to solve problems

(e). Using the reading aloud strategy, students are required to solve problems related to the subject matter that have been prepared by the teacher. Because life is fundamentally about problem solving, students must be equipped with critical and creative thinking skills in order to analyze problems. Teachers are expected to develop this type of thinking, which has existed since birth.

(f). Provide good feedback to improve activities

Feedback is a two-way street between the teacher and the students. Feedback should reveal more about students' strengths and weaknesses than their weaknesses.

Feedback must also be given in a polite and subtle manner so that student motivation is not diminished.

(g). Distinguish between physically active and mentally active

Reading aloud was reveal which students are physically active and which are mentally active. It is preferable to be mentally active by asking questions, discussing, providing ideas, and responding to ideas from other groups.

6. The Steps Of The Strategy Reading Aloud

According to Zaini (2008), several steps taken by the teacher in reading using the reading aloud strategy are as follows:

- (a). Choose a text that is interesting enough to read aloud.
Try not to make the text too long.
- (b). Give the student/student a copy of the text. Mark interesting points or issues for discussion.
- (c). Divide the text by paragraphs or others.
- (d). Invite several students to read different parts of the text.
- (e). As you read, pause at various points to emphasize the significance of certain points, to ask questions, or to provide examples. Allow students/students time to discuss if they express an interest in the topic.
- (f). Finish by asking students what is in the text.

7. Strengths and Weaknesses of Reading Aloud Strategy

Each learning strategy has advantages and disadvantages. The reading aloud strategy, while having many advantages because it refers to students' mental activity, also has disadvantages. According to Ismail (2008), the following are the benefits and drawbacks of reading aloud reading strategies:

(a). Advantages of Reading Aloud

The following are the benefits or strengths of learning to read using the reading aloud strategy:

- (1). Fostering and developing students' fantasy power abilities.
- (2). Lessons can be presented to students in a more engaging manner if they are presented in the form of reading aloud.
- (3). Learners are trained to be polite listeners.
- (4). Students have the opportunity to participate in an entertainment event.
- (5). Learners gain additional wealth of experience.
- (6). A lesson's passion and interest can be nurtured and developed. Students can gain inner satisfaction by reading the material aloud to themselves.
- (7). Set a good example for other students by reading well

(b).

Disadvantages Of Reading Aloud

Weaknesses or shortcomings in learning to read using the reading aloud strategy, namely:

- (1). If the reading remains monotonous, students was become bored.
- (2). Students with low grades are still unable to understand what they read.
- (3). The affective power is not running, so cultivating a habit of receiving lessons must be done through reading.
- (4). Not all teachers can provide engaging reading material.
- (5). If the adjacent classes are noisy or learning to sing, the reading method presentation was be ineffective.
- (6). Lesson plans do not match the desired time

3. The Purpose of Reading

Reading is a useful activity. Someone reads to learn new information or to verify previous knowledge. One can also read for pleasure or to gain knowledge of the language being read. Reading is also important in social contacts. Individuals continue to learn a lot about their country's political, social, economic, and cultural issues by reading. Reading shapes our attitudes, beliefs, standards, morals, judgments, and overall behavior; it influences our thoughts and actions. The goal of reading is to connect what you read to what you already

know. To connect ideas, readers must understand the subject they are reading about.

Reading for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write, reading to critique texts, and reading for general comprehension are all examples of reading purposes, according to (Erler 2012).

a. Reading for simple information

Although some researchers regard it as a relatively independent cognitive process, reading for simple information is a very common reading skill. It is frequently used in reading assignments, which can be thought of as a type of reading ability.

b. Reading to skim quickly

Skimming is a common component of many reading assignments and a valuable skill in its own right. This entails a combination of strategies for predicting something important in the text and then applying basic reading comprehension skills to segments of the text until a general idea is formed.

c. Reading to learn from text

Reading to learn is most common in academic and professional contexts where a person needs to learn a significant amount of information from a text; it necessitates the ability to remember

main ideas, recognize and build rhetorical frames, and link the text to the reader base.

4. Definition of Anxiety

Anxiety is defined as a state of tension, worry, nervousness, and concern about possible negative outcomes or events (Aisyah 2017). Later, according to (Yalçın and nceçay 2014), anxiety is a subjective feeling of fear, worry, and even fear that causes students to lose concentration, become forgetful, sweaty, and experience heart palpitations. Based on the various definitions of anxiety presented above, this depicts students' reactions to learning something new. As have said (Yalçın and nceçay 2014), anxiety reactions are significant barriers to students performing successfully in foreign language classes. Anxiety, on the other hand, is a normal, emotional, natural, and expected reaction to real or potential danger (Sri, 2010).

Subjective feelings, psycho-physiological symptoms, and behavioral responses of anxious foreign language learners are essentially the same as for any other anxiety (Hortwitz et al, 1986). According to MacIntyre (1995, as cited in Gonen, 2007), foreign language anxiety has a negative effect on cognitive processing and behavior; in fact, the relationship between anxiety, cognition, and behavior in language classes is cyclical, with each influencing the other. Thus, foreign language reading anxiety refers to students' feelings of anxiety and concern when attempting to read and comprehend foreign language texts. (Muhlis (2014) (2014).

Meanwhile, Zhornik (2001, as cited in Jalongo and Hirsh, 2010) defines reading anxiety as a situational phobia of the act of reading that causes physical and cognitive reactions. He went on to say that physical symptoms of anxiety include sweating, a feeling of shaking or fainting, palpitations, rapid breathing, "butterflies" in the stomach, a tension headache, stomach pain, or even vomiting. Overwhelming fear, low self-esteem, feelings of helplessness, and expectations of public humiliation are all cognitive reactions to anxiety.

5. Levels Enxiety

According to (Ardianto 2018) there are four levels of anxiety levels among others :

a. Mild anxiety (kecemasan ringan)

Mild anxiety is anxiety that occurs as a result of everyday events or tensions. At this level of anxiety, one feels alert and expands their field of perception. Someone was be more sensitive to what they see, hear, and feel. At this level of anxiety, a person was typically experience fatigue, irritability, and increased motivation and behavior depending on the situation.

b. Moderate anxiety (kecemasan sedang)

At this level of anxiety, a person usually only focuses on the problem at hand, and it was soon narrow his perceptual view, so that what is seen, heard, and felt becomes narrower as well. Exhaustion increases, heart rate and respiration increase, muscle tension increases,

speaking fast with a high volume, decreased concentration ability, easily offended, impatient, forgetful, easily angry, and easily crying.

c. Severe Anxiety (kecemasan berat)

At this level of anxiety, a person only focuses on one thing, which is the source of the anxiety, and students feel as if they can't think about anything else. In this level of anxiety, a person was usually face dizziness, sick headaches, nausea, sleeplessness, frequent urination, and diarrhea, as well as feelings of helplessness, confusion, disorientation, and an effort to relieve their anxiety.

d. Panic

At this level of anxiety, a person's perceptual view is already closed, and they are unable to do anything even when instructed. The individual is experiencing a loss of self-control. Typical signs and symptoms of this level of anxiety include difficulty breathing, pupillary dilation, pallor, diaphoresis, incoherent speech, inability to respond to simple commands, shouting, screaming, and hallucinations and delusions.

6. Factors Caused Anxiety

Anxiety is caused by both internal and external factors. Internal factors include low levels of religiosity, pessimism, fear of failure, negative past experiences, and irrational thoughts. While external factors such as a lack of social support are important.

- a. Factor Internal: have no faith in one's own ability / lack confidence, a person's younger age makes it easier to develop an anxiety disorder than someone's older age, someone with little experience feels more anxious than someone with more experience and many coping mechanisms for anxiety, knowledge, someone with a higher level of knowledge large.
- b. Factor External: Threat (threat) refers to both threats to the body, soul/psychic, and existence, whereas conflict (contradictory) refers to the existence of two desires of opposing circumstances, in almost every two conflicts, two or more alternatives, each of which has its own character approach and avoidance, and fear (fear) refers to the fear of death (fear) Anxiety is frequently caused by a fear of something, such as failure (needs that are not fulfilled) Human needs are extremely complex, and if they are not met, you was experience anxiety.

1. Indicators

- a. Factor Internal: have no faith in one's own ability / lack confidence, a person's younger age makes it easier to develop an anxiety disorder than someone's older age, someone with little experience feels more anxious than someone with more experience and many coping mechanisms for anxiety, knowledge, someone with a higher level of knowledge large.

Be concerned about the reading effect Concerns about reading effects include students' fears that they was not be able to understand what the author is trying to say or that they was not be able to grasp the text's basic concepts or key ideas (Ahmad et al. 2013). The student is then concerned about the consequences of their inabilities, such as their grades and what others was think of them. 21 Students were concerned that if they read aloud, they would not understand the text because they would be focused on their performance. When students read silently, their anxiety decreased, and they were able to refocus on trying to understand what they were reading. Students stated that they were unsure of what they were reading. They were concerned that they would lack the necessary vocabulary, cultural awareness, and knowledge to comprehend the text's concepts. Students' anxiety increased when they were concerned that they would not understand the text they were about to read. (2013) (Ahmad et al.). Students were concerned about reading aloud because they believed they would lose focus on comprehension and instead focus on their performance. They were concerned about having to answer comprehension questions after reading aloud because they knew their attention would be drawn to off-task anxiety thoughts rather than comprehension of the text.

(1) Fear of making errors

The fear of making errors factor is defined by Ahmad et al. (2013) as the specific situation of reading anxiety in which students fear making pronunciation errors or other mistakes while reading aloud in front of their peers. It can be concluded that students' fear of making mistakes stems from their fear of pronunciation errors, students laughing at them, speaking without preparation, and other factors. 22 c. Lack of prior experience According to Isler and Yildirim (2017), negative background experience refers to the experience or bad situation that EFL learners face while learning a new language. A bad situation could be being ridiculed by others or being scolded by teachers, for example. According to (Gonen 2007), EFL learners may develop a negative attitude toward reading as a result of negative experiences or situations. Bad experiences may also include EFL learners who do not have a good reading habit or those who have negative reading experiences that lead to prejudices against reading in the target language. The more negative a FL learner's background experience, the more reading anxiety he may experience.

(2) Lack of self-confidence

Furthermore, Isler and Yildirim (2017) discovered that some students lack selfconfidence in FL reading because they believe that not having good FL reading habits affects their development

of reading skill in the target language; and thus, the sense of being inadequate in FL reading leads them to escalate the anxiety.

(3) High expectations

Another anxiety-inducing aspect of the reading process related to personal factors emerged as high expectations. Some participants expressed the belief that they must raise their standards for reading skill to the level of native speakers. According to them, these high expectations lead to frustration because they are unable to meet the high standards and the outcomes in reality clash (Isler & Yildirim, 2017).

- b. Factor External: Threat (threat) refers to both threats to the body, soul/psychic, and existence, whereas conflict (contradictory) refers to the existence of two desires of opposing circumstances, in almost every two conflicts, two or more alternatives, each of which has its own character approach and avoidance, and fear (fear) refers to the fear of death (fear) Anxiety is frequently caused by a fear of something, such as failure (needs that are not fulfilled) Human needs are extremely complex, and if they are not met, you was experience anxiety.

(1) Unknown vocabulary and structure

Unknown vocabulary and structure are external factors that arise when students come across difficult or unfamiliar words in a text, or when the syntactic or semantic structure differs from

their native language (Ahmad et al., 2013; Sedita, 2005). Vocabulary enables students to decode text and connect new information to prior knowledge. They are unable to do so without a sufficient vocabulary, which causes anxiety. Ahmad et al. (2013) found the students said that "if text included an increase in the number of new vocabulary words, the difficulty of the text increased". Students have found it difficult to decode, interact with, and decode the meaning of text as well as other vocabulary words as a result of the introduction of new vocabulary words. When students were unable to understand the vocabulary, they became anxious, frustrated, and disinterested in reading in English.

(2) Unfamiliar Topic

According to (Gonen 2007), the primary cause of students' reading anxiety was the presence of unfamiliar, difficult, or uninteresting topics within texts. Ahmad et al. explained a previously unknown topic (2013) To be a text that contains new, boring, or difficult topics or subjects. Having background knowledge on the subject of a text was greatly improve comprehension and reduce the likelihood of reading anxiety. The student's reading experience was enhanced by family or related subjects to the student's field of study. Students explained that they would skip unknown words when reading in the hopes that context clues would define the word for them. They were unable to use

context clues and had difficulty finding clarification for unknown words when the text was unfamiliar (Kuru-Gonen, 2009; Song, 2010). This demonstrated that this factor could be related to an unknown vocabulary factor. As the text's unfamiliarity grows, the unknown vocabulary becomes more difficult to decipher, potentially increasing anxiety. When the text was unfamiliar, students struggled to understand the concepts. When students are presented with difficult, uninteresting, or unfamiliar texts, they are less likely to read for pleasure, which contributes to anxiety and the development of an inefficient reader. The reading cycle is long, arduous, and intimidating. During the reading process, students should be engaged, not frustrated or anxious.

(3) Unfamiliar Culture

Within the research, unfamiliar culture is defined as the "interaction between the reader and the shared knowledge of the cultural history in the printed materials" (Ahmad et al. 2013). The more unfamiliar cultural content there was in a text, the more difficult it was for students to understand, resulting in increased reading anxiety (Ahmad et al., 2013; Yousef, Karimi, and Janfeshan 2014). Ahmad et al. (2013) discovered that students struggled with English texts that contained words with multiple meanings. The majority of students were concerned that they would not be able to grasp the full meaning of the text because they did not understand the community.

Students would realize that their interpretation of the text was illogical due to a cultural misunderstanding, causing immediate anxiety (Çapan and Pektaş 2013), Saito et al. (1999), and (Gonen 2007) discovered that reading anxiety was caused by unfamiliar culture within a text. Students expressed anxiety when they encountered texts with unfamiliar culture, which resulted in a mental block that prevented them from comprehending the reading material ((Gonen 2007)). Saito et al. (1999) demonstrated that students had lower comprehension and increased anxiety when studying languages that were culturally very different from their home culture.

8. Definition of EFL

According to Richard Nordquist (2020), English as a Foreign Language (EFL) is the term used to describe non-native speakers studying English in countries where English is not the dominant language. This is not to be confused with English as a Second Language (also known as English as an Additional Language), which is the practice of learning English in a country where English is the primary language.

In Spain, the acronym "English as a Foreign Language" refers to any teaching-learning situation in which the main content is English, which is considered a language not (well) known by the participants. Modern research distinguishes EFL from ESL (English as a Second Language) to emphasize the importance of the context in

which the language is learned, which may influence the didactic orientation of the course. English as a foreign language refers to the practice of teaching English in a country or region where English is not widely spoken.

C. Conceptual Framework

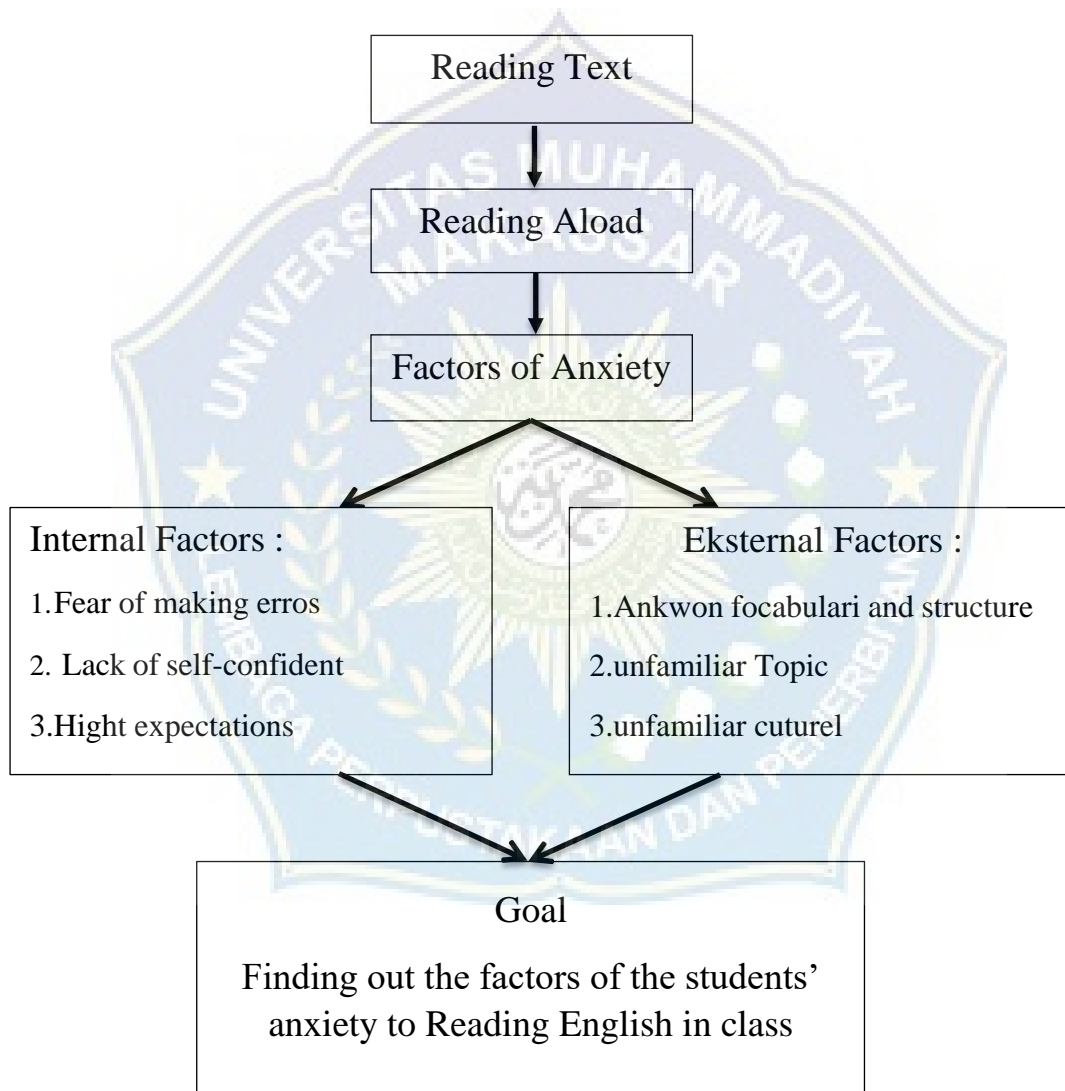


Figure 2.1 Conceptual Framework

Based on the diagram conceptual framework above, this research was discuss about students reading anxiety in class. An than this case was focus

on student reading aloud individually, and the researcher would like to use descriptive research to analyze the factors influencing the students' anxiety to Reading English in class from its external and internal factors.



CHAPTER III

RESEARCH METHOD

A. Research Design

The research method was a methodical research procedure that was be used to answer the research question (Copeland 2014). The basic qualitative method is used in this study. The basic qualitative method is to accurately describe an actual phenomenon. This study employs qualitative research methods that center on participants' interpretive experiences. Furthermore, the qualitative method that was be used in this study is a case study. The purpose of this study is to identify the factors that contribute to students' reading anxiety in English as a Foreign Language (EFL) in a group of undergraduate students.

B. Subject of The Research

The subjects in this study was students of the Department of English Education, Universitas Muhammadiyah Makassar. The number of subjects in this study was 13 students in 1 class. The sampling technique used in this study was a random technique because the sample was based on the number of students in the class. In this study, researcher was take subjects from 4th semester which have gone through the transition from online to offline in the learning process.

C. Research Instrument

In order to collect the data, the instrument was used in this research is as follows :

1. Observation

The observation was take place when the class is present so that the phenomena can be seen directly. Observation, according to Farida Nugrahani (2014), is a critical component of qualitative research. Observation allows researchers to document and reflect on the activities and interactions of research subjects in a systematic manner. Everything seen and heard during observation can be meticulously recorded if it is relevant to the themes and problems studied in research. In observation, the researcher collected data based on what happened in the classroom during the oral reading aloud.

The researcher used non-participant observation types in this observation. The researcher is not involved with the subject being observed, but simply acts as an observer. This technique was not yield detailed information about the meaning or values underlying the subject's visible and spoken behavior.

2. Questionnaire

The stage after observation is distributing questionnaires to students which will then be filled in by each student. After students filled out the questionnaires that were distributed, the researchers then analyzed the data using MS Exel. The questionnaire, according to Sutopo in (Olsson 2008),

is a non-interactive data collection technique commonly used in qualitative research.

D. Data Collection

The procedure for collecting the data applied in this research is as follows:

1. first, the researcher was conduct the observation with the class directly.
2. second, the researcher was prepare a list of observation for the questionnaire of students.
3. third, the researcher commands the students to learn the list of questions first.
4. Fourth, students answer the questionnaire according to their perception and students was given time to answer the questionnaire.
5. Finally, after the students answered the questionnaire, the researcher classified, and analyzed.

E. Data Analysis

Data analysis is the process of collecting and analyzing data. Furthermore, data analysis is the practice of analyzing large amounts of data of various types in order to uncover hidden patterns, unknown correlations, and other pertinent information. Some types of data analysis was be used in the research, according to Miles and Huberman (1984:23).

1. Analysis

The process of breaking down a complex topic or substance into smaller parts in order to gain a better understanding of it is known as analysis.

Though analysis as a formal concept is a relatively recent development, it

has been used in the study of mathematics and logic since before Aristotle. Theory of Analysis is a very advanced course, according to (Meeting et al. 2020). You've all finished BC3, and the majority of you have taken at least one post-calculus elective. This course was look at the foundations of calculus—why it works and how everything fits together.

2. Classification

The process of identifying and categorizing objects or ideas is known as classification. In data management, classification allows for the separation and sorting of data based on predefined criteria for various business or personal goals. Another approach, according to (Hutchinson 1982), is to modify the maximum likelihood decision rule. Prior probabilities are either ignored or assumed to be equal for all classes in most classifications. However, the classifier can be tweaked before classification by generating prior probabilities based on either the estimated areal composition of the known object classes in the study area or the known association between object classes and ancillary data.

3. Conclusion

In this passage, there are two criticisms of multiple conclusion consequence. The first implicit criticism is directed at 'normal practice.' According to (Dacey 1978), a conclusion is a statement that should be accepted as applicable to the conditions of an experiment or observation unless and until strong evidence to the contrary is presented. This definition contains three critical parts: two explicit and one implicit. The

logic of (inductive) inference is the conclusion theory proposed here.
which explains the extraction of hypotheses from observations and the
acceptance of hypotheses based on evidence



CHAPTER IV

FINDING AND DISCUSSION

This chapter describe the findings and the discussion of this research. The finding section show all the data which was collected through observation and questionnaires whereas the discussion section analyzes and discussion all the data from the findings.

A. FINDING

The researcher had conducted the observation and questionnaires about strategies used by students to develop reading performance. The statement to be answer in this research What are the factors of student anxiety in reading skills at the fourth semester of English Education Department at Unismuh Makassar to Reading English in class.

1. Caused of Anxiety

Based on observations made by researchers, namely the data shows that whether students feel anxious when reading aloud. This chapter describes the findings and discussion of this research. The findings section shows all data collected through observation and filling out a questionnaire while the discussion section analyzes and discusses all data from findings. During the observation, the researcher saw a phenomenon in students when they read aloud. Where students have a fairly high level of anxiety with a high presentation rate of 61.03%, the level of anxiety is in accordance with the data obtained in the questionnaires. Anxiety in

students is caused by 2 factors, namely internal factors and external factors.

a. Internal factors

Have no faith in self-ability on the internal factor with a total of 6 students detected still having anxiety when reading aloud with no confidence, and some with a total of 7 students having confidence when reading aloud. On the internal factor students will show symptoms of anxiety when they are not prepared for the reading text given to the lecturer, the age difference is not a big influence on student anxiety in reading aloud, only 3 out of 13 students are less confident with this age difference. The lack of knowledge about reading does not really trigger student anxiety when reading aloud. 10 students don't feel anxious when reading aloud because their knowledge of reading is quite adequate when reading, it can be seen when reading texts students' self-confidence will increase when they feel they have sufficient knowledge of reading, while the other 3 still have anxiety when reading aloud as seen from gestures and expressions when reading aloud. 12 out of 13 students still feel anxiety when reading aloud with worry about the reading effect, this concern triggers the anxiety factor when reading aloud. When the brain is out of sync with anxiety and worry and thinking about negative things that will happen. And 1 other was not worried about the reading effect. It's the same as being afraid of making mistakes in reading aloud. When

the reading aloud learning process takes place, students are prepared with reading texts that are read alternately. 12 students were very worried and showed anxiety when reading aloud, seen with ambiguity in reading the text, lowered their heads while afraid they would be seen making mistakes when reading aloud. Only 1 out of 13 students felt confident and did not feel anxious when reading aloud. High expectations that cause many students to be anxious about reading aloud, anxious about expectations that are not in accordance with expectations when reading aloud in front of many people, at least 5 out of 13 students do not feel anxious and afraid of high expectations because they have prepared themselves before reading aloud.

b. External Factors

Researchers have completed observations of fourth semester students at the Universitas Muhammadiyah Makassar with a total of 13 students studying reading aloud anxiety. External factor is one of the anxiety factors when reading aloud. During the observation, students read aloud one by one the text that has been determined by the relevant lecturer. The fear of failure is an external factor in reading aloud, at least 5 out of 13 students do not feel anxious and feel they will fail when reading aloud because they have understood the text and prepared themselves beforehand. While 8 other students still feel

anxious when reading aloud and are afraid of making failure visible with very clear characteristics when reading aloud, namely making voices sound unclear and even turning off the camera so they don't look anxious. Lack of mental readiness greatly affects anxiety when reading aloud. It can be seen that students when reading aloud are very worried and anxious because they do not prepare themselves in advance, because sufficient mentality will help increase self-confidence when reading aloud in front of many people. As many as 11 out of 13 students did not have sufficient mental readiness so they felt anxiety when reading aloud. Because when reading nuyaring takes place only reading text is needed, all students do not have anxiety about unfulfilled needs. The related lecturers distribute it equally to all students regarding the text for reading aloud. When there are unknown vocab and structure, students will feel anxious about making mistakes when reading aloud. Vocabulary mastery is very necessary when reading, the structure of the reading also really needs to be considered when reading aloud. It can be seen that students are confused when they find reading structures that are foreign to them, which creates an anxiety effect when reading aloud. 7 students felt anxiety when reading aloud with unknown vocabulary and structure, while 6 students did not feel anxious about this. Another thing that triggers student anxiety when reading aloud is an unfamiliar topic. But, because the relevant lecturer has distributed the reading text a week

before the practice of reading aloud, so students have studied and prepared themselves for the text. Only 2 out of 13 students seemed unprepared when reading aloud. It can be seen when the students read aloud, confused by the text in front of them. It is very apparent that the two students did not study the text beforehand. Meanwhile there is no problem with foreign culture which is an external factor in reading aloud. Because the students involved in this study were English students at the Universitas Muhammadiyah Makassar. With that, English reading texts for reading aloud are already familiar to students.

Observation has conduct three times has done on June 14. In the first observation on Mei 31. Included internal and external factors in reading anxiety. At the second meeting on June 7, students were asked to understand the topic of the reading so that when reading aloud students did not feel anxious and already understood the reading text. At the third meeting on June 14, reading aloud was carried out with reading texts that had been studied previously. As many as 13 students have their own deficiencies in reading, not a few are close to perfect.

The following is an observation table of field notes along with the results of the observations:

Indicators	Students anxiety	Students feel not anxiety
Internal :	Yes	No
1. have no faith in self ability (<i>tidak percaya pada kemampuan diri sendiri</i>)	6	7
2. the age difference that influences experience (<i>perbedaan usia yang mempengaruhi pengalaman</i>)	10	3
3. a lack of knowledge of reading (<i>kurangnya pengetahuan terhadap reading</i>)	3	10
4. worry about reading effect (<i>khawatir terhadap efek membaca</i>)	12	1
5. fear of making errors (<i>takut membuat kesalahan</i>)	12	1
6. high expectations (<i>ekspektasi tinggi</i>)	8	5
External :		
1. fear of failure (<i>ketakutan akan kegagalan</i>)	8	5
2. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)	11	2
3. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		13
4. unknown vocabulary and structure (<i>vocabulary dan stuktur yang tidak diketahui</i>)	7	6
5. unfamiliar topic (<i>topic asing</i>)	2	11
6. unfamiliar culture (<i>budaya asing</i>)	13	

Table 1.1 Observation ceklist

In the observation checklist table above, it can be seen that students' anxiety when reading is caused more by internal factors, encouragement from themselves. On these internal factors, it can be concluded that students are very lacking in self-confidence to read. Lack of knowledge about reading also triggers students to become anxious when reading aloud. The fear of making mistakes is also seen when students want to read aloud, with the

characteristics of reading that are not fluent, reading while lowering their heads, voices that are not loud enough and there are also some who have high expectations in reading so as to increase self-confidence at first and then stammer because it does not match expectations.

On the external factor, many students experience the fear of failure when reading aloud, as well as mental readiness. It can be seen that students who read aloud are very mentally deficient when reading, with the characteristics of not daring to come forward to be the first reader, unclear voice, lack of knowledge of reading topics and also lack of mastery of vocabulary and reading structure.

2. Rating Scale of Anxiety

With the existing data, it proves that the level of student anxiety when reading aloud is more dominant on internal factors in the aspects of worry about reading effect and fear of making errors. It can be seen from the rating scale of anxiety below:

-Internal factor scale

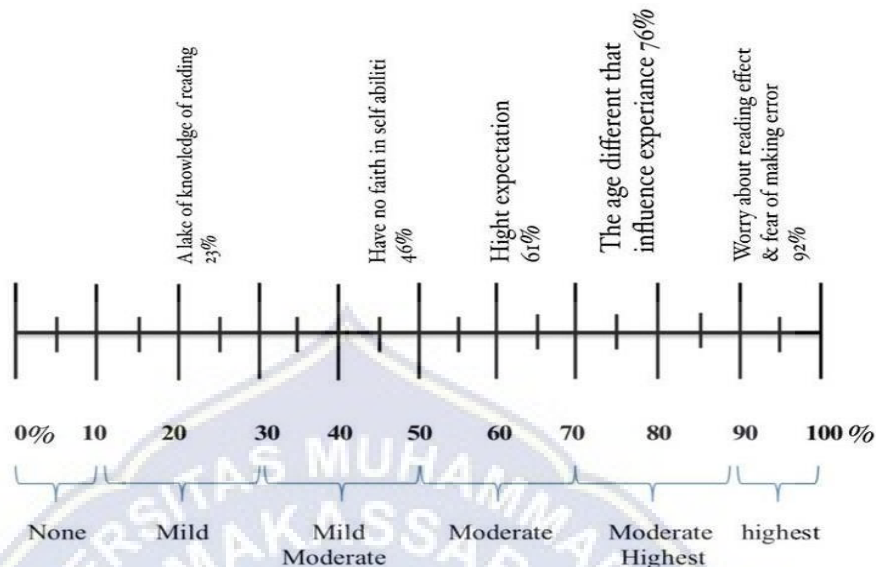


Figure 2.2 internal factors scale

- External factors scale

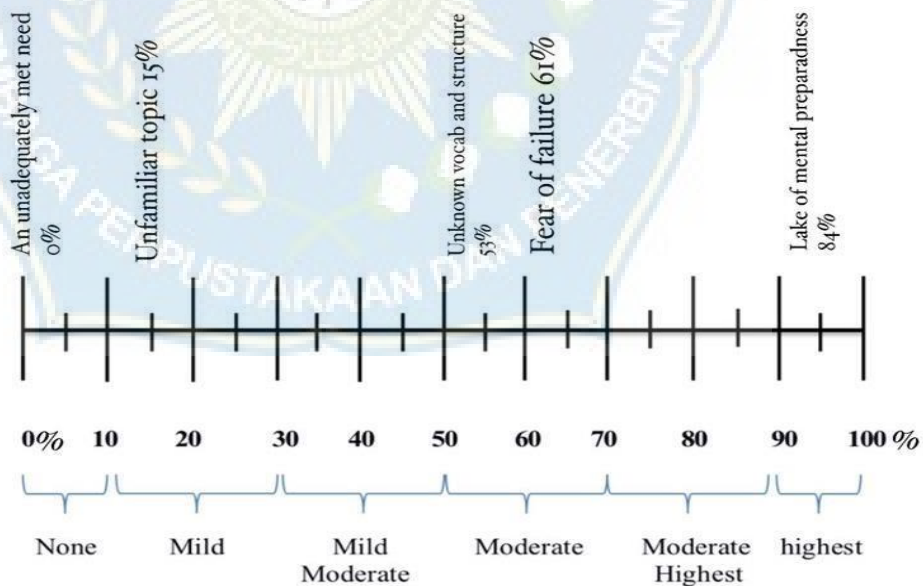


Figure 2.2 Externall factors scale

From the data above, it can be seen that the highest level of anxiety is on the internal factor, namely worry about the reading effect and fear of making errors with a percentage of 92%. This research is higher than previous research based on findings from (Aisyah 2017) said that only found at least 37% of students showed that the students agreed fear of making error is the causes of reading anxiety and it was found 36% of students agreed that worry about reading effect is the cause of students' reading anxiety in the classroom. In other aspects, it seems that it does not really affect reading anxiety, as well as external factors. Another similar study states that only 22% of students' anxiety in reading is worrying about reading effects (Zahro and Faruq n.d.) is not higher than this study.

3. Data of Questionnaire

In collecting the data, the researcher gave a questionnaire which was filled in by the students after the researcher made observations and filled out the observation checklist. The data from the questionnaire contains the factors that cause anxiety in reading aloud, The factors are internal factors and external factors as mention by (Wawat Srinawati and Andika Mulana 2019). Students will choose for themselves what level they feel anxious or not at all. Students will be given a choice *strongly agree (sangat setuju)*, *agree (setuju)*, *undecided (ragu-ragu)*, *disagree (tidak setuju)*, *strongly disagree (sangat tidak setuju)* on each question in the questionnaire.

The questionnaire involved participants' personal information and factors anxiety in reading aloud. Data results will presented below:

1. The result of questionnaire

Questionnaire :

1. I feel anxious when the lecturer asks me to read aloud (Saya merasa cemas ketika dosen meminta saya untuk membaca nyaring)

Items	Frequency	Percentage%
Strongly agree	2	15%
Agree	2	15%
Undecided	3	23%
Disagree	6	47%
Strongly disagree	0	0
Total	13	100

Table 1.2 (statement 1)

Based on the table above, many students disagree when they feel anxious when asked by the lecturer to read aloud with the acquisition of 6 people (47%) disagree, 3 people (23%) undecided, 2 people (15%) agree, 2 people (15 %) strongly agreed. Thus the researchers concluded that there are still many 4th semester students at the Muhammadiyah University of Makassar campus who feel anxious when asked to read aloud.

2. I feel anxious when I find unclear words when reading aloud. (Saya merasa cemas ketika saya menemukan kata – kata yang kurang jelas saat membaca nyaring.)

Items	Frequency	Percentage%
Strongly agree	0	0
Agree	6	47%
Undecided	4	30%
Disagree	3	23%
Strongly disagree	0	0
Total	13	100

Table 1.3 (statement 2)

When they find words that are unclear when reading aloud students will feel anxious because they feel unfamiliar with the reading text. As many as 6 students with acquisition (47%) agreed with this statement. There were also some students who were not sure as many as 4 people (30%) undecided and, 3 people (23%) disagreed. Students will feel anxious when they find unfamiliar reading texts when reading aloud. Included in the category of external factors.

3. I feel anxious when reading aloud in front of many people. (Saya merasa cemas ketika membaca nyaring di depan banyak orang)

Items	Frequency	Percentage%
Strongly agree	2	15%

Agree	4	30%
Undecided	2	15%
Disagree	5	40%
Strongly disagree	0	0
Total	13	100

Table 1.4 (statement 3)

Based on the table above, fourth semester English students at the UNISMUH Makassar campus agree with the statement "feeling anxious when reading aloud in front of many people". As many as 2 people (15%) strongly agreed, 4 people (30%) agreed, 2 people (15%) undecided, 5 people (40%) strongly disagreed. This percentage is calculated based on data collected by researchers in the field. It is undeniable that there are also students who agree and even strongly agree. This was stated by some students who still lacked confidence or still had feelings cemas ketika hendak membaca nyaring di epan banyak orang.

4. I feel anxious when there are long sentences that have complex sentence structures when reading aloud. (Saya merasa cemas ketika ada kalimat panjang yang memiliki struktur kalimat yang rumit saat membaca nyaring.)

Items	Frequency	Percentage%
Strongly agree	2	15%

Agree	0	0
Undecided	7	65%
Disagree	4	30%
Strongly disagree	0	0
Total	13	100

Table 1.5 (statement 4)

In this case, 7 students with a percentage (65%) undecided felt doubtful about the existing statements. Feeling anxious when encountering long sentences with complex sentence structures. There are also those who feel fine with this as many as 4 people (30%) disagree, do not agree with the statement. And 2 people (15%) strongly disagree means they are very disturbed and feel anxious when reading aloud to find sentences that have complex structures including unfamiliar topics.

5. I feel anxious when I read a long texts while reading aloud. (Saya merasa cemas saat membaca teks panjang saat membaca nyaring.)

Items	Frequency	Percentage%
Strongly agree	0	0
Agree	2	15%
Undecided	5	40%
Disagree	6	45%
Strongly disagree	0	0

Total	13	100
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Table 1.6 (statement 5)

The table above shows the percentage of students who are the object of research. 2 people (15%) agreed, 5 people (40%) undecided, 6 people (45%) disagreed. Students tend to have no problem when asked to read aloud with long texts, this is evidenced by the results of obtaining questionnaires that have been filled out by students which were distributed by researchers. Some students also still feel unsure about this statement.

6. I feel anxious when the title of the text feels strange when I was read it aloud. (Saya merasa cemas ketika judul teks terasa asing saat akan membaca nyaring)

Items	Frequency	Percentage%
Strongly agree	3	23%
Agree	1	10%
Undecided	4	30%
Disagree	5	37%
Strongly disagree	0	0
Total	13	100

Table 1.7 (statement 6)

When reading aloud with unfamiliar titles makes students feel anxious. With the data obtained above, 4 semester English students at the UNISMUH Makassar campus. 3 people (23%) strongly agree strongly

agree, 1 person (15%) agree, and 5 people (37%) disagree. Finding unfamiliar reading titles is not something that students are very worried about when reading aloud, but there are also those who agree with the statement.

7. I feel anxious when I read aloud for a long time. (Saya merasa cemas ketika membaca nyaring dengan waktu yang lama.)

Items	Frequency	Percentage%
Strongly agree	2	15%
Agree	1	10%
Undecided	2	15%
Disagree	7	50%
Strongly disagree	1	10%
Total	13	100

Table 1.8 (statement 7)

Reading for a long time triggers anxiety in students when reading aloud. But not a few also feel that they disagree or have no problem with this, which means that students in semester 4 predominantly have high self-confidence when reading aloud for a long time. The percentage shows 21271 people (15%) strongly agree, 1 person (10%) agree, 2 people (15%) undecided, 7 people (50%) disagree, and 1 person (10%) strongly disagree.

8. I feel anxious when reading online there are sentences that are difficult to understand. (Saya merasa cemas ketika membaca naring terdapat kalimat yang sulit dipahami).

Items	Frequency	Percentage%
Strongly agree	0	0
Agree	5	40%
Undecided	4	30%
Disagree	4	30%
Strongly disagree	0	0
Total	13	100

Table 1.9 (statement 8)

Based on the table above, the data that has been collected by the researcher shows that many students who agree with the statement feel anxious when reading aloud there are sentences that are difficult to understand. This statement is proven by the results of the data that has been obtained and has been calculated properly. 5 people (40%) agreed, 4 people (30%) undecided, 4 people (30%) disagreed. There are even a number of students who still doubt their ability to read aloud, so they choose undecided.

9. When I read English I get nervous when I don't understand every word (saat membaca bahasa inggris, saya merasa gugup ketika saya tidak mengerti setiap kata)

Items	Frequency	Percentage%
Strongly agree	1	10%
Agree	7	50%
Undecided	1	10%
Disagree	3	20%
Strongly disagree	1	10%
Total	13	100

Table 1.10 (statement 9)

Students will feel anxious, such as when they read English aloud but don't understand the meaning of the word, as evidenced by the results of the data obtained by the researcher. In this case, many students agree with the statement with a high frequency of 7 people (50%) agree. There were those who chose to strongly agree 1 person (10%), 1 person (10%) undecided, 3 people (20%) disagreed, and 1 person (10%).

10. It bothers me to encounter words I can't pronounce while reading emGLISH
(saya merasa terganggu ketika menemukan kata kata yang tidak dapat saya ucapkan saat membaca bahasa inggris)

Items	Frequency	Percentage%
Strongly agree	0	0
Agree	8	60%
Undecided	4	30%

Disagree	1	10%
Strongly disagree	0	0
Total	13	100

Table 2.1 (statement 10)

By extending statements in reading aloud, students feel anxious when they find words that cannot be pronounced when reading English or difficult pronouncements. The researcher has collected data related to this statement with the results that 8 people (60%) agree with the statement 4 people (30%) are undecided about this and 1 person (10%) disagrees disagree with the statement which means good - okay with words that are difficult to pronounce

11. I get anxious whenever I encounter unknown grammar when reading English. (Saya cemas setiap kali menemukan tata bahasa yang tidak diketahui saat membaca bahasa Inggris)

Items	Frequency	Percentage%
Strongly agree	0	0
Agree	6	45%
Undecided	5	40%
Disagree	2	15%
Strongly disagree	0	0
Total	13	100

Table 2.2 (statement 11)

Based on the table above, a number of students agree or feel anxious when reading aloud they find unknown grammar when reading English. 6 people (45%) agreed, 5 people (40%) undecided, people (15%) disagreed. With data that has been collected by researchers from 13 students divided into different levels of anxiety. There were also students who were not bothered by this statement and did not feel anxious.

12. I feel anxious when reading aloud because of the lack of vocabulary.

(Saya merasa cemas saat membaca nyaring karna kurangnya vocabulary)

Items	Frequency	Percentage%
Strongly agree	1	10%
Agree	4	30%
Undecided	3	20%
Disagree	5	40%
Strongly disagree	0	0
Total	13	100

Table 2.3 (statement 12)

Lack of vocabulary affects when students read aloud, they will tend to feel anxious because they find a vocab that they think is foreign. But not a few also disagree with this statement. Thus, semester 4 students at the UNISMUH Makassar vocabulary have a lot of memorized vocabulary so they are not disturbed when reading aloud. The results obtained by the researchers were 1 person (10%) strongly agreed, 4 people (30%) agreed,

3 people (20%) undecided, 5 people (40%) strongly disagreed. With these data, this statement does not really affect the anxiety of class B semester 4 English students at the UNISMIH Makassar campus.

13. I feel anxious when my expectations of reading are very high. (Saya merasa cemas ketika ekspektasi saya terhadap membaca sangat tinggi)

Items	Frequency	Percentage%
Strongly agree	0	0
Agree	4	30%
Undecided	4	30%
Disagree	4	30%
Strongly disagree	1	10%
Total	13	100

Table 2.4 (statement 13)

High expectations of oneself are also a factor in students' reading aloud anxiety. When family or friends have high expectations when reading aloud without being constrained they will immediately feel anxious because they feel they are bearing a burden that cannot be overcome for everyone. From the data above it shows that some students agree with the frequency of 4 people (30%) agree and the remaining 4 people (30%) undecided, 4 people (30%) disagree and there is 1 person (10%) strongly disagree who feel unaffected by expectations that high when reading aloud.

14. I would feel anxious if I made a mistake in reading. (Saya akan merasa cemas ketika membuat kesalahan dalam membaca)

Items	Frequency	Percentage%
Strongly agree	2	15%
Agree	4	30%
Undecided	4	30%
Disagree	3	25%
Strongly disagree	0	0
Total	13	100

Table 2.5 (statement 14)

From the data above students will feel anxious when they make mistakes in reading aloud. Of the 13 students divided into several at different levels of anxiety. When making mistakes in reading, especially when reading aloud makes students feel anxious. Evidenced by the data obtained by researchers as many as 2 people (15%) strongly agree that it really bothers them when they make mistakes in reading aloud. 4 people (30%) agreed, 4 people (30%) undecided, 3 people (25%) disagreed, 3 students did not feel anxious when they made a mistake in reading aloud which could immediately correct the error.

15. American culture and ideas seem completely alien to me. (Budaya dan gagasan amerika tampak sangat asing bagi saya.)

Items	Frequency	Percentage%
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Strongly agree	1	10%
Agree	3	20%
Undecided	4	30%
Disagree	5	40%
Strongly disagree	0	0
Total	13	100

Table 2.6 (statement 15)

Foreign culture is one of the factors causing reading anxiety, from the data above it shows that there are some students who agree and some who disagree. Many even disagree, because English students are used to texts from foreign cultures such as English texts. But it is undeniable that foreign culture is also a factor of anxiety in reading aloud for some people. With the acquisition of data frequency, 1 person (10%) strongly agreed, 3 people (20%) agreed, 4 people (30%) undecided, and 5 people (40%) disagreed.

16. When I read English, I get very annoyed and worried whenever I come across strange words. (Ketika saya membaca bahasa inggris, saya menjadi sangat kesal dan khawatir setiap kali saya menemukan kosakata yang aneh.)

Items	Frequency	Percentage%
Strongly agree	0	
Agree	3	25%

Undecided	4	30%
Disagree	6	45%
Strongly disagree	0	0
Total	13	100

Table 2.7 (statement 16)

The data table above states that students are not too anxious/worried when they get strange words when reading aloud. Even dominant do not agree with the statement. With a frequency of 3 people (25%) agree, 4 people (30%) undecided, and 6 people (45%) disagree.

17. I feel anxious when I read a topic in English that I don't know. (Saya merasa cemas ketika membaca topic dalam bahasa Inggris yang tidak saya ketahui.)

Items	Frequency	Percentage%
Strongly agree	0	0
Agree	1	10%
Undecided	8	60%
Disagree	4	30%
Strongly disagree	0	0
Total	13	100

Table 2.8 (statement 17)

When it was found that unknown topics while reading aloud made students feel anxious, not a few also felt doubts about the statement. And

there are some who disagree with that statement. With the data that has been obtained by researchers, 1 person (10%) agrees, 8 people (60%) undecided, and 4 people (30%) disagree. The data is based on what is obtained by researchers in the field and has been calculated properly.

18. I feel frustrated in reading English when one word is linked with another to change the meaning. (Saya merasa frustrasi dalam membaca bahasa inggris ketika satu kata dihubungkan dengan kata lain untuk mengubah artinya.)

Items	Frequency	Percentage%
Strongly agree	1	7%
Agree	4	30%
Undecided	3	25%
Disagree	3	25%
Strongly disagree	2	13%
Total	13	100

Table 2.9 (statement 18)

When combining words or sentences it sometimes makes the reader confused because they are not used to it. For fourth semester English students at UNISMUH Makassar, they feel that it doesn't really affect their reading. Some also think it has an effect because they feel anxious when they find the word that is added and change the meaning. The data above is in accordance with what happened in the field. With a frequency of

14332 people (7%) strongly agree, 4 people (30%) agree, 3 people (25%) undecided, 3 people (25%) disagree, and 2 people (13%) strongly disagree.

From the overall data in the questionnaire, it shows a percentage of 61.03%, the level of student anxiety is quite high, as evidenced by the data below:

Responden	Jenis Kelamin	JAWABAN RESPONDEN																		JUMLAH SKOR	SKOR MAKSIMAL	PRESENTASE	PRESENTAS RATA - RATA	
		x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11	x12	x13	x14	x15	x16	x17	x18					
Aliviah Nabila Putri	PEREMPUAN	2	3	2	3	2	3	3	4	4	4	4	3	3	4	3	3	3	3	56	90	62.22	61.03	
Rezki Awalia	PEREMPUAN	4	4	4	3	3	4	2	3	4	4	3	5	4	3	4	2	3	4	63	90	70.00		
Nurul Aini Islamiah	PEREMPUAN	2	4	2	2	3	5	5	3	4	3	4	4	1	5	5	4	3	1	60	90	66.67		
Ahmad Muliadi Asri	LAKI LAKI	4	3	4	3	3	2	4	2	2	4	3	3	4	3	3	2	2	2	54	90	60.00		
Nur Intan	PEREMPUAN	2	3	3	3	4	3	2	4	4	4	3	3	3	4	4	3	3	2	57	90	63.33		
Ishmah Afifah	PEREMPUAN	3	4	3	2	4	2	2	3	4	4	4	4	2	2	2	2	2	4	53	90	58.89		
Alda sanjani	PEREMPUAN	3	4	5	2	2	5	2	4	5	4	4	4	4	4	3	4	3	2	64	90	71.11		
Muh Reza Ramadhan	LAKI LAKI	2	2	4	3	2	3	2	2	1	2	3	2	3	3	2	2	3	4	45	90	50.00		
Riska Azisah	PEREMPUAN	5	4	5	5	3	3	3	4	4	4	4	4	4	4	4	4	4	4	72	90	80.00		
Shela Aulia	PEREMPUAN	3	4	4	5	3	5	5	4	4	3	4	2	3	5	2	2	3	5	66	90	73.33		
A. Putri Nurfadhila	PEREMPUAN	5	2	2	3	2	2	1	2	2	4	2	2	2	2	3	3	2	1	42	90	46.67		
Haerani	PEREMPUAN	2	3	2	3	2	2	2	3	3	3	3	2	2	3	2	2	2	2	43	90	47.78		
Syahrul Nurjam	LAKI LAKI	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	3	3	39	90	43.33		
JUMLAH SKOR		39	42	42	39	35	41	35	40	43	46	43	40	37	44	39	36	36	37					
SKOR MAKSIMAL		65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65	65					
PRESENTASE		60.00	64.62	64.62	60.00	53.85	63.08	53.85	61.54	66.15	70.77	66.15	61.54	56.92	67.69	60.00	55.38	55.38	56.92					
PRESENTASE RATA - RATA		61.03																						

Figure 2.2 results of questionnaire data using excel

B. DISCUSSION

The researcher has completed his research on fourth semester English students at the Universitas Muhammadiyah Makassar. The objective of the research was to find out the factors of student anxiety in English students especially internal and external factor. Observation and questionnaire have been used in this research.

1. Factors that cause students anxiety in reading aloud

Anxiety that occurs in students occurs due to 2 factors, namely internal and external factors. From the data that has been collected by researchers,

students still lack confidence when reading aloud. Anxiety in students is triggered by these two factors. Anxiety is defined as a state of tension, worry, nervousness, and concern about possible negative outcomes or events (Aisyah 2017). When foreign language reading anxiety is examined from a cognitivist view, it becomes obvious that language anxiety takes up processing capacity, and therefore diminishes the amount of attention that the learner has to give to the reading task (Kulsum et al. 2018). In this case students showed high anxiety about internal factors, as evidenced by the checklist observation data that the researcher had obtained during the reading aloud practice. In the observation checklist there are 6 aspects of each factor, namely internal and external factors, which will then be synchronized with the students' ability to read aloud. Researchers have processed the data in the observation checklist of these two factors. Where the external factors do not really affect the level of student anxiety when reading aloud, aspects of these two factors show the level of anxiety in students, it is clear from the data that internal factors are the most prominent factor of students' anxiety in reading aloud. Why ? because the internal factors that are meant are the factors from the students themselves that make them feel anxious when reading aloud. It takes concentration, preparation, and positive thinking to be able to overcome these internal factors.

The results of the questionnaire show a fairly high level of anxiety. Related to supported by (Al-Shboul et al. 2013) said that anxiety is an effective factor in learning a foreign language or a second language. The data

collected by the researchers showed that the level of anxiety about reading aloud in semester 4 students at the Universitas Muhammadiyah Makassar was still quite high with a percentage of 61.03%. The level of anxiety which is still quite high is caused by students who are still lacking in confidence when reading aloud and do not recognize the reading text first. Anxiety is very influential on students because it is one of the factors that play an affective role in the level of anxiety in mastering a foreign language (Brown 2012)

a. Internal factor

Factor internal pada reading aloud antara lain fear of making errors, lack of self – confident, and high expectations. (Ahmad et al. 2013) In some situations students are afraid that they will make mistakes in pronunciation errors when reading aloud in front of peers. When reading in front of peers, anxiety will be triggered unconsciously. Furthermore, (Isler and Yildirim (2017) discovered that some students lack selfconfidence in FL reading because they believe that not having good FL reading habits affects their development of reading skill in the target language. According to (Cemre Isler & Ozgur Yildirim 2017) these high expectations lead to frustration because they are unable to meet the high standart.

b. External factors

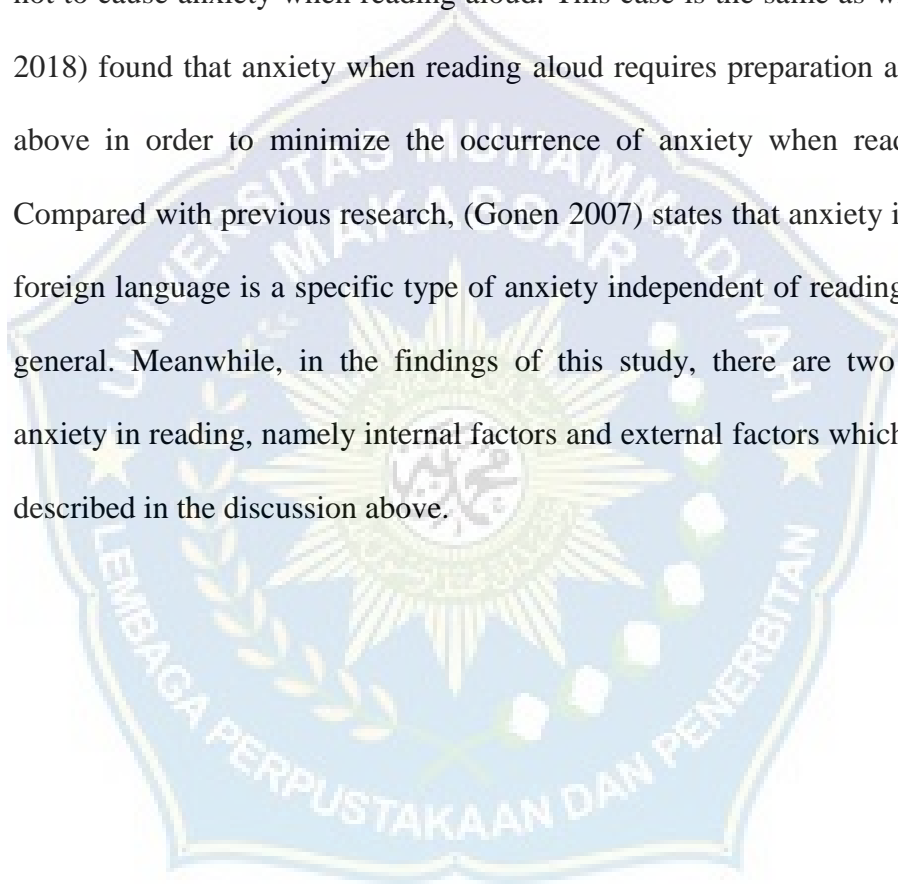
Unknown vocabulary, unfamiliar topic, and unfamiliar culture are the factors that cause student anxiety in reading aloud. Researchers used the

observation method to see how far the level of anxiety in students in reading aloud. Then by distributing questionnaires, students will fill in according to their respective ability levels. Zhao (2009) in (Güvendir 2014) journal identified unfamiliar scripts, unfamiliar topics, and uneasiness about the reading effect as the chief reasons for FL reading anxiety.

Apart from that, of course there are several other worries that become a factor of anxiety in students when reading aloud. When reading aloud, normally students will show symptoms of anxiety, thereby discovering the factors of anxiety. Based on the questionnaire data, it shows that the level of anxiety is still high, maybe by minimizing the anxiety factor you can handle the factor that caused reading aloud anxiety. Students will feel anxious when they lack knowledge of reading, because knowing knowledge of reading can help students be confident in reading. When reading aloud students will show gestures such as confusion, lowering their heads, even to the point that some are stammering while reading aloud.

MacIntyre and Gardner (1991) in (Naser Oteir and Nijr Al-Otaibi 2019) journal state that the situation-specific anxiety is a unique anxiety form that happens invariably over time within a given situation. In situations that students feel are not appropriate for reading aloud, it will cause specific anxiety so that the effect of anxiety becomes a factor.

With the data obtained by the researchers, namely with a presentation of 61.03%, the level of anxiety is still relatively high in terms of anxiety factor in reading aloud. With that, a strategy is needed to overcome their anxiety, namely, with preparation such as preparing reading material, mentally, not forgetting to still relax before reading aloud and always think positively so as not to cause anxiety when reading aloud. This case is the same as what (Hanafi 2018) found that anxiety when reading aloud requires preparation as described above in order to minimize the occurrence of anxiety when reading aloud. Compared with previous research, (Gonen 2007) states that anxiety in reading a foreign language is a specific type of anxiety independent of reading anxiety in general. Meanwhile, in the findings of this study, there are two causes of anxiety in reading, namely internal factors and external factors which have been described in the discussion above.



CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

From the results of research conducted by observation and questionnaires, the researcher found two aspects that cause anxiety in reading aloud, researchers can conclude that students still tend to be anxious when reading aloud. The researcher found several types of factors in the anxiety of fourth semester English students at the Universitas Muhammadiyah Makassar namely internal factors and external factors in reading aloud.

The findings from this study reveal that students still feel anxious when reading aloud which is based on two factors, namely: internal and external factors. Aspects of these factors suggest that reading aloud in a foreign language provokes anxiety. It also shows that semester 4 students experience a high level of anxiety in reading aloud.

1. Internal factor

From these internal factors students have a high level of anxiety, this is evidenced by the results of the data collected by researchers. When reading aloud students will feel anxious about these internal factors such as fear of making errors, lack of self-confidence, and high expectations.

2. External factor

The level of anxiety externally is somewhat lower than the internal factor. Because students have learned foreign languages themselves because of the English department, this reduces the level of anxiety in reading aloud

on external factors. It's just that there are some problems with unknown vocabulary and structure. The other two are unfamiliar topic and unfamiliar culture.

That internal factors and external factors were both experienced by students and both occurred during the practice of reading aloud in accordance with the observational data and questionnaires. The results of previous studies support each other with the results of this study because the results are the same. Every student has a feeling of anxiety when reading aloud based on the results of each study including the results of this study. With the conclusion that almost all students have anxiety in reading aloud, and the most influential on student anxiety is the internal factor. so that this research can support further research on reading aloud anxiety.

B. SUGGESTION

Researchers will provide suggestions related to this research. Hoping to be an inspiration and give a little contribution to the common good.

1. For the Educators

Hopefully educators can better understand the situation of their students in terms of reading, especially reading aloud. Because educators are a bridge for students to increase self-confidence.

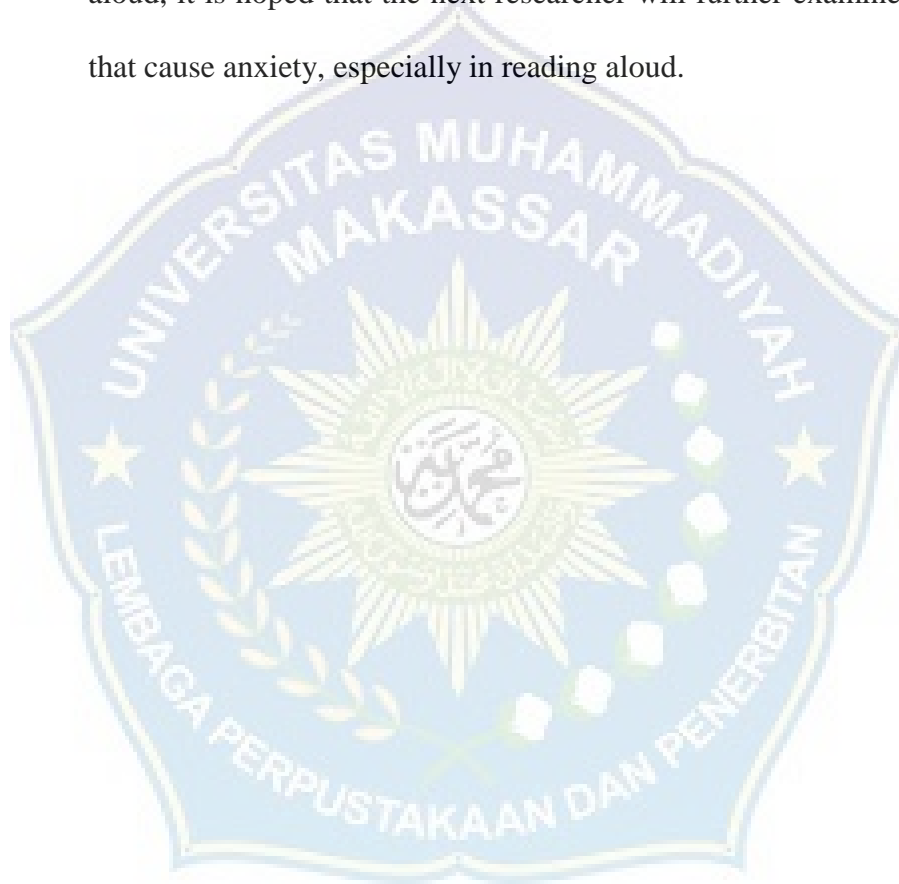
2. For the Students

Suggestion for students to be able to minimize anxiety by getting used to reading aloud, especially in front of many people, practice is one

way that is easy for students to do to reduce the level of anxiety in reading aloud in English.

3. For the next Researcher

This research is addressed to further researchers to become a reference. By knowing the level of anxiety and anxiety factors in reading aloud, it is hoped that the next researcher will further examine the factors that cause anxiety, especially in reading aloud.



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OBSERVATION CHEKLIST

NAME OF THE RESEARCH PROJECT : An exploration into factors associated with reading anxiety among unismuh efl learners

GENERAL OBJECTIVE : To find out the factors of students anxiety

Name : _____ Class observed : _____

Sections : _____ schedule : _____

Teacher's name : _____

Date : _____

Observation ceklist:

Indicators	Students anxiety	Students feel not anxiety
Internal :	Yes	No
1. have no faith in self ability (<i>tidak percaya pada kemampuan diri sendiri</i>)	6	7
2. the age difference that influences axperience (<i>perbedaan usia yang mempengaruhi pengalaman</i>)	10	3
3. a lack of knowledge of reading (<i>kurangnya pengetahuan terhadap reading</i>)	3	10
4. worry about reading effect (<i>khawatir terhadap efek membaca</i>)	12	1
5. fear of making errors (<i>takut membuat kesalahan</i>)	12	1
6. hight expectations (<i>ekspektasi tinggi</i>)	8	5
External :		
7. fear of failure (<i>ketakutan akan kegagalan</i>)	8	5
8. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)	11	2

9. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		13
10. unknown vocabulary and structure (<i>vocabulary dan stuktur yang tidak diketahui</i>)	7	6
11. unfamiliar topic (<i>topic asing</i>)	2	11
12. unfamiliar culture (<i>budaya asing</i>)	13	

Adoptid by (Nancy Martika Sari 2010)



OBSERVATION CHEKLIST

NAME OF THE RESEARCH PROJECT : An exploration into factors associated with reading anxiety among unismuh efl learners

GENERAL OBJECTIVE : To find out the factors of students anxiety

Name : Aliviah Nabila Putri Class observed : B CLASS

Sections : Reading Aloud schedule : Wednesday (13.30-14.30)

Teacher's name : Dra. Radiah Hamid, M.Pd

Date : Wednesday , June 14 2023

Observation ceklist:

Indicators	Students anxiety	Students feel not anxiety
Internal :	Yes	No
1. have no faith in self ability (<i>tidak percaya pada kemampuan diri sendiri</i>)		N
2. the age difference that influences axperiance (<i>perbedaan usia yang mempengaruhi pengalaman</i>)	Y	
3. a lack of knowledge of reading (<i>kurangnya pengetahuan terhadp reading</i>)		N
4. worry about reading effect (<i>khawatir terhadap efek membaca</i>)		N
5. fear of making errors (<i>takut membuat kesalahan</i>)		N
6. hight expectations (<i>ekspektasi tinggi</i>)	Y	

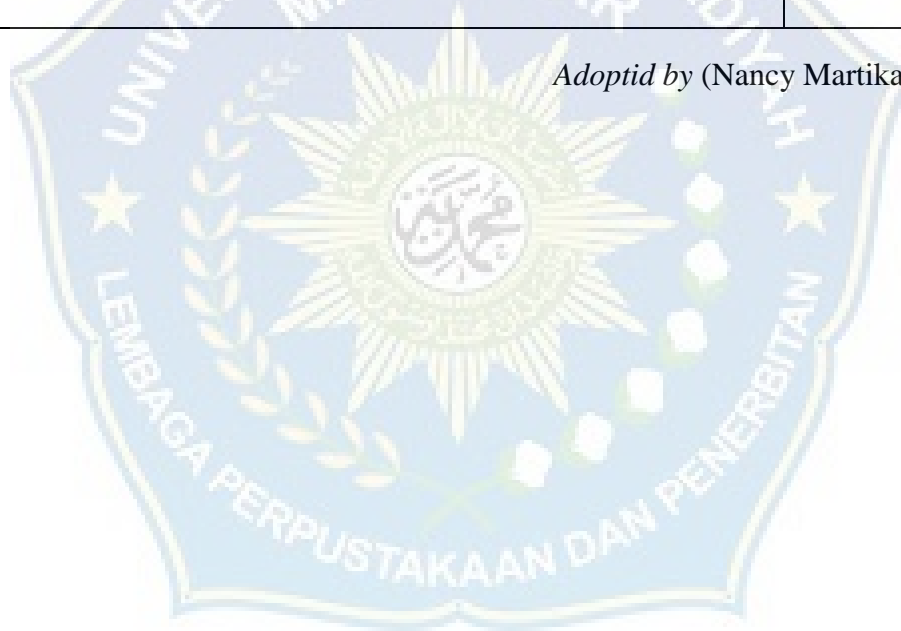
External :		
7. fear of failure (<i>ketakutan akan kegagalan</i>)		N
8. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)	Y	
9. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		N
10. unknown vocabulary and structure (<i>vocabulary dan struktur yang tidak diketahui</i>)		N
11. unfamiliar topic (<i>topic asing</i>)		N
12. unfamiliar culture (<i>budaya asing</i>)	Y	

Adopted by (Nancy Martika Sari 2010)



External :		
7. fear of failure (<i>ketakutan akan kegagalan</i>)		N
8. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)	Y	
9. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		N
10. unknown vocabulary and structure (<i>vocabulary dan struktur yang tidak diketahui</i>)		N
11. unfamiliar topic (<i>topic asing</i>)	Y	
12. unfamiliar culture (<i>budaya asing</i>)	Y	

Adopted by (Nancy Martika Sari 2010)



OBSERVATION CHEKLIST

NAME OF THE RESEARCH PROJECT : An exploration into factors associated with reading anxiety among unismuh efl learners

GENERAL OBJECTIVE : To find out the factors of students anxiety

Name : A. Putri Nurfadhila Class observed : B CLASS

Sections : Reading Aloud schedule : Wednesday (13.30-14.30)

Teacher's name : Dra. Radiah Hamid, M.Pd

Date : Wednesday , June 14 2023

Observation ceklist:

Indicators	Students anxiety	Students feel not anxiety
Internal :	Yes	No
1. have no faith in self ability (<i>tidak percaya pada kemampuan diri sendiri</i>)	Y	
2. the age difference that influences axperience (<i>perbedaan usia yang mempengaruhi pengalaman</i>)		N
3. a lack of knowledge of reading (<i>kurangnya pengetahuan terhadp reading</i>)		N
4. worry about reading effect (<i>khawatir terhadap efek membaca</i>)	Y	
5. fear of making errors (<i>takut membuat kesalahan</i>)	Y	
6. hight expectations (<i>ekspektasi tinggi</i>)	N	

External :		
7. fear of failure (<i>ketakutan akan kegagalan</i>)	Y	
8. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)		N
9. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		N
10. unknown vocabulary and structure (<i>vocabulary dan struktur yang tidak diketahui</i>)	Y	
11. unfamiliar topic (<i>topic asing</i>)		N
12. unfamiliar culture (<i>budaya asing</i>)	Y	

Adopted by (Nancy Martika Sari 2010)



OBSERVATION CHEKLIST

NAME OF THE RESEARCH PROJECT : An exploration into factors associated with reading anxiety among unismuh efl learners

GENERAL OBJECTIVE : To find out the factors of students anxiety

Name : Nur Intan

Class observed : B CLASS

Sections : Reading Aloud

schedule

: Wednesday (13.30-14.30)

Teacher's name : Dra. Radiah Hamid, M.Pd

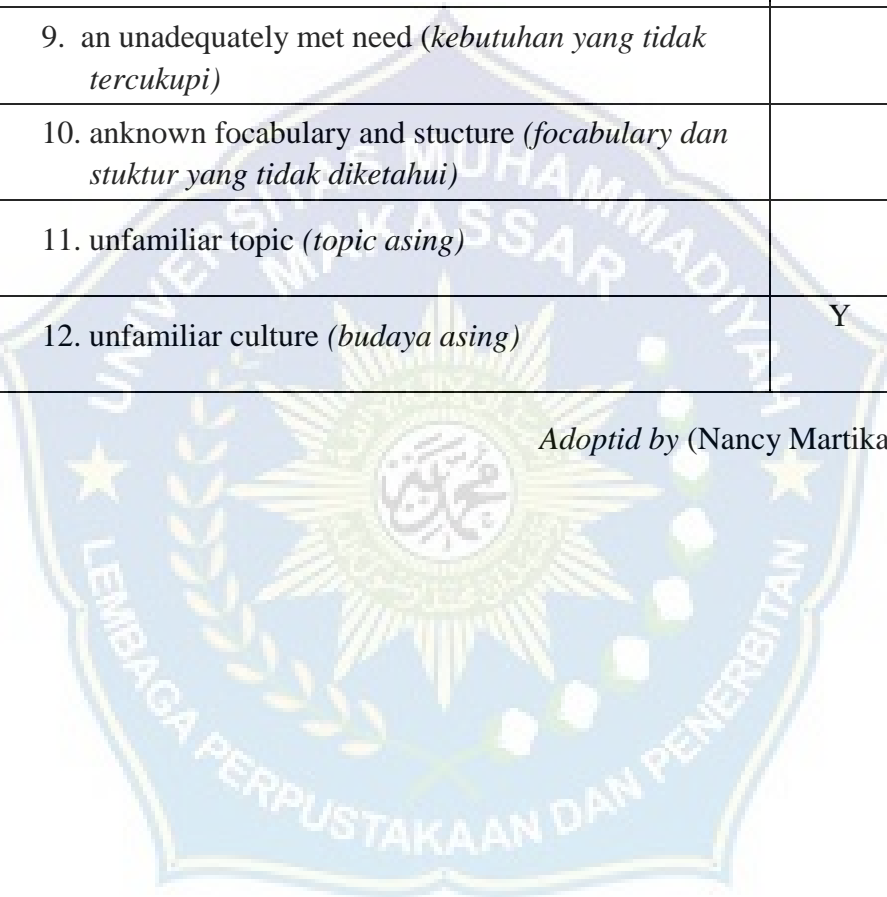
Date : Wednesday , June 14 2023

Observation ceklist:

Indicators	Students anxiety	Students feel not anxiety
Internal :	Yes	No
1. have no faith in self ability (<i>tidak percaya pada kemampuan diri sendiri</i>)	Y	
2. the age difference that influences axperience (<i>perbedaan usia yang mempengaruhi pengalaman</i>)	Y	
3. a lack of knowledge of reading (<i>kurangnya pengetahuan terhadp reading</i>)		N
4. worry about reading effect (<i>khawatir terhadap efek membaca</i>)	Y	
5. fear of making errors (<i>takut membuat kesalahan</i>)	Y	
6. hight expectations (<i>ekspektasi tinggi</i>)		N

External :		
7. fear of failure (<i>ketakutan akan kegagalan</i>)	Y	
8. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)	Y	
9. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		N
10. unknown vocabulary and structure (<i>vocabulary dan struktur yang tidak diketahui</i>)		N
11. unfamiliar topic (<i>topic asing</i>)		N
12. unfamiliar culture (<i>budaya asing</i>)	Y	

Adopted by (Nancy Martika Sari 2010)



OBSERVATION CHEKLIST

NAME OF THE RESEARCH PROJECT : An exploration into factors associated with reading anxiety among unismuh efl learners

GENERAL OBJECTIVE : To find out the factors of students anxiety

Name : Syahrul Nurjam Class observed : B CLASS

Sections : Reading Aloud schedule : Wednesday (13.30-14.30)

Teacher's name : Dra. Radiah Hamid, M.Pd

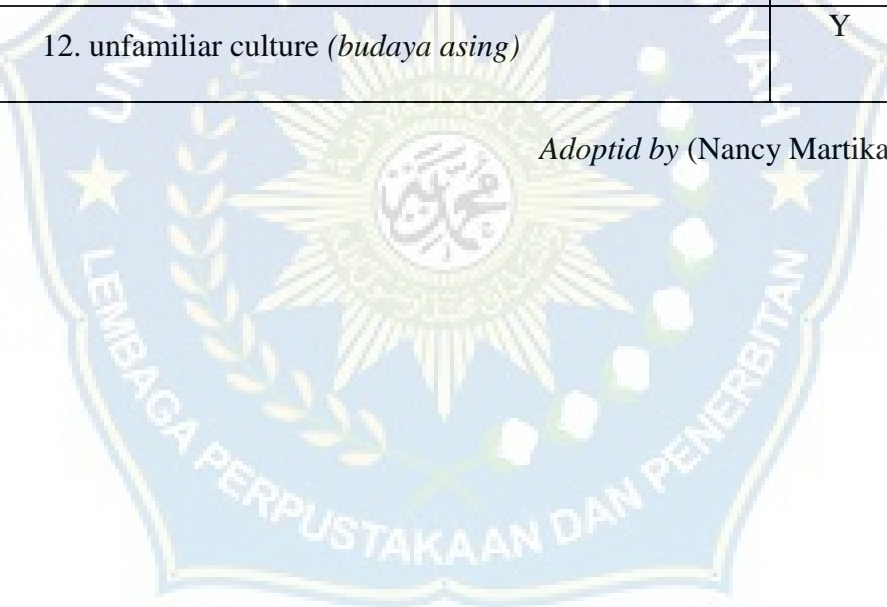
Date : Wednesday , June 14 2023

Observation ceklist:

Indicators	Students anxiety	Students feel not anxiety
Internal :	Yes	No
1. have no faith in self ability (<i>tidak percaya pada kemampuan diri sendiri</i>)	Y	
2. the age difference that influences axperience (<i>perbedaan usia yang mempengaruhi pengalaman</i>)	Y	
3. a lack of knowledge of reading (<i>kurangnya pengetahuan terhadp reading</i>)	Y	
4. worry about reading effect (<i>khawatir terhadap efek membaca</i>)	Y	
5. fear of making errors (<i>takut membuat kesalahan</i>)	Y	
6. hight expectations (<i>ekspektasi tinggi</i>)		N

External :		
7. fear of failure (<i>ketakutan akan kegagalan</i>)	Y	
8. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)	Y	
9. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		N
10. unknown vocabulary and structure (<i>vocabulary dan struktur yang tidak diketahui</i>)	Y	
11. unfamiliar topic (<i>topic asing</i>)	Y	
12. unfamiliar culture (<i>budaya asing</i>)	Y	

Adopted by (Nancy Martika Sari 2010)



OBSERVATION CHEKLIST

NAME OF THE RESEARCH PROJECT : An exploration into factors associated with reading anxiety among unismuh efl learners

GENERAL OBJECTIVE : To find out the factors of students anxiety

Name : Haerani

Class observed : B CLASS

Sections : Reading Aloud

schedule

: Wednesday (13.30-14.30)

Teacher's name : Dra. Radiah Hamid, M.Pd

Date : Wednesday , June 14 2023

Observation ceklist:

Indicators	Students anxiety	Students feel not anxiety
Internal :	Yes	No
1. have no faith in self ability (<i>tidak percaya pada kemampuan diri sendiri</i>)	Y	
2. the age difference that influences axperience (<i>perbedaan usia yang mempengaruhi pengalaman</i>)	Y	
3. a lack of knowledge of reading (<i>kurangnya pengetahuan terhadp reading</i>)	Y	
4. worry about reading effect (<i>khawatir terhadap efek membaca</i>)	Y	
5. fear of making errors (<i>takut membuat kesalahan</i>)	Y	
6. hight expectations (<i>ekspektasi tinggi</i>)	Y	

External :		
7. fear of failure (<i>ketakutan akan kegagalan</i>)	Y	
8. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)	Y	
9. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		N
10. unknown vocabulary and structure (<i>vocabulary dan struktur yang tidak diketahui</i>)	Y	
11. unfamiliar topic (<i>topic asing</i>)		N
12. unfamiliar culture (<i>budaya asing</i>)	Y	

Adopted by (Nancy Martika Sari 2010)

OBSERVATION CHEKLIST

NAME OF THE RESEARCH PROJECT : An exploration into factors associated with reading anxiety among unismuh efl learners

GENERAL OBJECTIVE : To find out the factors of students anxiety

Name : Alda Sanjani Class observed : B CLASS

Sections : Reading Aloud schedule : Wednesday (13.30-14.30)

Teacher's name : Dra. Radiah Hamid, M.Pd

Date : Wednesday, 14 June 2023

Observation ceklist:

Indicators	Students anxiety	Students feel not anxiety
Internal :	Yes	No
1. have no faith in self ability (<i>tidak percaya pada kemampuan diri sendiri</i>)		N
2. the age difference that influences axperience (<i>perbedaan usia yang mempengaruhi pengalaman</i>)		N
3. a lack of knowledge of reading (<i>kurangnya pengetahuan terhadp reading</i>)		N
4. worry about reading effect (<i>khawatir terhadap efek membaca</i>)	Y	
5. fear of making errors (<i>takut membuat kesalahan</i>)	Y	
6. hight expectations (<i>ekspektasi tinggi</i>)	Y	

External :		
7. fear of failure (<i>ketakutan akan kegagalan</i>)	Y	
8. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)	Y	
9. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		N
10. unknown vocabulary and structure (<i>vocabulary dan struktur yang tidak diketahui</i>)	Y	
11. unfamiliar topic (<i>topic asing</i>)		N
12. unfamiliar culture (<i>budaya asing</i>)	Y	

Adopted by (Nancy Martika Sari 2010)



OBSERVATION CHEKLIST

NAME OF THE RESEARCH PROJECT : An exploration into factors associated with reading anxiety among unismuh efl learners

GENERAL OBJECTIVE : To find out the factors of students anxiety

Name : Muh. Reza Ramadhan Class observed : B CLASS

Sections : Reading Aloud schedule : Wednesday (13.30-14.30)

Teacher's name : Dra. Radiah Hamid, M.Pd

Date : Wednesday, 14 June 2023

Observation ceklist:

Indicators	Students anxiety	Students feel not anxiety
Internal :	Yes	No
1. have no faith in self ability (<i>tidak percaya pada kemampuan diri sendiri</i>)	Y	
2. the age difference that influences axperiance (<i>perbedaan usia yang mempengaruhi pengalaman</i>)	Y	
3. a lack of knowledge of reading (<i>kurangnya pengetahuan terhadp reading</i>)		N
4. worry about reading effect (<i>khawatir terhadap efek membaca</i>)	Y	
5. fear of making errors (<i>takut membuat kesalahan</i>)	Y	
6. hight expectations (<i>ekspektasi tinggi</i>)		N

External :		
7. fear of failure (<i>ketakutan akan kegagalan</i>)	Y	
8. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)	Y	
9. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		N
10. unknown vocabulary and structure (<i>vocabulary dan struktur yang tidak diketahui</i>)	Y	
11. unfamiliar topic (<i>topic asing</i>)		N
12. unfamiliar culture (<i>budaya asing</i>)	Y	

Adopted by (Nancy Martika Sari 2010)



OBSERVATION CHEKLIST

NAME OF THE RESEARCH PROJECT : An exploration into factors associated with reading anxiety among unismuh efl learners

GENERAL OBJECTIVE : To find out the factors of students anxiety

Name : Riska Azizah Class observed : B CLASS

Sections : Reading Aloud schedule : Wednesday (13.30-14.30)

Teacher's name : Dra. Radiah Hamid, M.Pd

Date : Wednesday, 14 June 2023

Observation ceklist:

Indicators	Students anxiety	Students feel not anxiety
Internal :	Yes	No
1. have no faith in self ability (<i>tidak percaya pada kemampuan diri sendiri</i>)	Y	
2. the age difference that influences axperience (<i>perbedaan usia yang mempengaruhi pengalaman</i>)	Y	
3. a lack of knowledge of reading (<i>kurangnya pengetahuan terhadp reading</i>)	Y	
4. worry about reading effect (<i>khawatir terhadap efek membaca</i>)	Y	
5. fear of making errors (<i>takut membuat kesalahan</i>)	Y	
6. hight expectations (<i>ekspektasi tinggi</i>)		N

External :		
7. fear of failure (<i>ketakutan akan kegagalan</i>)	Y	
8. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)	Y	
9. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		N
10. unknown vocabulary and structure (<i>vocabulary dan struktur yang tidak diketahui</i>)		N
11. unfamiliar topic (<i>topic asing</i>)		N
12. unfamiliar culture (<i>budaya asing</i>)	Y	

Adopted by (Nancy Martika Sari 2010)



OBSERVATION CHEKLIST

NAME OF THE RESEARCH PROJECT : An exploration into factors associated with reading anxiety among unismuh efl learners

GENERAL OBJECTIVE : To find out the factors of students anxiety

Name : Rezki Awalia Class observed : B CLASS

Sections : Reading Aloud schedule : Wednesday (13.30-14.30)

Teacher's name : Dra. Radiah Hamid, M.Pd

Date : Wednesday, 14 June 2023

Observation ceklist:

Indicators	Students anxiety	Students feel not anxiety
Internal :	Yes	No
1. have no faith in self ability (<i>tidak percaya pada kemampuan diri sendiri</i>)		N
2. the age difference that influences axperience (<i>perbedaan usia yang mempengaruhi pengalaman</i>)	Y	
3. a lack of knowledge of reading (<i>kurangnya pengetahuan terhadp reading</i>)		N
4. worry about reading effect (<i>khawatir terhadap efek membaca</i>)	Y	
5. fear of making errors (<i>takut membuat kesalahan</i>)	Y	
6. hight expectations (<i>ekspektasi tinggi</i>)	Y	

External :		
7. fear of failure (<i>ketakutan akan kegagalan</i>)		N
8. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)	Y	
9. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		N
10. unknown vocabulary and structure (<i>vocabulary dan struktur yang tidak diketahui</i>)		N
11. unfamiliar topic (<i>topic asing</i>)		N
12. unfamiliar culture (<i>budaya asing</i>)	Y	

Adopted by (Nancy Martika Sari 2010)



OBSERVATION CHEKLIST

NAME OF THE RESEARCH PROJECT : An exploration into factors associated with reading anxiety among unismuh efl learners

GENERAL OBJECTIVE : To find out the factors of students anxiety

Name : Ishmah Afifah Class observed : B CLASS

Sections : Reading Aloud schedule : Wednesday (13.30-14.30)

Teacher's name : Dra. Radiah Hamid, M.Pd

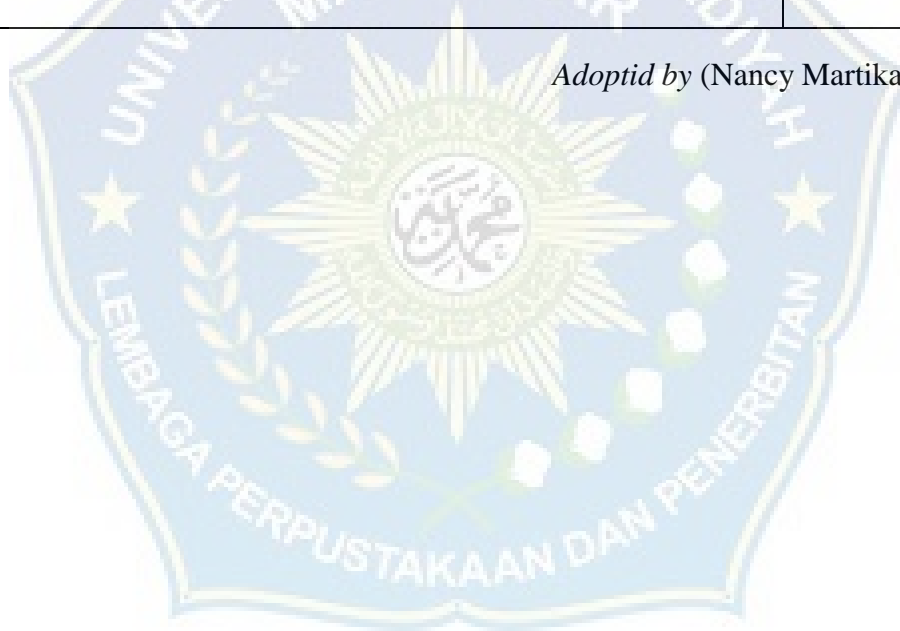
Date : Wednesday, 14 June 2023

Observation ceklist:

Indicators	Students anxiety	Students feel not anxiety
Internal :	Yes	No
1. have no faith in self ability (<i>tidak percaya pada kemampuan diri sendiri</i>)		N
2. the age difference that influences axperience (<i>perbedaan usia yang mempengaruhi pengalaman</i>)	Y	
3. a lack of knowledge of reading (<i>kurangnya pengetahuan terhadp reading</i>)		N
4. worry about reading effect (<i>khawatir terhadap efek membaca</i>)	Y	
5. fear of making errors (<i>takut membuat kesalahan</i>)	Y	
6. hight expectations (<i>ekspektasi tinggi</i>)	Y	

External :		
7. fear of failure (<i>ketakutan akan kegagalan</i>)		N
8. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)	Y	
9. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		N
10. unknown vocabulary and structure (<i>vocabulary dan struktur yang tidak diketahui</i>)		N
11. unfamiliar topic (<i>topic asing</i>)		N
12. unfamiliar culture (<i>budaya asing</i>)	Y	

Adopted by (Nancy Martika Sari 2010)



OBSERVATION CHEKLIST

NAME OF THE RESEARCH PROJECT : An exploration into factors associated with reading anxiety among unismuh efl learners

GENERAL OBJECTIVE : To find out the factors of students anxiety

Name : Nurul Aini Islamiah Class observed : B CLASS

Sections : Reading Aloud schedule : Wednesday (13.30-14.30)

Teacher's name : Dra. Radiah Hamid, M.Pd

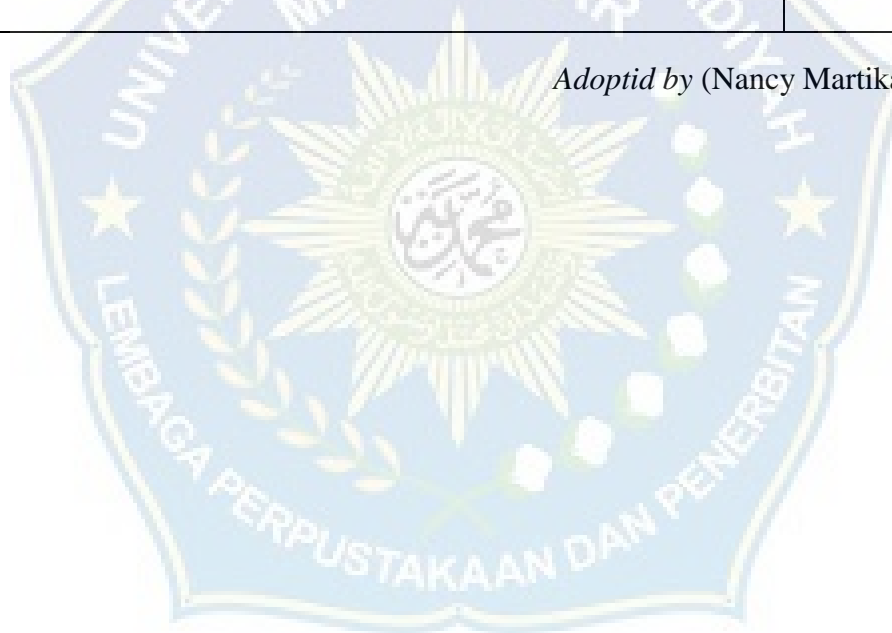
Date : Wednesday, 14 June 2023

Observation ceklist:

Indicators	Students anxiety	Students feel not anxiety
Internal :	Yes	No
1. have no faith in self ability (<i>tidak percaya pada kemampuan diri sendiri</i>)		N
2. the age difference that influences axperience (<i>perbedaan usia yang mempengaruhi pengalaman</i>)	Y	
3. a lack of knowledge of reading (<i>kurangnya pengetahuan terhadp reading</i>)		N
4. worry about reading effect (<i>khawatir terhadap efek membaca</i>)	Y	
5. fear of making errors (<i>takut membuat kesalahan</i>)	Y	
6. hight expectations (<i>ekspektasi tinggi</i>)		N

External :		
7. fear of failure (<i>ketakutan akan kegagalan</i>)	Y	
8. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)	Y	
9. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		N
10. unknown vocabulary and structure (<i>vocabulary dan struktur yang tidak diketahui</i>)	Y	
11. unfamiliar topic (<i>topic asing</i>)		N
12. unfamiliar culture (<i>budaya asing</i>)	Y	

Adopted by (Nancy Martika Sari 2010)



OBSERVATION CHEKLIST

NAME OF THE RESEARCH PROJECT : An exploration into factors associated with reading anxiety among unismuh efl learners

GENERAL OBJECTIVE : To find out the factors of students anxiety

Name : Ahmad Muliadi Asri Class observed : B CLASS

Sections : Reading Aloud schedule : Wednesday (13.30-14.30)

Teacher's name : Dra. Radiah Hamid, M.Pd

Date : Wednesday, 14 June 2023

Observation ceklist:

Indicators	Students anxiety	Students feel not anxiety
Internal :	Yes	No
1. have no faith in self ability (<i>tidak percaya pada kemampuan diri sendiri</i>)		N
2. the age difference that influences axperience (<i>perbedaan usia yang mempengaruhi pengalaman</i>)	Y	
3. a lack of knowledge of reading (<i>kurangnya pengetahuan terhadp reading</i>)		N
4. worry about reading effect (<i>khawatir terhadap efek membaca</i>)	Y	
5. fear of making errors (<i>takut membuat kesalahan</i>)	Y	
6. hight expectations (<i>ekspektasi tinggi</i>)	Y	

External :		
7. fear of failure (<i>ketakutan akan kegagalan</i>)		N
8. lack of mental preparedness (<i>kurangnya kesiapan mental</i>)		N
9. an unadequately met need (<i>kebutuhan yang tidak tercukupi</i>)		N
10. unknown vocabulary and structure (<i>vocabulary dan struktur yang tidak diketahui</i>)	Y	
11. unfamiliar topic (<i>topic asing</i>)		N
12. unfamiliar culture (<i>budaya asing</i>)	Y	

Adopted by (Nancy Martika Sari 2010)



QUESTIONNAIRE

ENGLISH FOREIGN LANGUAGE ANXIETY SCALE AND POTENTIAL FACTORS OF READING ANXIETY QUESTIONNAIRES

Nama* :

Kelas* :

Email* :

Nomor telepon :

1. I feel anxious when the lecturer asks me to read aloud (Saya merasa cemas ketika dosen meminta saya untuk membaca nyaring)

- a) strongly agree (sangat setuju)
- b) agree (setuju)
- c) undecided (ragu-ragu)
- d) disagree (tidak setuju)
- e) strongly disagree (sangat tidak setuju)

2. I feel anxious when I find unclear words when reading aloud. (Saya merasa cemas ketika saya menemukan kata – kata yang kurang jelas saat membaca nyaring.)

- a) strongly agree (sangat setuju)
- b) agree (setuju)
- c) undecided (ragu-ragu)
- d) disagree (tidak setuju)

- e) strongly disagree (sangat tidak setuju)
3. I feel anxious when reading aloud in front of many people. (Saya merasa cemas ketika membaca nyaring di depan banyak orang)
- a) strongly agree (sangat setuju)
- b) agree (setuju)
- c) undecided (ragu-ragu)
- d) disagree (tidak setuju)
- e) strongly disagree (sangat tidak setuju)
4. I feel anxious when there are long sentences that have complex sentence structures when reading aloud. (Saya merasa cemas ketika ada kalimat panjang yang memiliki struktur kalimat yang rumit saat membaca nyaring.)
- a) strongly agree (sangat setuju)
- b) agree (setuju)
- c) undecided (ragu-ragu)
- d) disagree (tidak setuju)
- e) strongly disagree (sangat tidak setuju)
5. I feel anxious when I read a long texts while reading aloud. (Saya merasa cemas saat membaca teks panjang saat membaca nyaring.)
- a) strongly agree (sangat setuju)
- b) agree (setuju)
- c) undecided (ragu-ragu)
- d) disagree (tidak setuju)

- e) strongly disagree (sangat tidak setuju)
6. I feel anxious when the title of the text feels strange when I was read it aloud. (Saya merasa cemas ketika judul teks terasa asing saat akan membaca nyaring)
- a) strongly agree (sangat setuju)
- b) agree (setuju)
- c) undecided (ragu-ragu)
- d) disagree (tidak setuju)
- e) strongly disagree (sangat tidak setuju)
7. I feel anxious when I read aloud for a long time. (Saya merasa cemas ketika membaca nyaring dengan waktu yang lama.)
- a) strongly agree (sangat setuju)
- b) agree (setuju)
- c) undecided (ragu-ragu)
- d) disagree (tidak setuju)
- e) strongly disagree (sangat tidak setuju)
8. I feel anxious when reading online there are sentences that are difficult to understand. (Saya merasa cemas ketika membaca naring terdapat kalimat yang sulit dipahami).
- a) strongly agree (sangat setuju)
- b) agree (setuju)
- c) undecided (ragu-ragu)
- d) disagree (tidak setuju)

e) strongly disagree (sangat tidak setuju)

9. When I read English I get nervous when I don't understand every word
(saat membaca bahasa inggris, saya merasa gugup ketika saya tidak
mengerti setiap kata)

a) strongly agree (sangat setuju)

b) agree (setuju)

c) undecided (ragu-ragu)

d) disagree (tidak setuju)

e) strongly disagree (sangat tidak setuju)

10. It bothers me to encounter words I can't pronounce while reading emglish
(saya merasa terganggu ketika menemukan kata kata yang tidak dapat
saya ucapkan saat membaca bahasa inggris)

a) strongly agree (sangat setuju)

b) agree (setuju)

c) undecided (ragu-ragu)

d) disagree (tidak setuju)

e) strongly disagree (sangat tidak setuju)

11. I get anxious whenever I encounter unknown grammar when reading
English. (Saya cemas setiap kali menemukan tata bahasa yang tidak
diketahui saat membaca bahasa inggris)

a) strongly agree (sangat setuju)

b) agree (setuju)

c) undecided (ragu-ragu)

- d) disagree (tidak setuju)
- e) strongly disagree (sangat tidak setuju)

12. I feel anxious when reading aloud because of the lack of vocabulary.

(Saya merasa cemas saat membaca nyaring karna kurangnya vocabulary)

- a) strongly agree (sangat setuju)
- b) agree (setuju)
- c) undecided (ragu-ragu)
- d) disagree (tidak setuju)
- e) strongly disagree (sangat tidak setuju)

13. I feel anxious when my expectations of reading are very high. (Saya

merasa cemas ketika ekspektasi saya terhadap membaca sangat tinggi)

- a) strongly agree (sangat setuju)
- b) agree (setuju)
- c) undecided (ragu-ragu)
- d) disagree (tidak setuju)
- e) strongly disagree (sangat tidak setuju)

14. I would feel anxious if I made a mistake in reading. (Saya akan merasa

cemas ketika membuat kesalahan dalam membaca)

- a) strongly agree (sangat setuju)
- b) agree (setuju)
- c) undecided (ragu-ragu)
- d) disagree (tidak setuju)
- e) strongly disagree (sangat tidak setuju)

15. American culture and ideas seem completely alien to me. (Budaya dan gagasan amerika tampak sangat asing bagi saya.)

- a) strongly agree (sangat setuju)
- b) agree (setuju)
- c) undecided (ragu-ragu)
- d) disagree (setuju)
- e) strongly disagree (sangat tidak setuju)

16. When I read English, I get very annoyed and worried whenever I come across strange words. (Ketika saya membaca bahasa inggris, saya menjadi sangat kesal dan khawatir setiap kali saya menemukan kosakata yang aneh.)

- a) strongly agree (sangat setuju)
- b) agree (setuju)
- c) undecided (ragu-ragu)
- d) disagree (tidak setuju)
- e) strongly disagree (sangat tidak setuju)

17. I feel anxious when I read a topic in English that I don't know. (Saya merasa cemas ketika membaca topic dalm bahasa inggris yang tidak saya ketahui.)

- a) strongly agree (sangat setuju)
- b) agree (setuju)
- c) undecided (ragu-ragu)
- d) disagree (tidak setuju)

e) strongly disagree (sangat tidak setuju)

18. I feel frustrated in reading English when one word is linked with another to change the meaning. (Saya merasa frustrasi dalam membaca bahasa Inggris ketika satu kata dihubungkan dengan kata lain untuk mengubah artinya.)

a) strongly agree (sangat setuju)

b) agree (setuju)

c) undecided (ragu-ragu)

d) disagree (tidak setuju)

e) strongly disagree (sangat tidak setuju)

Adapted from Iin Indah Astuti (2021)



CURRICULUM VITAE



Nurhayati was born in Bengal on August 24th 1999. Her father's name is Ambo Rais, her mother's name is Sunarsih and she has three brother and five sisters. She started her education at Elementary School 005 Bengal and graduated in 2012. Then, she continued her education at SMPN 1 Bengal and graduated in 2015. After that, she continued her education at SMKN 1 Bengal and graduated in 2018. The year after that is exactly 2018, she registered as a student in Universitas Muhammadiyah Makassar and took English Education Major. She could finish her study in 2023 with the thesis under the title **“An Exploration Into Factors Associated With Reading Anxiety Among UNISMUH EFL Learners”**.