

AN ANALYSIS OF STUDENTS' ANXIETY IN READING.

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Abstract : Language is vital in human existence to mingle. Language is also one of the things that sets humans apart from other animals. This study uses research with a descriptive qualitative approach. According Lexy. J. Moleong, a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Saleh, 2021). Based on the research findings, the researcher found that the students have feeling of anxiety. There are three factors that cause students' anxiety in reading when practicing reading in the classroom. Some of the participants answered that they were very worried about having to read in front of the class. They often replied that they started to worry when their teacher asked them to read English text in front of the class. The first factor that causes students to feel anxious is feeling intimidated by the classmate. They are afraid that the classmate will judge them negatively. Limited vocabulary, wrong pronunciation. The second factor is that they feel the material is difficult/English is a difficult subject. They often think that they cannot read properly or understand the lesson. This opinion causes obstacles for students to understand the lesson as a whole. The last factor that contributes to making students feel anxious is don't know how to pronounce the vocabulary. Students cannot be understand the material because they don't know how to pronounce and limited vocabulary is the main factor.

Keywords: *Language, Reading, Students, Anxiety.*

INTRODUCTION

Language is an essential component of human existence. Language is one of the traditions or cultures that are taught to children. With language, people can likewise speak with individuals around them. Obviously language is vital in human existence to mingle. Language is also one of the things that sets humans apart from

other animals. Empowered think. With this capacity, people can foster specialized instruments to communicate their inclination, considerations, wants and different things, specifically language. English is one of the devices to convey orally or recorded as a hard copy. The ability to understand or produce spoken text or written communication, which is realized in four language skills—listening, speaking, reading, and writing—is the ability to communicate in its full sense. These four abilities are used to respond and foster effective social communication. Subsequently, English subjects foster these four abilities so that will actually want to impart in English. English should be taught to children from a young age because this is a time of growth when everything can be taken in quickly and easily. Children are more likely to become proficient in English the earlier they learn it. Nervousness is essential for the state of human existence, actually intending that there will continuously be sensations of uneasiness in each human existence. Anxiety is an emotional experience that has no clear cause and is experienced as something unpleasant. This is set apart by the presence of physiological and mental side effects like apprehension for reasons unknown, defenselessness, stress and nervousness (Surya, 2013). Academic anxiety is an impulse of thoughts and feelings in a person that includes fear of danger or threats in the future without a specific cause. It disrupts thought patterns and causes physical and behavioral responses as a result of pressure to complete various academic tasks (Rachman, 2018). Anxiety in students can be brought on by a variety of factors, one of which is a discrepancy between students' readiness for academic subjects and expectations. Nervousness experienced by these understudies can emerge in specific circumstances like on a test (Ardianto, 2018). Nervousness in understudies can be deciphered as a condition that is brimming with stresses and fears, feeling discouraged, not quiet, feeling regretful, feeling shaky and turbulent leaning joined by actual pressure to specific circumstances. The qualities of understudies who experience tension are separated into three sections, to be specific physical, social and mental (Putu et al., 2019). Understudies experience inordinate

tension, typically unfit to adapt alone. Subsequently, these understudies generally experience disappointment which makes them become critical, have low confidence, despair, dissatisfaction, unfit to act really and incapable to accomplish ideal performance (Leksono, 2013). According to Brown (2007), anxiety is one of the affective factors that play a significant role in learning a second or foreign language. Students can be said to have low levels of anxiety because most of the time, their anxiety is brought on by themselves or from their own environment. For example, failing to complete assignments makes them anxious and makes them afraid to go to school and meet teachers. However, anxiety can also cause students to worry and develop self-doubt, particularly when learning to read English. One of the English skills is reading. Humans need to be able to read well in order to refine their knowledge and gain insight. Perusing isn't simply seeing or perusing what is composed, yet grasping the importance of the substance in the perusing, so perusers get data from what they read. Reading is one skill that every student needs to master because it is so helpful in learning activities. Perusing is a manner of thinking comprehend the substance of the text read. Therefore, reading is more than just seeing a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourse. Reading is also an activity that involves understanding meaningful symbols, signs, and writing in order for the reader to accept the author's message. (2017 Widyastuti) Perusing assists understudies with cultivating abilities like reasoning, esteeming, versatility and inventiveness for manageable turn of events (Le et al., 2019). One of the exercises that should be imparted from the get-go is perusing. Yet, prior to perusing exercises are given, the educator should initially assist the kid with being prepared to peruse. Early perusing exercises can be given to youngsters however given in a fascinating, fun and without compulsion (Herlina et al., 2019). According to Aisyah (2017), students' reading anxiety was primarily caused by features of the text, such as unfamiliar vocabulary, which ranked first, followed by unfamiliar topics and cultures. The subject of the review is "An Examination of

Understudies Uneasiness In Perusing". In the mean time, when the author found educating at school numerous understudies look anxious when they got the errand of perusing English before others during the growing experience. They describe an indication of students' anxiety in reading English when they read in front of the class. The signs are: perspiring more due to uneasiness and anxiety. Therefore, the author seeks to determine if there are any factors that contribute to students' reading-related anxiety. how are the factors that cause anxiety revealed in reading.

RESEARCH METHOD

This study uses research with a descriptive qualitative approach. According Lexy. J. Moleong, a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior (Saleh, 2021). Descriptive qualitative methods usually adjust opinions among researchers with sources. The choice of this method was made because researchers prefer to describe the opinions and feelings that occur in students there clearly. The population in the study used all student of class XI IPA 2 SMA N 1 Tondano, and the sample in study only 5 students from 20 students. According to Sugiyono (2016:224) Data collection techniques are the most strategic steps in research, because the main goal of research is to get data. Data collection techniques in this study were observation and interviews. Data collection techniques are ways to collect the data needed by researchers. In this study the techniques used interviews.

FINDINGS AND DISCUSSION

Finding

The researcher describes the result of research finding and discussion to answer the research questions, which have been collected from the interview.

Result of Interview

The researcher aimed to know the students' factor anxiety in reading based on student's opinion. There were 7 questions that the researchers asked students.

The data were collected through semistructured interviews with students who were considered anxious in English class.

Table 4.1 Factors contributing to Trait Anxiety and State Anxiety

Kinds Of Anxiety	Participant Answer	Respondents
Trait Anxiety	Difficult and afraid to pronounce vocabulary	3 rd Respondent
	The material is difficult, not understand the material.	4 rd Respondent
	Lack of vocabulary, afraid to pronounce vocabulary.	5 th Respondent
State Anxiety	Doubt and Pressure in Reading, intimidate by the classmate.	1 th Respondent
	Lack of vocabulary, learning English is difficult, afraid of being wrong.	2 nd Respondent

This anxiety factor is proven confirmed in interviews with following statement.

Groups by kinds of Anxiety, that is Trait Anxiety And State Anxiety.

State Anxiety :

1st Respondent : *"Saya merasa ragu dan tertekan, dalam membaca teks bahasa inggris terlebih membaca di depan kelas".*

(I feel doubtful and pressured when reading English texts, especially in front the class)

2nd Respondent : "*Saya merasa takut salah untuk membaca*".

(I was afraid of reading it wrong)

Trait Anxiety:

3rd Respondent : "*Saya tidak tahu cara mengucapkan*".

(I don't know how to pronounce)

4th Respondent : "*Saya tidak paham jika itu teks bacaan baru*".

(I don't understand if it's a new reading text)

5th Respondent : "*Saya belum tau mengucapkan kata tertentu*"

(I don't know how to pronounce certain words yet)

The first factor that causes students to feel anxious is feeling intimidated by the classmate. This anxiety factor is proven confirmed in the interview, and it is included in the State Anxiety group. with the following statement:

Respondent 1 : *Ya, itu menambah rasa gugup saya. Saya merasa gugup saat teman-teman sekelas mulai memperhatikan saya.*

(Yes, that adds to my nervousness. I felt nervous when my classmate started paying attention to me)

The second factor is that they feel The material is difficult/English is a difficult subject. This anxiety factor is proven in confirmed in the interview, and it is included in the Trait Anxiety group. with the following statement:

Respondent 1 : *Materinya menjadi sulit karena saya ragu dan takut salah membaca.*

(The material became difficult because I was doubtful and afraid of making mistakes)

Respondent 3 : *Merasa sulit jika tidak tau cara untuk mengucapkan.*

(Find it difficult if don't know how to pronounce)

The last factor that contributes to making students feel anxious is don't know how to pronounce vocabulary . This anxiety factor is proven in the interview, and it is included in the Trait Anxiety group. with the following statement:

Respondent 2 : *Kurangnya kosakata saya, jadi takut untuk membaca.*

(Lack of vocabulary, I became afraid to read)

Respondent 3 : *Saya merasa sulit jika itu kosakata baru*

(I find it difficult if it's new vocabulary)

Respondent 5 : *Saya tidak tau cara mengucapkan kosakata yang sulit.*

(I don't know how to pronounce difficult vocabulary)

Discussion

In this section the writer was discuss the results of the study. This discussion is about the the factors of anxiety in reading English from class XI IPA 2 SMA Negeri 1 Tondano.

Based on the research findings, the researcher found that the students have feeling of anxiety. There are three factors that cause students' anxiety in reading when practicing reading in the classroom. Some of the participants answered that they were very worried about having to read in front of the class. They often replied that they started to worry when their teacher asked them to read English text in front of the class.

The first factor that causes students to feel anxious is feeling intimidated by the classmate. They are afraid that the classmate will judge them negatively. Limited vocabulary, wrong pronunciation.

The second factor is that they feel the material is difficult/English is a difficult subject. They often think that they cannot read properly or understand the lesson. This opinion causes obstacles for students to understand the lesson as a whole.

The last factor that contributes to making students feel anxious is don't know how to pronounce the vocabulary. Students cannot be understand the material because they don't know how to pronounce and limited vocabulary is the main factor

The researcher noticed that when making presentations the students looked unprepared. Lack of understanding of the material makes them not knowing what they have to prepare, they spontaneously appear in front of the class. This becomes more complicated when they feel intimidate by the classmate. Besed on the theory

of Foreign and Language Anxiety by Horwitz (2010) which discusses a number of types of anxiety such as trait anxiety and state anxiety. So that the discussion supports the results obtained from this research, namely referring to the anxiety situation that exists in students, which gives rise to anxiety factors in students.

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