



An Analysis On Students Perception of English Reading Anxiety at Grade Xi of Sma Negeri 1 Aek Songsongan Academic Year 2021/2022

Widia Sani Hasibuan, Zulfitri

Universitas Muslim Nusantara Al-Washliyah Medan Indonesia

ABSTRACT

Most students of English Education of UMN Al Washliyah faced many difficulties to communicate in English. Their lack of confidence was because students' anxiety which affecting students reading skill. The objective of this reseach was to investigate the factors affecting students' anxiety in reading skill. The Qualitative Research Method was used in this research. The subjects of this research chosen were 6 students as the representative of students in the eleventh grade MIPA 1 of SMA Negeri 1 Aek Songsongan academic year 2021-202. Technique of collecting data used the interview in which the students were interviewed after finishing reading test. Reading in the class was the dominant indicator foundon the students' anxiety because they did not feel confidence to read in the class. Negative background experience, unfamiliar cultures, and fear of making mistake and apprehension about other evaluation were the indicators which more seldom foundbecause the condition was not formal. Moreover, all the data showed that students who were higher in reading ability got the lower score, students who were moderate in reading got moderate score, and students who were lower in reading got higher score. Shortly, this finding of the research was appropriate with the assumption in this research that was the higher students' anxiety the lower their reading skill and the lower students' anxiety the higher their reading skill.

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*CORRESPONDANCE AUTHOR

widiasanihasibuan@umnaw.ac.id

PRELIMINARY

Speaking skill do needs much practice, frustration commonly voiced by learner is that they have spent years studying English but still cannot speak it (Aini, 2021). English is a universal language because it is used by most of the countries in the world as the main language. In addition, English is one of the important international languages to be mastered or learned. Some countries, especially former British colonies, place English as a second language that must be mastered after their native language.

Although English is a foreign language in Indonesia, it occupies an important position in the daily life of our society. This is clearly seen in the world of education in Indonesia. English is one of the subjects taught to students from elementary to college level. The Indonesian government began to introduce English as early as possible to students in schools.

Language learning is an uphill battle for most students, a very complex process. The cognitive abilities of learners and their affective factors play an important role in this process. These two points should not be separated from each other, and it is widely believed that affective factors such as anxiety play a large role in determining learners' cognitive abilities and their language learning outcomes. With the development of foreign language learning research, foreign language language anxiety, a major affective factor, has attracted more and more researcher attention since a long time ago. Based on the results of many previous studies, Horwitz claims that foreign language anxiety does affect foreign language learning today, researcher pay much attention to certain aspects of language in learning anxiety, such as learner anxiety in reading, writing, or foreign languages.

“Reading is an important activity in life with which one can update students knowledge and reading skill is an important tool for academic success. Reading is very necessary to widen the mind, again and understanding of the foreign culture”. Reading is a complex skill involving a variety of sub skills like skimming, scanning, summarizing, and identifying the discourse markers. Mastering reading will enhance and enrich the language learning process.

Anxiety or intense feelings are a type of emotion that is a problem in foreign language learning and has always made language educators and researcher concerned about cause and effect from time to time. A large number of studies have been carried out in this area and show that anxiety is an important factor in the acquisition of a second or foreign language. However, most research focuses on listening, speaking, and writing discussions. Little attention has been paid to reading. Therefore, this research attempts to fill in the hidden blank spaces and explores the role of anxiety in foreign language reading.

Anxiety is a mood disorder characterized by feelings of fear or worry that are deep and on going, but do not experience disturbances in assessing reality, personality is still intact, behavior can be disturbed but within normal limits (Hawari, 2013). Anxiety is an emotional state without a specific object. It is triggered by the unknown and accompanies all new experiences. It is this characteristic of anxiety that distinguishes it from fear (Kryger, Roth, & Dement, 2010). Based on the above definition, it can be concluded that anxiety is a new and different reaction or situation to uncertainty and helplessness. Feelings of anxiety and fear are normal, but need to be a concern if anxiety gets stronger and occurs more often in different contexts.

Based on the explanation above, this research will be aimed to analyze the students’ anxiety in reading skill at the eleventh grade of SMA Negeri 1 Aek Songsongan academic year 2022/2023

In this research, Qualitative Research Method was applied. (Sugiyono, 2010) stated that qualitative research as a kind of category of study that was used to analyse the natural event. This research was decribed in written words. Qualitative method was used because this study aimed at providing an insight into the case of anxiety in english reading skill. In this study, the writer analyzed the data that got by concerning the writer’s interview about students’ anxiety on reading skill.

This research focuses on students' reading anxiety by giving test in the form of reading texts, data will be collected naturally by giving test and conducting interviews with students in learning English for class XI MIPA SMA Negeri 1 Aek Songsongan . Then, the data will be presented in the form of a description.

DISCUSSION

Table. The Differences Score Of Every Each Of Subject

Level Score	Mild	Moderate	Severe
12			ELS
			HNA
8		DA	
		AJ	
4	AS		
	ARZ		

From the table above, it is clearly seen the interview sheet of the students which the score got from their self perception, culture differences, presentation in the classroom, and fear of making mistake and apprehension about other evaluationof the students’ anxiety on reading skill. The score of the table can be see on Appendix A.1-A.6. Moreover, the categorize of lower, ELS and HNA got the mild score of students’ anxiety on reading skill because they are weak on grammar, vocabulary, and pronunciation and often feeling nervous when they are reading that affecting their reading skill and eventually the result of their anxiety of reading skill creates a high score. While DA and AJ in the moderate categorize, their result of their anxiety on reading skill is also moderate because their ability in reading English are also moderate. They are good in pronunciation but less vocabulary that make their reading skill moderate. Last, AS and ARZ

of higher categorize, thier score of the students' anxiety of reading skill is lower because they are good in reading. Their pronunciation is good and have much vocabulary that make them confident in doing reading, so that eventually their reading skill is good because they have lower anxiety.

Students in mild, moderate, and severe in reading skill have some different things as follow:

1. Students in severe level are lacking in vocabulary, pronunciation, also pronunciation, they also are difficult to create a good sentences and catch the questions, they are often to mix with Bahasa. Besides, students in moderate are lacking in grammar and sometimes in vocabulary, their pronunciation are good enough, sometimes they are difficult to create a good sentence, but they are good enough to catch the information. For the mild level of students, they have a good pronunciation and also in vocabulary, their grammar are also quite good, they are also good in create a good sentence or catch the information.
2. Students in severe level are often feeling nervous when they want to read in front of audience, they are also afraid in making mistakes, they are worry about teacher's evaluation towards them, they also feel inferior because English is foreign for them. Besides, students in moderate level, they also still feel nervous when they are reading but they still can handle it, they considere teacher's evaluation as their motivation and it does not make them afraid and they realize making mistakes is okay because they are still learning, but sometimes they are also feel inferior of target language. From the mild students, they can handle thierselves when they want to read so that they can create a good reading, they also considere lecture's evaluation as the motivation, they also do not afraid in making mistakes and ready for target language because they have basic in English.

This research is supported by research conducted by (Gopang, Umrani, Bughio, & Lohar, 2015). This research involved undergraduated students at Lasbela University in Baluchistan. There were 15 female and 20 male students as the participants in this research. They were studying English as a major subject. In collecting data, this study used questionnaire which was designed by Woodrow in 2006. Every statement in questionnaire consisted of five points with likert scales. The result show that students experienced moderate reading anxiety. They felt nervous and avoided reading.

This research also supported by the research of (Mayangta, 2013). The research was about the students' reading anxiety in an EFL classroom. This study was aimed to investigate students' reading anxiety in EFL classroom. This study was addressed to second graders of Junior High School in Bandung. This study used two kinds of questionnaire. The first questionnaire was open-ended questionnaire (FLCAS) which was developed by (Horwitz, 1986). The second questionnaire was open ended questionnaire made to obtain the sources of students reading anxiety and their coping strategies. The result showed that most of students got anxious level of anxiety with no very relaxed students.

This research also supported by the research of by (Musthachim, 2014). The research was a qualitative method study by using case study method. This study investigated foreign language anxiety of EFL junior secondary school students at the 8th grade of SMPN 9 South Tangerang. As the result, reading in front of the class, being laughed at by others, incomprehensible input, students' belief about language learning, teacher personality, and the lack of preparation were the factors which cause students feel anxious in learning English.

From the table of students' answer the ARZiter can concluded that students in mild level have a good confident that the moderate and students in moderate level have a good confident than students in severe. Students in severe more often face anxiety in reading English than students in moderate level, and srudents in moderate level have anxiety in reading English more than students in the mild level.

This research also carried out with the interview sheet which showed on the appendix. From all the interview sheet showed that students who had a mild ability in reading English got a severe score, students who have moderate ability in reading English got moderate score too, and students who have a severe ability in reading English got a mild score of students' anxiety in reading skill.

Based on the finding, the research showed that the students'anxiety on reading skillat the2th semester can be put into following data:

1. There are the two students with mild reading skill. By using interview sheet, these two studentsare AS and ARZ. AS got 4 score while ARZ got 2 score. They said that they have in English and their self

perception is also not too affecting them in reading skill. They do not face so many anxiety in reading English.

2. In the moderate reading skill, there are two students. They are AJ and DA. AJ got 7 score while DA got 6 score. They said that they are sometimes feeling anxiety if there is something that make her nervous like presentation.

In the severe reading skill, there are two students. They are HNA and ELS. HNA got 9 score while ELS got 10 score. They said they are often feel anxiety when speaking so that it affects their reading skill.

CONCLUSION

In relation to the findings of this study on an analysis of students' anxiety on reading skill conclusion might be drawn as follows Students who have mild level in reading skill face a little anxiety in doing reading because these students have a good perception towards themselves like they think that they are good in pronunciation and have much vocabulary which support them in their reading skill, they also have a better grammar than students who have moderate and lower level so that it will make their sentence better. They also have ready about unfamiliar culture of target language because they have a basic in English and they consider to appreciate one each other. Last, they are not afraid in making mistake or worry about other perception towards them. So, by those factors it support them to have a good reading skill rather than have anxiety that will affect to their reading skill.

Students who have moderate level in reading skill face moderate anxiety in their reading. It means they need to make themselves decrease their anxiety with learning more about English and it will create a good perception towards themselves and it will be followed by others indicators that will be better so that it will decrease the anxiety of themselves because they will more confident in reading English. Students who have severe level in reading skill means have higher anxiety of reading skill because they feel that they are inferior that creates a bad perception towards them. Their reading skill in English are not as good as moderate even higher.

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