

**AN ANALYSIS OF STUDENT ANXIETY IN READING DESCRIPTIVE
TEXT OF THE NINTH GRADE STUDENTS AT JUNIOR HIGH
SCHOOL LPMD ROKAN HULU
A THESIS**

Intended to fulfill one of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education Universitas Islam Riau



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I declare that this thesis is the result of my own work, to the best of my knowledge. This thesis does not contain material written by other people except for certain section which I adopted as a references by following the usual procedures and ethics of writing scientific paper.

Pekanbaru, March 22st 2022

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ABSTRACT

Pinika Damayanti, 2022. AN ANALYSIS OF STUDENT ANXIETY IN READING DESCRIPTIVE TEXT OF THE NINTH GRADE STUDENTS AT JUNIOR HIGH SCHOOL LPMD ROKAN HULU

Keyword : Reading Anxiety, Grade Eight Student

Reading anxiety is a fear experienced by many students, both elementary school, junior high and high school students. Because according to students, anxiety in reading foreign languages, especially English, is a difficult thing, many students do not understand how to read English properly and correctly. So, writer interest to taking this title because there are still a lot of students not confident when they asked to read something in English language. English is an International Language that is suppose to learn for international communication. By learning English, students can get a lot of benefits, especially in communication. The writer hope from this research the students will be more enthusiasts in learning English and will not feel anxious anymore.

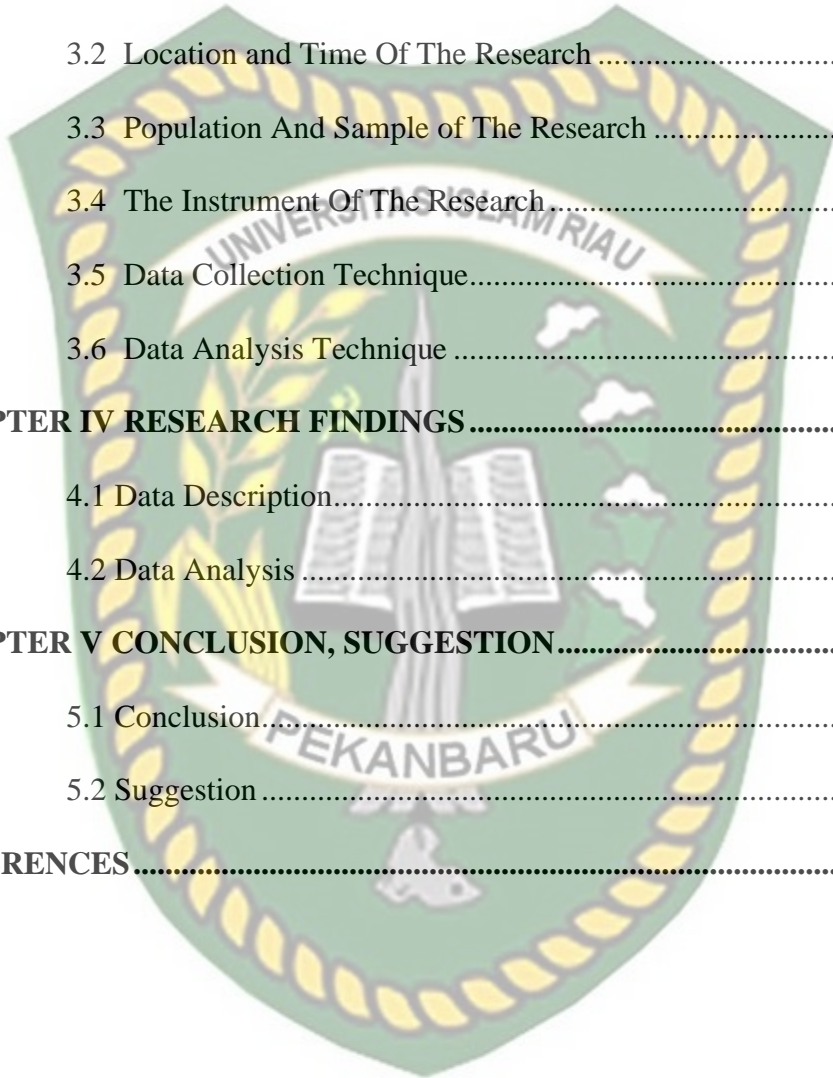
This study employed the descriptive qualitative research method with case study approach. Qualitative method was chosen because this study aims at providing an insight into the case of language anxiety at the class nine in academic year 2020/2021 at junior high school Lpmd Kabun, Rokan Hulu, Riau, specifically anxiety in learning English. The total participants was 21 students.

According to students reading in English texts is something that makes them feel very anxious, especially for students who are very dependent on their friends who are smart in reading descriptive texts in English. there are even students who state that if their classmates or friends they expect in English lessons are not present, the students will feel very anxious, because they are very dependent on their friends. And According Junior High School Lpmd Rokan Hulu, reading English texts is confusing because students think English is difficult, complicated, and they don't feel concentrated when learning English, especially when asked to read descriptive texts.

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Dokumen ini adalah Arsip Milik :
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CHAPTER I

INTRODUCTION

1.1 Background of The Problem

Nowadays, having an English learning is a must for all people. For a student, it can be useful for building and developing science and technology. Language is the most important system used by human to communicate in life. By language, people will feel easy to communicate and interact with others. It means that people can share their ideas, feelings, and getting their information from one person to another. There are four skills in learning English, they are listening, speaking, reading, and writing.

English as Foreign Language (EFL) learners and teachers are those who are learning or teaching English while living in a community where English is not spoken as a first language. Many learners express their inability and sometimes even acknowledge their failure in learning to reading a foreign language. These learners may be good at learning other skills but, when it comes to learn another language, they claim to have a 'mental block' against learning a foreign language, cited in Horwitz (2006: 125).

Reading is one of the important aspects in learning English. Each student has different psychological condition, some students can reading confidently in front of the class and there are also students who cannot reading because they are shy or nervous. Emotion, physical stress, shy, and nervous can cause the students

anxiety. Students may have anxiety reaction which interferes with their ability to reading fluently in the class.

Reading anxiety is a fear experienced by many students, both elementary school, junior high and high school students. Because according to students, anxiety in reading foreign languages, especially English, is a difficult thing, many students do not understand how to read English properly and correctly. So when the English lesson was about to begin, many students did not like it and felt anxious when they had to be asked to read by the teacher. this is the reason students do not like English lessons.

The most stressful definition of anxiety is also explained by Nevid, (2005: 163) "anxiety an emotional state that has the characteristics of physiological arousal, unpleasant tension, and a comprehensive feeling that something bad will happen". In line with the previous opinion, Stuart (2006: 144) explained that "anxiety is an unclear and spreading concern, which is related to feelings of uncertainty and helplessness." From the various definitions of anxiety that have been described above, it can be concluded that that anxiety is an emotional condition with the emergence of a feeling of discomfort in a person, and is a vague experience accompanied by feelings of helplessness and uncertainty caused by something that is not clear.

The writer interest in taking this title is because there are still a lot of students that not confident when they asked to read something in English language, especially in English, actually students can be educated. English is an International Language that is suppose to learn for international communication.

By learning English, students can get a lot of benefits, especially in communication. The writer hope from this research the students will be more enthusiasts in learning English and will not feel anxious anymore.

It is estimated that 20% of most students experience difficulties in the learning process due to the inability of students to control emotions. Learning difficulties caused by emotional instability is one of the causes of low students' academic potential.

Emotional stability plays a major role in one's learning success. Emotional stability directs a person to be able to focus on activities being undertaken, be confident, and be able to use his mind or intelligence well (Soetjiningsih, 2008). Brown states that emotions affect learning in the most fundamental way because they are the foundation of the learning strategies and techniques. (Brown, 2004) In other words, emotional state can encourage or discourage learning. For example, students learn and perform more successfully when they feel secure, happy, and excited about the subject matter. Emotions have the potential to energize students' thinking and also have the potential to interfere with learning. Negative emotions such as anger, anxiety, and sadness have the potential to distract students' learning efforts.

However, in the case of foreign language learning, students' emotions tend to be more disappointing than encouraging. One of the emotional states that make this process difficult is anxiety. Emotional conditions such as anxiety can disturb students in the language learning process. Feelings of tension, worry, and nervousness will hinder students' ability to do well in foreign language classes.

According to Oxford, “Most language studies show a negative relationship between anxiety and performance, Rebecca (2007) Anxiety harms students’ performance by way of worry, self-doubt, and reducing participation. In addition, according to Krashen, debilitating anxiety can raise the affective filter and form a 'mental block' that prevents a comprehensible input from being used for language acquisition. Stephen Krashen's Theory of Second Language Acquisition, (2013), Anxious students will have difficulties in following lessons. They may learn less and also may not be able to demonstrate what they have learned. Even worse, they may experience more failure, which in turn escalate their anxiety.

Meanwhile, during the writer’s teaching practice in nine grade of LPMD Kabun Junior Secondary School of Rokan Hulu, the writer found the signs of reading anxiety among the students. Many of them got jittery, created avoidance and reduced participation in the classroom. They were afraid and shy to practice with the target language, in this case the target language is English, because they were worried about making mistake. One of them thought if he made mistake, the teacher would get angry and his peers would ridicule him. So he preferred to be quiet and sit passively. While some of them also believed that English was a difficult subject. Such beliefs can affect their self-esteem and lead them to feel worry in classroom. In the end, when they were asked to practice, they started to stutter.

In addition, some of them were unable to produce a sound or intonation even after reading several repetitions because they were not sure if they could practice English. It is quite difficult for writers to do proper learning activities

with them. In other words, anxiety can prevent students from achieving their English learning goals. Especially for foreign is a difficult thing many students did not like it and felt anxious when they had to be asked to read by the teacher

Based on explanation the researcher is interested in conducting a research on the title :

“An Analysis Of Reading Anxiety In Reading Descriptive Text Of The Ninth Grade Students At Junior High School LPMD Rokan Hulu”

1.2 Identification of the Problem

Anxiety in reading foreign languages, especially English, is a difficult thing, many students do not understand how to read English properly and correctly. So when the English lesson was about to begin, many students did not like it and felt anxious when they had to be asked to read by the teacher. this is the reason students do not like English lessons.

1.3 Focus of the Problem

Students with anxiety tend to avoid activities require them to read in a foreign language for fear of making mistakes and at the risk of reading in a foreign language, it is important to know the because students' anxiety factors make students overcoming their anxiety in reading especially foreign language.

1.4 Research Questions

What the factors are causes students anxiety in reading descriptive text of the ninth grade students at SMP LPMD Rokan Hulu?

1.5 Objective of the Research

The objective of this research are :

To find out the students anxiety main cause at studying english language especially on reading descriptive text of the ninth grade students at SMP LPMD Rokan Hulu.

1.6 Significant of the Research

1. For The Writer

This research to be a good lecture to apply all the theories and knowledge gained during the lecture to the real world of practice. Especially in learning with reading anxiety.

2. For The Student

This research to make a students understand and can reading, learning about foreign language especially English Language. So for the next time they can reading, speak in English so well.

3. For The Researcher

To help the research more understand about anxiety reading english language. There for, another research help if the won to do further in same subject deply.

1.7 Defenition of the Key Terms

Certain terms have an important key during this research. With the aim to offer a transparent explanation to the key term, the researcher will give the definition of the related terms as follows

1.7.1.1 Reading Anxiety : English language reading anxiety is the fear experienced by students when reading English text. Reading anxiety has an effect on students' academic performance. Reading anxiety is basically rooted in some type of fear such as fear of failure and lack of self confidence. Recent studies confirmed a negative correlation between language anxiety and reading performance. Chen (2007:133) found second language speaking anxiety negatively correlated with oral performance.

1.7.1.2 Descriptive Text : Definition of Descriptive Text According to Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed especially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevan Theories

This chapter contained some related and relevant theories from several experts which will be apply to the research. The detailed information is here as follows :

2.1.1 Reading Anxiety

English language reading anxiety is the fear experienced by students when reading English text. Reading anxiety has an effect on students' academic performance. Reading anxiety is basically rooted in some type of fear such as fear of failure and lack of self confidence. Recent studies confirmed a negative correlation between language anxiety and reading performance. Chen (2007:133) found second language speaking anxiety negatively correlated with oral performance.

The theory of reading anxiety that the researchers according to Chen, because the theory used by Chen is in accordance with the indicators in the study.

The reading anxiety is found to be maximum and increasing in foreign language contexts.

The readers must possess specific cognitive skills like attention, perception, memory and comprehension (Sellers, 2000). Among the people who belong to the reading strata of the society, it is believed that a person who reads is supposed to

be devoid and safe from experiencing shame and depression owing to the incompetency in reading being exposed to others.

The studies mentioned above have helped in identifying that, not only does reading anxiety exists among the readers but it also has an important and considerable impact on the learner. The feeling of apprehension and concern that arises within a learner who has to interpret a second language (L2) is referred to as foreign language reading anxiety. According to Horwitz et al. (2006: 215)

"Reading anxiety is a specific type of anxiety from the more general types of foreign language anxiety that have been linked to oral performance." As a result, it could hold back and minimize the comprehension skills and acquisition of the second language. MacIntyrn (2005: 92) emphasizes that "when learner feel anxious during reading task completion, cognitive performance is diminished, performance suffers, leading to negative self-evaluations and more self-deprecating cognition which further impairs performance and so on."

Reading anxiety is a distinct phenomenon from foreign language anxiety in general Muhlis (2014). In other word, reading also belongs to as oral performance because the learners show their individual act to interact with a text. So, we have argued that the anxieties, fears, and phobias precipiated by reading task are a major challenging to reading progress (Jalongo & Hirsh, 2010).

Like reading, student will feel anxious when they interact with others. But, in reading process, the phenomenon of anxiety exist among the learner, so most the learners do not realize that during the progress of reading, anxiety has been stated as one of factors which can impede the reading process.

And this anxiety happens when the learners try to reading descriptive text (Saito et al, 2009)

2.1.2 Indicator of Reading Anxiety

Nevid (2005: 164) argues that the indicator of anxiety consist of physical, behaviorial, and cognitive aspects, which are described as follows:

1. Physical anxiety, including: restlessness, nervousness, hands or members trembling body, profuse sweating, sweaty palms, dizziness or fainting, dry mouth and throat, difficulty breathing, difficulty speaking, shortness of breath, racing heart or racing, trembling voice, cold fingers or limbs, neck or stiff back, feeling sensitive or "irritable", diarrhea, chills, cold and clammy hands, flushed face, frequent urination, and an upset stomach or nausea.
2. Behaviorial anxiety, including: avoidance behavior, and dependent behavior, shaken behavior.
3. Cognitive anxiety, including: worrying about something, feeling disturbed by fear or appreciation of something that happens in the future, belief that something terrible will happen soon without any clear explanation, fixated on bodily sensations, very alert to bodily sensations, feeling threatened by people or events that normally receive little or no attention, fear of losing control, fear of inability to solve problems, thinking that the world is collapsing, thinking that everything is out of control, thinking that everything is so confusing without can be overcome, worry about trivial things, think about the same annoying things over and over again, think that

you have to get away from the crowd; or else fainting, the mind will feel confused or confused, unable to get rid of disturbed thoughts, thinking will soon die; even if the doctor found nothing medically wrong, worried that he would be left alone, had difficulty concentrating or focusing his mind.

Anxiety can be seen from a physical point of view, physical aspects of anxiety have been described in the above explanation. Behavioral anxiety is an aspect of anxiety related to behavior. Meanwhile, cognitive anxiety aspects are aspects related to a person's thoughts. Of the three aspects described above, a person may experience all three aspects of anxiety at once, but there are also only one or two of the three.

2.2 Relevant Study

The results of previous relevant studies that are in accordance with this research are the research conducted by:

1. Hapri Shinta Nirmala (2013). Reading Anxiety of Grade Eight Students in Taman Dewasa Jetis Junior High School. Yogyakarta: English Language Education Study Program Sanata Dharma University. This thesis studied and discussed the reading anxiety of grade eight students in Taman Dewasa Jetis Junior High School. This study was conducted based on an idea about whether the grade eight students in Taman Dewasa Jetis Junior High School were able to deal with foreign language anxiety. This study was addressed to answer two research questions, namely 1)What are the levels of reading anxiety experienced by grade eight students in Taman Dewasa Jetis Junior High

School? 2) What is the correlation between students' reading anxiety and students' English competence?

The research findings revealed that all grade eight students in Taman Dewasa Jetis Junior High School were moderately anxious in reading English. Furthermore, the correlation between students' reading anxiety and students' English competence was in negative correlation. The finding showed that the r value was -0.227 . The significance correlation between students' reading anxiety and students' English competence was small or weak.

The findings revealed that as the students' anxiety increases, the students' English competence decreases. Thus, the reading anxiety influences students' English competence, while the significance was weak. Considering the existence of the anxiety of grade eight students in Taman Dewasa Jetis Junior High School, English teachers should give the students such relevant and interesting topics for the classroom reading activities. This activity could encourage students to build their spirit and interest in reading. Teacher should be able to design lessons, prepare activities and learning materials that stimulate students' curiosity. Therefore, such activities were able to overcome students' reading anxiety.

2. Ravica Rayani, Umami Rasyidah, Evi Kasyulita (2016). Student Anxiety in English Learning (A Study at the Eight Grade Of SMP N 1 Tambusai). This study was conducted to investigate how are students' strategies in reducing their anxiety in speaking English and what are the factors affecting students' anxiety in speaking English, as well the students'. This study employed

qualitative. The participants of this study were 30 students class in one junior high schools in Dalu-Dalu. The data were obtained from questionnaire and interview. The findings showed how are students' strategies in reducing their anxiety in speaking English were: Positive Thinking, Resignation, Peer seeking, Preparation, and Relaxation. Moreover, factors affecting students' anxiety in speaking English were, fear speaking inaccurately, fear negative evaluation, low speech skill.

2.3 Support Theory

In this part, the theories are used to analyze the data of this research. The results of the data analysis are concluded to answer the research questions. This section integrates the relevant theories to fit this research purpose.

The first theory used was the nature of reading, especially its actualization in Lpmd Kabun Junior High School. Reading for this research is defined as a fluent process of readers combining information from a text and their own background knowledge to build the meaning of the text according to Anderson as cited in Nunan (1999).

The second theory is the theory of reading purposes from Wallace (1999). This theory describes three purposes of reading. According to the theory from Wallace (1999) about the purposes of reading, grade eight students in Lpmd Kabun Junior High School read for general purposes. The students need and want to be general readers. These theories are used in order to support the study, since the researcher conducts the study about reading.

The third theory is about the nature of foreign language reading anxiety from Horwitz, Saito & Garza (1999). In this theory, it is stated that the anxiety aroused during the process of reading texts is known as reading anxiety. The next theory is the theory about the influence of students' reading anxiety on their English competence from Horwitz (1996). This theory explains that students with high levels of language anxiety tend to be more afraid of negative evaluation than those with low anxiety.

Reviewing all the relevant theories of foreign language anxiety, reading anxiety begin from the nature of foreign language anxiety itself. Readers' lack of understanding causes the feeling of inconfidence when reading. Therefore, it is expected that good and fluent reading comprehension be improved among the grade eight students in Lpmd Kabun High School.

2.4 Descriptive Text

Definition of Descriptive Text According to Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive texts design especially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions.

In addition, according to Pardiyono (2007:33), descriptive text gives descriptions from the living or non-living things to the reader. In other words, the text can tell an object that is still a live and not. Moreover, Barbara (2004:142)

added that description gives a significant point of view because it transforms our feeling and extends our experiences.

If you see from the description above, It can be conclusion that it means that description is telling about something or someone particularly which bring the reader's perception change and spread the reader's knowledge widely.

2.5 Conceptual Framework

Based on the related theories the researcher make the conceptual framework as follows:



Figure 1 Conceptual Framework

Referring to the conceptual framework above, it can be explained that the researcher wants to know more about students' reading anxiety, what causes students to feel anxious when asked to read descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study employed the descriptive quantitative research method with case study approach. Qualitative method was chosen because this study aims at providing an insight into the case of language anxiety at the class nine in academic year 2020/2021 at junior high school Lpmd Kabun, Rokan Hulu, Riau, specifically anxiety in learning English. According to Fraenkel and Wallen, case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the specific case or to provide useful generalization. Jack R. Fraenkel (2009), Therefore, the study case approach allowed the writer to study particular students in an attempt to understand the case of language anxiety.

3.2 Location and Time Of The Research

The setting of the study was at junior high school Lpmd Kabun, Rokan Hulu, Riau. It is a junior secondary school which in street Depan Koramil, Rokan Hulu, Riau. It consisted of interviews and multiple classroom observations in March 2021. The first three weeks were used for interviews and the rest of the weeks used for classroom observations.

3.3 Population And Sample of The Research

Population and sample at the class nine in academic year 2020/2021 at junior high school Lpmd Kabun, Rokan Hulu, Riau.

Table 3.1 Population

No	Class	Total
1	IX.A	25
2	IX.B	24
3	IX.C	22
Total Population		71

And sample taken for this study were 21 students of class nine in academic year 2020/2021 at junior high school Lpmd Kabun, Rokan Hulu, Riau.

Table 3.2 Questionnaire

1	Are you feel difficulty breathing when your teacher choose you to read description English language?
2	Are you feel difficulty speaking when your teacher choose you to read description English language?
3	Are you feel cool and calmmy hand when your teacher choose you to read description English language?
4	Are you feel tembling voice when your teacher choose you to read description English language?
5	Are you feel nervousness when your teacher choose you to read description English language?
6	Are you feel dry mount and throat when your teacher choose you to read description English language?
7	Are you feel dizziness or fainting when your teacher choose you to read description English language?
8	Are you even avoidance when you get task to read English language?

9	Are you agree avoidance behaviour from task English reading description is right way?
10	Are feel better when avoidance from English reading study especially reading text English?
11	Are you dependent to another friend if you get task to reading description text English language?
12	Are you dependent to another aplication if you get task to reading description text English language?
13	Are you feel shaken when get reading description English language lesson?
14	Are you feel shaken when your teacher ask you to read description English language?
15	Are you feel worrying about something when your teacher to reading description English language?
16	Are you feel very alert to bodily sensations when your teacher to reading description English language?
17	Are you feel of losing control when your teacher to reading description English language?
18	Are you feel thinking that the world is collapsing when your teacher to reading description English language?
19	Are you feel worry about trivial things when your teacher to reading description English language?
20	Are you feel worried that the would be left alone when your teacher to reading description English language?
21	Are you feel difficulty concentrating or focusing his mind when your teacher to reading description English language?

3.4 The Instrument of The Research

The instrument was used to collect data from research respondents. In this study, to collect data, data will be obtained from the results of the distribution of questionnaires both in tabular form and linked to theories relevant to this research.

Furthermore, the author will draw conclusions to analyze the data qualitatively, then the author will use statistical data analysis techniques using Program For excel.

The questionnaire consists of 21 questions from students, such as asking how you feel during English class, do you feel very anxious in English class? are you afraid to read descriptive text in English? do you think reading in English is a difficult thing to learn? Did your teacher play a role in how you feel, for better or for worse, about the way you read in English class? Is learning to read English a fun thing? Can learning to read English that is interesting for students reduce stress? If learning English, especially in reading, you can discuss together without having to mock each other if you don't know, then you will be more confident in learning to read? researchers used a Likert scale to collect data.

3.5 Data Collection Technique

To collect data, the researcher used a questionnaire. The questionnaire was designed to find out how anxious students are in learning English, especially in reading descriptive texts.

1. Interviews are conducting direct interviews with class nine students regarding anxiety in reading, especially in reading English texts
2. Questionnaire, which provides a list of statements on problems related to research problems to respondents.

3.6 Data Analysis Technique

Give questionnaires to students, then process the results of answers from students and get the processed results. The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman (2012) : data reduction, data display, and conclusion drawing and verification. That is, each item in the questionnaire consists of 5 choices, namely "Strongly Agree", "Agree", "Neutral", "Disagree", and "Strongly Disagree". Each choice has a score to calculate the data from the questionnaire. Scoring of the questionnaires are illustrate in the table below:

Table 1
Scores of the Teachers and Students Questionnaire Answers

Answers	Scores
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

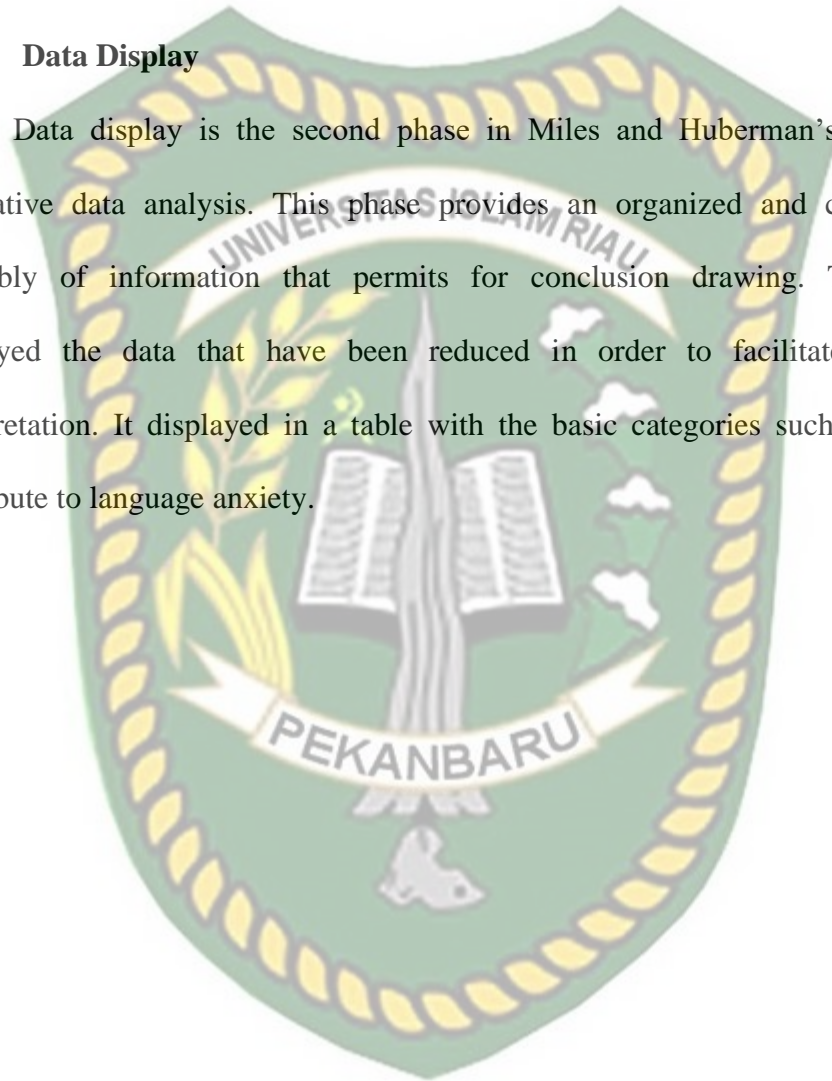
3.6.1 Data Reduction

Data Reduction First, the mass of the data has to be organized and somehow meaningfully reduced or reconfigured. According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data. In reducing the data, the writer chose which aspects of the data that appeared in the interview transcriptions and field

notes, should be emphasized, minimized, or set aside completely for the purposes of the research.

3.6.2 Data Display

Data display is the second phase in Miles and Huberman's model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing. The writer displayed the data that have been reduced in order to facilitate for data interpretation. It displayed in a table with the basic categories such as factors contribute to language anxiety.



CHAPTER IV

RESEARCH FINDINGS

This chapter presented the result of the findings. It was intended to answer the problems of the study. In finding, the researcher described the process of calculating and presenting result of the data. Whereas in the discussion section the researcher will analyze the finding.

4.1 Data Decription

In this chapter, the researcher presents the description about data analysis namely findings, implication and discussion. The purpose of this chapter is also to answer the research question:

1. Are you feel difficulty breathing when your teacher choose you to read description English language?
2. Are you feel difficulty speaking when your teacher choose you to read description English language?
3. Are you feel cool and calmmy hand when your teacher choose you to read description English language?
4. Are you feel tembling voice when your teacher choose you to read description English language?
5. Are you feel nervousness when your teacher choose you to read description English language?
6. Are you feel dry mount and throat when your teacher choose you to read description English language?

7. Are you feel dizziness or fainting when your teacher choose you to read description English language?
8. Are you even avoidance when you get task to read English language?
9. Are you agree avoidance behaviour from task English reading description is right way?
10. Are feel better when avoidance from English reading study especially reading text English?
11. Are you dependent to another friend if you get task to reading description text English language?
12. Are you dependent to another aplication if you get task to reading description text English language?
13. Are you feel shaken when get reading description English language lesson?
14. Are you feel shaken when your teacher ask you to read description English language?
15. Are you feel worrying about something when your teacher to reading description English language?
16. Are you feel very alert to bodily sensations when your teacher to reading description English language?
17. Are you feel of losing control when your teacher to reading description English language?
18. Are you feel thinking that the world is collapsing when your teacher to reading description English language?

19. Are you feel worry about trivial things when your teacher to reading description English language?
20. Are you feel worried that the would be left alone when your teacher to reading description English language?
21. Are you feel difficulty concentrating or focusing his mind when your teacher to reading description English language?

Therefore, the research questions will be answered based on the data that the researcher gets from the questionnaire.

4.2 Data Analysis

The formula used in this study is to use the excel formula, maximum, minimum, average.

= Max(Number 1: Number 2...)

= Min (Number 1: Number 2...)

= Average (Number 1 : Number 2...)

The researcher adapted anxiety questionnaire that was designed by Saito, Horwitz, and Garza (1999). The Foreign Language Reading Anxiety Scale (FLRAS) contained 21 items. The questionnaire was in the form of a five point Likert scale, ranging from one “strongly disagree” to five “strongly agree”. Each participant’s total score revealed their level of foreign language reading anxiety. The descriptive statistics for the FLRAS for 21 participants were given in Table 4.1

Table 4.1 Descriptive statistics of the FLRAS Scores

Measure	Total Number Of Question	Minimum	Maximum	Average
Reading Anxiety	21	83	92	87,83

Considering that the highest possible score that could be taken from the questionnaire was 100, the mean and the median scores of the participants were a little more than half of the highest possible score ($\text{Max } 92 \leq 100$), which indicated a moderate level of foreign language reading anxiety. The anxiety level was also analyzed by computing the overall mean responses of the participants. The next table illustrated the descriptive statistics of the average responses of the participants to the items of FLRAS.

Table 4.2 Descriptive statistics for the FLRAS of the slightly, moderately and highly anxious participants

Anxiety Level	Answer Classification	Minimum	Maximum	Average
Moderately Anxious (N=21)	Total Score	0	0	0
	Average Response	83	92	87,83
Highly Anxious (N=7)	Total Score	0	0	0
	Average Response	73,5	81	77

Medium Score Nervous for total reading anxiety is 87.83 and Very Nervous the average response was 77, both in the moderate range anxious participants. As can be seen in Table 4.3, all participants (21 students) were included in the moderate level of anxiety, which also indicated that the overall foreign language reading anxiety level was moderate. Even though all participants fell to a

moderate level of anxiety, average response participants fell to a very anxious level. Therefore, it can be concluded that the level of anxiety reading a foreign language is moderate in this EFL context. From the students opinions, which can be seen in the table above, it can be concluded that they are quite anxious when faced with reading the descriptive text given by the teacher in the field of English studies.

Table 4.3 Recapitulation Based On Indicator

No	Indicator	Total Score
1	Physical Anxiety	147
2	Behaviorial Anxiety	140
3	Cognitive Anxiety	133

It can be seen from the table above that the total recapitulation of the results obtained from physical anxiety is 147, and for behaviorial is the same as for physical which is 140 while cognitive anxiety recapitulation values are 133.

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher did the research and got the complete data from all the research instruments including test and questionnaire. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The data was analyzed in order to draw conclusion about the objective of the study. Researcher described the findings in this chapter into two parts. They would be described as follows :

5.1 Conclusion

Indicator physical anxiety from this research, it was found that the grade eight students of the ninth grade students at junior high school Lpmd Rokan Hulu were moderately anxious in reading in foreign language. It was proven that the median score for the total reading anxiety was with an average of strongly agree, where strongly agree is the highest value of the distributed questionnaire. According to students reading in English texts is something that makes them feel physically anxious, such as sweating when asked to read a descriptive text, heart rate getting faster, or even hands feeling cold when the teacher asks to come to the front of the class.

Indicator behavioral anxiety Indicators in anxiety behavior in English are student answers with an average of strongly agree, where strongly agree is the highest value of the distributed questionnaire.

According to students reading in English texts is something that makes them feel very anxious, especially for students who are very dependent on their friends who are smart in reading descriptive texts in English. there are even students who state that if their classmates or friends they expect in English lessons are not present, the students will feel very anxious, because they are very dependent on their friends.

Indicator Cognitive anxiety Cognitive anxiety indicators in English also get a score with an average level of strongly agree, where strongly agree is the highest value of the questionnaire distributed. According Junior High School Lpmd Rokan Hulu, reading English texts is confusing because students think English is difficult, complicated, and they don't feel concentrated when learning English, especially when asked to read descriptive texts.

5.2 Suggestion

Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by both teacher and stakeholders to improve the quality of English teaching and learning. Based on the result of this study, there are a number of suggestion can be made to reduce anxiety in English class. First, the teacher should be aware of foreign language anxiety. This study indicated that teachers' awareness of students' anxiety is insufficient. Therefore, it is necessary to raise teachers' awareness since anxiety is an important factor which affects students' learning. Good acknowledgement of the existence of student's anxiety in learning

English will absolutely influence the teacher in treating the students properly. As for the students, they need to get involved to reduce anxiety in classroom.

English teachers must be able to understand the nature of their students language anxiety. It may vary from one learner to another so it is pertinent that teachers be made aware of what language anxiety their students may be suffering from. response of the questionnaire, it was found that there were students who were highly anxiety in reading English. Considering this finding, the English teachers should give much attention to each student. Most of the students in junior high school Ipmd rokan hulu moderately anxious in reading English it becomes a sensitive issue in language learning, because it influences students English competence.

In addition, anxious students should realize that mistakes are a natural part of language learning, therefore, it should not discourage them in learning English. Finally, due to the limitations of this study, further investigation is necessary to explore the students' anxiety in learning English. Future similar studies with a larger population or different group of students will be useful to give a better understanding of the issue of foreign language anxiety. In addition, this study indicated that classroom activities or methods are also important component in making students feel anxious or not. This issue, however, is not specifically addressed in this present study. Therefore, further investigations about certain approaches or methods that can help reduce anxiety in learning English are needed.

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