

## STATEMENT OF ORIGINALY

Here I declare that the research paper I wrote as a partial fulfillment of the requirements for the sarjana degree and submitted to the English Education Department, the faculty of Education and Letters wholly conctitutes my own original scientific writing.

As for other persons' works whose ideas are quoted in this paper have been reerred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is , leter on, proved or it falls under convingin plagiarism, I would be prepared to receive any consequences in the form any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in indonesia.

Serang, October 8<sup>th</sup>, 2024



Alya Rifqoh Rahmawati  
SRN.201230009

## ACKNOWLEDGEMENT

*Assalamu'alaikum Wr.Wb.*

In the name of Allah the most beneficent and the most merciful. All praises be to Allah the lord of the world, who has given the mercy, direction, guidance, fluency and pleasure. It would be possible for the researcher to finish this paper.

Peace and solutation be upon the great prophet Muhammad SAW who has given us mercing and blessing, and guided us from the darkness to the lightness.

In this oppportunity, the researcher here would like to express her profound gratitude, the researcher would like to express gratitude to:

1. Dr. H. Wawan Wahyudin, M.Pd. as the Rector of State Islamic University of Sultan Maulana Hasanuddin Banten
2. The Dean of Faculty of Education and Teacher Training, Dr. H. Nana Jumhana, M. Ag.
3. The Head of English Department, Dr. Hj. Anita, S.S., M.Pd.
4. The Secretary of English Education Department, Yazid Rukmayadi, M.Pd.
5. Dr. Hj. Yuyu Heryatun, M.Pd. as the first adviser and Dr. Hj. Selnistia Hidayani, M.Pd. as the second adviser who have guided and given their best suggestions, corrections and critics to the researcher on process of paper arrangement.

6. All the lecturers in English Education Department and all the staffs who have helped the researcher in processing of graduating paper arrangement.
7. The principal of MAN 2 Pandeglang, for her permission to the researcher to conduct the research at the school
8. My family who always support, prayer and give the best motivation.
9. All of my friends in the English Education Department 2020 class A, especially Soraya, Karin and Mida who have supported and provided guidance on the progress of this paper.
10. My friends, Rita, Nisa and Elisa who have motivated to complete this paper.
11. Juicy Luicy, JKT48, and Mahalini who have encouraged the researcher through their songs during the process of this paper.

The researcher knows that this paper needs to be revised in order to get good result. The researcher will always hope that this paper will be useful for the reader and become references for other researcher.

***Wassalamu'alaikum Wr.Wb***

## ABSTRACT

**Alya Rifqoh Rahmawati.** 201230009. 2024. An Analysis of Students' Anxiety While English Reading Aloud (*A Case Study at the Tenth Grade of MAN 2 Pandeglang*).

The objectives of this study are to investigate the levels of the students' anxiety while English Reading Aloud and to analyze the factors caused by the student's anxiety while English Reading Aloud. This research used qualitative descriptive research. The subject in this study was class X of MAN 2 Pandeglang. There are 33 students required, 14 males and 19 females. Data was collected using questionnaires and interviews to determine the categorization of the reading anxiety levels and what factors cause the student's anxiety. The results of this study are that there are 3 respondents (9%) who have "High" anxiety, 26 (79%) students have "Medium" anxiety, and only 4 (12%) students out of 33 students have "Low" anxiety. Most of the students of class X-3 MAN 2 Pandeglang have a "Medium" anxiety level. Furthermore, the interview results, there are at least 5 factors cause students' types of anxiety that most students experience of this study; fear of being wrong, shyness, students low English proficiency, lack of confidence, and lack of preparation. The researchers conclude that the following factor cause students' types of anxiety while English reading aloud: First Trait anxiety, personality and family factors; second state anxiety, the level of preparation and teacher support; third situation-specific anxiety, classroom environment and previous experience. The researcher concluded that students' negative perception of reading was the primary cause of their reading anxiety.

*Key words: Students' Anxiety, English Reading Aloud*

## THE ADVISERS' APPROVAL

This is to certify that the undergraduate research paper of  
Alya Rifqoh Rahmawati SRN. 201230009 entitled  
"An Analysis of Students' Anxiety While English Reading Aloud. (A Case  
Study at the Tenth Grade of MAN 2 Pandeglang)"  
Has been approved by the research paper advisers for further approval by the  
board of Examiners.

Serang, October 8<sup>th</sup>, 2024

Adviser I



Dr. Hj. Yavu Hervatun, M.Pd.  
NIP. 19730107 200801 2 005

Adviser II



Dr. Hj. Selnistia Hidayani, M.Pd.  
NIP. 19801111 200801 2 018

Acknowledge by:

The Head of English Education Department



Dr. Hj. Anita, S.S., M.Pd.  
NIP. 19770410 200312 2 001

**AN ANALYSIS OF STUDENTS' ANXIETY WHILE  
ENGLISH READING ALOUD**

(A Case Study at the Tenth Grade of MAN 2 Pandeglang)

By:

**Alva Rifqoh Rahmawati**  
SRN. 201230009

Under the Supervision of:

Adviser I



**Dr. Hj. Yavu Hervatun, M.Pd.**  
NIP. 19730107 200801 2 005

Adviser II



**Dr. Hj. Selnistia Hidayani, M.Pd.**  
NIP. 19801111 200801 2 018

Acknowledged by:

The Dean of Education and Teacher  
Training Faculty



**Dr. Nani Hidayati, S.Pd., M.Pd.**  
NIP. 19711029 198301 1 002

The Head of English Education  
Department



**Dr. Hj. Anita, S.S., M.Pd.**  
NIP. 19770410 200312 2 001

## THE BOARD OF EXAMINERS' APPROVAL

This is to certify that the undergraduate research paper of Alya Rifqoh Rahmawati has been approved by the board of Examiners as a partial fulfillment of the requirement for the Bachelor degree in English Education.

Serang, October 8<sup>th</sup>, 2024

### The Board of Examiners:

Dr. Hj. Anita, S.S., M.Pd.  
NIP. 19770410 200312 2 001

Chair Person



Monalisa, M.Pd.  
NIP. 19860721 202012 1 001

Secretary



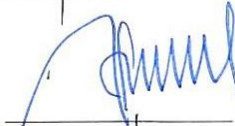
Dr. Hj. Fitri Hilmivati, M.Ed.  
NIP. 19700614 199703 2 001

Examiner I



Afif Suaidi, S.S., M.Hum.  
NIP. 19871228 201903 1 003

Examiner II




Dr. Hj. Yavu Hervatun, M.Pd.  
NIP. 19730107 200801 2 005

Adviser I



Dr. Hj. Selnistia Hidayani, M.Pd.  
NIP. 19801111 200801 2 018

Adviser II



## **DEDICATION**

This research paper dedicated to:

My beloved parents, Mr. Mustofa, S.Pd. and Mrs. Samienah, always provide endless support, facilities, and affection. Thanks for all pray, advice, motivation, and love. Next, my beloved older sister Intan Rizki Amalia, S.Pd. and younger sister Hanny Syifa Ramadhani and others that I can't mention one by one who always help me in every step of my paper and help without expecting anything in return.



## MOTTO

Tidak ada sesuatu yang mustahil untuk dikerjakan,

Hanya tidak ada sesuatu yang mudah.

**-Napoleon Bonaparte**

وَاسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ

*“Mohonlah pertolongan (kepada Allah) dengan sabar dan salat.”*

“And seek help through patience and prayer.”

**(Q.A Al-Baqarah: 45)**

## **A BRIEF BIOGRAPHY**

The writer, Alya Rifqoh Rahmawati, was born in Jakarta, on April 14<sup>th</sup>, 2002. She is the second child of three siblings of Mr. Mustofa and Mrs. Samienah. She finished her elementary education at SDN Semanan 04 Pagi in 2014, and her junior education was finished at SMPN 187 Jakarta in 2017, whereas her senior education was finished at MAN 12 Jakarta Barat in 2020. Four years later, i.e., in 2024, she continued her education program at the English Education Department, Faculty of Education and Teacher Training State Islamic University of Sultan Maulana Hasanuddin Banten.

# TABLE OF CONTENTS

<b>STATEMENT OF ORIGINALITY .....</b>	<b>i</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>ii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>THE ADVISORS' APPROVAL.....</b>	<b>vi</b>
<b>THE LEGALIZATION OF DEAN FACULTY .....</b>	<b>vii</b>
<b>THE BOARD OF EXAMINERS' APPROVAL .....</b>	<b>viii</b>
<b>DEDICATION .....</b>	<b>ix</b>
<b>MOTTO.....</b>	<b>x</b>
<b>A BRIEF BIOGRAPHY .....</b>	<b>xi</b>
<b>TABLE OF CONTENTS .....</b>	<b>xii</b>
<b>LIST OF TABLES .....</b>	<b>xv</b>
<b>LIST OF APPENDIXES.....</b>	<b>xvii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. Background of The Study .....	1
B. Identification of The Problem .....	9
C. Scopes and Limitation of The Research.....	9
D. Formulation of the Problem .....	10
E. The Objectives of The Study .....	10
F. Significances of The Study.....	11
G. Organization of The Study.....	12
<b>CHAPTER II THEORETICAL FRAMEWORK .....</b>	<b>13</b>
A. The Concept of Anxiety.....	13
1. Definition of Anxiety .....	13
2. Symptoms of Anxiety.....	15

3. Types of Anxiety.....	16
4. Factors That Cause Students Anxiety .....	18
B. The Concept of Reading.....	22
1. Definition of Reading.....	22
2. Types of Reading .....	24
3. The Purpose of Reading .....	25
C. The Concept of Reading Aloud .....	27
1. Definition of Reading Aloud .....	27
2. The Function of Reading Aloud .....	29
3. Steps Reading Aloud.....	30
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>33</b>
A. The Research Method .....	33
B. The Place and Time of Research .....	34
C. Participants .....	35
D. Instrument .....	35
E. Data Collection Technique .....	37
F. Data Analyzing Technique .....	41
<b>CHAPTER IV FINDINGS AND DISCUSSION.....</b>	<b>45</b>
A. Findings.....	45
1. The Result of FLRAS Questionnaire Score.....	45
2. The Result of Interview Levels of Students' Reading Anxiety ....	49
3. The Result of Interview Types of Students' Reading Anixety .....	78
B. Discussion .....	86
1. The Level of Students' Reading Anxiety .....	87
2. The Factors Cause Students' Levels of Anxiety.....	91
2. The Factors Cause Students' Types of Anxiety.....	95
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>100</b>
A. Conclusion.....	100

B. Suggestion .....	101
<b>BIBLIOGRAPHY .....</b>	<b>103</b>
<b>APPENDIXES.....</b>	<b>107</b>

## LIST OF TABLES

Table 3.1 Interview Questions for Level of Reading Anxiety .....	39
Table 3.2 Interview Questions for Types of Reading Anxiety .....	40
Table 3.3 The Formula of Level Reading Anxiety Categories .....	42
Table 4.1 Descriptive Statistic of FLRAS.....	46
Table 4.2 The Summary of Student’s Scoring and Categorizing .....	47
Table 4.3 List of Interviewed Students’ High Reading Anxiety Level ...	48
Table 4.4 List of Interviewed Students’ Low Reading Anxiety Level ...	48
Table 4.5 List of Interviewed Students’ Reading Anxiety Types .....	49
Table 4.6 Students' answers about their experiences of English reading aloud .....	50
Table 4.6.1 Students' answers about their difficulties while reading .....	52
Table 4.6.2 Students' answers about their feelings while English reading aloud.....	54
Table 4.6.3 Students' answers about their time experiencing anxiety .....	57
Table 4.6.4 Students' answers about factors that cause their anxiety .....	60
Table 4.7 Students' answers about their experiences of English reading aloud .....	63
Table 4.7.1 Students' answers about their difficulties while reading aloud.	66
Table 4.7.2 Students' answers about their feelings while English reading aloud.....	68
Table 4.7.3 Students' answers about their time experiencing anxiety .....	71

Table 4.7.4 Students' answers about factors that cause their anxiety .....	75
Table 4.8 Students Interview Answer for Trait Anxiety Questions .....	79
Table 4.8.1 Students Interview Answer for State Anxiety Questions .....	81
Table 4.8.2 Students Interview Answer for Situation-Specific Anxiety..	84
Table 4.9 The Summary of Students' Reading Anxiety Levels .....	87
Table 4.10 The Percentage of FLRA Result .....	88

## LIST OF APPENDIXES

Appendix 1 Research Instrument.....	108
Appendix 2 The Result of Student’s Scoring and Categorizing Questionnaire .....	111
Appendix 3 Students’ High Reading Anxiety Levels Interview .....	115
Appendix 4 Students’ Low Reading Anxiety Levels Interview .....	120
Appendix 5 Students’Types of Reading Anxiety Levels Interview .....	126
Appendix 6 Consultan Book .....	130
Appendix 7 SK Pembimbing Skripsi.....	138
Appendix 8 Surat Izin Penelitian .....	140
Appendix 9 Surat Keterangan Selesai Penelitian .....	141