

CHAPTER 1

INTRODUCTION

A. Background of The Study

Reading is very important skill that students should have in learning English as a foreign language, because reading is gateway to get an information and knowledge. According to Harmer, reading is very useful for language acquisition and has positive effect on students' vocabulary knowledge, on their spelling and writing.¹ To get good spelling in reading, students have to read aloud English texts, because reading aloud is play important role in learning English especially in reading skill.

The teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.² According to Eysenck, Eysenck & Kaenae, Rayner & Pollatsek (1990), in a journal Reading Loud and Clear : Reading Aloud in ELT that “Reading aloud is widely used in first-language teaching at the early stages of reading program to help children match sounds with the symbols of written language, combining the sounds of single letters or clusters, or decoding all the words³. It means that students in primary level is good imitator, they can

¹ Jeremy Harmer. *The practice of English language teaching 3rd edition completely revised and update*. (Malaysia: Longman 2002) p. 36

² M.F. Paten and Praveen M. Jain, *English Language Teaching*, sunrise publisher and distributor, (Vaishali Nagar, : first publishing, 2008) p.120

³ Costas Gabrielatos, *Reading Aloud and Clear: Reading Aloud in ELT*, (Edge Hill University,2002), hal. 2

imitate a language sound from native speaker or teacher alike because they still growth period and can produce a good pronunciation.

Reading aloud is important in reading activity, because reading aloud has many advantages for students. Reading aloud is clearly to develop word pronunciation, help students reach better reading of language item, improve listening skill, grammar and vocabulary. Though many advantages that can be taken from reading aloud, but there are some students feel anxious when the teacher asks them to read aloud the English texts. The students felt anxious in reading aloud because they were afraid of misreading, they were worried they could not read an English text fluently, strange vocabulary and they were afraid if their mistakes corrected by the teacher in front of their classmate. Then, when students feel anxious they can try to avoid eye-contact with their teacher, fearing the teacher asks them a question even if it is about a topic that has discussed earlier.

The students feel anxious when they do reading aloud, because reading anxiety is positively related to oral performance. Sometimes students feel embarrassed if they have to read aloud directly. Some researchers have explained in previous studies foreign language reading anxiety. (Bailey, 1983; Daly, 1991; Horwitz, 1986; Scovel, 1991; Tsui, 1996) Related to previous research, Bailey, 1983; Horwitz, 1986; and Tsui, 1996; found out that when students are faced with oral performance, students are difficulty in concentrating, avoiding reading and speaking in

class, freezing and careless errors in spelling. That is why students feel anxious when the teacher asks students to read aloud the English texts.

Based on researcher's observation at an Islamic Junior high school Fathurrobbaanij Cisoka, the researcher got some problems in learning English, students' anxiety in reading aloud is one of the problems that students had. Most of students feel anxious when reading aloud the English texts. They are afraid if they have some mistakes in pronunciation, stress word and sometimes they feel not confident to read the English texts and still look difficulties to read the English texts. In addition, they lack motivation to reading aloud. This can be due to the assumption that reading aloud is not their daily needs as students, and they even think that reading aloud is boring.

Therefore, based on the problems above, the researcher would like to conduct the study about students' anxiety in reading aloud under the title "STUDENTS' ANXIETY IN READING ALOUD OF ENGLISH TEXTS"

B. Statements of The Problem

1. Why do students feel anxious when they do reading aloud?
2. How do students overcome their anxiety in reading aloud of English texts?

C. Objective of The Study

Based on the statements of the problem above, the aims of the research are:

1. To investigate students' anxiety when they do reading aloud.
2. To examine the way to overcome students' anxiety in reading aloud of English texts.

D. Significance of The Study

Hopefully, the significance of this research can be useful for the students' itself, the teacher and also the next writer as follows.

1. For the students, the researcher expects this research can increase students' reading aloud, and students' vocabulary.
2. For the English teacher, the writer hopes this research to be the one of some alternative in overcome students' anxiety in reading aloud.
3. For the other writers, it is hope that the research could be one of the references in conducting some research for better result.

E. Limitation of The Study

This research is only concern on young learners' anxiety in reading aloud, it concern only at the first grade of junior high school. The researcher has chosen Islamic Junior High School (MTs Fathurrobbaaniy Cisoka) for the study.

F. Previous of The Study

In this research, the researcher summarizes some relevant previous studies from a paper and a journal that:

1. Jennifer Satos Varon, dkk (2017), wrote in their paper that entitled *"Reading aloud as an instructional strategy to develop elementary*

*school children's reading skills in a foreign language.*⁴“ They conclude that reading aloud strategy becomes an experience that motivates students to get another way to approach the language. It is a constitutes a first strong step for English foreign language learners to start negotiating meaning, get a vocabulary, recognizing phonemes and increase a knowledge and understanding of English language. They also said that reading aloud is an innovative well strategy to give an English language in classes. They also truly believe that reading aloud strategy is an effective tool to teach English when all the steps are followed in the instruction.

2. Vicky Johnson (2015), wrote in his journal entitled “*The power of The Read Aloud in the Age of The Common Core*”.⁵ He said that Reading aloud is a systematic and explicit method, where the teacher models vocabulary development, reading fluently and requires the students to join in the discussion. Thus become interactive participants in their own learning. He also said that reading aloud is an interactive strategy where the learners were not passive listeners but were actively involved because learner growth was related to how learners involved in dialogue or interactive talk. And the power of reading aloud is to open

⁴ Jennifer Satos Varon, Catalina Romana Acuna and Andrea Zapata Munoz, *Reading aloud as an instructional strategy to develop elementary school children's reading skills in a foreign language*, (Universidad Technologica De Pereire, 2012),P.65

⁵ Vicky Johnson, *The power of The Read Aloud in the Age of The Common Core*, Florida Gulf Coast University: United State, 2015), 34-38

communication making prediction, asking and answering questions to the participants.

From previous study, the researcher can distinguish both of previous studies above. The first previous is from Jennifer Satos Varon, dkk (2017), entitled "*Reading aloud as an instructional strategy to develop elementary school children's reading skills in a foreign language*" the researcher concludes that reading aloud is a strategy that can motivate students to approach the language. Reading aloud also constitutes an innovative strategy to give in English class, and can be the first step for EFL learners in elementary school to begin learning English, because from reading aloud the learners can get a vocabulary, recognizing phonemes, increase learner's knowledge and understanding of English language.

The second previous study is from Vicky Johnson (2015), entitled "*The power of The Read Aloud in the Age of The Common Core*" the researcher concludes that reading aloud can make learners active in the class because reading aloud is an explicit method where the teacher models vocabulary development, reading fluently and requires students to join in the discussion. Thus, those are the power of reading aloud.

The difference between previous studies and the researcher, previous studies explained that reading aloud is a strategy that can motivate students to learn language and can be the first step to begin

learning English. But, the researcher focuses on students' anxiety that they experienced in reading aloud of English texts.

G. Organization of Writing

To make this research easy to be comprehended, the writer divides this research into five chapters:

Chapter I is Introduction. In this chapter the researcher puts some points: Background of the study, Statements of the problem, objective of the study, significance of the study, limitation of the study, previous of the study and organization of writing.

Chapter II is Theoretical framework. This chapter consist of the theories from some experts about reading, definition of reading aloud, functions of reading aloud, strategy used when reading aloud, definition of anxiety, definition of types of anxiety, the sources of foreign language anxiety, the negative effects of foreign language anxiety, definition of reading anxiety, definition of English texts.

Chapter III is research methodology. Which consist of the research method, research site and time of study, participant, the technique of data collecting and the technique of data analyzing.

Chapter IV is finding and discussion. Which consist of research finding and discussion, analyzing of data research and data interpretation.

Chapter V is closing. Which consist of conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Theory of Reading

1. Definition of Reading

Reading is one of the most important academic skills needed by students as a source of knowledge and enjoyment. Reading is also possibly, the most important skill the students must acquire in order to success in the school and in life. Moreover, reading has been a highly emphasized skill in the English foreign learner context. Reading can be regarded as a process that involves, decoding, interpreting and comprehending written material.

According to Bacon, he remarks that “Reading makes a full man.”⁶ Reading means to understand the meaning of printed words i.e. written symbols. It means that reading nourishes the intellect and the imagination. There is nothing more relaxing and shooting than sitting in the corner of the book in the hand. The reader is transported to a new world and exposed to a new culture and new ideas.

W. S. Gray notes that “Reading is form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences.”⁷ Rosenblatt (1978) also said that “A theory of

⁶ M. f. pater, Praveen M. Jain, *English Language Teaching: Methods, Tools & Techniques*,(sunrise publisher & distributor : Jaipur, 2008), 113.

⁷ Patel, Jain, *English Language Teaching*, 114

reading as a transaction among the reader the text, and the intention of the author.”⁸

From definitions above, the researcher concludes that reading is a process when the reader makes meaning through the combination of prior knowledge and previous experience. He or she connects the text information to what they already know and reading is an important activity in life which one can update his or her knowledge.

B. Theory of Reading Aloud

1. Definition of Reading Aloud

Reading aloud is an activity to read something loudly. Reading aloud is necessary to be learned. According to Huang (2010) “Reading aloud is used as a major and magic way to improve students’ oral English.”⁹ Meanwhile Subyako and Nababan (1993, p.168) said that “reading aloud can support pronunciation skill.” Based on explanation above, reading aloud is important in reading activity such us help students’ reach better reading of language item, and help them to practice word stress, intonation and pronunciation.

In reading aloud, students can test themselves whether the pronunciations that they are saying is correct or not. If the pronunciations

⁸ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: America library association, 2007), 19.

⁹ Ahmad Junaid, *The Effective of Reading Aloud to Improve The Students’ Vocabulary Mastery at The Second Grade of SMPN 3 PARANGLEO*, (Thesis magister, Alaudin state Islamic University of Makasar, 2017), 14

are not correct, it can be revised directly by the teacher. And according to Keene and Zimmerman (1997), “Read - aloud provides the perfect opportunity for modeling a metacognitive approach to reading.”¹⁰ Metacognitive in language learning is the ability of students supervise, plan and evaluate the learning process. It means that reading aloud is one way that can bring students’ metacognitive approach in reading skill.

2. Functions of Reading Aloud

Reading aloud has five functions in foreign language teaching ¹¹

1. Practice pronunciation

Reading aloud is a kind of comprehensive practice of pronunciation. The material of reading aloud is the passage with certain content and circumstance. Not only should we pronounce every word properly, but we should divide the meaning groups correctly, arrange the pause based on the content. Meanwhile, we should apply suitable stress, intonation and rhythm. Therefore, reading aloud is very good pronunciation practice.

2. Improve oral English

The students with perfect oral English should pronounce properly, and speak fluently. For some students who don’t have the confidence to practice spoken English, reading aloud can help them

¹⁰ Marry Lee Huhn, *Consedering Read Aloud*, (sten house publisher, library of congress cataloging – in – publication data, 2002), 10 – 11.

¹¹ Lianguang Huang, *Reading Aloud in The Foreign Language Teaching*, Vol. 6, No. 4 (April 2010), 149

overcome the faults of disfluency, repeat, improve pause, and develop natural and good pronunciation habit.

Try to read with expression, change the pitch (high – low), tone (gentle-rough), and volume (soft-loud) of our voice to show different characters or create a mood. Reading aloud not only help us open our mouths, but also improve our oral English evidently.

3. Get deeper understanding

In fact, reading aloud reappearance of all the original content of idea, feeling, attitude and style in the form of voice. Therefore, standard reading not only can make the students keep great attention, arouse their sense and imagination, but help them understanding original correctly and deeply.

4. Strengthen the Knowledge

Reading aloud which has relevant to listening, speaking and reading. Those are the perfect of pronunciation, grammars and vocabulary. As a practice, reading aloud can make up with the lack of oral English, for its material has wide range in topic, vocabulary and grammar.

5. Improve the classroom atmosphere

In class, especially in intensive class students may feel tired and dull after sometime, at that time reading aloud can help them back to the class. “During read aloud, we share the excitement, the

suspense, the emotion and the sheer fun of a new book and its intriguing or annoying character”, said Nancy Lacedonia, Who teacher in east congmeadow, Massachusetts.¹²

From five functions of reading aloud, the researcher concludes that students who often read aloud English texts they accidentally practice their pronunciation such as apply suitable stress, intonation and rhythm. Furthermore, reading aloud also can improve students’ oral English because when students read aloud they try to read with expression, change the pitch (high-low), tone and volume of their voice to show different characters or create a mood. Reading aloud also not only make students great attention, arouse their sense and imagination but also help students to understand correctly and deeply because when students read aloud the English text they can focus to what they said.

In addition, reading aloud also strengthen the language, it means that when students read aloud an English texts they can improve their listening skill, because when read aloud, students can listen to what they said and think are there an incorrect pronunciation. And when students read aloud they not only improve their reading skill unconsciously but also improve their speaking skill unconsciously too. Then, the main point in reading aloud is improving the

¹² Huang, *Reading aloud In The Foreign Language Teaching*, Vol. 6, 149.

classroom atmosphere. When students feel tired after studying or because the atmosphere make them bored, reading aloud can help them back to the class or back to good atmosphere, because when read aloud students can share the excitement, the suspense, emotion and sheer fun.

3. Strategy Used when Reading Aloud

Some reading strategies are used when reading aloud (or reading) either fiction or nonfiction. In this research, the researcher would like to write one strategy used when reading aloud, that is Previewing Strategy.

- Previewing strategy

Previewing a book before reading and activating prior knowledge, get the listener or reader ready for better comprehension. Reading with expression either orally or silently forces the listener or the reader to be attentive to the myriad of clause the author gives the reader about how the story should “sound”.¹³ In the previewing strategy there are:

- Prior knowledge

Prior knowledge is activate for the book, also include the book structure. It has a prologue and how it functions. In this case, it gives the reader of the series book some basic information about what has happened in the previous book.

¹³ Hahn, *Considering Reading Aloud*, 60.

- Reading with expression

The teacher when reading aloud should read with theatrical expression, dramatic timing and authentic enthusiasm. According to Mem Fox (2001) says that “There is exact right way of reading aloud, other than to try to be as expressive as possible. As we read a story, or eye contact with the child or children, our vocal variety, and our general facial animation. But each of us will have our own special way of doing it”.¹⁴

- Visualization

Visualization is the most critical comprehension strategy. Visualizing what the words in a text mean or describe is the essence of reading. Throughout reading aloud, the teacher can stop to interject her visualization, or “main picture”, or ask students to describe what they are seeing at a certain point. Even after the teacher finishing the book, it is powerful to share how you visualized the characters: the setting, or certain scenes in the story.

From the strategy above, the researcher concludes that when teacher uses this strategy (previewing strategy) in learning process, the students can active in the class and feel enjoy when read aloud, because in previewing strategy the teacher can read with expression and the teacher also can try to be as expressive as possible, the

¹⁴ Hahn, *considering read aloud*, 62.

teacher also can visualize the word in a texts or describe the essence of reading. In addition, this strategy is very suitable for using by English teacher in reading stories. When the researcher recommend this strategy to the English teacher for using during learning process, the English teacher said “it is not suitable to use in this study because the material is about vocabularies not about texts stories” and because the object of the research is the first grade and they don’t study about the long texts or texts story. Therefore, the researcher follows the English teacher strategy during learning process.

C. Theory of Anxiety

1. Definition of Anxiety

Anxiety as stated by Horwitz and Cope (1986) “Anxiety is the subjective feeling of tension apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.”¹⁵ And according to Brown (1994), adds that “Anxiety is associated with feelings of uneasiness, frustration, self – doubt, apprehension or worry”.¹⁶ Sparks and Ganschow find out that anxiety is likely to result from certain situation

¹⁵ Ozlem Yalcin, Volcan Incecay, *Foreign language Speaking Anxiety : The Case of Spontaneous Speaking activities*, (Turkey: El sevier Ltd, 2013), 2621

¹⁶ Hulya Ipek, *A Qualitative Study on Foreign Language Teaching Anxiety*, *Journal of qualitative research in education*, Vol. 4, No. 3, (November 2016). 93

with a possible reason being language difficulty in the case of language learning.¹⁷

Based on theory above, the researcher concludes that the students who feel anxious, they had face symptoms such as sweating, palpitations, worry, forgetfulness and difficultness in language learning.

2. Types of Anxiety

Zaidner (1998:83) argues that there are two types of anxiety: a-trait anxiety and a-state anxiety. Trait Anxiety, according to Zeidner (1998:83), trait anxiety is the tendency of individuals to experience anxiety or engage in anxiety behaviors that provoke stressful situations. Zeidner (1923: 293), also states that “a trait anxiety is a condition relatively stable of individuals, which is better understood as latent disposition or probability to respond by increasing anxiety levels from state anxiety which is under stress.”¹⁸ Trait anxiety also has shown to be a multidimensional that interacts with certain types of situational stress that affect the level of anxiety experienced in state anxiety. State anxiety, according to Zeidner (1983: 83), argues that “state anxiety refers to the temporary emotional state of tension and arousal determined by the interaction between the nature of a person and the current situation.” Spielberger also states that “state anxiety refers to a certain level

¹⁷ Tran Thi Thu Thang, *A Review of Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety and The Challenges to The Theory*, Vol. 5, No. 1 (published by Canadian Center of Science and Education, Januari, 2012), 71

¹⁸ Nurdevi Bte Abdul, *Strategi-Strategi Mahasiswa EFL dalam Mengatasi Kecemasan dalam berbahasa Inggris: Kajian Kualitative pada Mahasiswa Tingkat Pertama Jurusan Bahasa Inggris*, Universitas Muhammadiyah Makasar, (Universitas Muhammadiyah Makasar), 4

of anxiety experienced in an evaluative or certain test situation, such as a college exam and athletic competition.¹⁹

Based on theory above, the researcher concludes that the differences between trait anxiety and state anxiety: trait anxiety is an anxiety that someone feels in a stressful situation. It means that students who feel trait anxiety when they do something and they afraid to make some mistakes, they also feel state anxiety not only trait anxiety because state anxiety is also felt in a trait anxiety. Briefly, trait anxiety describes a personality characteristic rather than a temporary feeling.

State anxiety is an emotional state of temporary tension that someone feels and determined by situations such as evaluate or certain test situation. It means that, students who want to do examination they feel state anxiety before doing the exam because they are afraid of make some mistakes. Briefly, state anxiety refers to a temporary condition in response to some perceived threat.

3. The Sources of Foreign Language Anxiety

According to Young (1991) reviews that research on the source of foreign language anxiety and provides some general categories of sources. Basing on a review of research on language anxiety, (1) personal reasons (e.g. competitiveness), (2) learner beliefs about language learning (e.g. a

¹⁹ Nurdevi Bte Abdul, *Strategi-Strategi Mahasiswa EFL dalam Mengatasi Kecemasan dalam berbahasa Inggris*: (Universitas Muhammadiyah Makasar), 4

perfect pronunciation); (3) instructor beliefs about language teaching (e.g. constant student correction); (4) instructor learner interactions (manner of error correction); (5) class room procedures (e.g. requiring oral production); and (6) language testing (e.g. unfamiliar and ambiguous test tasks).²⁰

From theory above, the researcher concludes that someone or students who feels anxious is based on certain sources, and based on theory above, there are six sources of foreign language anxiety. First is personal reason, students who feel anxious in foreign language classroom because they can feel unfamiliar with the lesson they learned. Second, learners beliefs about language learning, students who feel anxious when study English in foreign language classroom they can feel anxious when they try to read or speak English fluently or when they have to perfect pronunciation because they are still not familiar with English. Those are the sources of anxiety, when students learn English in foreign language classroom. The sources of foreign language anxiety because not only refers to students but also to teachers, procedures and language testing.

4. The Negative Effects of Foreign Language Anxiety

It has been observed that the major negative (debilitating) effects that FL anxiety can have on the language learner are difficulty in concentrating, skipping class or postponing homework to avoid the language, avoiding studying, avoiding speaking in class, therefore, avoiding

²⁰ Hulya Ipek, *A Qualitative Study on Foreign Language Teaching Anxiety*, Vol. 4, 94

being evaluated by the teacher or peers, avoiding difficult or personal messages in the target language, “freezing” in a role-play situation or when speaking in front of the class, performing poorly on tests, careless errors in spelling or syntax during tests, avoiding structures that contrast the most with the target language, and writing shorter paragraphs (Bailey, 1983; Daly, 1991; Horwitz et al., 1986; Scovel, 1991; Tsui, 1996).²¹ Meanwhile, Yan and Horwitz’s (2008) study corroborated the more accepted view that anxiety is the cause rather than the result of learner’s poor performance.²²

From the theory above, the researcher concludes that the negative effect of foreign language anxiety is the students can avoid a lot, such as studying, speaking in class, evaluate by the teacher and personal message in target language. Not only avoiding, but also students who feel anxious they also can feel the effect of anxiety, such as difficult in concentrating, performing, poorly on test and writing shorter paragraph. In brief, students who feel anxious when learn English in foreign language classroom the negative effect is poor performance.

D. Theory of Reading Anxiety

1. Definition of Reading Anxiety

Foreign language reading anxiety refers to the feeling of apprehension and worry when learners have to read. According to Horwitz

²¹ Hulya Ipek, *A Qualitative Study on Foreign Language Teaching Anxiety*, *Journal of qualitative research in education*, Vol. 4, No. 3, (November 2016). 94

²² Ehsan Rassaei, *The effects of Foreign Language Anxiety on EFL Learners’ Perceptions of Oral Corrective Feedback*, *Journal in language learning and teaching*, (Iran:Routledge, 2013), 4

(1986), Foreign language reading anxiety (FLRA) “... is a distinct complex of self-perceptions, beliefs, feeling and behaviors related to classroom language learning using from the uniqueness of the language learning process.”²³ This definition involving “self- perceptions, beliefs, feelings and behaviors” has been conceptualized in the literature (Young, 1998; Jalongo and Hirsh, 2010; Young, 1998).²⁴

According to Ipek (2004) related that reading anxiety levels varied in conjunction with language proficiency.²⁵ Reading anxiety is the anxiety that learners experience during the reading process and therefore associated with the specific language skill of reading, among the four language skills which include speaking, reading, writing and listening (Zhao, A., Y., and Dynia, J., 2013).²⁶

It means that students who want to read an English text and they feel anxious, the effect that not only to reading skill but also speaking, writing and listening because when students feel anxious they can get a negative effect that is poor performance.

²³ Ya-Chin Tsai and Yi-Chih Li, “*Test Anxiety and Foreign Language Reading Anxiety in a Reading Proficiency Test*”, from :Journal of social sciences, Vol. 8, No. 1, (science publication, 2012), 96.

²⁴ Hulya Ipek, *A Qualitative Study on Foreign Language Teaching Anxiety*, Vol. 4, 96.

²⁵ Hsin-Yi Lien, *Learners’ Reading Strategy Use in Relation to Reading Anxiety*, Vol. 2, No. 2, (Taiwan 2011). 200

²⁶ Chuang Mei Hsia, Michelle, *The Relationships of Reading Anxiety and Reading Performance in Chinese People Learning*, (University of Hong Kong, May, 2014), 2

E. Theory of English Texts

1. Definition of English texts

According to Thomas G. Pavel, in linguistic perspectives on Literature, he remarks that “English text defined more rigorously as any unchangeable sequence of sentences which has a strong cohesion and the unchangeable character of which is related to a value system of some sort”²⁷

And according to Oxford dictionary “Texts is the main body of a book or other piece of writing, as distinct from other material such as notes, appendices and illustrations.”²⁸

From definition above, the researcher concludes that English text is a written or printed words that written on English language and a coherent stretch of language that may be regarded as an object of critical analysis. English text use for practicing reading and comprehension. Practicing a comprehension of written English can improve students’ vocabulary and understanding of grammar and word order.

In addition, the object of the research is the first grade of Islamic junior high school (Fathurrobbaaniy – Cisoka) and the students do not learn about texts types and they still learn about sort texts. Then the researcher uses the material based on English teacher in Islamic junior high school (Fathurrobbaaniy-Cisoka) for this research. It is known when the researcher

²⁷ <https://www.thoughtco.com/text-language-studies-1692537>

²⁸ <https://en.oxforddictionaries.com/definition/text>

does telephone interview with English teacher. The researcher asks the material of the first grade to English teacher and the English teacher said that the first grade of Islamic junior high school (Fathurrobbaaniiy-Cisoka) still learn about short text or short paragraph. In this research, the material of the first grade is about “Things at my house”, “Things in living room” and “Things in the kitchen”.

2. Differences Between Texts and Passage

Passage is a paragraph or section of text or music with particular meaning or passage can be (dressage) a movement horse performs a very collected, energetic, and elevated trot that that has a longer period of suspension between each foot fall than a working trot. Meanwhile, text is a consisting of multiple glyphs, characters, symbols or sentences.²⁹ From definition, the researcher concludes that passage is generally an extract from a text. Text is generally a complete piece of writing, or a piece of writing considered as complete.

²⁹ <https://wikidiff.com/text/passage>

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Method

Methodology explains how the researcher conducts the study include the proposed research design, the site and time of study, the participant, the instrument, data collecting and any other information relevant to conduct of the study. In this study, the researcher uses qualitative method to identify students' anxiety in reading aloud. Khotary (2004) has defined "The qualitative is used to investigate motivation, human behavior, human anxiety and cetera".³⁰ Because this research is about students' anxiety, and based on Khotari's statement that qualitative method is to investigate human anxiety, and students' anxiety is a human anxiety, therefore, the researcher uses qualitative method in this study.

Besides, the researcher uses the case study as the method to conduct the research, and case study is one of the types of qualitative research where Marriam (1988) says in patricia's book "The qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case study are particularistic, descriptive and heuristic and rely heavily on inductive reasoning in handling multiple data sources".³¹ In brief, Case study is a form of qualitative analysis where

³⁰ Kothary, *Research Method*, New Age International (p) limited, publisher. 2004. P. 3

³¹ Patricia A. Duff, *Case Study Research in Applied Linguistics* (New York: Taylor & Francis Group, 2008),P.22.

observe and investigate of an individual or situational is done. Then, the researcher uses qualitative case study as the method of this research of students' anxiety in reading aloud.

In this case study the researcher can observe three times to Islamic junior high school of Fathurrobbaanii to know the learning process then to analyze how many students who have an anxiety in reading aloud when the English teacher asks students to read aloud English texts. The first observation, the researcher analyzes are there students who don't feel enjoy when learning process, and are there students who don't want to read English texts aloud when English teacher asks them to read aloud, then, are there students who don't make a sentences when English teacher asks them to make a sentence. The second observation, the researcher can analyze the same activity with the first observation, but focus to students who feel anxious are they the same students in the first observation or different students who feel anxious. The third observation, the researcher can analyze students' activity with the same activity with the first and the second observation and also focus to students who feel anxious, are they different students who have an anxiety. The researcher does three times observation to get a complete data for the research.

B. The site and Time of Study

For conducting this research, the researcher takes the data at the seven grade of an Islamic junior high school of Fathurrobbaanii Cisoka -

Tangerang. It was located in Jln. Raya megu Kp. Karoya pasir Rt. 08 Rw. 02 Ds. Carenang Kec. Cisoka Kab. Tangerang Prov. Banten. Pos 15730.

The researcher chooses Islamic junior high school (Fathurrobbaaniiy-Cisoka) because the researcher knows the students' problem in English skill especially in reading aloud of English texts. The researcher conducts the research on February, 22nd 2019 until March, 02nd 2019.

C. Participant

Participant is a person who takes part in or becomes involved in a particular activity. According to Shannon Wiltsey Stirman, Gregory K, and Brown in the official journal of the American that "research participations represent the population from which they are sampled."³² In this research, the researcher focus the participants based on criteria. The criteria of participants are: Male and Female. The researcher takes two classes because in Fathurrobbaaniiy-Cisoka Males and Females students are different class. The researcher takes 10 participants required of 5 males and 5 females from two classes (A and E). Participants are the students who have an anxiety in reading aloud of English texts, at the seven grade of an Islamic junior high school of Fathurrobbaaniiy-Cisoka.

³² Shannon wiltsey stirman, Gregory K, and Brown, *Participation Bias among Suicidal Adults in a Randomized Controlled Trial*, (American Association of Suicidology : 2011), p. 203

D. The Technique of Data Collecting

Collecting data is an important thing in this research that can be determined. So that, for collecting the data, the researcher uses observation and personal interview. The first, the researcher observes to junior high school (Fathurrobbaaney - Cisoka), to analyze how many students who have an anxiety in reading aloud. The second, the researcher interviews the students who have an anxiety in reading aloud, to know the reasons of students' anxiety and how to overcome their anxiety. Hopefully, by doing these steps the researcher can get a complete data.

1. Observation

Observation is an activity to observe, analyze and understand the phenomena based on purpose of the research. According to Kothari "Observation becomes a scientific tool and the method of data collecting for the researcher, when it serves a formulated research purpose, is systematically planned and recorded and subjected to checks and controls on validity and reliability."³³ The researcher conducts the observation directly in junior high school (Fathurrobbaaney- Cisoka) toward students' anxiety in reading aloud.

³³ Kothari, *Research Methodology*, New Age International (P). Limited, Publisher, 2004, P.

2. Interview

Interview is an instrument which done orally. Kothari has states “The interview method of collecting data involves presentation of oral-verbal stimuli and replay in terms of oral-verbal responses. This method can be use through personal interview and, if possible, through telephone interview.”³⁴ The researcher uses personal interview to collect data after observation.

Furthermore, the researcher would like to meet and ask directly the respondent who has problem of anxiety in reading aloud. The questions refer to answer related to why do students feel anxious in reading aloud, and how do students overcome their anxiety.

E. The Technique of Data Analyzing

In this research, the researcher uses descriptive analysis. Kothari has state that “Descriptive analysis is largely the study of distributions of one variable. This study provides us with profiles of companies, work groups, persons and other subjects on any of a multiple of characteristics such as size, composition efficiency, preferences, etc.”³⁵ Tavokali has stated that “descriptive research attempt to look at individuals, groups, institutions, method and materials in order to describe, compare, contrast, classify,

³⁴ Kothari, *Research Methodology*, New Age International, 97

³⁵ Kothari, *Research Methodology*, New Age International (p) Limited, publisher, 2004,

analyze, and interpret the entities and the events that constitute their various field inquire.”³⁶

To make the process of data analyzing easier, the researcher uses display format for analyzing students’ anxiety in reading aloud. According to Matthew B Miles, A. Michel H, Johny S, there are two majors of display format. Display Matrices (with defined rows and columns) and Networks (a series of nodes with links (lines and arrows) between them).³⁷ In this research, the researcher uses display networks, Matthew B Miles, A. Michel H, Johny S, state that “A network is a collection of nodes or points connected by links or line that display steams of participant actions, events, and process.”³⁸ The researcher chooses display network because it can make the researcher easier to analyze students’ anxiety rather than display matrix.

To analyze the data, the researcher would like to write the anxiety that students feel when they do reading aloud in the node and connecting by link or line (display network). Besides, the researcher can make a chart to make a percentage of anxiety that students often feel when they do reading aloud.

³⁶ Hossein Tavokali, *A Dictionary of Research Methodology and Statistics in Applied Linguistics*, Iran, Rahman Press, 2012, 160.

³⁷ Matthew B. Miles, A. Michel H, Johny S, *Qualitative Data Analysis : A methods sourcebooks*, SAGE PUBLICATION, (third edition, 2014), new bury park London, Delhi, P. 109.

³⁸ Matthew B. Miles, A. Michel H, Johny S, *Qualitative Data Analysis: A method sourcebook*, P.111.

In addition, the researcher also can make a coding to categorize the data from interview. The researcher uses coding by giving the symbol to participant in this research. According to Saldana (2009:3) “A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence capturing, and / or evocative attribute for a portion of language-based or visual data.”³⁹

In this process, coding is input subjects statement in matrix of categorization based on theme and gives certain code on each statement. Furthermore, in this research, the researcher makes code on the result of interview and the code is focus on participants.

No	Code	Meaning
1	F#1	First female participant
2	F#2	Second female participant
3	F#3	Third female participant
4	F#4	Fourth female participant
5	F#5	Fifth female participant
6	M#1	First male participant
7	M#2	Second male participant
8	M#3	Third male participant
9	M#4	Fourth male participant

³⁹ <https://www.google.com/amp/s/josephrdaniel.wordpress.com/2013/08/16/coding-sebuah-proses-penting-dalam-penelitian>

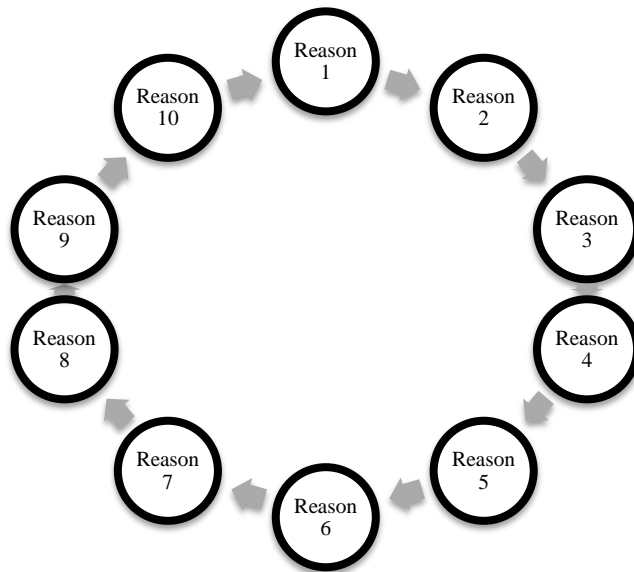
10	M#5	Fifth male participant
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Table 4.1 Coding participants of difficult sentences

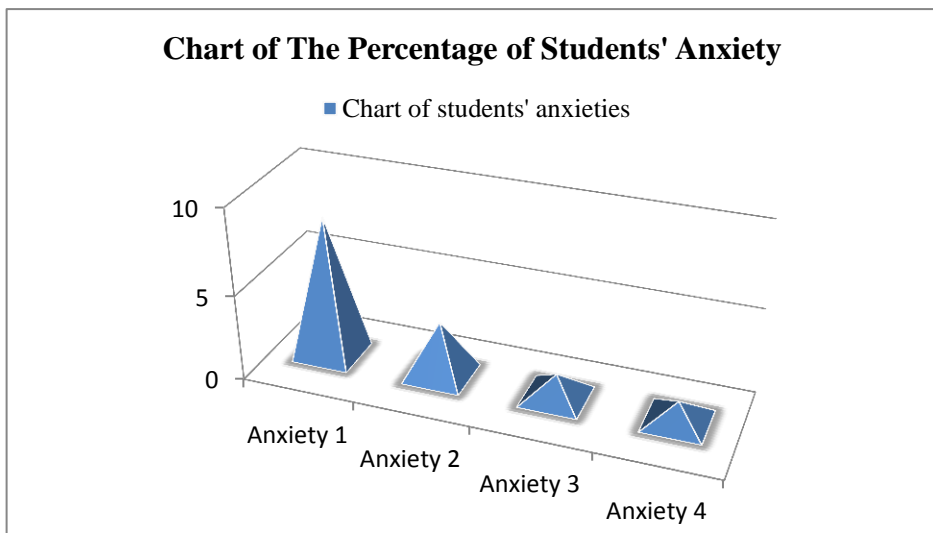
No	Code	Meaning
1	P1	First female participant
2	P2	Second female participant
3	P3	Third female participant
4	P4	Fourth female participant
5	P5	Fifth female participant
6	P6	First male participant
7	P7	Second male participant
8	P8	Third male participant
9	P9	Fourth male participant
10	P10	Fifth male participant

Table 4.2 Coding participants of recapitulation students' anxiety

The display network of students' anxiety is drawing below:



From some anxieties above, the researcher can analyze the percentage of anxiety above by using a chart. The cart of the percentage of anxiety is drawing below:



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents finding and discussion from the result of research data that analyzed. The data gathered from students' learning process (observation) and interview. The researcher described opinion of students' anxiety in reading aloud of English text and how students overcome their anxiety in Islamic junior high school (Fathurrobbaanii-Cisoka) grade VII A and E. The researcher has taken two classes because in Fathurrobbaanii-Cisoka Males and Females students are different classes and the participants of this research based on characteristics are male and female. Therefore, the researcher has taken two classes.

A. Finding

The data acquired from two sources that consist of observation and interview. Those data has analyzed by network display and chart of percentage of anxiety to support finding and discussion of the result. The data has elaborated below.

1. Field Note Observation

Observation has conducted three times that done on February 22nd 2019 at 07.30 – 08.30, as the first subject in male's class (A) and 09.30 – 10.30 as the third subject in female's class (E). February 23rd 2019 at 07.30 – 08.30, as the first subject in male's class (A) and 09.30 – 10.30 as the third subject in female's class (E). Then, March 01st, 2019 at 07.30 –

08.30, as the first subject in male's class (A) and 09.30 – 10.30 as the third subject in female's class (E).

From the observation, the researcher found that most of students participate on beginning learning activities. The first activity, the teacher told students about the material that will be taught, the title of the subject "Things at my house", before writing the material teacher asked students to mention the things at house as they known, then, the teacher wrote the vocabularies what students said in the white board. However, during learning process in the class not all students paid attention. There were some students who focus on talking with his or her friends and did not engage in the activity. Meanwhile, there were also students who did not pay attention and focus on the book and read some texts in the book but they were answering on teacher's question.

Furthermore, the teacher made some sentences from vocabularies written in the white board. The teacher also asked students to make a sentence like an examples of the teacher. There were some active students who enthusiasm to wrote the sentence in the white board and there were also students who did not want to write the sentence even the teacher has asked. The next activity, the teacher asked students to read aloud the English texts that have written in the white board and the students followed what the teacher said. During reading the sentences aloud, there were students who did not follow what the teacher said, she only talking with her

friend, then the teacher asked them to read the sentences and they said they could not read the texts, they were afraid to made some mistakes in pronunciation.

Next activity, the teacher translates the sentences in the white board and asked students to open their dictionary to found out the meaning of the texts. After translating the texts, the teacher asked students wrote the material in their book. The first observation has finished, the time was over early because Friday was narrow.

The material in the first meeting can be seen bellows:

Things at My House

Vocabularies:

Bathroom	Bedroom
Kitchen	Garage
Backyard	Table
Bolster	Pillow
Clock	Mirror
Curtain	

Table 4.3 The Vocabularies of Material (1)

The sentences from the vocabularies

I washing my clothes in the bathroom
We sleep in the bedroom
My mother cooking in the kitchen
I play in the back yard
You write on the table
My pillow is dirty
My bolster the color is green
In my dormitory there are two clocks
Your mirror fallen on the floor

Table 4.4 The Sentences of Vocabularies

In the second session (the second observation), the researcher made observation at 07.30 – 08.30 o'clock, 15 minutes early used to pray and read Asmaul husna. After that, it started the learning process. The teacher explained the material that will be taught, because the object of the research was the first grade of students in Islamic junior high school, they were learning about the sort text. And the second observation the material was "things in the living room". In this activity the teacher wrote the material in the white board and in the second observation the material or vocabulary was about "Things in the Living room". The vocabularies are:

A table lamp	A carpet
A sofa	A television
A telephone	A cushion
A coffee table	An armchair
A plant	A picture

Table 4.5 The Vocabularies of Material (2)

After writing the vocabularies, the teacher asked students to open their dictionary for looking for the meaning of vocabularies. The students have to bring the dictionary every English lesson or subject. The English teacher said that if students looked for the vocabulary by themselves, they could remember the vocabulary. Next activity the teacher asked students to label the things in the living room with the words, used the appropriate article in front of each noun, the teacher drawn a picture of nouns in the living room and students put the label or name in things which have drawn. Furthermore, the teacher asked students to make a sentence from the things in the living room and asked students to read the sentence what students wrote in their book in front of classmate. But, during the teacher asked students to read aloud the sentences, there were students who did not want to read the sentence because they were not confident and they said they

could not read English texts fluently even the texts are short texts. Then, the teacher gave a motivation to the students who did not want to read aloud the English texts, the teacher said “You can do it”, “you have to repeat what I said”. Then, students read aloud the English texts.

The label things in the living room can be seen as below:



4.1 Picture of Teaching Material 1

In the third session (third observation), the material and method of learning process were same with the second observation, the difference was the little of the material about “Things in The Kitchen”. The teacher wrote the vocabularies in the white board, asked students to found the meaning of vocabularies in their dictionary, drew the things at kitchen, then asked

students to made some sentences from the things at kitchen used their own words. The vocabularies are:

A cooker	A spatula
A refrigerator	A frying pan
A saucepan	An oven
A kitchen cabinet	A chopping board
A mixer	A sink

Table 4.6 The Vocabularies of Material (3)

Sentences from vocabularies:

My mother boil some water in the saucepan
My mother cook the egg use spatula
My father put the fruits in the refrigerator
My sister make a cake use a mixer
I wash a plate and glass in the sink
I and my mother put plants and glass in the kitchen cabinet
I boil the noodle in the cooker
My mother make a cake use an oven

Table 4.7 The Sentences of Vocabularies

The label things in the kitchen can be seen as below:



4.2 Picture of Teaching Material 2

In this meeting there were also students who did not enjoy when they read aloud and low enthusiasm when the teacher asked them to read aloud the English texts. The researcher focused observation on students who have an anxiety in reading aloud of English texts even the texts are short or long texts during learning process. The participants in this research were 5 males and 5 females based on researcher's observation as the researcher explained in the previous chapter. Furthermore, from the observation, students who have an anxiety in reading aloud of English texts,

they were the participants in this research. For more detail observation, it can be seen in appendix 4.1.

2. Interview

Interview is an instrument which done orally. Kothari has states “The interview method of collecting data involves presentation of oral-verbal stimuli and replay in terms of oral-verbal responses. This method can be use through personal interview and, if possible, through telephone interview.”⁴⁰ The researcher used personal interview to collect data after observation.

The interview has conducted on March, 02nd 2019 at 07.30 – 08.30 in female participants and at 09.30 – 10.30 in male participants. The participants in this research were ten (10) participants and based on criteria they were male and female and the participants required of 5 males and 5 females. Based on the result of interview with the participants of the research, the researcher found that students did not feel enjoy when they learn English subject. They felt that English was difficult even they thought that English was very important because English was language of the world. The participants said that if they speak English and skillful of English, they could abroad easily and spoke English with native every day and they said that English was very important for their life. Meanwhile, the

⁴⁰ Kothari, *Research Methodology*, New Age International (P). Limited, Publisher, 2004, P.

participants did not like English because they felt English was very difficult. There were some factors that English was difficult, there were: when read an English texts, the written and pronunciation are different, students (participants) have to know the pattern of tenses for making the good sentences, it was difficult to remember the pattern because tenses there were present, past, future, past future and etc.

Furthermore, the students (participants) also rarely read an English texts and low enthusiasm to learn English because they did not like English. There was participant said that he like and felt enjoy when learning English not because the lesson, but because the English teacher was beautiful. The participants read an English text when they learn English subject in the class, extramural they did not read an English texts. All of them said that reading was very bored because they could not pronounce the words, they often incorrect in pronunciation. Besides, the students also felt not confident, nervous, they were afraid to make some mistakes, embarrassed and students felt anxious because they did not know how to pronounce the English word or texts. It supported by participants who felt anxious when they read loud.

In addition, when the teacher asked students to read aloud the sentences, the students did not want to read aloud because there were difficult words to pronounce by students and because of they felt anxious. According to Gregerson 2005, remarks that behavior factors could be

another factors which made L2 learners anxious, such as avoiding to practice, avoid to eye contact.⁴¹ It means they felt anxious and they avoid practice to read aloud the texts. And because of they were afraid of being wrong in pronunciation or incorrect pronunciation when they read aloud the sentences. It supported by the participants outside the interview and researcher asked participants intensively outside of English lesson. Some sentences that teacher asked to students to read aloud can be seen as follow:

Some sentences to read aloud by the participants

Participant	Sentences	Difficult word to pronounce by students	Anxieties
F#1	My mother cooking in the kitchen	Kitchen	Nervous Apprehension
F#2	I play in the back yard	Play	Embarrassed Not confident
F#3	My mother boil some water in the saucepan	Saucepan	Apprehension
F#4	My bolster the color is green	Color	Apprehension
F#5	My mother put the fruits	Refrigerator	Apprehension

⁴¹ Naf'an Tarihoran, Yuyu Heryatun, Understanding Speaking Anxiety in EFL Classroom, Siliwangi international English Conference (First Published, octobet 2016), 3.

	in the refrigerator		nervous
M#1	My mother boil some water in the saucepan	Saucepan	Apprehension Embarrassed
M#2	I and my mother put plants and glass in the kitchen cabinet	Put	Apprehension
M#3	My bolster the color is green	Color	Apprehension
M#4	My pillow is dirty	Dirty	Nervous
M#5	I boil the noodle in the cooker	Noodle	Nervous Embarrassed

Table 4.7 The Difficult Sentences to Pronounce

The descriptions of difficult sentence to pronounce by participants

F#1 = The first female participant said, did not want to read an English sentence because F#1 could not pronounce the word “kitchen” fluently. F#1 was afraid of incorrect pronunciation when read aloud the sentence “My mother cooking in the kitchen”. F#1 felt apprehension and nervous before trying to read aloud.

F#2 = The second female participant was confused when pronounce the word “play” because English word and pronunciation are different. F#2 was afraid incorrect pronunciation when read aloud the sentence “I play in the back yard”. F#3 did not know how to pronounce “play” become /pleI/

or /play/. And f#3 felt embarrassed and not confident when incorrect pronunciation to her classmates.

F#3 = the third female participant said when English teacher asked to read aloud the sentence, the third female participant felt apprehension, it means that F#3 afraid incorrect pronunciation because the word of “saucepan” was strange word and not familiar word when third female participant read aloud the sentence “My mother boil some water in the saucepan”.

F#4 = the fourth female participant said when f#4 read aloud the sentence “My bolster the color is green” f#4 felt apprehension because afraid incorrect pronunciation in the “color” word. F#4 confused to pronounce the word “color” become /kaler/ or “kalar”. That’s why f#4 did not want to read aloud the sentence.

F#5 = the fifth female participant said the word of “refrigerator” made F#5 confused because F#5 did not know how to pronounce the word “refrigerator” fluently and correctly. F#5 said so difficult to pronounce “refrigerator” become /refrigator/ or /refrigator/. Fifth female participant apprehension because afraid incorrect pronunciation and nervous to read the sentence.

M#1 = first male participant said the word of “saucepan” was strange word and M#1 never found this word before. M#1 confused how to pronounce that word. And when the English teacher asked M#1 to read

aloud the sentence “My mother boil some water in the saucepan” afraid incorrect pronunciation and when M#1 incorrect pronunciation M#1 felt embarrassed to his classmates.

M#2 = The second male participant said that second male participant afraid when read aloud the sentence “I and my mother put plants and glass in the kitchen cabinet” the word “put” was incorrect pronunciation because the “U” alphabet in English pronounced become “A” and the word “put” become /pat/ or /put/. M#2 confused and also in the word “cabinet” M#2 confused to pronounce /kabinet/ or /cabinet/ because it was strange for M#2 And also felt apprehension before trying read aloud.

M#3 = The third male participant’s opinion was the same with the F#4. M#3 was confused how to pronounce the word “color” in the sentence “My bolster the color is green” and M#3 felt apprehension before trying read aloud.

M#4 = The fourth male participant said when the teacher asked to read aloud the sentence “My pillow is dirty” the problem was in the word “dirty”. M#4 confused how to pronounce the word “dirty” fluently and correctly. The word “dirty” become /derty/ or /dirty/ and M#4 felt apprehension before trying read aloud.

M#5 = The fifth male participant did not want to read aloud when English teacher asked to read aloud because the word of “noodle” was difficult to pronounce. M35 confused how to pronounce the word “noodle”

become /nudel/ or /nodel/ to pronounce. M#5 also felt embarrassed when incorrect pronunciation to his classmates.

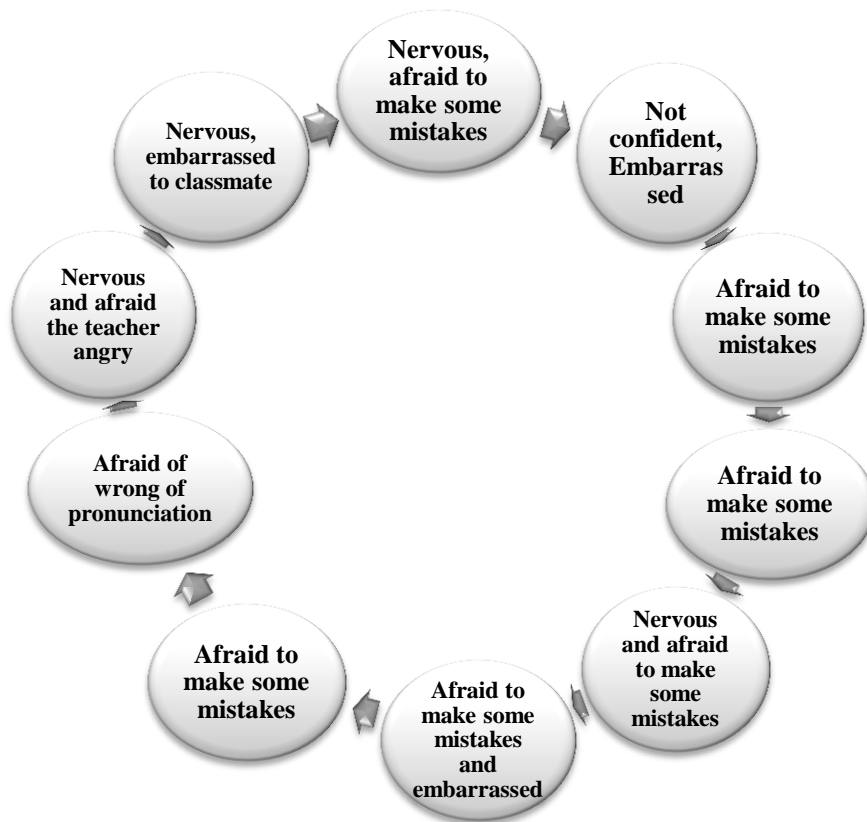
Even though they felt anxious, they have the ways to overcome their anxiety. The ways to overcome were: study English hardly, they must confident, read a lot of English texts, brave to read English text and don't be afraid to make some mistakes, and become an active student in the class. For more detail ways to overcome anxiety could be seen in table 4.6. They said if they overcome their anxiety by their ways, they could read aloud English texts. Therefore, students have to overcome by their ways. Furthermore, the result of interview that researcher did in Islamic junior high school Fathurrobbaaniy – Cisoka with students or participants shown in verbatim interview. For more detail interview, it can be seen in appendix 4.2

3. Data Analysis

In this chapter, the researcher analyzed the data found in students' anxiety in reading aloud used display network. According to Metthew B Miles, A. Michel H, Johny S, state that "A network is a collection of nodes or points connected by links or line that display steams of participant actions, events, and process."⁴² The researcher used display network which focus on students' anxiety when they read aloud. The researcher mentions

⁴² Metthew B. Miles, A. Michel H, Johny S, *Qualitative Data Analysis: A method sourcebook*, P.111.

the anxieties based on participants' opinion in display network. The description of data analysis can be seen as follow:



From the anxieties above, the researcher concluded that most of students they felt anxious when they read aloud because they were afraid to made some mistakes in pronunciation. The students embarrassed to their classmate when they did reading aloud and incorrect pronunciation. Students felt nervous when they did reading aloud without preparation. Students felt not confident when they did reading aloud because they could not read English texts fluently. Student felt afraid if the teacher angry it means that an apprehension when they read aloud and incorrect

pronunciation because the English texts and the pronunciation were different.

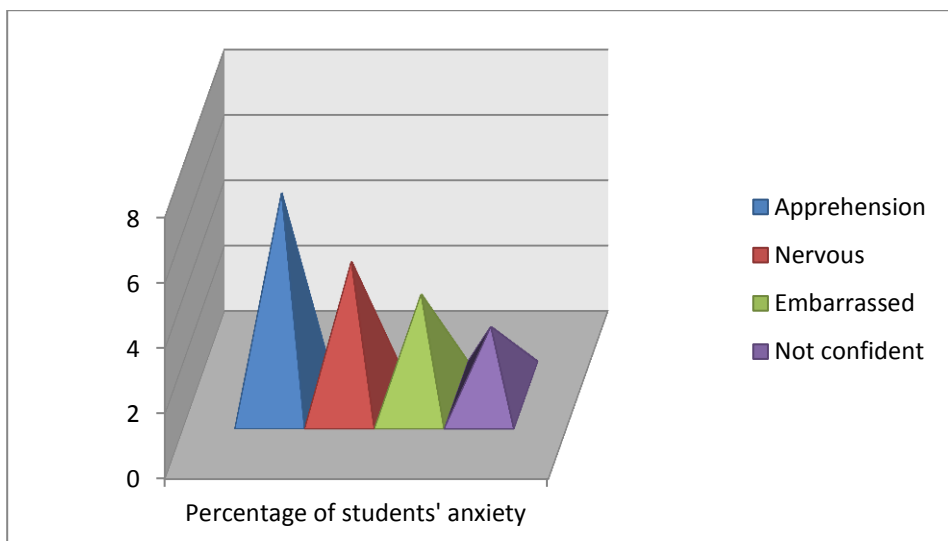
According to Horwitz and Cope (1986) “Anxiety is the subjective feeling of tension apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.”⁴³ Sparks and Ganschow find out that anxiety is likely to result from certain situation with a possible reason being language difficulty in the case of language learning.⁴⁴ Based on theory above, the researcher concluded that students who felt anxious, they had face symptoms such as sweating, palpitations, worry, forgetfulness and difficultness in language learning and based on students’ opinion they felt nervous, not confident and afraid to make some mistakes when they read aloud were because they felt anxious.

In addition, Students felt anxious because they thought that English was difficult, students have to pronounce English word fluently whereas they thought the written and spoken English were different. Therefore, they felt anxious when they read aloud an English text. Then the researcher made a chart to make a percentage of anxiety. The chart of the percentage of anxiety can be seen as followed:





⁴³ Ozlem Yalcin, Volcan Incecay, *Foreign language Speaking Anxiety : The Case of Spontaneous Speaking activities*, (Turkey: El sevier Ltd, 2013), 2621

⁴⁴ Tran Thi Thu Thang, *A Review of Horwitz, Horwitz and Cope’s Theory of Foreign Language Anxiety and The Challenges to The Theory*, Vol. 5, No. 1 (published by Canadian Center of Science and Education, Januari, 2012), 71

The chart of the percentage of anxiety



The Description of Percentage of Anxieties

-  = Apprehension is the most type of anxiety
-  = Nervous is more type of anxiety
-  = Embarrassed is low type of anxiety
-  = Not confident is less type of anxiety

From ten (10) participants, they have difference and same anxieties. But, most of students they have the same anxiety and this becomes the most type of anxiety happened to students among other anxieties. The most type of anxiety happened to students was an apprehension. It means they were afraid of being wrong because they did not feel enjoy when they learnt English in the class and they also felt that English text was difficult to pronounce because the English texts and pronunciation are different. They also have to read fluently, when they read something in the English book

they read without expression, they also feel that reading was boring. That were they are afraid to made mistakes when read aloud.

In the more type of anxiety happened to students was nervous. According to Spielberger 1983 (cited in Horwitz, Horwitz and cope, 1986) defines anxiety as a subjective feeling of tension, apprehension, nervousness and worry.⁴⁵ Students felt nervous when they read aloud because they afraid incorrect pronunciation and they were not brave to read an English text, even though the teacher has asked to read short sentences in English.

In the low type of anxiety happened to students was embarrassed. Students felt embarrassed to her and his classmate when they reading aloud of English text with incorrect pronunciation. In addition, they were also embarrassed when their pronunciation corrected by English teacher in front of their classmate. According to Bailey 1983; Daly 1991; Horwitz et al, 1986; Scovel 1991; Tsui 1996 “the major negative (debilitating) effects that FL anxiety can have on the language learner are difficulty in concentrating, skipping class or postponing homework to avoid the language, avoiding studying, avoiding speaking in the class, therefore, avoiding being evaluated by the teacher or peers, avoiding difficult or personal messages in the target language, “freezing” in a role play situation or when speaking in front of the class, performing poorly on test, careless error in writing shorter

⁴⁵ Hulya Ipek, *A Qualitative Study on Foreign Language Teaching Anxiety*, Vol. 4, 93

paragraphs.”⁴⁶ Based on theory, students who felt embarrassed to their classmate and embarrassed when their incorrect pronunciation has corrected by the English teacher were the negative effect of anxiety. This happens because students rarely read English text and because they did not like English.

In less type of anxiety happened to students was not confident. Students feel not confident when reading aloud it was because they felt that English was strange and they always felt not confident when read or spoke some English text. According to Young (1991) Young puts the sources of language anxiety under six categories: (1) personal reasons (e.g. competitiveness), (2) learners beliefs about language learning (e.g. a perfect pronunciation); (3) instructor beliefs about language teaching (e.g. constant student correction); (4) instructor – learner interactions (manner of error correction); (5) classroom procedures (e.g. requiring oral production); and (6) language testing (e.g. unfamiliar and ambiguous test tasks).⁴⁷ Based on theory, one source of anxiety was personal reason (e.g. competitiveness). Student who felt not confident and felt English was strange included in personal reason.

⁴⁶ Hulya Ipek, *A Qualitative Study on Foreign Language Teaching Anxiety*, vol. 4, 93

⁴⁷ Hulya Ipek, *A Qualitative Study on Foreign Language Teaching Anxiety*, *Journal of qualitative research in education*, Vol. 4, No. 3, (November 2016). 49

4. Discussion

The last sub-chapter included in chapter four is discussion. The researcher has aim at initiating the discussion of finding. To give better description, the result obtained from the analysis sub-chapter can be seen in the form of table as follow.

The recapitulation of students' anxiety in each anxiety

Anxiety	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Apprehension	√		√	√	√	√	√	√		
Nervous	√				√				√	√
Embarrassed		√				√				√
Not confident		√								

Table 4.8 Recapitulation of students' anxiety

The percentage of students' anxiety

Anxiety	Number of data	Percentage %
Apprehension	7	43,75
Nervous	4	25
Embarrassed	3	18,75
Not confident	1	6,25
Total	16	100

Table 4.9 Percentage of students' anxiety

The table above presented students' anxiety in reading aloud of English text. The apprehension of anxiety dominated or the most type of

anxiety happened to students. Students afraid to made mistakes in pronunciation when they read aloud and they felt that reading was difficult because of the text and pronunciation are different. Most of students felt apprehension before trying reading aloud. Meanwhile, the second type or more type of anxiety was embarrassed. Students felt embarrassed when they read aloud of English text by incorrect pronunciation.

They were also felt embarrassed before trying reading aloud. In addition, according to Zeidner (1998: 83) there are two types of anxiety, A-trait anxiety and A-state anxiety. According to Zeidner (1998:293) trait anxiety is the tendency of individuals to experience anxiety or engage in anxiety behaviors that provoke stressful situation. Meanwhile, Speilberger states that state anxiety refers to a certain level of anxiety experienced in evaluate or certain test situation, such as a college exam and athletic competition.⁴⁸ Based on theory above, the anxiety of students felt when they read aloud was a trait anxiety because they felt anxious in stressful situation before trying reading aloud.

On the other hand, when students feel anxious when they read aloud, they were also has the ways to overcome their anxiety. The ways to overcome their anxieties can be seen as follow:

The ways students to overcome the anxieties

⁴⁸ Nurdevi Bte Abdul, Strategi-Strategi Mahasiswa EFL dalam Mengatasi Kecemasan dalam berbahasa Inggris: Kajian Kualitative pada Mahasiswa Tingkat Pertama Jurusan Bahasa Inggris, Universitas Muhammadiyah Makasar, (Universitas Muhammadiyah Makasar), 4

No	Participant	Ways to overcome anxiety
1	F#1	<ul style="list-style-type: none"> - I have to be brave student - I must study hard especially in reading English text
2	F#2	<ul style="list-style-type: none"> - Make it enjoy and calm down
3	F#3	<ul style="list-style-type: none"> - I have to confident - I have to be brave student, and - I must study hard about English
4	F#4	<ul style="list-style-type: none"> - I must study hard about English especially reading English text
5	F#5	<ul style="list-style-type: none"> - I have to be brave students
6	M#1	<ul style="list-style-type: none"> - I have to be brave to read English text
7	M#2	<ul style="list-style-type: none"> - I have to study more or study hard English until I can read English text fluently
8	M#3	<ul style="list-style-type: none"> - I have to be confident, and - Brave to read aloud English text
9	M#4	<ul style="list-style-type: none"> - I have to be confident - I have to learn more reading English text
10	M#5	<ul style="list-style-type: none"> - I must Study hard of English

Table 4.10 Ways to overcome the anxieties

From the table above, most of students said they have to study hard and more study about English especially reading English text until they

could read English fluently. Therefore, they could read aloud English text. Meanwhile, they also said when they could read English text fluently they could read aloud even though the teacher did not ask them to read aloud. And then, they also said they have to be brave student and confident when teacher asked them to read aloud, it means they have to try to read aloud before saying I could not, because they believed when they incorrect in pronunciation, the teacher could correct their mistakes. In addition, there was student said make it enjoy. It means when teacher asked to read aloud student have to try, felt it calm down and relaxed and did not feel that reading was scary because reading was not as scary as imaged. Therefore, did not feel tense when teacher asked for reading aloud.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter describes the summary of the research based-on research findings in previous chapter. Besides, recommendation for exploring students' opinion on their anxiety in reading aloud of English texts and the ways to overcome the anxieties are also covered in the end of this chapter.

A. CONCLUSSION

The researcher found that most of students state that they feel anxious when they do reading aloud because they rarely read English texts and because they don't like English especially reading. Reading makes them bored because the texts and pronunciation are different, in addition, when students read English texts they have to read English fluently.

The anxieties that students feel are apprehension, nervous, embarrassed, and not confident. Apprehension is the most type of anxiety happened to students then others because the students are afraid of making mistakes in pronunciation before trying read aloud. From the research, students who feel apprehension of anxiety are seven students. Nervous is more type of anxiety happened to students, students feel nervous because they are not brave to read English texts. And students who feel nervous are four students. Then, embarrassed is low type of anxiety happened to students. Students feel embarrassed when they do reading aloud and incorrect pronunciation also their pronunciation corrected by the English

teacher in front of their classmates. That's why they feel embarrassed to their classmates. And students who feel embarrassed are three students. The last type of anxiety is not confident. It means that not confident is less type of anxiety happened to students. Students feel not confident when read aloud because students feel that English is strange and feel always not confident when read or speak English language or English texts. Student who feel not confident is one student. Most of students (participant) they feel apprehension when they do read aloud.

Meanwhile, students also have the ways to overcome their anxieties by their own opinion. The ways to overcome their anxieties are: - being confident – being brave student – study hard about English – practice reading English text – being brave to read English texts – brave to read aloud English texts.

Most of students said they have to study hard and study more about English especially read English texts until they can read English fluently. Then, students also said, when they can read aloud an English texts fluently, they can read aloud even though the teacher does not ask them to read aloud. Therefore, students have to overcome their anxiety by their ways.

B. SUGGESTION

In general, suggestions in this research are divided into three parts, the first part is suggestion for students, the second suggestion is for the English teachers, and the last is for other researchers. The suggestions are:

1. For the students, the researcher suggests to be brave students to read aloud English texts and confident when teacher asks to read aloud. In order to enrich the pronunciation and vocabulary, and also students can more practice and active to help their ability in reading aloud.
2. For the teachers, the researcher suggests the teacher are active in teaching students to increase learning process and make students active in learning especially in reading aloud of English texts. And the teacher also should be able to encourage and motivate students to participate in reading aloud.

For the other researchers, the researcher suggests this research can be one of the references in conducting some researches for better result especially about students' anxiety in reading aloud.