

**STUDENTS' ANXIETY IN READING ENGLISH TEXT
ALoud AT THE SEVENTH GRADE STUDENTS OF SMP
NEGERI 13 PALEMBANG**

Thesis

By

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English Education Study Program



**LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY
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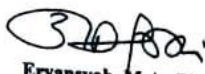
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DECLARATION

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Certified that thesis entitled "Students' Anxiety in Reading English Text Aloud at the Seventh Grade Students of SMP Negeri 13 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, 14 Maret 2024

The undersigned



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DEDICATION

I dedicate this thesis to my parents and family who always support me in tough times and encourage me never to give up.

MOTTO

If you can dream it, you can do it. – Walt Disney

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin. Praise Allah Subhanahu wa ta'ala, who has bestowed His mercy and grace. With His blessing, I can finish the thesis "Students' Anxiety in Reading English Text Aloud at the Seventh Grade Students of SMP Negeri 13 Palembang". This thesis is a partial fulfilment of the requirements for obtaining the Undergraduate Degree of the English Education Study Program, Faculty of Teacher Training and Education, at Sriwijaya University.

The researcher expressed her sincere gratitude to all the people who assisted and encouraged her to complete this thesis. First of all, the researcher would like to thank her advisor, Alhenri Wijaya, S.Pd., M.Pd. for the patience and guidance in completing this thesis. The researcher would like to thank the Head of the English Education Study Program, Eryansyah, S.Pd., M.A., Ph.D. The writer also expressed her gratitude to the English Education Study Program lecturers for all the knowledge and skills they had taught the researcher throughout her studies. Furthermore, The researcher would like to thank all the teachers at SMP Negeri 13 Palembang who were willing to help the researcher collect data at the school, especially for Sir Sopian and Pak Tibian.

This thesis would not have been completed without the help, support and prayers of my family. Special thanks to the researcher's parents Efriandi and Yuniar who have never-ending support and prayers for the researcher. And for the researcher's sisters Ananda and Ade who never left me alone. And my sincere thanks to all the researcher's big family who always prays for me, especially Butek and Ayahmuk. And for all my buddies who always being there 24/7, thank you so much.

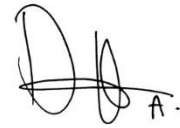
Without a doubt, the researcher wants to give thanks to all of my friends and seniors who always support the researcher in any kind of situation. The researcher doesn't have to mention the name one by one because you know who you are. The

researcher hopes they can be brave enough to pursue everything they want in life, with the sincere wish for each phase of their journey.

Finally, the researcher wants to give the biggest appreciation to herself for believing that everyone has their own pace and it will pass.

Palembang, 7th March 2024

The researcher,

A handwritten signature in black ink, consisting of a large, stylized 'D' followed by a smaller 'A' and a period.

Dinda Akilla

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL.....	ii
COMMITTEE APPROVAL.....	iii
DECLARATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS.....	viii
LIST OF TABLE	x
LIST OF APPENDICES	xi
ABSTRACT	xii
CHAPTER I	1
INTRODUCTION	2
1.1 Background of the study	2
1.2 The Problems of Study	3
1.3 The Objectives of the Study	4
1.4 The Significance of the Study.....	4
CHAPTER II.....	5
2.1 Definition of reading.....	5
2.1.1 Principles of reading	7
2.1.2 The importance of reading	8
2.1.3 The purpose of reading	8
2.1.4 The types of reading	9
2.2 Definition of language anxiety.....	13
2.2.1 The symptoms of anxiety.....	15
2.2.2 The levels of anxiety.....	15
2.3 Factors Influencing Language Anxiety	17

CHAPTER III	21
METHODOLOGY	21
3.1 Research Design	21
3.2 Research site and participant	21
3.3 Operational Definitions	22
3.4 Data Collection	23
3.5 The Techniques of analyzing the data	23
CHAPTER IV	24
FINDINGS AND INTERPRETATIONS	24
4.1 Findings of the Study	24
4.2 Discussions	81
CHAPTER V	85
CONCLUSIONS AND SUGGESTIONS	85
5.1 Conclusions	85
5.2 Suggestions	85
REFERENCES	86
APPENDICES	89

LIST OF TABLES

Table 1: Research data collection schedule	25
Table 2: Questions rubric	26

LIST OF APPENDICES

Appendix A: Usul Judul Skripsi

Appendix B: Surat Keputusan Pembimbing Skripsi

Appendix C: Surat izin Penelitian FKIP

Appendix D: Surat Izin Penelitian KESBANGPOL

Appendix E: Surat Izin Penelitian DISDIK Palembang

Appendix F: Surat Keterangan Sudah Melakukan Penelitian

Appendix G: Surat Keterangan Validasi

Appendix H: The Selected Students for Forum Group Discussion

Appendix I: Forum Group Discussion Photo

Appendix J: Thesis Exam

Appendix K: Thesis Consultation Card

**STUDENTS' ANXIETY IN READING ENGLISH TEXT ALOUD
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PALEMBANG**

ABSTRACT

This study aims to investigate the reason for students' anxiety in reading English text aloud and the strategies applied by the seventh grade students of SMP Negeri 13 Palembang. A case study of the qualitative research method was applied in this study. Interview through Focus Group Discussion (FGD) was conducted to collect the data related to the reasons of students' anxiety in reading English text aloud and the strategies to overcome the anxiety used by seventh grade students of SMP Negeri 13 Palembang. A total of 37 participants from 10 classes of seventh grade students joined the interview through Focus Group Discussion. The data from the interview were analyzed qualitatively through theme based analysis. The findings showed that the biggest reason that causes students' anxiety in reading English text aloud is fear of making mistakes and being judged by others. The students' perceptions about the difficulty of learning English have a significant impact on their results and attitudes towards learning English. This can lead to students' anxiety during the learning process. Furthermore, Students' strategies that can be applied when reading English text-aloud sessions are preparation, self-calmness, joining an English course, and resignation. Students used those strategies to overcome their anxiety while reading English text aloud.

Keywords: Students' anxiety, reading aloud

CHAPTER I

INTRODUCTION

This chapter presents (1) the background of the study, (2) the problems of the study,
(3) the objectives of the study and (4) the significance of the study.

1.1 Background of the study

Language refers to the complicated system that allows individuals to communicate with one another; it is an inextricably linked component of the human experience. Language is made up of spoken or written symbols that represent meaning. Every language has a set of rules that govern its production and usage, as well as linguistic components such as phonemes, morphemes, syllables, words, and phrases. Language enables us to communicate ideas, transmit information and emotions, connect with people, and symbolize thoughts and experiences. It is ever-changing and varies considerably among locations and civilizations. Language acquisition happens spontaneously in early life, continuing through crucial phases of language development such as babbling, word formation, and learning conversational norms.

Language acquisition involves mastering four essential skills: listening, speaking, reading and writing. Among these, reading holds a distinct position as the most critical academic language skill, applicable across all education levels. Its significance extends beyond comprehending written passages to profoundly impacting self-esteem. Therefore, the study of English is indispensable for students aspiring to achieve comprehensive language proficiency. This cognitive process requires active engagement, prompting individuals to extract information from textual or symbolic

content. Universally recognised, reading is an exceptional tool, enabling people to explore and understand the world without geographical constraints.

Unfortunately, a significant portion of the population in Indonesia neglects reading, considering it a dull and uninteresting activity. Even during moments of leisure, such as waiting for transportation or the start of a class, casual conversation often takes precedence over reading a book. This undervaluation of reading, despite its proven effectiveness in knowledge acquisition and information access, underscores the importance of students prioritizing the development of their reading skills alongside listening, speaking, and writing for English language proficiency.

Reading motivation encompasses various elements, including reading goals, intrinsic and extrinsic motivation, self-efficacy, and social motivation for reading. Reading attitude and reading interest are particularly crucial, with the latter referring to preferences for genres, topics, tasks, or contexts. Individual reading interest is influenced by motivation and emotional states, and positive outcomes can be achieved in academic performance and personal development through heightened reading interest in optimal learning conditions.

The challenge lies in stimulating reading interest when students are in negative emotional states, such as being in a bad mood or feeling upset. Situational reading interest, influenced by the environment, has the potential to enhance the educational atmosphere.

This study was conducted to find out about the factors cause the seventh-grade students of SMP Negeri 13 Palembang to feel anxious when reading aloud in the classroom. Some researchers used reading aloud as their subject of research:(B et al., 2023), (Zahro & Faruq, 2019) and (Zhou, 2017). The majority of studies use descriptive research to analyse the data that they get from the combination of observation and interview, questionnaire and interview. The participants are senior high school students and undergraduate students in Indonesia and University students from China. In contrast to the previous study, the author collected data from Interviews

through the Focus Group Discussion method and used a Case study for analysis of the data. The participants are seventh-grade junior high school students.

The inspiration for this research topic comes from observations made during an internship called PLP at SMP Negeri 13 Palembang a few months ago. While teaching English to students at the beginner and intermediate levels, the researcher noticed a pattern regarding reading skills. Many students displayed signs of anxiety, worry, and shyness when tasked with reading aloud in front of their peers. This anxiety seemed to primarily stem from the fear of making mistakes. Common anxious behaviours included variations in reading pace, either slowed or rushed and a tendency to lower voices due to shyness. Anxiety appeared to peak when teachers instructed students to read English passages aloud to the entire class. Given these observations, the researcher aims to conduct an in-depth analysis of the extent of students' English learning anxiety, specifically focusing on understanding their anxiety levels when engaging with English texts in front of others. Based on the issues previously explained, the thesis, titled 'Students' Anxiety in Reading English Text Aloud at the Seventh Grade Students of SMP Negeri 13 Palembang,' reflects the researcher's keen interest in delving into the problems above. The primary objective is to investigate the factors and potential solutions associated with performance-based foreign language anxiety.

1.2 The Problems of Study

About the background, the problems of the study are formulated into the following questions:

- 1). Why do seventh-grade students at SMP Negeri 13 Palembang feel anxious when they read aloud in the classroom?
- 2). How do seventh-grade students at SMP Negeri 13 Palembang overcome their anxiety?

1.3 The Objectives of the Study

Based on the problems above, the objectives of the study are to find out:

- 1). To find out why seventh-grade students at SMP Negeri 13 Palembang feel anxious when they read aloud in the classroom.
- 2). To find out how seventh-grade students at SMP Negeri 13 Palembang overcome their anxiety in reading English text aloud.

1.4 The significance of the study

The researcher hopes that the results of this study can provide information to students, teachers, other researchers about the problem of Reading anxiety.

1). For Students

The authors hope that this research can help students know about their anxiety and how to overcome these issues.

2). For teachers

The authors hope that teachers can give more motivation to their students to be better at reading aloud in the future. Besides that, teachers are expected to be more thorough in providing reading text to students, both in terms of knowledge, skills, and attitudes.

3). For other researchers

For other researchers, the author hopes that this research can be a helpful reference for further research related to Reading aloud anxiety in seventh-grade junior high school students.

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