READING ANXIETY EXPERIENCED BY SENIOR HIGH SCHOOL STUDENTS (A Case Study in The Senior High School 1 Ciawigebang)

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Abstract

This paper aims to find out the level of reading anxieties experienced by senior high school students andto identify the major factors that influence anxieties experienced by the students. Mix method research design was applied in this research. There are 36 students employed in this research. The data were collected through questionnaire and interview. The data were analyzed within two phases, the first is quantitatively in order to find out the level of reading anxiety experienced by senior high school student and the second is qualitatively in order to identify the major factor triggering the reading anxiety. The results of the research reveals that level reading anxiety is in high level with score 68.08. The result also shows that students experienced high level of anxiety in all category, namely worry about effect (71.85), fear of making error (60.69), unfamiliar culture (70.42), unfamiliar topic (62.5), unknown vocabulary (70.28) which all category is in the high level. Thus, the major factor triggering reading anxiety experienced by senior high school students is worry about effect.

Keywords: Reading, Anxiety, Reading Anxiety

INTRODUCTION

Reading is an undoubtedly important basic skill of language learning. The existence of reading can be supported by the other basic language skills such as listening, writing, and speaking. In this '4.0 era,' reading seems to be human's need to adapt with modern life to compete and survive, otherwise, those who do not read will be left behind. English as the international language seems necessary to be mastered by everyone. By reading, language skills including English will be easier to master. Reading increases vocabulary mastery, it seems true because when we read a text and we do not quite understand some words, we might find out what it means. Reading is useful for language acquisition. Harmer (2007) says that the more we read, the more we comprehend and understand something because it sharpens our minds. Reading enriches our knowledge and culture because the human brain will be actively received and extend new information. This is supported by Patel and Jain (2008) who say that reading is an important activity in life which can update human's knowledge. Reading is not only a source of information and pleasurable activity but also as a means consolidating and extending one's knowledge of the language. Undoubtedly, reading is a very important activity for expanding human's knowledge of a language. Reading is very needed to widen the mind and understand the foreign culture.

What about the reading habits in Indonesia? Do Indonesian people like reading? According to Gunawan (2016), Indonesia is the second-least literate nation in the world in a list of 61 countries conducted by Central Connecticut State University in New Britain. Finland, Norway, Iceland, Denmark, and Sweden are the 5 most literate nations. This is such a huge

homework for the Indonesian government to increase the reading habit for its people, especially for the young generation in the field of education. Especially senior high school students who are considered as the "senior" and have more experience than their "junior." Senior students should possess more knowledge and experience by reading. Sadly, most students are not enthusiastic about reading in English, and in some cases, they are avoid reading English materials (Jalongo & Hirsh, 2010).

One of the reasons why the reading problem becomes 'everlasting' in Indonesia is because of reading anxiety. Saito (1999) states "reading anxiety is an anxiety that is experienced by students in the reading process when reading a foreign language." Muhlis (2017) in his research about foreign language reading anxiety shows that in response to the first research question, it concluded that over half of the students experience reading anxiety in which 71.9% of the students fell in the medium level and 9.4% of the students fell in high level. It was also relevant to the underlying theory that reading anxiety does exist, precisely anxiety happens when the learner tries to decode or interpret a foreign language text. The lack of reading is not the only reason why the young generation commits reading anxiety. It is very interesting to find out the factors of the reading anxiety among the students. Because by knowing the factors, we can overcome the reading anxiety problem.

Based on the statements above, the researcher is excited to research the analysis of reading anxiety experienced by senior high school students. The level categories of the reading anxiety of the students are important to be known and the factors are interesting to be studied considering how important reading is for the human life, especially the student as the young generation.

METHOD

This research uses a type of explanatory sequential mixed methods design by Creswell (2012), whereas there are two phases in the research, the first one is quantitative approach, it is intended to find out the level of reading anxieties experienced by senior high school 1 Ciawigebang. The second one is qualitative approach, which is intended to support and find out the description of the factors that influence reading anxieties of senior high school 1 Ciawigebang.

According to Margono(2004), population is the entire object of research consisting of humans, objects, animals, plants, symptoms, test scores, or events as data sources that have certain characteristics in a study. The population of this research is class XI in senior high school 1 Ciawigebang. According to Sugiyono(2016), Samples are part of the total characteristics possessed by the population. Sample in this research using purposive sampling who includes non-probability sampling technique. The sample in this research is 36 students of XI MIPA 3.

In collecting the data, the researcher utilized two instruments, namely questionnaire, and interview.There are 20 items of questions to answer RQ 1 whereas to identify the level of anxiety regarding reading anxiety experienced by the student. The questioners adapted by Saito's FLRAS questioners (1999) the questionnaire data has been tested validity and reliability by Saito (1999) with a five-point Likert scale ranging from "strongly disagree" to "strongly agree" with a score range 20-100. The one-on-one interview is utilized in this research. It is the best way to get deeper information from one participant at one time (Creswell, 2012). The questions developed from Al-shoubul, Ahmad, Nourdin and Rahmat (2013). There are 15 questions in the interview, then it's classified into five items category such as fear of making error, worry about effect, unknown vocabulary, unfamiliar topic, and unfamiliar culture.

This research using a type of explanatory sequential mixed methods design (Creswell, 2012). Whereas the quantitative data were collected through Saito's Foreign Language Reading Anxiety Scale (FLRAS) Questionnaire (1999), and then the qualitative data were collected through semi-structured interviews for the purpose to support quantitative data findings. The data result from the questionnaire is described using quantitative descriptive.

$$\text{Formula: Percentage} = \frac{\text{Total Score X 100\%}}{\text{Maximal Value}}$$

In the qualitative data the researcher using interviews developed from Al-Shoubul, Ahmad, Nourdin, M and Rahmat (2013) about reading anxiety utilized in this research. There are 15 questions in an interview, then it's classified into 5 items category such as fear making error, worry about effect, unknown vocabulary, unfamiliar topic, and unfamiliar culture. From the result of data that has been obtained by level reading anxiety, the student would be chosen 3 participants as representative to deep interview who have level each different like medium, high, very high.

RESULTS AND DISCUSSION
The Level of Reading Anxiety Experienced by Senior High School Students from Category

In section level of reading anxiety experienced by senior high school students from category are based on the data result of the questionnaire, the questionnaire is adapted from Saito (1999). Then, the researchers developed it into 20 questions by categorizing them into 5 categories, namely worry about effect, fear making errors, unfamiliar culture, unfamiliar topic, and unknown vocabulary. The questionnaire then distributed to 36 respondents, the students of SMAN 1 Ciawigebang Kuningan. The Likert scale was used to analyze and calculate the questionnaire data below.
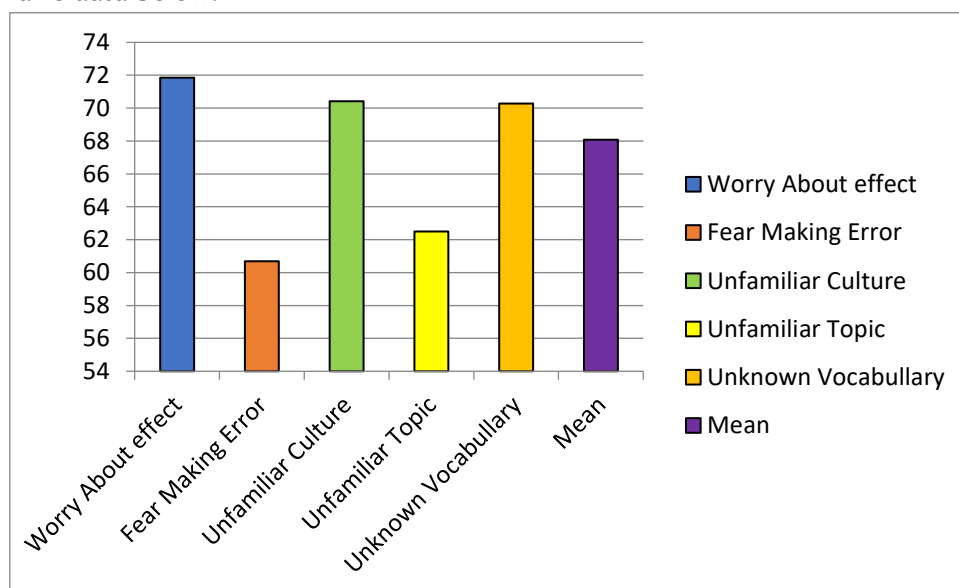

Figure 1. The level of Student Reading Anxiety Based on Category

Based on the results of the data analysis on the questionnaire presented in figure 1, it can be seen that the level of reading anxiety experienced by senior high school students is 68.08 which states that students at this level are at a high level and shows that they experience anxiety in English subjects, especially in reading English. Each question item contains 5 items categories, namely worry about effect, Fear of making errors, unfamiliar culture, unfamiliar topic, and unknown vocabulary. Reading anxiety experienced by students based on category produces different values, such as Worry about effect is at a high level where has a value of 71.85 which states that students at this level are in a high level of reading anxiety and indicate that they have experienced reading anxiety. While in the category of fear-making error students are at the medium level which has a score of 60.69 which states that students at this level are at a neutral level and show that they do not experience reading anxiety too much. In the Unfamiliar Culture category, students get a high-level score which has a score of 70.42 which indicates that students at this level enter a high-level state and show the state of students experiencing reading anxiety. In addition, in the unfamiliar topic category, students also obtained a high-level score of 62.50 which stated that students at this level were in a high state and showed a state of experiencing a reading environment. Then in the unknown vocabulary category, students also obtained a high-level result of 70.28 which stated that students at this level were in a high state and showed a state of experiencing reading anxiety. The diagram above shows that of the 5 items category 4 categories have a high percentage and 1 category has a medium percentage and it can be concluded that Reading Anxiety experienced by senior high school students based on the item's category in the questionnaire is high level.

Next, to see the extent to which Experienced Reading anxiety by students is seen from individual respondents, as shown in the diagram below.
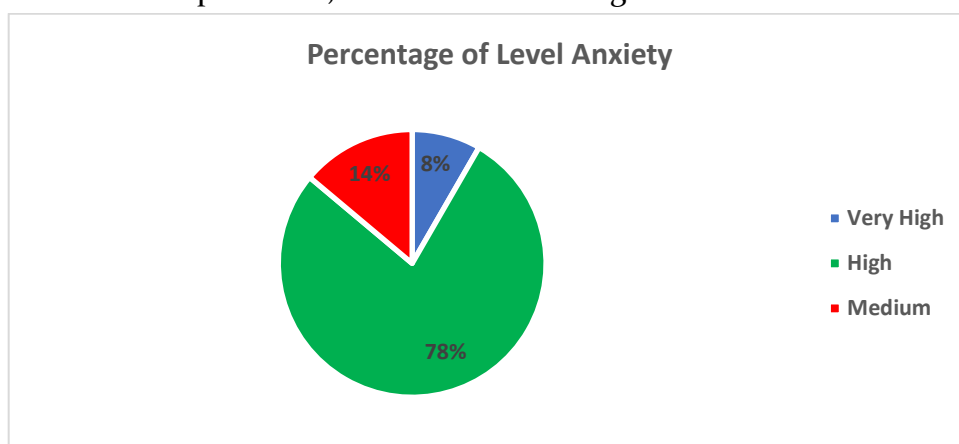

Figure 2. Percentage of Level Anxiety

Based on figure 2, there are 3 levels from 36 respondents, namely Medium, High, and Very High. There are 8% of participants experienced a very high level of reading anxiety; while 78% of participants experienced a high level of reading anxiety. Furthermore, there are 14% of participants experienced a medium-level of reading anxiety. The diagram above shows that more than 50% of respondents experience high levels of reading anxiety in English subjects.

The Major Factors that Influenced Reading Anxiety Level

The interview was used to find out the major factors that influence students reading anxiety levels. There are 15 questions in an interview, the questionnaire adapted from Al-Shobul,

et al (2013) theory. Then it's divided into 5 categories: Unknown vocabulary, unfamiliar topic, unfamiliar culture, fear of making errors and worry about reading effects.

Unknown Vocabulary

According to Rajab, et al (2012) Unknown Vocabulary might impede learners' comprehension and cause difficulty which in turn leads to anxiousness. From the unknown vocabulary category, there are resulting data in 3 people answering the questions from the following 3 questions based on category.

Question No. 1. "Do you prefer familiar words or new words when you're reading English text? Why?" From 3 Respondents, the 1st respondent answer "I'd like to prefer to vocabulary that I have already known because I don't have to find the meaning.", the 2nd respondent answered "I'd like to prefer vocabulary that I already know before because it makes easy to understand the meaning of the text.", The 3rd respondent answered "I'd like to prefer vocabulary that I have already known because it will make me easy to be known". So, from the answering, the questions by a student we can conclude that students can be easy to understand the text if they have already known the familiar word from the data result, we can assume that all of the students have experienced reading anxiety.

Questions No.2 "Do you enjoy reading English text that contains familiar words? Why?" From 3 Respondents, the 1st respondent answer "Yes I enjoy it because, with the vocabulary that I already know before, it will make me easy to understand the text." the 2nd respondent answered. "I enjoy it because it makes me easy to understand. "The 3rd respondent answered, "I'd like it, if there a vocabulary that I have already know, and It will be easy to me in pronunciation". So, from the answering questions by the student, we can conclude that all of the students is more enjoyable when they get familiar word because it makes enjoy on their knowledge the context of the reading text then student make it easy to pronunciation and this situation so, we can assume that all of the students has experienced reading anxiety.

Questions No.3 "How do you feel and what do you do when you reading English comprehension text, you find some difficult words and you don't know the meaning" from 3 respondents, the 1st respondent answered "I feel confused when I found the unknown vocabulary. Usually, I will ask the vocabulary to my friend or using a dictionary." the 2nd respondent answered "I don't like it, because it is hard for me to understand the meaning of the text.", The 3rd respondent answered, "I will try to be calm first, and then try to find out the meaning of the word". So, from the answering questions by the student, we can conclude that the majority of the student feel confused and don't like when they faced difficult words especially in comprehending the reading English text. Although 1 student answer neutral because in these conditions student tries to calm although found the difficult word especially in comprehend the text.

Unfamiliar Topics

According to Muhlis (2017), reading topics that suit the interest of the reader elicits a good response toward reading activity. From the theory, we can analyze that if students get an interesting topic to read and the genre of topics is familiar so student feel enjoys a happy it can be seen that student enjoy the process of understanding the reading text. From the Unfamiliar Topics category, there are data in 3 people answering the questions from the following 3 questions based on category.

Question no 4 "Do you prefer to read short stories or long stories in reading English text? Why? give your reason.", From 3 respondents, the first respondent answered "I prefer short story

because make me easier for me to understanding the text and finished my reading text rapidly" the second respondent answered "I'd like to prefer short story because easy to understand.", The third respondent answered, "I'd prefer short story because story make me easier to be understood rather than a long story". So, from the answering the questions by a student we can conclude that all of the students can be easy to understand the text if they found the familiar topic who make student prefer the short stories than genres long stories. we can assume that all of the students have experienced reading anxiety.

Questions no 5 "How do you feel when you find the unfamiliar topic in your reading English text?" From 3 respondents, the 1st respondent answered "I worried can't understand the meaning of the text." the 2nd respondent answered "I don't like it when I found unfamiliar topic.", The 3rd respondent answered, "I feel confused first, but I try to find out the meaning of vocabulary". So, from the answering, the questions by a student we can conclude that majority of the students feel anxious dislike and get confused if they get unfamiliar topics.

Questions no 6 "What is your opinion regarding the importance of a familiar topic in your reading text?" From 3 respondents, the 1st respondent answered "I'd like a familiar topic, because it makes me easier to understand the meaning of the text". The 2nd respondent answered, "Familiar topic its make me understand the meaning of the text". The 3rd respondent answered, "Popular topic will help me to understand the meaning of the text because I already know a little bit of the information of the text". So, from the answering the questions by a student we can conclude that all of the students' opinions said that a familiar topic is important because to make student easier to understand the meaning and easy to get information of the text. So, we can assume that all of the students have experienced reading anxiety.

Unfamiliar Culture

According to Tomasello (1999), the Reading task is not only an interaction between the reader and the thoughts of the author, it is also an incidental interaction between the reader and the shared knowledge of cultural history in the printed materials. So, with the definitions above, we must know to get more knowledge to make it easier for the readers to get understand the context especially to comprehend the text. From the unfamiliar culture category, there are resulting data in 3 people answering the questions from the following 3 questions based on category.

Questions no 7 "Do you like reading?" From 3 respondents, the 1st respondent answered "Yes, I like reading". The 2nd respondent answered, "I like it because with the reading we get more knowledge". The 3rd respondent answered, "I don't like to read, I prefer to listen or watching". So, from the answering the questions by a student we can conclude that 2 respondents like reading while 1 respondent doesn't like reading, so from this result we know that habit reading text can make the student get more knowledge. we can assume that the majority of students like reading, so the student has not experienced reading anxiety.

Questions no 8 "How do you feel when you reading English text, you find one word that has connected more than one meaning for each word?" From 3 respondents, the 1st respondent answered "for the first time I get confused, then I will try to find out with the sentence before to find the meaning". The 2nd respondent answered, "I will try to be calm, and I try to connect with the previous sentences". The 3rd respondent answered, "I feel confused when I found the vocabulary that has the same meaning in English text". So, from the answering the questions by a student we can conclude that all of the students get confused when student find one word

who have connected more than one meaning for each word. We can assume that the majority of student has reading anxiety.

Questions no 9 "Do you often use google translate, to help you translate word by word that you don't know in English reading?" From 3 respondents, the 1st respondent answered "I often using Google translate to help me find out the meaning of the word". The 2nd respondent answered, "Sometimes, I used to translate word by word to be known of the meaning". The 3rd respondent answered "Yes, when I don't understand it, so I will use Google translate to find the meaning" So, from the answering the questions student we can conclude that all of the students use google translate, to help you translate word for word, we can assume that all of the students have experienced reading anxiety.

Fear of making error

According to Muhlis (2017), fear is substantially related to a matter of self-confidence. From the definitions above students lack self-confidence because they feel that they cannot learn a foreign language compared to their mother tongue, It means that some students who usually experience reading anxiety are afraid to make mistakes when students lack confidence in subjects, especially in English lessons. From the fear of making error category there are resulting data in 3 people answering the questions from the following 3 questions based on category.

Questions no 10 "When you're reading English text in front of the class with reading aloud, are you fearful of making errors? Why, give your reason?". From 3 respondents, the first respondent answered "I fear making an error because reading English have different from the written text". the second respondent answered, "Yes, I fear making errors especially in pronunciation". The third respondent answered "There's a little bit of worried when I speak in English because there is a difference between pronunciation and the text" So, from the answering the questions by a student we can conclude that all of the students feel fear of making error from reading aloud because student more priority in pronunciations.

Questions no 11 "What do you feel when you reading English text in front of the class, your pronounce English its wrong?" From 3 respondents, the first respondent answered "I fear making an error and feel embarrassed when I'm doing mistaken". The second respondent answered, "my feelings make me unconfident when I making an error". The third respondent answered, "it is not a problem for me, because in my opinion in the process of learning it is definitely will be mistaken". So, from the answering the questions by a student we can conclude 2 respondents feel fear of making an error because the student feels embarrassed and unconfident when they English text in front of the class, the pronounce English it's wrong then 1 respondent has not experienced reading anxiety because student opinion the make mistaken it's normally in the learning process. We can assume that majority of student has experienced reading anxiety.

Questions no 12 "What is your solution get, so that you don't make the same mistake again in reading English text in front of the class?" From 3 respondents, the first respondent answered "I try to remember my fault, and I will try to not repeat it". The second respondent answered, "when I found the difficult word, I will try to find out the pronunciations using Google translate to voice feature". The third respondent answered, "I will find out first for my mistake, then from that mistake, I will try to not repeat". So, from answering the questions by a student we can conclude that all of the students usually learn by their mistake and would not repeat in the future. We can assume that all of the students have experienced reading anxiety.

Worry about effect

Worry about the effect is when students are faced with anxiety when instructed by the teacher to read in public or in front of the class in a loud voice, usually, students who experience reading anxiety is seen from their performance with the text they read, and connect them (Jalongo & Hirsh, 2010). From worry about effect category, there are resulting data in 3 people answering the questions from the following 3 questions based on category.

Questions no 13 "What do you prefer, silent reading or reading aloud? Why gives your reason?" From 3 respondents, the 1st respondent answered "I prefer to read aloud because it makes me easier for me to be known my mistake". 2nd respondent answered, "I'd like to prefer reading aloud because it will be training my pronunciations". The 3rd respondent answered, "I'd like to prefer reading aloud because with reading aloud I will know my mistake". So, from the answering the questions by a student we can conclude that students prefer to reading aloud because they can know mistakes in their pronunciations and the student not afraid to make mistakes. We can assume that all of the students have not experienced reading anxiety.

Questions no 14 "When you are reading English with reading aloud in front of the class, do you focus on accents or meaning of the text? Why, give your reason?". the 1st respondent answered, "I will be more focusing on an accent because I don't know the meaning". 2nd respondent answered, "I will be more focus on accent first because when I in front of the class I pushed to make clear my pronunciations". The 3rd respondent answered, "I try to focus on pronunciation first until I finished reading text, then I try to understanding the meaning". So, from the answering the questions by a student we can conclude that students be more focusing on their pronunciation when they reading aloud in front of the class. we can assume that all of the students have experienced reading anxiety.

Questions No 15 "Do you agree with the statement I get upset when I am not sure whether I understand what I am reading in English or not?". The 1st respondent answered, "I agree with that because I don't understand anything the meaning of the text". 2nd respondent answered, "I agree because I have limitations in vocabulary". The 3rd respondent answered, "I don't agree with that statement, because if I don't know the meaning of the vocabulary, I will be more excited to find out the meaning". So, from answering the questions by a student we can conclude that student 2 respondents agree with the statement above because they have limited reading comprehension text. And 1 respondent disagrees with the statement above at least the student tries to learn. we can assume that the majority of student has experienced reading anxiety.

It can be concluded that all categories result from the student have experience reading anxiety but just 2 respondents have high-level reading anxiety experienced and 1 respondent little bit experienced reading anxiety. So, the conclusion is of all categories and the majority of students have experienced reading anxiety.

In the previous research about reading anxiety experienced by the students, Muhlis(2017) states that the study aims to investigate foreign language reading anxiety among Indonesian EFL Senior High School students. The first finding revealed that most of the students perceived anxiety at a medium level (71, 9% students admitted). The second finding found that there were two major potential factors of foreign language reading anxiety namely text features and personal factors. Under the concept of text features, there are three sources of foreign language reading anxiety including unknown vocabulary (49% students agreed), unfamiliar topic (40% students agreed), and unfamiliar culture (38% students agreed). On the other hand, under the concept of personal factors, there are two sources of foreign language reading anxiety including

fear of making errors (39% of students agreed), and worry about reading effects (28% of students agreed).

From Aisyah (2017), in the study "Students' Reading Anxiety in English Foreign Language Classroom" This research was conducted to investigate students' reading anxiety in an EFL classroom in a junior high school. The research found that most of the students perceived anxiety at a medium level (51, 5%). The causes of students' reading anxiety were based on text features including unknown vocabulary, which becomes the first rank of the causes of anxiety followed by the unfamiliar topic, and the last is unfamiliar culture. From a personal factor, it was found that fear of making an error is the first rank followed by worry about reading.

In my research, the data result is the first findings from the questionnaire have that most of the students have anxiety in high average with a score of 68.08, and for each category from worry about effect have in high-level average score 71.85, from fear of making error has scored in medium level 60.69, from unfamiliar culture has a score in high level 70.42, from unfamiliar topic has high level 62.50, from unknown vocabulary has score 70.28. the second findings from each respondent results were 14% from 5 respondents, while at the very high-level of reading anxiety, the results were 8% from 3 respondents, and we can see in the interview data result from it the same result the most student experienced reading anxiety, So, the major factor that influenced reading anxiety experienced by a senior high school student from the rank category is worry about effect, unknown vocabulary, unfamiliar culture, unfamiliar topic, and the last rank is fear of making error.

CONCLUSION

It can be concluded that reading anxiety score of class XI IPA 3 SMAN 1 Ciawigebang is 68.08, which means the majority of students are in high-level reading anxiety. Reading anxiety score from category worry about effect 71.85, unfamiliar culture 70.42, unknown vocabulary 70.28, unfamiliar topic 62.5, and fear-making error 60.69. All category is indicated as a high-level category which ranged from 60-80.There are 3 levels that result for each student of XI IPA 3 SMAN 1 Ciawigebang. The 3 levels are medium, high, and very high. 78% of students are in high level, 14% are in medium level, and 8% are in high level. From the interview question, we can conclude from all categories in the interview question support the result in the questionnaire that expresses most of the students are in high-level category reading of anxiety.

Regarding to the second conclusion, the major factor that influenced reading anxiety experienced by senior high school students from the highest rank category is worry about effect; unknown vocabulary; unfamiliar culture; unfamiliar topic; and fear of making error. The data result from the questionnaire and interview of the research mention that the most student in senior high school 1 Ciawigebang experienced high-level reading anxiety. By knowing the factors that influence reading anxiety in current days, we can prevent the reading anxiety problem by the student so the case will not happen in next future.

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