

AN UNDERGRADUATED THESIS

**AN ANALYSIS OF STUDENTS' READING ANXIETY AT THE SEVENTH
GRADE OF SMPN 1 KOTA GAJAH**

By:

YUNIAR SEPTIANA SARI

Students Number: 2201051030



Tarbiyah and Teacher Training

Faculty English Education Study Program

STATE ISLAMIC UNIVERSITY OF JURAI SIWO LAMPUNG

1447 H/2026 M

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**AN ANALYSIS OF STUDENTS' READING ANXIETY AT THE SEVENTH
GRADE OF SMPN 1 KOTA GAJAH**

Presented as a Partial Fulfillment of the Requirements

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APPROVAL PAGE

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AT THE SEVENTH GRADE OF SMPN 1 KOTA GAJAH
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Assalamu'alaikumWr. Wb.

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqsyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr. Wb.

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to
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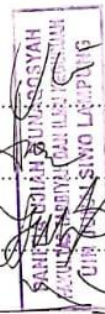
RATIFICATION PAGE

No. B-0963/Un.36.1/D/PP.00.9/03/2026

An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS' READING ANXIETY AT THE SEVENTH GRADE OF SMPN 1 KOTA GAJAH, written by Yuniar Septiana Sari, student number: 2201051030, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, March 3th, 2026 at 13.00 - 15.00 a.m.

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ABSTRACT

AN ANALYSIS OF STUDENTS' READING ANXIETY AT THE SEVENTH GRADE OF SMPN 1 KOTA GAJAH

By;

YUNIAR SEPTIANA SARI

This study aims to identify the factors that influence students' reading anxiety and how students cope with this anxiety when reading English texts. Reading anxiety is one of the obstacles that can affect students' understanding of texts. Therefore, this study focuses on describing in depth the experiences of students when facing reading activities in class, including their feelings, difficulties, and responses that arise during the learning process.

This study uses a qualitative method with a case study approach. The research subjects are students who experience anxiety when reading English texts. Data collection was conducted through questionnaires, interviews, and documentation. Questionnaires were used to determine the level and factors that influence students' reading anxiety. Interviews were conducted to obtain more in-depth information about the causes of anxiety and the strategies used by students to overcome it. Documentation was used as supporting data to strengthen the research results. The data obtained was then analyzed descriptively through the stages of data reduction, data presentation, and conclusion drawing.

The results of the study show that the factors that influence students' reading anxiety include a lack of confidence, dependence on their first language, nervousness when reading texts, and difficulty in understanding unfamiliar vocabulary. This anxiety has an impact on

Keywords: *Anxiety Factors, Reading Anxiety, Reading Comprehension.*

ABSTRAK
ANALISIS KECEMASAN MEMBACA SISWA KELAS TUJUH SMPN 1
KOTA GAJAH

Oleh:

YUNIAR SEPTIANA SARI

Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor yang mempengaruhi kecemasan membaca siswa dan cara siswa mengatasi kecemasan tersebut saat membaca teks bahasa Inggris. Kecemasan membaca merupakan salah satu hambatan yang dapat mempengaruhi pemahaman siswa terhadap teks. Oleh karena itu, penelitian ini berfokus pada deskripsi mendalam tentang pengalaman siswa saat menghadapi aktivitas membaca di kelas, termasuk perasaan, kesulitan, dan respons yang muncul selama proses pembelajaran.

Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Subjek penelitian adalah siswa yang mengalami kecemasan saat membaca teks bahasa Inggris. Pengumpulan data dilakukan melalui kuesioner, wawancara, dan dokumentasi. Kuesioner digunakan untuk menentukan tingkat dan faktor-faktor yang mempengaruhi kecemasan membaca siswa. Wawancara dilakukan untuk memperoleh informasi lebih mendalam tentang penyebab kecemasan dan strategi yang digunakan siswa untuk mengatasinya. Dokumentasi digunakan sebagai data pendukung untuk memperkuat hasil penelitian. Data yang diperoleh kemudian dianalisis secara deskriptif melalui tahap-tahap pengurangan data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa faktor-faktor yang mempengaruhi kecemasan membaca siswa meliputi kurangnya kepercayaan diri, ketergantungan pada bahasa ibu, kegugupan saat membaca teks, dan kesulitan memahami kosakata yang tidak familiar. Kecemasan ini berdampak pada

Kata kunci: Faktor-faktor Kecemasan, Kecemasan Membaca, Pemahaman Membaca.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the researcher's research, in exception certain parts which are excepted from the bibliography mentioned.

Metro, March 2026

The writer



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumber dan disebutkan dalam daftar pustaka.

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MOTTOS

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ رَبَّنَا لَا
تُؤَاخِذْنَا إِنْ نَسِينَا أَوْ أَخْطَأْنَا رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَا إَصْرًا كَمَا حَمَلْتَهُ عَلَى
الَّذِينَ مِنْ قَبْلِنَا رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا طَاقَةَ لَنَا بِهِ وَاعْفُ عَنَّا وَاعْفِرْ لَنَا
وَارْحَمْنَا أَنْتَ مَوْلَانَا فَانصُرْنَا عَلَى الْقَوْمِ الْكَافِرِينَ ﴿٢٨٦﴾

“Allah does not burden a person beyond his capacity. For him is something (reward) from (the good deeds) he has done, and against him is something (punishment) for (the evil deeds) he has done. (They pray,) "O our Lord, do not punish us if we forget or make a mistake. O our Lord, do not burden us with a burden as You burdened those before us. O our Lord, do not place upon us that which we have no power to bear. Forgive us, pardon us, and have mercy upon us. You are our Protector. So help us against the disbelievers.”

Q.S Al-baqarah/286

My mother's prayers are wider than the sky. Wherever I am, I take shelter under them.

- M. Aan Mansyur

DEDICATION PAGE

Praise and gratitude I pray to ALLAH SWT, with great gratitude I dedicate this undergraduate thesis as an expression of my sincere respect and love to:

1. My beloved parents, Mr. Joko Sutrisno and Mrs. Sri Wahyuni, who always give me support and best prayers.
2. My beloved uncle, Mei Heriyanto, Amd.Kom, and my aunty, Eva Mariana M.Pd, who always help me mentally and financially.
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The completion of this undergraduate thesis would not have been possible without the support, guidance, and encouragement of many individuals. Therefore, the researcher would like to express sincere gratitude to:

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2. Dr. Siti Annisah, M.Pd., as the Dean of the Tarbiyah and Teacher Training Faculty of, UIN Jurai Siwo Lampung.
3. Dr. Much Deiniatur, M.Pd.B.I., as the Head of the English Education Department of UIN Jurai Siwo Lampung.
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Finally, the researcher sincerely apologizes for any mistakes in this undergraduate thesis and hopes that it can still be useful for readers and serve as a reliable reference for future studies.

Metro, March 2026

The Researcher

A handwritten signature in black ink, appearing to read 'Yuniar Septiana Sari', written in a cursive style.

Yuniar Septiana Sari

NPM. 2201051030

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CHAPTER I INTRODUCTION

A. Background of Study

In today's interconnected world, where social media allows people to share cultures and information instantly across the globe, English has become increasingly important. Recognizing this, schools in Indonesia have made English a core subject at every level of education.. In the Indonesian education system, English is incorporated into the curriculum as a subject taught at every school level during the teaching and learning process. To improve students' English skills, students must first know about English.¹ They need to understand basic things like words, grammar, and sentences. When students know these basics, it will be easier for them to read and understand English texts.

Reading is the process of understanding the language in a text. From this activity, students will be able to understand the meaning contained in a text.² Reading are important for everyone, especially for students, because they help them understand written information and support their learning in school. This skill has a significant influence on students' participation in learning and the improvement of their knowledge. Someone who has good

¹ Sean P Collins et al., "Improving The Students' Reading Skills By Using Games at MTS Negeri 1 Deli Serdang," *English Journal of Indragiri: Studies in Education, Literature, and Linguistics* 7, no. 2 (2023). P.42.

² Ahmed Imran et al., "Improving Reading Comprehension Skill through Post-Reading Strategies," *Journal Ilmiah Global Education* 3, no. 2 (2024): 43.

reading skills will also have a strong vocabulary, helping them to express ideas or concepts in writing and making writing more structured. Reading skills must be honed as much as possible so that students are able to identify and understand the content of a text.³ Good reading ability also helps students improve their overall language competence, including vocabulary and comprehension skills.

Although reading is an important skill in learning English, many students still face challenges in understanding texts. These challenges can come from various factors, including lack of vocabulary, limited background knowledge, or emotional factors such as anxiety. Anxiety can be experienced when student are going to take their reading test in the class room. Anxiety is similar to fear but not specifically, whereas fear or dread is usually a response to some immediate threat, whereas anxiety is characterized by worry about unforeseen dangers that lie in the future. Anxiety is a negative emotional state characterized by premonition and somatic tension, such as a racing heart, sweating, and difficulty breathing.⁴ Anxiety is one of the negative feelings that can influence students' academic study achievement.

³ Paskalia Wae and Herwin, "Improving Elementary Students' Reading Skills Through the Cooperative Integrated Reading and Composition Method," *Jurnal Ilmiah Sekolah Dasar* 8, no. 3 (2025): 456–65, <https://doi.org/10.23887/jisd.v8i3.71995>. P.3

⁴ Ulin Nihayah, Ahmad Shofwan Ats-Tsauri Sadnawi, and Nuha Naillaturrafidah, "The Academic Anxiety of Students in Pandemic Era," *Journal of Advanced Guidance and Counseling* 2, no. 1 (2021): 56–71, <https://doi.org/10.21580/jagc.2021.2.1.6986>. P.9

Reading anxiety can be one of the main problems in learning English as a foreign language (EFL) in Indonesia.⁵ Reading anxiety is a feeling of nervousness or fear that arises when students engage in reading activities in a foreign language. Reading anxiety can affect students' learning results in a negative way. Students who feel very anxious usually struggle to remember and understand the reading material, while those with lower anxiety levels can follow the content more easily. This anxiety causes readers to lose concentration, slows down their reading speed, and leads to poor decisions in the use of reading strategies.

In learning English, students are exposed to various types of texts that serve different purposes in communication. Each text type provides specific language features and functions that help learners understand how meaning is constructed. One of the commonly used text types in junior and senior high school curricula is descriptive text. Descriptive text is a type of text that clearly explains the characteristics of an object, person, or place.⁶ This text helps readers understand the appearance or characteristics of the object being described. In English language learning, descriptive text is used to train

⁵ Rizki Nurfida Pambayun Devi Rianawati, Dian Arief Pradana, Saiful Anwar, "Student Reading Anxiety of English Learning Class at XI Grade," *English Language Teaching Methodology* 4, no. 2 (2024), <https://doi.org/https://doi.org/10.52208/klasikal.v6i2.1161>. P.7

⁶ Alfina Darmis Rosmanizar, HELfianora Ofrita, "An Analysis of Students' Problems in Writing Descriptive Text at Ninth Grade SMP Negeri 42 Pekanbaru," *Jurnal Pendidikan Tuntas* 1, no. 4 (2023), <https://doi.org/https://doi.org/10.37985/jpt.v1i4.284>. P.3

students to be able to describe something accurately. This type of text also helps students enrich their vocabulary and improve their reading skills.

Transition is an important part of a student's educational journey, involving various developmental changes such as physical, intellectual, emotional, and cultural growth, as well as systemic and social challenges.⁷ A smooth transition is very important because it helps support the overall development of students at school. Change or transition can have both positive and negative effects, especially on students' social and emotional well-being. Some students experience anxiety, difficulty adapting, and regression, while others view transitions as valuable opportunities for personal growth and development.

The pra-survey was conducted at SMPN 1 Kota Gajah on October 30, 2025. To identify problems in English language learning, specifically in reading skills, the researcher interviewed Mrs. Kiki Wikandari, an English teacher.⁸ She said that the students were still very unfamiliar with English, especially with long texts, like descriptive texts. This causes anxiety among students, with some becoming nervous, breaking out in a cold sweat, and even

⁷ Rosario P Abela et al., "Students' Transition Experiences in the Seventh Grades in a Laboratory School," *Journal of Education and Learning (EduLearn)* 19, no. 4 (2025), <https://doi.org/https://doi.org/10.11591/edulearn.v19i4.22975>.

⁸ Kiki Wikandari, Personal Interview, SMPN 1 Kota Gajah, October 30, 2025.

becoming completely silent when the teacher asks them to read aloud in front of the class or take turns reading. However, she also stated that the teacher has made efforts to reduce students' anxiety. These efforts include organizing students into small groups to read texts alternately and providing encouragement, motivation, and praise to build their confidence. Despite these strategies, some students still struggle with reading anxiety in the classroom.

Therefore, based on the above studies, the researcher conducted this study to determine the factors that contribute to students' anxiety in reading and how to overcome it. Therefore, this study is entitled “**An Analysis of Students' Reading Anxiety at The Seventh Grade of SMPN 1 Kota Gajah**”.

B. Research Question

Based on the results of the background of the problem, it can be drawn several problems that can be discussed in this study including:

1. What factors contribute to students' anxiety in reading at the seventh grade of SMPN 1 Kota Gajah
2. How to address the factors contributing to reading anxiety in seventh-grade students at SMPN 1 Kota Gajah?

C. Objective and Benefits of Research

1. Objective of research

Objective based on the formulation of these problems, it can formulate several objectives to achieve in conducting this research, that is:

- a. To identify the factors that contribute to students' anxiety in reading.
- b. To analyze how to address factors contributing to anxiety in students' reading.

2. Benefits of Research

- a. For the teacher

The findings of this research are expected to help English teachers understand the causes and effects of students' anxiety in reading. This understanding can help teachers create better strategies to build a supportive learning environment that lowers students' anxiety and improves their reading.

- b. For the students

This research is expected to help students become more aware of their anxiety and learn how to manage it when reading English texts. By being aware of their emotional responses, students can develop greater confidence and focus in reading activities.

c. For other researcher

The findings of this study are expected to be a useful reference for future researchers who wish to study reading anxiety, reading skills, or other affective factors in English language learning.

D. Prior Research

This study will be conducted with reference to several previous studies. The previous studies are as follows:

The first is a study by Indrayani Winingsih entitled “An Analysis of Reading Anxiety of Second Semester Students in English Language Education at the Islamic University of Riau”.⁹ The purpose of this study was to determine the level of reading anxiety experienced by second semester students in English language education at FKIP UIR. This study used qualitative methods. The results of the study show that the majority of students have moderate levels of anxiety, while students with low levels of anxiety have better academic performance.

The second is a study by Pinika Damayanti entitled “An Analysis of Students' Anxiety in Reading Descriptive Texts of Ninth Grade Students at

⁹ Indriyani Winingsih, *An Analysis of Reading Anxiety of The Students at English Language Education Universitas Islam Riau* (Pekanbaru: Universitas Islam Riau, 2021). <https://share.google/rgYPYLjIOPcPJicO>

LPMD Rokan Hulu Junior High School”.¹⁰ The purpose of this study was to determine the factors causing students' anxiety in reading descriptive texts in ninth grade at LPMD Rokan Hulu Junior High School. This study used a qualitative method. The results showed that reading English texts was confusing because they were difficult and complicated, and students felt they could not concentrate while studying, especially when reading descriptive texts.

The third is a study by Rofiq, Fitri Awaliyatush Sholihah, Durotun Nasihah entitled “An Analysis of Students' Reading of English at Kholilurohmah Madura High School”.¹¹ The purpose of this study was to examine reading anxiety and the factors that affect eleventh-grade students at Kholilrohmah Madura High School. This study used a qualitative method. The results showed that many students still had high levels of anxiety and felt confused when reading long texts.

Previous related studies reveal several similarities and differences in their research focus. The first study examined the level of students' anxiety, the second study explored the factors that contribute to anxiety, and the third study investigated both the level of anxiety and the factors influencing it.

¹⁰ PinikaDamayanti, *An Analysis of Students' Anxiety in Reading Descriptive Texts of Ninth Grade Students at LPMD Rokan Hulu Junior High School* (Pekanbaru: Universitas Islam Riau, 2022). <https://share.google/yZXPncecw3dDdggC>

¹¹ Durotun Nasihah, Rofiq, and Fitri Awalyatush Sholihah, “An Analysis of Student's Anxiety in Reading English at SMA Kholilurrohman Madura,” *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, 2023. P.4 <https://share.google/XnKYUydiMuBS6I9uJ>

Most existing research on reading anxiety has been conducted at the university or senior high school level, where learners are considered more mature and often face higher academic demands. However, studies focusing on reading anxiety among junior high school students are still relatively limited, even though students at this level are in a crucial stage of developing foundational reading skills. Therefore, building upon the findings of earlier studies, the present research will be carried out with seventh-grade students at SMPN 1 Kota Gajah. This study aims to analyze the factors that influence students' reading anxiety and to identify strategies that can be implemented to overcome it. A qualitative research method will be employed to obtain an in-depth understanding of the issues experienced by students at this educational stage.

CHAPTER II

THEORITICAL REVIEW

A. Concept of Reading

1. The Definition of Reading

Reading is the process of seeing, understanding, and capturing the meaning of what is written, either aloud or silently.¹ It is not simply spelling out words, but rather a complex cognitive activity that involves deciphering written symbols, connecting them with sounds and meanings, and drawing conclusions from what is read. Through reading, learners can expand their knowledge and learn to think critically. Therefore, reading has an important role in the learning process, especially when students are trying to master a foreign language.

Reading has many benefits for learners. Reading is an active process that is excellent for language acquisition.² Through reading, students can acquire a wide range of vocabulary, grammatical structures, and discourse patterns, which help them absorb the language naturally. Reading also stimulates cognitive engagement as students make predictions, interpret meaning, and connect ideas within the text. In addition, reading increases students' cultural awareness by allowing them to encounter different perspectives and contexts of language use. Therefore, developing students'

¹ Jeremy Harmer, *How To Teach English, Longman* (New York, 2007). P.68

² Harmer. P.68

reading skills is essential for improving their overall language proficiency and fostering lifelong learning habits.

Reading is a fundamental skill in learning English because it allows students to understand written texts and acquire new knowledge. Reading is not only about recognizing words, but also about understanding the meaning and thinking critically about the text. Reading is an active skill in which readers interact with the text to extract meaning.³ Reading is not only understood as the activity of understanding text at a basic level, but as a skill that encompasses the ability to think further.⁴ Reading helps students develop cognitive and analytical skills, which are essential for academic success and learning.

Reading involves micro skills, such as recognizing words, grammatical structures, and cohesive devices, as well as macro skills, such as identifying main ideas, inferring meaning, and understanding discourse organization. Reading skills involve a complex thinking process where readers use their language knowledge, background experiences, and various reading strategies to understand and make meaning from the text..⁵

Alderson notes that skilled readers are those who are able to apply various

³ Harmer. P. 99

⁴ Yuniarti Dedi Irwansyah, "Integrating Qur'anic Stories Into English Language Teaching: Voices From Indonesia," *Global Journal Al-Thaqafah* 11, no. 1 (2021), <https://doi.org/10.7187/GJAT072021-2>.

⁵ William Grabe, *Reading in a Second Language, Cambridge University Press & Assessment* (New York, 2009), <https://doi.org/10.1093/oxfordhb/9780195384253.013.0006>. P.3

reading strategies, such as skimming, scanning, predicting, and summarizing, to achieve different reading goals.⁶ Therefore, mastering reading skills is essential for learners to comprehend texts effectively and to develop their overall language proficiency.

2. The Models of Reading

According to several experts, there are three models of reading, namely: the top-down model, the bottom-up model, and the interactive model.

a. Model Top-down

In the top-down model, students start by learning big or complex ideas, and then move on to understand the smaller parts that make up those ideas.⁷ The top-down approach starts from the learner's goals, assuming that they already understand the text and the situation it talks about.⁸ This approach makes it easier for students to predict and draw conclusions, based on their existing understanding and abilities

⁶ J. Charles Alderson, "The Reading Process" in P.L Carrel, J Devine and D.E Eskey (Eds). *Interactive Approaches to Second Language Reading*, Cambridge University Press & Assessment, 2000. P.10

⁷ David Nunan, "Introducing Discourse Analysis," in *Penguin Group* (London, 1993).P.78-79

⁸ William Peter, Grabe and Fredricka L. Stoller, *Teaching and Researching: Reading*, Rouledge (New York, 2013), <https://doi.org/10.4324/9781315833743>. P.24

b. Bottom Up Model

Bottom up models is a reading process that starts from the smallest unit to the longest unit.⁹ Brown also explains that the bottom-up model is a reading process that involves identifying syllables, words, phrases, grammar, and discourse markers.¹⁰ This means that readers must be very careful when reading, from the smallest details to the larger units of English.

c. Interactive Model

The interactive model mixes the top-down and bottom-up models, allowing them to work together.¹¹ Meanwhile, Nuttal in Brown defines top-down as being used for prediction, while bottom-up is used to understand the meaning of a text.¹²

⁹ Nunan, "Introducing Discourse Analysis." P. 78-79

¹⁰ H Douglas Brown, *Language Assessment Principles and Classroom Practices, Person Edition*, 2004. P.299

¹¹ Cynthia White, *Language Learning Strategies in Independent, British Library Cataloguing* (England, 2008). P.4

¹² Brown, *Language Assessment Principles and Classroom Practices*. P.29

B. Concept of Anxiety

1. Definition of Anxiety

Anxiety is a feeling of unease, worry, apprehension, and fear. It is the most common mental disorder among all other mental disorders.¹³ It is widely recognized as one of the most common psychological conditions experienced by individuals across different age groups. In educational contexts, anxiety can appear in various forms, such as reading anxiety, test anxiety, communication anxiety, or general classroom anxiety, all of which may negatively affect students' performance and learning outcomes. Anxiety can interfere with concentration, reduce students' confidence, and limit their willingness to participate actively in learning activities. It may also hinder the development of essential language skills, particularly when students fear making mistakes or feel pressured during learning tasks. Therefore, understanding the sources and impacts of anxiety is crucial for creating a supportive learning environment.

In the field of foreign language learning, reading anxiety has been identified as a specific type of anxiety that arises during reading activities. This form of anxiety differs from general language anxiety and can be triggered by several factors, including unfamiliar writing systems, complex symbols, or cultural references that are difficult for learners to

¹³ Laura L. Smith, Christopher Mogan, Charles H. Elliott, *Overcoming Anxiety For Dummies* (Australia: Australian and New Zealand edition Published, 2014). P.8

understand. Many students feel overwhelmed when faced with pages full of foreign language text, especially when they have difficulty decoding the writing or understanding the meaning of unfamiliar content.¹⁴ In addition, higher levels of reading anxiety are often associated with lower reading comprehension and decreased academic performance, highlighting the significant impact this anxiety can have on students' reading effectiveness.

Anxiety is a sensitive feeling characterized by worry or fear. Anxiety can be described as a strong emotion that arises from feelings of discomfort or anticipation that something bad will happen. This emotional condition has long attracted the attention of language educators and researchers because of its significant influence on the process of learning a foreign language. Many studies show that anxiety is a crucial factor that influences the process of acquiring a second or foreign language. Anxiety can reduce student motivation, limit their participation, and decrease their performance, especially in activities that require comprehension, such as reading.¹⁵ Therefore, understanding the nature and impact of anxiety is very important for teachers to design effective strategies that can minimize student anxiety and create a more supportive learning environment.

¹⁴ Yoshiko Saito and Thomas J Garza, "Foreign Language Reading Anxiety," *The Modern Language Journal* 83, no. 2 (1999), <https://doi.org/https://doi.org/10.1111/0026-7902.00016>. P.14

¹⁵ Rofiq, and Fitri Awalyatush Sholihah, "An Analysis of Student's Anxiety in Reading English at SMA Kholilurrohman Madura". P.3

difficult reading texts, which can reduce their confidence.¹⁷ As a result, reading anxiety can have a negative impact on comprehension and may cause students to avoid reading tasks altogether.

b. Symptoms of Reading Anxiety

There are two main types of symptoms found in students, namely behavioral symptoms and emotional symptoms.

1. Behavioural symptoms

'Fake reading' (a concept introduced in this study based on teachers' insights).¹⁸ In this avoidance behavior, students appear to be reading a book, but are actually just staring blankly at the pages. Teachers emphasized that during reading sessions, students with high levels of reading anxiety tended to sleep or talk with their peers rather than read. These behaviors are among the symptoms identified in students who experience reading anxiety within the scope of this study.

¹⁷ Marlon B Paronelmo, "Levels of English Reading Anxiety , Contributing Causes , Reading Comprehension , and Coping Mechanism Among the Senior High Learners of Baluan National High School," *International Journal of Research and Innovation in Social Science* 9, no.8 (2025), <https://dx.doi.org/10.47772/IJRISS.2025.908000035>. P.4

¹⁸ Onur Er, "Missing Words: Causes, Symptoms and Solutions for Middle School Students' Reading Anxiety," *Humanities and Social Sciences Communications*, 2025, <https://doi.org/10.1057/s41599-025-05193-0>. P.6

2. Emotional symptoms.

Emotional symptoms experienced by students include embarrassment, fear, sadness, and lack of self-confidence.¹⁹ Students who experience anxiety often worry that they have misunderstood the reading passage or are unable to answer questions correctly. They also tend to avoid reading activities for fear of being ridiculed or receiving low grades. These emotional conditions can hinder motivation to learn and make it difficult for students to concentrate when reading English texts.

3. Factors in Reading Anxiety

Anxiety about reading in students can be influenced by several interrelated factors:²⁰

a. Nervousness about the text

Students often feel nervous when faced with English texts, especially if the text appears long or difficult. This nervousness makes students afraid before they start reading and hinders their understanding of the reading material.

²⁰ Marlon B Paronelmo, "Levels of English Reading Anxiety , Contributing Causes , Reading Comprehension , and Coping Mechanisms Among the Senior High Learners of Baluan National High School." P.27

b. Lack of self-confidence

A lack of self-confidence makes students doubt their own reading abilities. Students often feel that they are unable to understand English texts well, making them prone to anxiety when reading.

c. Pessimistic belief about reading

Some students believe that reading English texts is difficult and confusing. These negative thoughts cause students to give up quickly before trying to understand the reading material.

d. Reliance on first language

Students tend to feel more secure when translating texts into Indonesian. This dependence makes students feel anxious when they have to understand texts directly in English without translation.

e. Unwillingness to distinguish linguistic skills

Students often cannot distinguish between reading skills and other language skills, such as speaking or writing. As a result, they are afraid of making mistakes in reading because they assume that reading must be the same as English speaking ability.

f. Vocabulary

Limited vocabulary makes it difficult for students to understand the meaning of a text. The abundance of difficult or unfamiliar words can increase anxiety and cause students to lose focus while reading.

g. Topic

Reading topics that are unfamiliar to students can make it difficult for them to understand the content of the text. Lack of knowledge about the reading topic makes students feel confused and unsure of themselves.

h. Fear of making errors

Students often feel afraid that their understanding of the text is wrong. This fear arises because students worry about receiving corrections or negative assessments from teachers and friends.

i. Reading effect

Unpleasant reading experiences in the past can affect students' attitudes toward reading. If students often fail to understand what they read, they will be more prone to anxiety when reading new texts.

j. Teaching method.

Teaching methods that are not suited to students' abilities can increase reading anxiety. Learning that places too much emphasis on results without paying attention to the process can make students feel stressed.

C. Characteristics of reading anxiety

Foreign language anxiety is defined as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to language learning in the classroom.²¹ This anxiety consists of several key characteristics:

- a. Feeling nervous, anxious, and tense during language learning activities.
- b. Experiencing panic or mental blocks when asked to respond without preparation.
- c. Experiencing physical symptoms such as sweating, trembling, rapid heartbeat, and difficulty concentrating.
- d. Showing fear of negative judgment from teachers and classmates.
- e. Feeling afraid of making mistakes and being corrected in class.

In addition, foreign language anxiety is closely related to communication anxiety, test anxiety, and fear of negative evaluation.

²¹ Saito and Garza, "Foreign Language Reading Anxiety." <https://doi.org/10.1111/0026-7902.00016>

Students who experience this anxiety usually exhibit the following characteristics:

- a. Low self-confidence and belief that other students are better than them.
- b. Worry about failing exams or not understanding the lesson.
- c. Feel overwhelmed by the complexity of language rules.
- d. Avoidant behavior, such as unwillingness to answer, remaining silent, or avoiding participation.
- e. Difficulty processing language input, especially when they do not understand every word.

D. Solutions for overcoming reading anxiety.

Anxiety about reading in a foreign language arises from unfamiliarity with vocabulary, and the cultural background of the text.²² To overcome this anxiety, teachers need to adjust the level of difficulty of the text to the students' abilities so that they do not feel overwhelmed when reading. In addition, introducing vocabulary before reading activities can help students feel more prepared and confident. It is important to increase students' familiarity with the cultural context of the text, as ignorance of the culture can increase anxiety. Teachers are also advised to create a supportive and non-

²² Yoshiko Saito et al., "Foreign Language Reading Anxiety" 83, no. 2 (2014): 202–18, <https://doi.org/10.1111/0026-7902.00016>.

judgmental classroom environment so that students feel safe to try to understand the text without fear of making mistakes. With the right pedagogical support, reading anxiety can be reduced and students' understanding of foreign language texts can improve

In overcoming difficulties in reading English texts, students use several different methods.²³ One method is to read easier texts. However, this method cannot always be applied because students usually have to read texts that have been specified in the lesson plan. Students also discuss the text with their friends to understand its content. Through discussion, students can help each other and share their understanding. This method can be used when students study in groups or read the same text in class. Students also ask friends who understand the text better when they encounter difficulties. By asking questions, students can obtain explanations that help them understand the content of the reading. In addition to this method, some students use independent learning methods, such as reading the beginning and end of the text, for example, the abstract and conclusion. This method is used to get an overview of the text before reading the entire passage. These various methods show that students are trying to find suitable solutions to help them better understand English texts.

²³ Ainun Feroza Hadi, Atik Umamah, and Febti Ismiatun, "Exploring Students Anxiety in Reading Academic Text," *Jurnal Penelitian, Pendidikan, Dan Pembelajaran* 18 (2023). P.5

CHAPTER III RESEARCH METHOD

A. Research Design

To understand the situation and issues in more detail, this study was conducted using methods that allowed researchers to explore experiences in depth. This study uses a qualitative method with a case study approach. Qualitative methods are used to understand social phenomena, behavior, and human experiences in depth, rather than through numbers. The case study approach is a type of research based on issues identified by the researcher.¹ The purpose of this study is to analyze and understand the issues faced by the author.

The participants in this study consisted of five seventh-grade students from SMPN 1 Kota Gajah. A purposive sampling technique was employed to select students with varying levels of reading ability to ensure diverse perspectives. These five students were chosen because they represented different proficiency levels, allowing the researcher to obtain more comprehensive and in-depth information about the factors influencing reading

¹ John W. Creswell, *Qualitative Inquiry and Research Design*, Second Edi (California: Sage Publications, 2007), <https://doi.org/https://doi.org/10.1111/1467-9299.00177>. P.73

B. Research Setting

This study will be conducted at SMPN 1 Kota Gajah, located at Jl. M. Mansyur No. 2, Sritejokencono, Kota Gajah District, Central Lampung Regency, Lampung. The school is one of the public junior high schools in Central Lampung and has been accredited A, indicating that it meets high national education standards. SMPN 1 Kota Gajah was selected as the research site based on several considerations. First, the school provides English learning activities that align with the national curriculum and emphasize the development of students' reading skills. Second, preliminary observations indicated that some students experienced anxiety when asked to read in front of the class, making the school relevant to the focus of this study. The research was carried out during the even semester, and all data collection procedures including observation, interviews, and documentation, were conducted during English class hours to ensure that the data reflected the natural classroom learning environment.

C. Data Sources

Data sources comprise information and materials that are sought, observed, and then analyzed by researcher. Data can be gathered and derived from a variety of sources, including document archives, individuals, occurrences or activities, sites or places, and physical objects. For the purpose

of this research, data was collected utilizing both primary and secondary forms.

In the context of this study, primary data was obtained through interviews, and direct data collection. This involved discussions with five students from SMPN 1 Kota Gajah regarding factors contributing to anxiety and ways to overcome anxiety in reading skills among seventh-grade students in the English learning process.

On the other hand, secondary data refers to information that complements the theories derived from primary data. This includes materials such as relevant research articles, and books that were previously published.

D. Data Collecting Technique

a. Questionnaire

The questionnaire was used to identify the factors that contribute to students' reading anxiety. It provided information about students' feelings, difficulties, and experiences when reading English texts. In addition, classroom observation was conducted to examine students' behavior during reading activities. Through the observation and analysis of the questionnaire results, the researcher obtained a clearer understanding of how anxiety affects students' reading.

b. Interview

Semi-structured interviews will be conducted with five students to further explore the factors that cause their reading anxiety and how they try to overcome it.

c. Documentation

In qualitative studies, documentation plays an essential role in capturing the entire research process, including how the study was designed, how the data were collected, and how the findings were analyzed. Documentation provides concrete evidence that supports the credibility and trustworthiness of the research. In this study, the documentation consisted of field notes taken during classroom observations, interview transcripts, and the researcher's personal reflections. Additionally, relevant learning materials such as the reading texts used during the learning process were also collected as supporting documents. These materials helped the researcher record important events, understand the instructional context, and ensure that data interpretation remained accurate and grounded in the actual teaching-learning environment.

E. Data Analysis Technique

This study uses the Miles, Huberman and Saldana model to identify patterns and themes in the data.² The analysis will be carried out through the following stages:

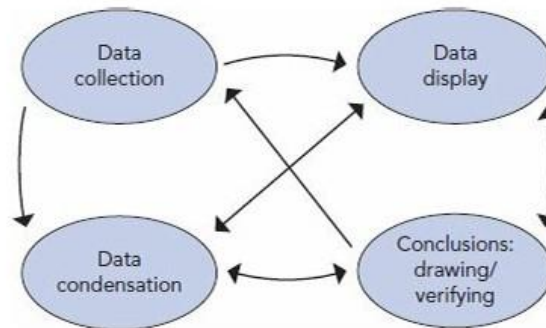


Figure 3.1 Data Analysis Model Miles, Huberman, and Saldana

a. Data Collection

Data collection is the process of gathering all the information needed for research. At this stage, researchers collect data from interviews, observations, and documentation. Data collection is carried out simultaneously with analysis, so that researchers can immediately see which data is important and which needs to be supplemented.

² Johnny Saldana, Matthew B.Miles, and A. Michael Huberman, *Qualitative Data Analysis A Methods Sourcebook* (California: Sage Publications, 2014). P.33

b. Data Condensation

Data condensation is the process of simplifying collected data. Raw data is selected, focused, summarized, and organized to make it easier to understand. For example, separating information relevant to reading anxiety and discarding unrelated data. This stage helps researchers see patterns and meanings in the data.

c. Data Display

Data display is the process of presenting data in a more organized and readable form. The presentation can be in the form of tables, charts, or clear descriptions. The goal is for researchers to see the relationships between pieces of information, making it easier to draw conclusions.

d. Conclusion Drawing and Verification

After presenting the data, researchers can draw conclusions from the data and verify them with the collected data. At this stage, researchers begin to draw conclusions from the analyzed data. Conclusions are made based on patterns, findings, and answers to research questions. After that, conclusions need to be verified by re-examining the data, comparing findings, and ensuring that the research results are truly supported by

evidence. This stage is important to ensure the accuracy and validity of the research results.

CHAPTER IV RESULTS AND DISCUSSION

A. Results of the Research

The research conducted at SMPN 1 Kota Gajah on reading anxiety in 7th grade English lessons was obtained through questionnaires, interviews, and document analysis with research subjects. This study had two objectives: First, to identify the factors that influence students' reading anxiety. Second, this study aims to determine how reading anxiety is overcome among seventh-grade students by using qualitative data obtained from questionnaire, interviews, and document analysis.

1. Factors that influence reading anxiety

The research participants were given a 22-item questionnaire based on reading anxiety indicators. After analyzing the questionnaire results, it was found that most students in English classes experienced reading anxiety influenced by several main factors. The most dominant factor was lack of self-confidence, where students felt less confident in their ability to understand English texts. In addition, students also showed reliance on the first language, which is the habit of relying on Indonesian translations to understand the reading material. Another factor was nervousness about the text, where students felt nervous or anxious when faced with English texts, especially if the text was considered difficult or unfamiliar. These

three factors indicate that students' reading anxiety is influenced not only by linguistic difficulties but also by psychological and emotional aspects.

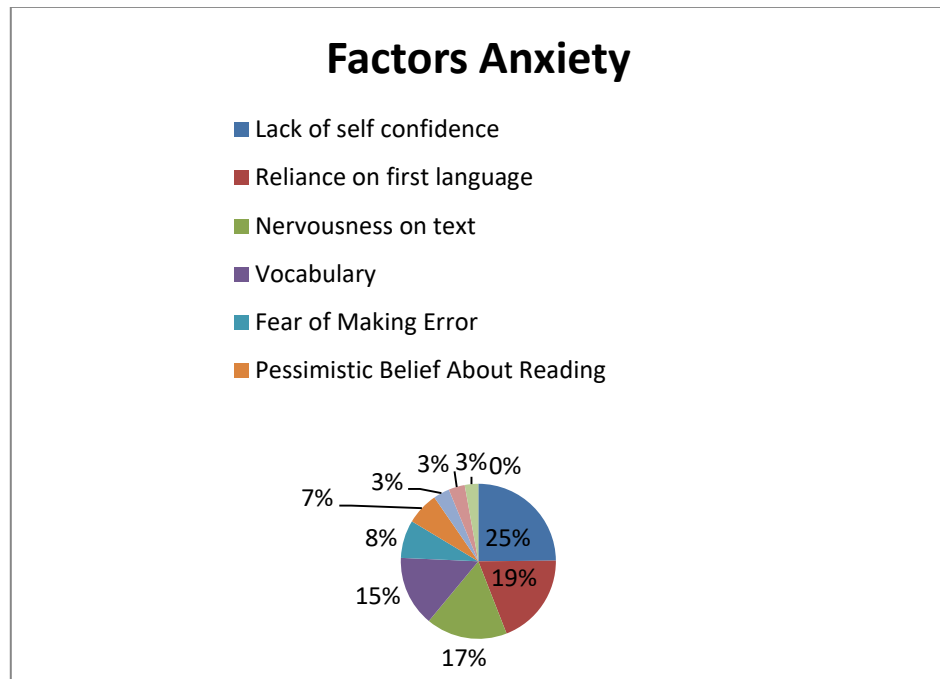


Figure 4.1 Factors Anxiety

a. Lack of Self-Confidence

The questionnaire analysis results show that lack of confidence is the dominant factor that most influences students' reading anxiety, with a percentage of 41%. This finding indicates that many students still feel uncertain about their ability to read and understand English texts. Several indicators of lack of confidence were identified, such as students who do not feel confident in their reading abilities, doubt whether they understand the text correctly, and are afraid of making

mistakes while reading. These feelings cause students to feel anxious and hesitant when asked to read and understand English texts in class. Therefore, boosting students' self-confidence is crucial to help reduce their reading anxiety and support their reading performance. This shows that psychological factors play an important role in students' reading abilities.

b. Reliance on First Language

The results of the questionnaire analysis further show that dependence on the first language reaches a percentage of 31%. This finding indicates that many students still rely on Indonesian when reading English texts. Several indicators of this factor were identified, such as students often translating texts into Indonesian and having difficulty understanding the meaning without the help of their mother tongue. This habit makes students less confident in understanding English directly and limits their ability to process texts independently. As a result, students tend to feel anxious when asked to read and understand English texts without translation. This dependence can limit students' ability to develop direct comprehension in English.

c. Nervousness about Text

Nervousness about the text showed a percentage of 28%. This finding indicates that many students still experience anxiety when reading English texts. Several indicators were identified, such as students feeling nervous when reading, feeling anxious when encountering difficult vocabulary, and feeling uncomfortable when asked to read in front of the class. These emotional responses make it difficult for students to remain calm and focused during the reading process. As a result, their concentration decreases and their understanding of the text becomes less than optimal. Emotional pressure can reduce students' focus and affect their reading comprehension.

Based on the results of the questionnaire analysis, students' reading anxiety is influenced by three main factors: lack of confidence, dependence on their native language, and nervousness when encountering texts. Among these factors, lack of confidence was found to be the most dominant factor, followed by dependence on the native language and nervousness when encountering English texts. These findings indicate that students' reading anxiety is not only caused by difficulties in understanding the language, but also by psychological and emotional factors. Therefore, efforts to reduce reading anxiety should focus on increasing students' self-confidence, encouraging

them to understand texts without excessive reliance on translations, and creating a supportive classroom environment so that students feel more comfortable when reading English texts.

2. How to overcome reading anxiety

The interview questions focused on the strategies used by students to overcome their reading anxiety. The results of the study showed that students applied different methods to overcome their anxiety. Some students tried to reduce their anxiety by using a dictionary and translating difficult words into Indonesian. Others tried to force themselves to continue reading even though they did not fully understand the text. These different strategies show that each student has their own way of managing their reading anxiety.

When students find English texts difficult, they try several ways to overcome their difficulties. The answers below describe the experiences of students when they find English texts difficult.

“When I have difficulty, I try to translate the text using a dictionary.” (Students 1)

“If I have trouble, I ask my friends, or I look it up in my notes or ask Miss Kiki. If I feel confused, I usually ask my friends.” (Students 2)

“When I have trouble, I usually ask Miss Kiki directly.” (Student 5)

These three responses indicate that differences in coping with difficulties in reading English texts affect how students cope with reading anxiety.

For students, there was a difference between studying and not studying before English class. Three students said that:

“The difference is that when you study and when you don't study, it's like studying makes you understand the meaning of this word much better, but if you don't study, you don't know the meaning, so it feels very different when you study and when you don't study.”
(Student 2)

“If you study first, it's easier to understand, but if you don't study, it's really hard to understand.” (Student 3)

“When studying, sometimes you can guess what it is at home, but if you don't study, you'll be confused at school.” (Student 4)

These responses show that studying before English class helps students understand the text more easily and know the meaning of the words. As a result, students feel more prepared and less anxious when reading English.

From reading activities in class, several things helped students feel less afraid or anxious. Three students said:

“The most influential ones are explained first or practiced first by Miss Kiki.” (Student 1)

“Believe in yourself, that you can do it. Then, Miss Kiki, when we come forward to speak, tell us that we can do it.” (Student 2)

“Sometimes we ask Miss Kiki for time to study the text we are going to read. Sometimes Miss Kiki motivates us so that we feel confident to go ahead.” (Student 5)

From reading activities in class, several things helped students feel less afraid or anxious. The students said that clear explanations and practice before reading made them feel more prepared. They also mentioned that self-confidence and motivation from the teacher helped them believe that they could do the task. In addition, being given time to study the text before reading helped them feel calmer and more confident. These supports helped reduce students’ anxiety when reading English in class.

3. Discussion

a. Factors of Anxiety

Lack of self-confidence is a major factor contributing to reading anxiety in students. Many students fear making mistakes, doubt whether they have understood the text correctly, and are unsure of their English reading abilities. This makes them tense and anxious when asked to read or answer questions about the text. This suggests that low self-confidence significantly impacts students' reading anxiety levels.

These findings are supported by previous research which found a significant relationship between students' anxiety and their self-esteem in the English classroom.¹ The study explained that students with low self-esteem tend to experience higher levels of anxiety and feel uncomfortable during the learning process. In addition, students who have negative perceptions of their own abilities are more likely to feel worried and afraid when dealing with English tasks. Therefore, improving students' self-confidence is important to reduce reading anxiety and help them learn more effectively.

Reliance on the first language became one of the factors that influenced students' reading anxiety. Many students felt more comfortable when they translated English texts into Indonesian to understand the

¹ Agatha Merlin and Bewa Kaha, "Students' Anxiety and Self-Esteem in English Language Classroom," *Journal on Education* 04, no. 04 (2022), <https://doi.org/10.31004/joe.v4i4.4392>.

meaning. They tended to depend on dictionaries or direct translation because they were not confident in understanding the text in English. However, this habit made them less confident to process the text directly and increased their anxiety when they faced unfamiliar vocabulary or sentences.

These findings are in line with previous research which explained that the first language has a strong influence on learning English and is difficult to separate from the learning process. The study found that learners often carry the influence of their mother tongue when using English, which affects their performance and makes it challenging for them to use English naturally.² This condition shows that strong dependence on the first language can limit students' exposure to English and reduce their confidence. Therefore, students need more practice to understand texts directly in English so that their reliance on translation and their reading anxiety can gradually decrease.

Students experienced nervousness when they faced English texts during the reading activity. Some of them felt tense when they saw long passages, worried that they would not understand the content, and were afraid of making mistakes when answering questions. This condition made them lose focus and reduced their confidence while reading. As a result,

² Taufik Arochman, Reza Putri Octaviani, Lily Miftahul Jannah, Mena Sebrina, "The Impacts of First Language on Students English," *International Journal of Indonesian Education and Teaching* 8, no. 1 (2024), <https://doi.org/10.24071/ijiet.v8i1.6758>.

their nervousness became one of the factors that interfered with their reading.

These findings are in line with previous research which stated that reading anxiety is an emotional reaction such as fear, worry, and discomfort when students read in a foreign language. The study also explained that anxiety can negatively affect students' concentration, making it difficult for them to understand and remember the information from the text.³ Unfamiliar vocabulary, difficult topics, and fear of making errors were identified as factors that increase students' nervousness during reading. Therefore, it is important to reduce students' nervousness so that they can read more calmly and comprehend English texts more effectively.

b. How to Overcoming Reading Anxiety

Based on the findings of this study, overcoming reading anxiety can be done by addressing both psychological and strategic aspects of students' reading behavior. Since lack of self-confidence was identified as the dominant factor, teachers need to create a supportive classroom environment by giving positive feedback, motivation, and opportunities for guided practice before asking

³ Mainar Fitri and Laili Arfiana, "A Portrait of Students' Anxiety in Reading English Texts," *Journal of Natural Science and Integration* 4, no. 1 (2022): 12–13, <https://doi.org/10.24014/tscs.v1i1>.

students to read aloud. Providing preparation time and allowing students to read in groups can help reduce nervousness and build their confidence gradually. When students feel supported and not judged for making mistakes, their anxiety level tends to decrease.

In addition, reducing excessive reliance on the first language is also important. Students need to be trained to process texts directly in English through the use of reading strategies such as re-reading difficult parts, adjusting reading speed, guessing meaning from context, and focusing on key ideas. This is in line which show that problem-solving reading strategies help students overcome reading anxiety.⁴ Therefore, combining emotional support with explicit reading strategy instruction can help students become more confident, less dependent on translation, and more comfortable when reading English texts

⁴ Putri Ramadhani, Arti Prihatini, and Eggy Fajar Andalas, "Use of Reading Strategies in Anxiety Reduction Reading News Texts Class VII Students of SMP Negeri 1 Bantur," *Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 12, no. 2 (2023): 207–18.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

It can be concluded that various factors influence students' anxiety when reading English texts. Some of these factors include lack of confidence, dependence on their native language, and nervousness when reading texts. Of the eight factors analyzed, there are three main factors that make students feel anxious, afraid of making mistakes, and unsure of their ability to understand what they read. As a result, the anxiety experienced by students affects their concentration and reading ability. Lack of confidence was found to be the dominant factor affecting students' reading anxiety. Students who doubt their abilities tend to feel more anxious and uncomfortable during the reading process. In addition, the habit of translating texts into Indonesian makes students less accustomed to understanding English directly. Their tension when faced with long or difficult texts also increases their fear and discomfort when reading.

Therefore, efforts are needed to help students reduce their reading anxiety by improving their confidence and providing more reading practice. Teachers should create a supportive and comfortable learning environment so that students are not afraid of making mistakes. Students also need to be encouraged to understand texts without relying too much on translation. By

reducing anxiety, students are expected to read more confidently and improve their reading comprehension.

B. Suggestion

1. For Teachers

Teachers are advised to pay more attention to students' confidence in learning to read English. Teachers can provide regular support and motivation so that students feel confident in their own abilities. In addition, teachers need to create a comfortable and non-pressuring classroom atmosphere so that students are not afraid to make mistakes when reading. With increased student confidence, it is hoped that reading anxiety will decrease. Teachers can also combine fun teaching methods with games and rewards.

2. For Future Researchers

Future researchers are advised to further explore the factor of low self-confidence as the main cause of students' reading anxiety. Research can focus on learning strategies or activities that can increase students' confidence when reading English texts. In addition, future researchers can use different subjects and education levels to obtain more diverse results. The results of this research are expected to provide a broader picture of efforts to reduce students' reading anxiety.

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APPENDICES

QUESTIONAIRE SHEET

This questionnaire is designed to measure students' anxiety in reading English texts. It aims to identify how students feel when they read in English, especially in classroom situations. The questionnaire examines emotional reactions, comprehension difficulties, and classroom-related factors that may influence students' reading experiences. The results can help teachers or researchers understand students' anxiety levels and develop appropriate strategies to support their learning.

Petunjuk Pengisian

Beri tanda (✓) pada jawaban yang paling sesuai dengan keadaan kamu.

Skala jawaban:

1. Sangat Setuju, 2. Setuju, 3. Tidak Setuju, 4. Sangat Tidak Setuju

1. Saya merasa gugup saat membaca teks bahasa Inggris.
2. Saya merasa cemas jika menemukan banyak kata sulit saat membaca.
3. Saya merasa tidak nyaman ketika guru meminta saya membaca di kelas.
4. Saya tidak percaya diri dengan kemampuan membaca bahasa Inggris saya.
5. Saya takut bacaan saya salah saat membaca bahasa Inggris.
6. Saya sering ragu apakah saya sudah memahami bacaan dengan benar.
7. Saya merasa membaca bahasa Inggris itu sulit.
8. Saya merasa membaca bahasa Inggris membuat saya stress
9. Saya lebih memahami teks bahasa Inggris jika diterjemahkan ke bahasa Indonesia.
10. Saya sering menerjemahkan kata demi kata saat membaca.
11. Saya kesulitan menemukan isi utama dari teks bahasa Inggris.
12. Banyak kata sulit membuat saya takut membaca teks bahasa Inggris.
13. Saya kehilangan fokus saat menemukan banyak kata baru.
14. Topik bacaan yang tidak saya kenal membuat saya bingung.
15. Topik bacaan yang tidak menarik membuat saya malas membaca.
16. Saya takut salah saat membaca bahasa Inggris
17. Saya takut ditertawakan teman jika membaca salah.
18. Membaca teks bahasa Inggris membuat saya cepat lelah.

19. Membaca bahasa Inggris membuat saya merasa tertekan.
20. Saya takut membaca bahasa Inggris karena takut hasilnya buruk.
21. Cara guru mengajar membaca membuat saya gugup.
22. Saya merasa lebih cemas jika kesalahan saya langsung dikoreksi.

INDIKATOR KECEMASAN MEMBACA

Variable	Dimensi	Indicator	Instrument
Reading Anxiety	Nervousness on Text	<ul style="list-style-type: none"> - Siswa merasa gugup saat membaca teks bahasa Inggris - Siswa merasa cemas ketika menemukan kosakata sulit - Siswa merasa tidak nyaman membaca di depan kelas 	Kuesioner 1-3
	Lack of Self-Confidence	<ul style="list-style-type: none"> - Siswa kurang percaya diri dengan kemampuan membaca - Siswa ragu terhadap pemahamannya - Siswa takut salah saat membaca 	Kuesioner 4-6
	Pessimistic Belief about Reading	<ul style="list-style-type: none"> - Siswa menganggap membaca bahasa Inggris sulit - Siswa merasa membaca bahasa Inggris tidak penting - Siswa merasa membaca selalu menimbulkan stres 	Kuesioner 7-8
	Reliance on First Language	<ul style="list-style-type: none"> - Siswa sering menerjemahkan teks ke bahasa Indonesia - Siswa sulit memahami teks tanpa bantuan bahasa pertama 	Kuesioner 9-10
	Unwillingness to Distinguish Linguistic Skills	<ul style="list-style-type: none"> - Siswa membaca kata demi kata - Siswa terlalu sering menggunakan kamus - Siswa kesulitan menemukan ide pokok bacaan 	Kuesioner 11

Faktor Penyebab Reading Anxiety	Vocabulary	- Kosakata sulit menimbulkan kecemasan - Banyak kata baru mengganggu fokus membaca	Kuesioner 12-14
	Topic	- Topik bacaan tidak sesuai pengalaman siswa - Topik bacaan tidak menarik minat siswa	Kuesioner 15-16
	Fear of Making Errors	- Siswa takut salah membaca - Siswa takut diejek atau dinilai negative	Kuesioner siswa 17-18
	Reading Effect	- Siswa khawatir membaca berdampak pada nilai - Membaca menimbulkan kelelahan dan stress	Kuesioner siswa 19-20
	Teaching Method	- Cara guru mengajar membuat siswa gugup - Koreksi langsung meningkatkan kecemasan	Kuesioner siswa 21-22 & wawancara guru
Cara mengatasi	Strategi guru	- Guru memberi motivasi - Guru menyesuaikan metode mengajar - Guru menciptakan suasana kelas nyaman	Wawancara guru

RESULTS OF QUESTIONNAIRE

Faktor	Pertanyaan	Sangat setuju	Setuju	Tidak setuju	Sangat tidak setuju
		%			
Nervousness on Text	1	24%	64%	12%	0%
	2	20%	72%	8%	0%
	3	16%	28%	52%	4%
		60%			
Lack of Self-Confidence	4	16%	44%	28%	12%
	5	24%	60%	12%	4%
	6	48%	44%	8%	0%
		88%			
Pessimistic Belief about Reading	7	20%	40%	32%	8%
	8	4%	12%	52%	32%
		24%			
Reliance on First Language	9	32%	64%	4%	0%
	10	36%	44%	16%	4%
		68%			
Unwillingness to Distinguish Linguistic Skills	11	12%	68%	20%	0%
		12%			
Vocabulary	12	12%	24%	56%	8%
	13	24%	52%	16%	8%
	14	16%	72%	4%	8%

		52%			
Topic	15	8%	12%	52%	28%
	16	12%	68%	16%	4%
		10%			
Fear of Making Errors	17	28%	40%	20%	12%
	18	0%	24%	36%	40%
		28%			
Reading Effect	19	0%	12%	56%	32%
	20	0%	48%	56%	32%
		0%			
Teaching Method	21	0%	12%	48%	40%
	22	12%	40%	20%	28%
		12%			

DOCUMENTATION OF QUESTIONNAIRE



Tuesday, January 11, 2026. Distribution and completion of questionnaires.

INTERVIEW SHEET

This appendix contains a list of interview questions used in the study to explore students' feelings, experiences, and strategies in reading English texts in front of the class. These questions aim to identify factors that influence students' confidence and anxiety when reading

1. Bagaimana perasaan kamu saat membaca didepan kelas?
2. Waktu kamu tidak nyaman, teks yang bagaimana itu (sulit atau mudah)? Biasanya teksnya nyari sendiri atau dicariin?
3. Saat kamu merasa kesulitan dengan teks tersebut, apa yang akan kamu lakukan?
4. Sebelum hari dimana ada mata pelajaran bahasa inggris, biasanya kamu belajar dulu atau tidak, dan menurut kamu apa bedanya saat kamu belajar atau tidak?
5. Dari kegiatan belajar membaca teks bahasa inggris, apa yang paling berpengaruh supaya kamu tidak takut atau cemas saat membaca teks bahasa inggris?

RESULTS OF INTERVIEW

1. Transkrip interview siswa ke-1

Pewawancara: Bagaimana perasaan kamu saat membaca didepan kelas?

S1: Perasaannya malu, takut tidak bisa padahal bisa.

Pewawancara: Waktu kamu tidak nyaman, teks yang bagaimana itu (sulit atau mudah)? Biasanya teksnya nyari sendiri atau dicariin?

S1: Teksnya ada sulit dan mudah, (teksnya lupa nyari sendiri atau dikasih)

Pewawancara: Saat kamu merasa kesulitan dengan teks tersebut, apa yang akan kamu lakukan?

S1: Saat kesulitan saya mencoba menerjemahkan teks menggunakan kamus.

Pewawancara: Sebelum hari dimana ada mata pelajaran bahasa inggris, biasanya kamu belajar dulu atau tidak, dan menurut kamu apa bedanya saat kamu belajar atau tidak?

S1: Kadang belajar kadang ngga, kalau belajar lebih mudeng, jadi mending belajar.

Pewawancara: Dari kegiatan belajar membaca teks bahasa inggris, apa yang paling berpengaruh supaya kamu tidak takut atau cemas saat membaca teks bahasa inggris?

S1: Yang paling berpengaruh itu dijelaskan dulu atau dipraktikkan dulu sama miss kiki.

2. Transkrip interview siswa ke-2

Pewawancara: Bagaimana perasaan kamu saat membaca didepan kelas?

S2: Perasaan saya adalah gugup, cemas dan takut salah.

Pewawancara: Waktu kamu tidak nyaman, teks yang bagaimana itu (sulit atau mudah)? Biasanya teksnya nyari sendiri atau dicariin?

S2: Kalau sulit dan mudahnya, ada sulit dan mudahnya, tapi kalau missal teksnya sulit yang nyariin miss kiki.

Pewawancara: Saat kamu merasa kesulitan dengan teks tersebut, apa yang akan kamu lakukan?

S2: Kalau kesulitan sih nanya ke temen, kalau ngga nyari dibuku dicatetan yang udah dicatetin atau dikasih tau miss kiki. Kalau udah ngerasa pusing sih biasanya nanya ke temen.

Pewawancara: Sebelum hari dimana ada mata pelajaran bahasa inggris, biasanya kamu belajar dulu atau tidak, dan menurut kamu apa bedanya saat kamu belajar atau tidak?

S2: Perbedaanya itu kan, kalau belajar sama ngga belajar itu kan, kaya belajar itu kan jauh lebih tau artinya kata ini tu apa, terus kalau misal ngga belajar ngga tau artinya, jadi rasanya itu beda banget pas belajar sama ngga belajar.

Pewawancara: Dari kegiatan belajar membaca teks bahasa inggris, apa yang paling berpengaruh supaya kamu tidak takut atau cemas saat membaca teks bahasa inggris?

S2: Percaya sama diri sendiri, kalau diri kita itu bisa. Terus miss kiki pas kita maju ngomong kalau kamu itu bisa.

3. Transkrip interview siswa ke-3

Pewawancara: Bagaimana perasaan kamu saat membaca didepan kelas?

S3: Perasaanku sedikit deg-degan, sedikit senang.

Pewawancara: Waktu kamu tidak nyaman, teks yang bagaimana itu (sulit atau mudah)? Biasanya teksnya nyari sendiri atau dicariin?

S3: Membacanya itu mudah, yang bikin deg-degan itu kenapa ngga tau. Kalau untuk teksnya biasanya dicariin miss kiki.

Pewawancara: Saat kamu merasa kesulitan dengan teks tersebut, apa yang akan kamu lakukan?

S3: Kalau aku kesusahan cara bacanya, nanti aku dikasih tau sama miss kiki cara bacanya.

Pewawancara: Sebelum hari dimana ada mata pelajaran bahasa inggris, biasanya kamu belajar dulu atau tidak, dan menurut kamu apa bedanya saat kamu belajar atau tidak?

S3: Kalau belajar dulu lebih ringan memahami, tapi kalau ngga belajar kaya susah banget buat paham.

Pewawancara: Dari kegiatan belajar membaca teks bahasa inggris, apa yang paling berpengaruh supaya kamu tidak takut atau cemas saat membaca teks bahasa inggris?

S3: Kala disuruh maju sama miss kiki, nanti kalau misalnya aku ngga bisa, miss kiki bilang nanti aku diajarin itu bikin aku ngga cemas, kalau aku bacanya ngga diajarin malah deg-degan. Terus miss kiki bilang, nanti kalau ngga bisa kita bisa belajar bareng-bareng, terus disemangatin biar kita bisa.

4. Transkrip interview siswa ke-4

Pewawancara: Bagaimana perasaan kamu saat membaca didepan kelas?

S4: Mungkin kalau disuruh gitu, rasanya takut, takut kalau salah.

Pewawancara: Waktu kamu tidak nyaman, teks yang bagaimana itu (sulit atau mudah)? Biasanya teksnya nyari sendiri atau dicariin?

S4: Teksnya agak susah, teksnya biasanya ada dibuku sama dicariin sama miss kiki.

Pewawancara: Saat kamu merasa kesulitan dengan teks tersebut, apa yang akan kamu lakukan.

S4: Kalau kesusahan kadangan translate, kalau ngga nanya ke miss kiki, karena kadangan kalau tanya sama temen juga ngga tau, jadi nanya sama miss kiki.

Pewawancara: Sebelum hari dimana ada mata pelajaran bahasa inggris, biasanya kamu belajar dulu atau tidak, dan menurut kamu apa bedanya saat kamu belajar atau tidak?

S4: Kalau belajar tu kadanga bisa nebak dulu ini tu apa kalau dirumah, kalau ngga belajar nanti disekolah bingung.

Pewawancara: Dari kegiatan belajar membaca teks bahasa inggris, apa yang paling berpengaruh supaya kamu tidak takut atau cemas saat membaca teks bahasa inggris?

S4: Karena belajar dan menguasai beberapa kalimat rasa takutnya ilang sendiri, jadi menguasai beberapa kata, beberapa kalimat. Karena udah sedikit menguasai itu tadi, dan disemangatin sama temen-temen sama miss kiki kaya biar ngga takut lagi.

5. Transkrip interview siswa ke-5

Pewawancara: Bagaimana perasaan kamu saat membaca didepan kelas?

S5: Rasanya gugup, tapi tetep maju kedepan kelas.

Pewawancara: Waktu kamu tidak nyaman, teks yang bagaimana itu (sulit atau mudah)? Biasanya teksnya nyari sendiri atau dicariin?

S5: Biasanya teksnya sering yang mudah, terus teksnya kadang dicariin miss kiki. Tapi kadang ada yang susah juga.

Pewawancara: Saat kamu merasa kesulitan dengan teks tersebut, apa yang akan kamu lakukan?

S5: Kalau kesusahan, aku biasanya nanya ke miss kikiya langsung, kalau ngga nanya ke miss kikiya langsung.

Pewawancara: Sebelum hari dimana ada mata pelajaran bahasa inggris, biasanya kamu belajar dulu atau tidak, dan menurut kamu apa bedanya saat kamu belajar atau tidak?

S5: Kalau belajar dulu tu jadi lancer, kalau ngga belajar jadi canggung. Canggung karena belum mahir kalau ngga belajar.

Pewawancara: Dari kegiatan belajar membaca teks bahasa inggris, apa yang paling berpengaruh supaya kamu tidak takut atau cemas saat membaca teks bahasa inggris?

S5: Kadang minta waktu sama miss kiki, buat mempelajari teksnya yang bakal dibaca. Kadang miss kiki ngasih motivasi ke kita, biar kita PD maju ke depan.

INTERVIEW DOCUMENTATION



Student 1



Student 2



Student 3



student 4



Student 5

Wednesday, January 12, 2026. Interview with five students from class 7.A



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Nomor : B-0722/In.28/J/TL.01/10/2025
 Lampiran : -
 Perihal : **IZIN PRASURVEY**

Kepada Yth.,
 KEPALA SMPN 1 KOTA GAJAH
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KEPALA SMPN 1 KOTA GAJAH berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **YUNIAR SEPTIANA SARI**
 NPM : 2201051030
 Semester : 7 (Tujuh)
 Jurusan : Tadris Bahasa Inggris
 Judul : AN ANALYSIS OF ANXIETY ON STUDENTS READING
 SKILL AT THE SEVENTH GRADE OF SMPN 1 KOTA GAJAH

untuk melakukan prasurvey di SMPN 1 KOTA GAJAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KEPALA SMPN 1 KOTA GAJAH untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Oktober 2025
 Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
 NIP 19880308 201503 1 006



PEMERINTAH KABUPATEN LAMPUNG TENGAH
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No : 071 / 280 / C.18 / D.a.VI.01 / 2025
Lam : -
Hal : Pemberian Izin Pra Survei

Kepada
Yth. Ketua Jurusan
Di Universitas Islam Negeri Jurai Siwo Lampung

Menanggapi surat saudara No. B-0722/In.28/J/TL.01/10/2025 tanggal 15 Oktober 2025,
perihal Permohonan Izin Pra Survei.

Dengan ini kami tidak keberatan / bersedia memberikan izin kepada mahasiswa :

Nama : YUNIAR SEPTIANA SARI
NPM : 2201051030
Semester : VII (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF ANXIETY ON STUDENTS READING SKILL
AT THE SEVENTH GRADE OF SMP N 1 KOTAGAJAH

Untuk memberi izin kepada mahasiswa tersebut guna mendapatkan data-data penelitian
sebagai bahan perkuliahan.

Demikian surat izin ini diberikan, agar dapat dipergunakan seperlunya.

Kotagajah, 30 Oktober 2025
Pjt. Kepala SMP Negeri 1 Kotagajah

DANANG PRIHANTO.S.Pd.M.Pd.
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**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Yuniarti (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **YUNIAR SEPTIANA SARI**
NPM : 2201051030
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **AN ANALYSIS OF STUDENTS READING ANXIETY AT THE SEVENTH GRADE OF SMPN 1 KOTA GAJAH**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Desember 2025
Ketua Jurusan,



Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI JURAI SIWO LAMPUNG
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Telepon (0725) 47297; Faksimili (0725) 47296; www.uinjusila.ac.id, humas@uinjusila.ac.id

SURAT TUGAS

Nomor: B-0060/In.28/D.1/TL.01/01/2026

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : YUNIAR SEPTIANA SARI
NPM : 2201051030
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 1 KOTA GAJAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS READING ANXIETY AT THE SEVENTH GRADE OF SMPN 1 KOTA GAJAH".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 08 Januari 2026

Mengetahui,
Pejabat Setempat

KIKI WIKANDARSAH

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



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Nomor : B-0061/In.28/D.1/TL.00/01/2026
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 1 KOTA GAJAH
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0060/In.28/D.1/TL.01/01/2026,
tanggal 08 Januari 2026 atas nama saudara:

Nama : **YUNIAR SEPTIANA SARI**
NPM : 2201051030
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMPN 1 KOTA GAJAH bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 KOTA GAJAH, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS READING ANXIETY AT THE SEVENTH GRADE OF SMPN 1 KOTA GAJAH".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Januari 2026
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Tubagus Ali Rachman Puja
Kesuma M.Pd
NIP 19880823 201503 1 007



PEMERINTAH KABUPATEN LAMPUNG TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KOTAGAJAH



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No : 071 / 364 / C.18 / D.a.VI.01 / 2026
Lam :-
Hal : Pemberian Izin Research

Kepada
Yth Dekan Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Metro di
Kota Metro.

Menanggapi surat saudara No. B-0061/In.28/D.1/TL.00/01/2026 tanggal 08 Januari 2026,
perihal Izin Research.

Dengan ini kami tidak keberatan / bersedia memberikan izin kepada mahasiswa :

Nama : YUNIAR SEPTIANA SARI
NPM : 2201051030
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Untuk melaksanakan Research dalam rangka penyelesaian Tugas Akhir/Skripsi yang
bersangkutan dengan judul : "AN ANALYSIS OF STUDENTS READING ANXIETY
AT THE SEVENTH GRADE OF SMPN 1 KOTA GAJAH".

Demikian surat izin ini diberikan, agar dapat dipergunakan seperlunya.

Kotagajah, 12 Januari 2026

Mengetahui,
Plt. Kepala SMP Negeri 1 Kotagajah


DANANG PRIHANTO, S.P., M.Pd.
NIP. 197507251999031006





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**SURAT KETERANGAN BEBAS PUSTAKA
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Yang bertanda tangan di bawah ini, Kepala Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung menerangkan bahwa :

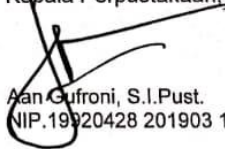
Nama : YUNIAR SEPTIANA SARI
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Adalah anggota Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung Tahun Akademik 2025/2026 dengan nomor anggota 2201051030.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Universitas Islam Negeri Jurai Siwo Lampung.

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Kepala Perpustakaan,


Aan Gufroni, S.I.Pust.
NIP.19920428 201903 1 0094



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
 PROGRAM STUDI TADRIS BAHASA INGGRIS
 UIN JURAI SIWO LAMPUNG

Nama : Yuniar Septiana Sari

Program Studi : TBI

NPM : 2201051030

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dospem
1.	17/6 25	Research Title		
2.	29/8 25	Chapter I A. Research Background		
3.	16/9 25	- Research Question - Research Novelty		
4.	4/11 25	Chapter II Add the theory of Anxiety in Reading		

Mengetahui,

Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I

NIP. 19880308 201503 1 006

Dosen Pembimbing

Dr. Yuniarti, M.Pd

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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

PROGRAM STUDI TADRIS BAHASA INGGRIS

UIN JURAI SIWO LAMPUNG

Nama : Yuniar Septiana Sari

Program Studi : TBI

NPM : 2201051030

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dospem
5.	12/11/25	Chapter III Add Instrument !	<i>YHS</i>	<i>U</i>
6.	19/11/25	Revise Research Design & Samples	<i>YHS</i>	<i>U</i>
7.	26/11/25	Acc to seminar Proposal	<i>YHS</i>	<i>U</i>



Mengetahui,
 Ketua Program Studi TBI

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UIN JURAI SIWO LAMPUNG

Nama : Yuniar Septiana Sari

Program Studi : TBI

NPM : 2201051030

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dospem
8.	15/12 ²⁵	Revise Research Instruments		
9.	22/12 ²⁵	ACC Research Instrument		



Mengetahui,
 Ketua Program Studi TBI

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UIN JURAI SIWO LAMPUNG

Nama : Yuniar Septiana Sari

Program Studi : TBI

NPM : 2201051030

Semester : VII

No.	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa	Tanda Tangan Dospem
10	3/26	Analisis Instrument : Questionnaires	<i>Yuniar</i>	<i>[Signature]</i>
11	09/26	Interview Guid lines	<i>Yuniar</i>	<i>[Signature]</i>
12	11/26	Research Result - Research Question 1.	<i>Yuniar</i>	<i>[Signature]</i>
13	24/26	Research Result & Discussion	<i>Yuniar</i>	<i>[Signature]</i>



Mengetahui,
Ketua Program Studi TBI

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Dosen Pembimbing

[Signature]
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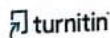
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CURRICULUM VITAE



The author's name is Yuniar Septiana Sari. The author is the only child of Mr. Joko Sutrisno and Mrs. Sri Wahyuni. She was born in Cempaka Nuban, on September 29, 2002. She grew up in hamlet IV, Cempaka Nuban village. She completed her elementary school education at SDN 2 Cempaka Nuban and graduated in 2013. Then, she continued her junior high school education at SMPN 2 Kota Gajah and graduated in 2017. At the high school level, she continued her studies at SMAN 1 Kota Gajah and graduated in 2020. After continuing her school education, the author continued her education and chose UIN Jurai Siwo Lampung as the campus to continue her studies (S1) in the English Education Study Program until now.