



STUDENTS' ANXIETY WHILE READING ALOUD DURING ENGLISH LEARNING IN THE ELEVENTH GRADE OF MAN 2 LAMONGAN

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Abstract:

The objectives of this study are to find out the factors causing students' anxiety while reading aloud during English learning in the eleventh grade of MAN 2 Lamongan and to find out the teacher's strategies to overcome the problems of students' anxiety while reading aloud during English learning at the eleventh grade of MAN 2 Lamongan. This study uses a qualitative method. The subjects in this study were class 11 of MAN 2 Lamongan. Data was collected by using interviews and observation to determine the factors causing students' anxiety. The results of observation showed that the biggest factor causing students' anxiety was fear of making mistakes. Based on interviews, various factors cause students' anxiety while reading aloud during English learning. There are at least five factors found in this study, namely, they feel that reading aloud in English learning is difficult, shyness and lack of confidence, fear of making mistakes, fear of being laughed at or mocked by their friends or classmates, and lack of vocabulary. Whereas the result that the teacher's strategies to overcome the problems of students' anxiety while reading aloud during English learning are various strategies, there are: preparation, positive thinking, building a good atmosphere while learning, peer groups, and using games method while learning.

Keywords: English Learning, Reading Aloud, Student Anxiety

INTRODUCTION

English is a universal language that is used in almost all countries, and it is a foreign language that is used as the language of instruction for international communication. In the current era of development, mastery of many foreign languages, especially English, has become a crucial aspect. Therefore, education in Indonesia has included English language learning in the curriculum as one of the subjects from elementary school until university. Four skills must be taught to students in the teaching and learning process which are listening, speaking, reading, and writing. These four skills are basically a unity of competence



that must be mastered by students. Learning English's basic skills is fun. If students are able to master these skills, it will be very easy for them to communicate and apply English in many aspects of their lives.

Emotions have a significant impact on the learning process. A positive emotional condition will affect both the process and student learning outcomes, and vice versa, if the student's emotional condition is disturbed, the learning process and achievement of student learning outcomes will also be disrupted. Emotional states such as anxiety can interfere with students' English learning process. Because of anxiety, fear, and panic, they may receive less material and knowledge and will not participate in learning. An unpleasant feeling of fear and worry, anxiety is described as a psychological and physiological state by Seligman, Walker, and Rosenhan (2001: 146) and is comprised of physical, affective, cognitive, and behavioral components. In other words, students' anxiety disorders greatly affect students' cognitive and behavior, which causes students to be afraid to do and voice what they learn while learning English, especially in reading.

Reading is one of the important skills in English. Reading is a thinking process, the process by which we can interpret and analyze the symbols, content, and social studies in the text. One of the benefits of reading is that students can find a lot of important information and knowledge. By reading, students are expected to find ideas and understand what the meaning of reading text is. Reading is an exercise dominated by the eyes and the brain. The brain must determine the meaning of the messages that the eyes receive after receiving information. (Harmer, 1991: 19). So, it means that reading do not only see the words written in the book or text but also understand the meaning contained within the text.

One of the useful skills in reading is reading aloud activity. Reading aloud has many benefits for students, such as improving word pronunciation, and sound quality when reading aloud, improving listening skills, and understanding intonation, grammar, and vocabulary. According to Guzzeti (2002: 487), reading aloud entails verbalizing the text while adhering to the voice intonation, pitch, inflection, expression, emphasis, and pauses that present the language and style that are appropriate for communicating the author's message. So, reading aloud is not only reading aloud in front of the class but also how students can understand, and express a reading aloud and intonation.

According to those phenomena, the researcher chooses and is interested in conducting



this research at MAN 2 Lamongan. Based on the current situation, during the PPL (Practical Field Experience), the researcher noticed and observed that many students of MAN 2 Lamongan, especially in the 11th grade, were still afraid, anxious, and embarrassed to practice reading aloud in English learning. Therefore, the researcher wants to study further the factors that cause 11th-grade students who are afraid to read aloud. Then, after finding the factors that cause students' anxiety while reading aloud, the researcher will try to find any problem-solving that will be given to students. Based on the explanation above, the researcher conducted a titled "Students' Anxiety While Reading Aloud During English Learning in The Eleventh Grade of MAN 2 Lamongan".

RESEARCH METHOD

The researcher examines and analyzes the data using qualitative research. According to Cresswell (2008), qualitative research is a study that tries to analyze social issues and is written down with a full account of the research. The basis of qualitative research is social science disciplines such as psychology, sociology, and anthropology. The research was conducted at MAN 2 Lamongan located at Jl. Sumber Nangah, Tlagah, Kecamatan Banyuates, Kabupaten Sampang, Jawa Timur 69263. The research was conducted in the second semester of the academic year 2023. The time in conducting the research was from February 2023 until finished. There are several sources that the researcher input in this research, which are as follows, data primary and data secondary. The researcher obtained the data using a variety of techniques, interviews, observation, and documentation. The researcher will analyze the data using a descriptive qualitative. Analysis of sequence data using three concurrent flows, such as data reduction, data display, and conclusion (Miles & Hubberman, 1994).

RESULTS AND DISCUSSION

The Factors Causing Students' Anxiety While Reading Aloud During English Learning

Based on this research, it was found that several factors make students anxious while reading aloud during English language learning. The majority of students reasoned that reading aloud is difficult, where 18 of 26 students stated this. The second biggest reason is that students feel that learning English is a difficult subject. The next biggest reason is that



they are afraid of making mistakes in reading aloud. Followed by lack of confidence and the influence of classmates are the reasons students experience anxiety when reading aloud. In the conditions that the researcher observed, the type of anxiety that occurred in students when reading aloud was included in the type of situation-specific anxiety. Situation-specific anxiety is a form of trait anxiety that is limited to a particular setting, as stated by MacIntyre and Gardner (1991: 90). This viewpoint looks at how anxiety manifests itself in "well-defined scenarios" as speaking in front of an audience, taking a test, working out a math problem, or learning a new language. In other words, situational anxiety is a form of trait anxiety that manifests itself repeatedly throughout time in a certain setting. The specific conditions and mechanisms that cause anxiety are not well understood, but there is evidence that students who are anxious about reading aloud have high levels of generalized anxiety that are exacerbated during learning. Factors causing "situation-specific anxiety" in this study consisted of several things below:

- a. Feel that reading aloud in English learning is difficult.

Based on the data found through the interview, as many as 18 students said that reading aloud in English is difficult and 21 students said that English is a difficult subject. The interviewed students felt fear and anxiety when reading aloud during this difficult English lesson. This factor was also mentioned several times by some students, one of which was a statement from the interviewee who the researcher called Student 17 "*Iya sulit, karena kurang tau cara membaca tulisan bahasa inggris, jadi takut salah bacanya*" (It's difficult because I don't know how to read English, so I'm afraid to read it wrong.)

This factor is often mentioned by students after they read aloud during English learning. This factor is also influenced by the factor of their thoughts and opinions that English subject is difficult. English is a difficult subject which is also mentioned by most of the students in the interview, one of which was a statement from the interviewee who the researcher called Student 3 "*Sangat sulit, karena tidak bisa mengartikan bahasanya dengan benar.*" (It's very difficult, because I can't interpret the language correctly).

Based on data to take English lessons most of them have to face feelings of anxiety, especially coupled with having to do or practice reading aloud in learning English, so that students feel challenged and depressed with feelings of anxiety. Therefore reading aloud is difficult and becomes the biggest factor causing students' anxiety in reading aloud during

English learning.

b. Shyness and Lack of Confidence

Students who are shy and lack self-confidence are often afraid to do or practice reading aloud in front of the class. It seems this is an influential factor as a cause of students' anxiety in reading aloud. This factor was also mentioned several times by some students, one of which was a statement from the interviewee whom the researcher called Student 5 "*saya merasa malu karena tidak percaya diri ketika banyak didengar oleh orang lain*" (I feel shy because I am not confident when many people hear me). Moreover, the other students share the same feeling, statement from the interviewee who the researcher called Student 17 "*Grogig, malu juga dilihat oleh teman, dan takut untuk membaca dengan keras.*" (Nervous, embarrassed to be seen by friends, and afraid to read aloud).

In this regard, one way to overcome the shyness of students is to provide opportunities for students to practice reading English texts a lot. This will improve their reading skill. This condition will certainly make them accustomed to trying to read aloud when learning English.

c. Fear of making mistakes

The researcher found additional data during interviews that most students felt anxious when reading aloud for fear of making mistakes. As mentioned by the interviewer, the researcher called Student 17 "*Takut salah membaca, dan saya memiliki suara yang kecil jadi sulit untuk membaca dengan keras.*" (Afraid to misread, and I have a small voice so it's hard to read aloud). According to the students' reactions, making mistakes, whether in front of the teacher and students or classmates, is frowned upon. Students are afraid of making mistakes because they are afraid that their friends will laugh at them and give them bad feedback if they make mistakes while reading aloud while learning English. Fear of being laughed at or mocked by their classmates or friends.

Based on the results of interviews with students, most of the students considered factors from friends to be the cause of them feeling anxious when reading aloud in front of the class. Students fear that when they make mistakes in reading aloud, they will be laughed at or mocked by their classmates. One of which was a statement from the interviewee who the researcher called Student 17 "*takut ditertawakan kalau salah membaca.*" (afraid of being laughed at if I read it wrong.) This is of course an additional task for a teacher to

provide teaching behavior in respecting others.

d. Lack of Vocabulary

The data obtained by the researcher through interviews showed that most of the students were still lacking in vocabulary mastery. Not knowing the meaning of words or sentences can make students feel anxious to read. Having a limited vocabulary, students find it difficult to convey what they want to read because they are confused about how to read the word or sentence. One of which was a statement from the interviewee who the researcher called student 5 "*bahasanya sulit dipahami, banyak sekali kata atau vocabulary yang sama tetapi artinya berbeda*" (the language is difficult to understand, there are so many words or vocabulary that are the same but have different meanings.) This condition can cause students' anxiety which results in their reluctance to read aloud. To build students' confidence to read aloud, teachers can provide regular opportunities to practice correct pronunciation and intonation and speak freely, so that it will make students experience a greater sense of ability to read aloud. It will also help students enrich their English vocabulary.

2. The teacher's Strategies To Overcome The Problems Of Students' Anxiety While Reading Aloud During English Learning

From the data that the researcher got after interviewing the English teacher, the researcher got two strategies that the English teacher had thought of to overcome the problem of students' anxiety while reading aloud during English learning. Where one of these strategies has been applied in reading aloud during English learning. The English teacher said that he had implemented peer groups in learning English, especially for reading aloud. Another strategy that might be developed to solve students' anxiety problems is to use games to deliver material and practice. One of which was a statement from the English teacher "...*sehingga dengan menerapkan peer group ini mampu mengatasi kecemasan siswa,...*" (...by applying this peer group they can overcome students' anxiety,...)

For other strategies that have been thought of but have not been realized, are using the method of the game during learning, or also with simple strategies such as helping students prepare themselves before learning begins, giving advice or motivation to students to think positively, and as a teacher must be able to create comfortable classroom atmosphere during learning. Therefore, from the data obtained, the researcher concluded and found



how the teacher's strategy was to overcome the problems of students' anxiety in reading aloud in several ways:

a. Preparation

The first strategy is preparation, which students usually do to try to reduce the effect of anxiety, especially by improving their learning strategies during class as well as independent study outside class individually or in groups. This could include giving more time and energy to review material at home and try to practice reading aloud. Regarding reading-aloud class, preparation can be in the form of practicing and practicing reading in front of a mirror or it can also practice reading aloud a conversation with peers. By using a preparatory strategy. In this case, students are expected to be more confident that they have mastered the text and that they will read it aloud in front of their friends and teachers. This subjective self-perception is believed to be able to reduce anxiety in reading-aloud activities. One of which was a statement from the interviewee called Student 17 "*Saya harus lebih banyak berlatih membaca teks bahasa inggris*" (I have to practice more reading English texts.)

The purpose of this strategy is to minimize or reduce nervousness and fear when dealing with students' English class situations. By being relaxed, students can use their cognition and thus performance will be more manageable and arranged. So that the anxiety experienced by students will be resolved. With this preparatory strategy, the teacher can give time and get students used to practicing reading before beginning the lesson. So that when the teacher explains the material and tests the students' reading-aloud skills, students feel ready without struggling with their anxiety.

b. Positive Thinking

In this situation, reading aloud during English learning, and thinking positively is very likely to happen when students have made good preparation which is nice and relaxing. The perception that everything will go well and smoothly is supported by these two facts. Therefore, when a student believes that reading aloud will do well, they will refer back to what they have done before and realize that there is no need to panic. In this way, think positively which will even improve their taste and belief in themselves. Finally, they will gain more control over emotional and cognitive abilities, and thus students' anxiety while reading aloud during English learning will be resolved. One of which was a statement from the



interviewee called Student 20 "...dengan berpikiran positif bisa membuat saya lebih tenang dan percaya diri tampil membaca nyaring." (...positive thinking can make me more calm and confident to appear reading aloud.)

The teacher provides strategies for students to think positively, which means a teacher must be able to convince students that they are capable of doing something as long as they are willing to learn and prepare in advance. A teacher must have good communication skills with the students. In addition to being a good listener, a teacher must be able to set an example to stay positive and give advice to students without offending the students' anxious feelings.

c. Build a comfortable atmosphere while learning

The third strategy proposed is that a teacher should create a comfortable and friendly atmosphere so that it can prevent or at least reduce the students' anxiety. So that a teacher can create a friendly and supportive learning environment. This can include the formation of relationships such as friends (good relationships) between the teacher and the students. The teacher must position himself not as a know-it-all- or as the smartest person in the class, instead, the teacher should position himself as a learning partner who will share, understand, and help the students. There will be no social distance between teachers and students. The students will tend to feel free to interact with their teacher and also take risks when performing a task or activity. As a result, students will feel comfortable dealing with their learning problems, and in this situation, anxiety is less likely to occur.

d. Peer Group

As already stated by the English teacher, peer groups have been applied to overcome the problem of students' anxiety while reading aloud. Peer groups, according to Santosa (2004: 79), are "children or teenagers of the same age or level of maturity who engage with peers of the same age and have a particular function in the culture or customs." So it can be concluded that peer group is a group of people who interact and have some similarities, both in age and gender, as well as in mindset, so that it appears to have the feeling of always wanting to be together. Generally, peer groups in teenagers have the same age or are not at the same level but have a maturity level or relatively the same maturity.

The existence of peer groups, it can help students dare to appear on the influence of their friends' environment. The positive influence of the peer group is considered to be able



to overcome students' anxiety problems while reading aloud during English language learning. Peer groups become strategies and tools to attract students' courage in their activities during learning. Each individual in their group can enhance personality development. Because there is a reciprocal relationship in groups, then student learning outcomes can also be improved.

e. Using games method while learning.

From the data obtained, it can be concluded that students prefer to play and like a relaxed classroom atmosphere. By using games during learning, students are expected to be able to follow the learning process happily and comfortably. Making games and creating a fun atmosphere is a challenge for a teacher. In this problem, games can be used to read aloud for example, students make posters with various positive sentences in English, then the teacher gives lottery numbers to the students, and the numbers that come out when drawn must read aloud the posters they have made. This may sound more anxious for students, but that is not the result that will be obtained from this game. With these games, students will be better prepared if their turn comes at any time. Students must also practice reading the posters that they have made more often even though they are only short sentences. However, it really helps students become fluent when reading aloud and will increase vocabulary and correct grammatical errors.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Researchers found several factors causing students' anxiety while reading aloud during English learning based on observations, and interviews. Based on observations, the biggest factor that causes students' anxiety in reading aloud is fear of making mistakes. From in-depth interviews, the researcher assumes that students always think that learning English is difficult, so that thinking always affects students' results and thoughts on aspects contained in learning English. This causes the students' anxiety factors to appear during the learning process.

Teacher's strategies that can be applied when learning English, especially reading aloud are: preparation, positive thinking, building a comfortable atmosphere, peer groups, and



games while learning English. The strategies obtained are expected to be applied by English teachers in dealing with students' anxiety problems while reading aloud during English learning. A teacher is also expected to be able to increase creativity in understanding students' anxiety in learning English according to the needs of students.

Suggestion

Based on the conclusion above and based on the research that has been done, the researcher wants to offer some suggestions for students, teachers, and the next researchers.

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