

**THESEVENTHGRADESTUDENTS'READINGANXIETYOFMTS2
PALEMBANG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
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THESEVENTHGRADESTUDENTS'READINGANXIETYOFMTS2 PALEMBANG

THESIS

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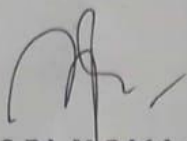
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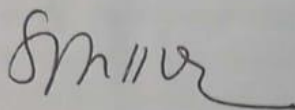
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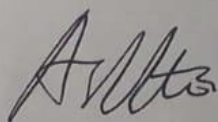


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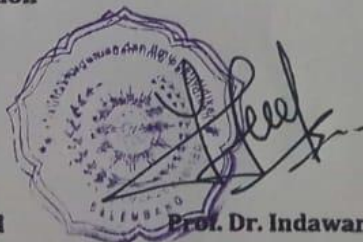
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MOTTO AND DEDICATION

Motto

Dream as if you will live forever. Live as if you will die today

Dedication

- My beloved parents Kamaluddin and Zulaika part of my life thanks for your love, prayer, support, advice, attention, and motivation, I love you so much. You mean so much for me.
- My beloved sisters and brother Taqwa Tulkarimah, Istiqumatunnisa and Pirja tullah
- My great advisors (Sri Yuliani, S.Pd., M.Pd and Sherly Marliasari, S.Pd., M.Pd) thanks for your guidance, advice, and encouragement in completing this research.
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SURAT PERNYATAAN KEASLIAN KARYA

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Menyatakan bahwa skripsi berjudul :

" The Seventh Grade Students' Reading Anxiety of MTs 2 Palembang "

Besrta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian ternyata saya tidak benar atau ada klaim dari pihak lain terhadap keaslianskripsi saya.

Palembang.

Yang menyatakan



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ABSTRACT

Fadhilah, Jannatul. 2024. The Seventh Grade Students' Reading Anxiety on Descriptive Text of Mts 2 Palembang. This thesis by English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*. Advisor (1) Sri Yuliani, S.Pd., M.Pd. Advisor (2) Sherly Marliasari, S.Pd., M.Pd.

The objective of this research was to find out the factors that cause the seventh grade students' reading anxiety of MTs 2 Palembang. The population of this research was the seventh grade students of MTs 2 Palembang. The total number of population was 304 students. The sample were 25 students from 304 students that selected by using convenience sampling. This study used descriptive study and data collected from the provision of questionnaires namely a close ended questionnaire. Results Explained the factors of anxiety in reading that are often faced by seventh grade students of MTs 2 Palembang are afraid making errors 49% respondents, unfamiliar topics 40% respondents, unknown vocabulary 38% respondents, unfamiliar cultures 27% respondents, and worry about reading 35% respondents.

Keywords: Anxiety, Reading

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The writer hopes that the thesis give worth while contribution the improvementoftheEnglishteachingandlearningprocess. Theresearcher relizes this thesis is still far from being perfect. For that the writer hopes the constructive critics and suggestion from all readers for perfection of this thesis. May Allah SWT, always gives guidance and blessing us. *Amiin Ya Rabbal' Alamin.*

Palembang, April 2024 The
writer

JannatulFadhilah

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CHAPTER I INTRODUCTION

This chapter presents; (1) background of the research, (2) Limitation of the Research, (3) Formulation of the Research, (4) Objective of the Research, (5) significance of the Research.

A. Background of the Research

English is the important role in educational development. Realizing the progress and development of education in this era of globalization, English become a bridge to communication between people around the world. According to Ilyosovna (2020) when you have the basics of English language you can make yourself understand in nearly every corner of the world (p.24). With English people will be easier to communicate, get information and convey arguments. The ability to communicate in English is very important. English is very influential on the development of the world of education in the current era of globalization, not only students are required to be able to master English, but teachers are also required to be able to master English. Therefore, learning English is a must for everyone, both young and old.

Learning four skills—listening, reading, speaking, and writing is necessary for learning English. Reading is a window of knowledge or a way and process to gain understanding or messages to new things, especially related to what we have read. According to Oakhill, Cain, & Elbro (2019) reading and writing are actually not just skills in terms of expressing oneself and life's needs, but reading and writing are also the initial keys for individuals to be able to master technology, think critically, and be sensitive to the surrounding environment.

In language learning activities, unfortunately many students still experience difficulties in learning English, especially learning to read English. There are many influencing factors, one of the reasons is that they may have had a lack of vocabularies, because their vocabularies is little they had difficulty understanding the meaning of the text and most students are not interested in reading English books or reading English texts because they had problems in vocabularies.

According to Pasumbu & Macora (2018), apart from lack of vocabularies, another factor that can cause confusion in students is not recognizing the topic of the text, examples in descriptive texts about me, favorite meanings that not all students will know about the information in the text (p.39). It is crucial to comprehend the descriptive paragraph's concept since in this passage students are asked to define more or less about the object which students must first understand about the object before being able to describe it

According to Rani Humairoh, Yanti Sri Rezeki, Urai Salam (2023) Learning a second language may frequently cause anxiety because pupils have lower expectations for their ability to speak a second language. A significant quantity of research is carried out these days. This clarifies why anxiety plays a significant role in learning a second language, such as English (p.47). Students often experience anxiety when reading in the form of nervousness, embarrassment, and others. Additionally, they may not be familiar with the topic of the text.

People is anxious that person has difficulty recognizing the cause of the uneasy tension. Tuma & Maser (2019) Generally speaking, anxiety is described as a complicated condition including elements of cognition, emotion, action, and body (p.93). Emotions can be confusing for the person who feels them. Anxiety is restlessness, aimless, unpleasant and

persistent. Anxiety tends to spread constantly feeling as if something terrible is going to happen.

Every student has emotions that affect anxiety, such as lack of confidence, and discomfort caused by several factors in the learning process, especially in the process of teaching and learning English. Reading anxiety is a feeling of anxiety that students feel when reading English texts. According to Rajab (2012)

“Understandable if foreign language learners find reading as an anxiety-provoking task. Reading anxiety may result in poor comprehension and thus need to be addressed accordingly especially in the area of foreign or second language learning” (P.363).

According to Mansyur (2019), in 2016 Indonesian interest rates are among the most lucrative in the world, ranking as high as 60 out of 61 countries surveyed. Indonesia is particularly good at Botswana, an African country that was formerly colonized by Britain. When compared to its surrounding nations in Southeast Asia, Indonesia ranks 36th, significantly lower than Singapore, while Malaysia and Thailand rank 53rd and 59th, respectively. In 2012, UNESCO conducted a review of the data pertaining to the Indonesian rate index, which was merely 0.001 percent. In other words, out of the 1,000 residents, just one was interested in reading (p.3).

The writer is interested in conducting the research entitled 'students' reading anxiety in descriptive texts at MTs 2 Palembang to find out the factors that cause students' reading anxiety because based on interviews with English teachers at this school there are still many students who are not confident when asked to read text in English. It is influenced by several factors that cause anxiety in reading such as unknown vocabulary, unfamiliar culture, afraid of making errors, and worry about reading effort. The writer hopes from this research, students will

be more enthusiastic about learning English and will not feel anxious anymore. Based on the explanation above, writer was interested in conducting a research with the title: **“The Seventh Grade Students’ Reading Anxiety on Descriptive Text of MTs 2 Palembang”**

B. Limitation of the Research

This research would limit or focus on the factors that cause the seventh grade students’ reading anxiety on descriptive text of MTs 2 Palembang.

C. Formulation of the Research

Based on the problem, the writer formulated the writer question as follow “what are the factors that cause the seventh grade students’ reading anxiety of MTs 2 Palembang?”.

D. Objective of the Research

Relating to the problem previous statement, the objective of the research is to find out the factors that cause these seventh grade students’ reading anxiety of MTs 2 Palembang.

E. Significance of the Research

The result of this study could be beneficial for several individuals, namely student, teacher, and writer. The benefits that could be achieved are stated as follow:

Writer: Research results can be used to increase insight and library reference as a reference for other writer as well as being input for evaluating students’ reading anxiety.

Reader: Hopefully this research will be beneficial for the reader to find the factor students' reading anxiety on descriptive text and to apply another way to make students reading better.

The next writer: Hopefully this research will be beneficial and can be used as a reference for other next writer to do a deeper research on.

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