

## **A Descriptive Quantitative Study of Students' Anxiety in Reading and Writing in Learning English at the Eighth Grade of Mts Hadharatul Islamiyah Sipispis**

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### **Abstract**

*This study was about students' anxiety in reading and writing in learning English at the eighth grade of Mts Hadharatul Islamiyah Sipispis. In this research, the researcher used quantitative descriptive method. This study is aimed to find out the students' anxiety level in reading and writing in learning English. The data was collected by using questionnaire with two aspects includes reading and writing. In this study, the researcher found that the students' anxiety in reading are categorized in low anxiety level there are 6 students (22%), students who categorized in medium anxiety there are 10 students (37%), and the high anxiety level are 11 students (41%). While in writing anxiety in this study shows that the students categorized in low anxiety level are 4 students (15%), in medium anxiety category are 13% students (48%), and the high anxiety category are 10 students (37%). It can be concluded the students' anxiety level in reading English at the eighth grade of MTs Hadharatul Islamiyah Sipispis is categorized in the high anxiety level. Whereas students' level anxiety in writing in categorized medium anxiety level.*

**Keywords:** *Anxiety, Reading Anxiety, Writing Anxiety*

### **1. INTRODUCTION**

In English, there are receptive skills and productive skills in language. Listening and reading are the receptive skills and speaking and writing are the productive skills (Aydoğan 2014, p. 2039). Listening is a receptive skill in the oral mode. When somebody is listening what he or she does is listening and understanding what he or she hears. Speaking is the productive skill in the oral mode. Speaking is often connected with

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listening. Meanwhile, reading is the receptive skill in the written mode. Writing is the productive skill in the written mode.

Reading is the process of taking in sense or meaning of letters and symbols. While writing is the process of using symbols (letters of the alphabet, punctuation and space) to communicate thoughts and ideas in readable form. However, learning reading and writing skills are not as easy one might be expected. In reading someone has to read word that is sometimes difficult to pronounce, then understand the meaning of each words, sentences, and paragraphs. Meanwhile, in writing English, one is required to get our ideas into written form in English which is using the correct grammar and tenses. Some difficulties in reading and writing are to comprehend texts, lost idea, and anxiety (Jeremy Harmer, 2007, 69).

Anxiety is considered as one of the inhibiting factors in learning that can interfere with the performance of students' cognitive functions in concentrating, remembering, concept formation, and problem solving (Ahmadi Abu, 2004, p. 13). Anxiety about English lessons is a type of illness, anxiety about English lessons refers to an unhealthy mood such as the response that occurs when some students experience difficulties and manifest themselves in panic and loss of mind, depression and helplessness, nervousness and fear, and so on.

Anxiety is a feeling of apprehension that caused somebody always thinks future events will always bad. Anxiety has an impact on students' performance in learning reading and writing in English, such as having difficulty to concentrate, getting sweat, experiencing an increased and irregular heart rate and affecting short-term memory of students.

Anxiety can be experienced by anyone at anywhere, including the eighth grade students of MTs Hadharatul Islamiyah. Based on the results of preliminary observations and interviews, it shows that the eighth grade

students of MTs Hadharatul Islamiyah experienced anxiety in reading and writing during English lessons. This can be seen from some students were lack of confidence in reading and writing in English. Some students admitted to experience anxiety when facing English subjects that they thought were difficult.

Considering that the students' have anxiety in reading and writing in learning English , this writer is interested in discovering the style of the students' have anxiety in reading and writing in learning at the Eighth Grade of Mts Hadharatul Islamiyah Sipispis Academic Year 2021/2022.

## **2. LITERATURE REVIEW**

### **2.1 Anxiety**

Anxiety is a symptom or physical reaction that happens because of unclear source in this case, someone will be sweating, trembling hand, and fast breathing. Anxiety is unpleasant or unbalance emotional condition including wrong understanding, fear, and worry and physiological condition. In other word, anxiety is a reaction from the someone's self-including sweating, trembling, asphyxia, and dizzy physically and fancy, tension, stress, and worry emotionally that stems from a fear to something without the clear reasons (Alwisol, 2018, p. 141).

### **2.2 Reading Anxiety**

According to Julia (Jullia Aisyah, 2017, p. 6). Reading anxiety is an emotional and physical symptom that happens when reading session. Reading anxiety constitutes an individual phobia terms from fear, uncomfoting, misunderstanding, bad experience, or difficulties. The difficulties of reading also influence student's reading anxiety.

### **2.3 Writing Anxiety**

Writing anxiety is more of a fear of the writing process that outweighs the projected gain from the ability to write. Writing anxiety

also defines as a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing.

In short, writing anxiety is the psychological predisposition faced by an individual in the course of a writing task due to tendencies of overwhelming fear arising from a combination of feelings, beliefs, and behaviors affecting the individual's ability to write in the writing process as compared to the projected gain from the ability to write".

### **3. METHODS**

Deliberating to the objectives of this research, the design of this study is descriptive quantitative research. Look at quantitative research, quantitative descriptive data in order to describe, explain, predict or control the phenomena that is studied in this research regard to statistic or numerical data (Gay, Mills, Airasian, 2012, p. 7)

In thus research, the researcher implements the structured or close type of questionnaire could facilitate the respondents and the researcher to acquire data.

### **4. RESULTS**

The previous explanations have clarified the whole score of percentage and interpretation. To know the level of students' anxiety, researcher must count the score of questionnaire so as to the categorization of anxiety level can be done. The categorization facilitates to determine the further steps that must be taken based on students anxiety level. Categorization of level anxiety is explained by table 2.5 and total of students' anxiety score and level category is explained by table 2.6 below:

**Table 4.1 Level of Anxiety**

Range	Level
Low	26-57
Medium	58-72
High	73-130

The total score in FLRAS and SLWAI is got by summing the score of each question from 1-26, and 1-22. Thus, after got the score, the researcher categorized the score with the scale on FLRAS and SLWAI. The category consists of three parts: low anxiety, medium anxiety, and high anxiety. To find the total whole score, the researcher use formula:

$$\text{Total score} = n \times y$$

n = total response

y = score likert

**Table 4.2  
Total of Students' Score and Level Category**

No	Name	Questionnaire number (FLRAS)													Total	Category
1	ADS	1	2	3	4	5	6	7	8	9	10	11	12	13	82	High
		4	3	4	2	3	1	4	4	3	3	3	2	3		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		2	1	2	2	5	5	1	5	5	5	3	2	5		
		Questionnaire number (SLWAI)														
		1	2	3	4	5	6	7	8	9	10	11	62	Medium		
		2	2	3	2	3	2	3	4	4	3	1				
		12	13	14	15	16	17	18	19	20	21	22				
2	3	2	3	2	4	4	4	3	4	2						
		1	2	3	4	5	6	7	8	9	10	11	12	13	82	High
		3	3	4	3	4	4	3	4	3	3	4	1	4		
		14	15	16	17	18	19	20	21	22	23	24	25	26		

2	AHA	4	3	4	3	5	2	3	3	3	1	4	3	1	82	High
		1	2	3	4	5	6	7	8	9	10	11				
		3	3	4	3	4	4	4	4	5	4	5				
		12	13	14	15	16	17	18	19	20	21	22				
		4	5	3	2	3	5	5	2	2	4	4				
3	AGH	1	2	3	4	5	6	7	8	9	10	11	12	13	82	High
		3	2	3	4	5	3	4	1	2	4	4	3	5		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		3	4	1	2	4	2	4	3	1	5	5	2	3		
	AGH	1	2	3	4	5	6	7	8	9	10	11	87	High		
		3	2	4	5	5	3	4	5	5	4	5				
		12	13	14	15	16	17	18	19	20	21	22				
		4	5	2	3	5	5	2	4	4	3	5				
4	AYP	1	2	3	4	5	6	7	8	9	10	11	12	13	83	High
		3	3	4	3	3	3	4	3	4	4	3	4	5		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		4	2	4	2	4	2	4	4	5	2	1	1	2		
	AYP	1	2	3	4	5	6	7	8	9	10	11	84	High		
		3	2	4	5	5	2	5	5	5	4	5				
		12	13	14	15	16	17	18	19	20	21	22				
		4	5	1	5	4	5	3	2	4	4	2				
5	BQ	1	2	3	4	5	6	7	8	9	10	11	12	13	73	High
		3	3	3	2	3	4	5	5	4	1	2	3	5		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		3	3	3	2	1	1	4	3	2	2	2	2	2		
	BQ	1	2	3	4	5	6	7	8	9	10	11	58	Low		
		2	1	3	5	3	1	4	2	4	1	5				
		12	13	14	15	16	17	18	19	20	21	22				
		2	2	3	3	3	3	4	2	2	1	2				
		1	2	3	4	5	6	7	8	9	10	11	12	13	69	Medium
		2	5	3	3	2	1	1	4	4	4	4	3	5		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		5	2	2	1	2	3	4	2	1	2	2	3	1		

6	CFD	1	2	3	4	5	6	7	8	9	10	11	72	Medium		
		2	2	2	4	5	2	4	2	4	3	4				
		12	13	14	15	16	17	18	19	20	21	22				
		4	4	2	4	3	4	4	3	2	4	4				
7	DA	1	2	3	4	5	6	7	8	9	10	11	12	13	57	Low
		3	2	2	3	2	2	2	2	4	1	2	2	4		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		2	1	1	1	3	2	1	4	2	3	2	2	2		
	DA	1	2	3	4	5	6	7	8	9	10	11	52	Low		
		3	3	1	3	4	1	3	2	3	1	3				
		12	13	14	15	16	17	18	19	20	21	22				
		3	2	2	3	2	3	1	3	2	3	1				
8	DAK	1	2	3	4	5	6	7	8	9	10	11	12	13	85	High
		4	4	3	3	4	2	1	2	3	1	4	4	2		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		4	4	4	4	4	4	5	4	5	1	5	2	2		
	DAK	1	2	3	4	5	6	7	8	9	10	11	82	High		
		3	3	4	3	4	4	4	4	5	4	5				
		12	13	14	15	16	17	18	19	20	21	22				
		3	5	3	2	3	5	5	2	4	4	3				
9	FHW	1	2	3	4	5	6	7	8	9	10	11	12	13	84	High
		3	3	3	4	4	2	3	3	2	1	3	5	3		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		2	4	4	4	3	4	4	5	3	4	2	1	3		
	FHW	1	2	3	4	5	6	7	8	9	10	11	82	High		
		5	4	3	5	5	5	1	5	3	1	5				
		12	13	14	15	16	17	18	19	20	21	22				
		5	4	2	5	4	5	5	1	2	3	4				
10	GTW	1	2	3	4	5	6	7	8	9	10	11	12	13	75	High
		4	3	4	1	3	3	2	1	4	4	4	4	1		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		2	4	3	3	1	4	2	4	4	2	5	2	1		

		1	2	3	4	5	6	7	8	9	10	11	68	Medium				
		5	4	4	5	2	1	4	3	3	5	2						
		12	13	14	15	16	17	18	19	20	21	22						
		2	1	1	5	2	4	4	5	1	3	2						
11	FAA	1	2	3	4	5	6	7	8	9	10	11	12	13	58	Medium		
		2	1	2	2	3	2	1	3	3	4	2	2	3				
		14	15	16	17	18	19	20	21	22	23	24	25	26				
		2	2	2	1	2	2	2	2	3	2	1	3	4				
			1	2	3	4	5	6	7	8	9	10	11	65	High			
			5	5	4	1	5	2	1	5	5	5	4					
			12	13	14	15	16	17	18	19	20	21	22					
		1	3	4	3	3	1	4	1	1	1	1						
12	JIS	1	2	3	4	5	6	7	8	9	10	11	12	13	85	High		
		2	3	4	4	2	2	4	3	2	4	4	4	4				
		14	15	16	17	18	19	20	21	22	23	24	25	26				
		4	3	3	3	4	4	4	4	3	4	3	3	1				
			1	2	3	4	5	6	7	8	9	10	11	70	Medium			
			5	3	2	5	5	2	3	4	1	2	3					
			12	13	14	15	16	17	18	19	20	21	22					
		3	2	5	4	4	2	2	3	4	3	3						
13	JAN	1	2	3	4	5	6	7	8	9	10	11	12	13	60	Medium		
		2	3	3	1	2	1	1	2	2	2	3	2	2				
		14	15	16	17	18	19	20	21	22	23	24	25	26				
		1	3	2	2	4	4	4	3	3	2	2	3	1				
			1	2	3	4	5	6	7	8	9	10	11	70	Medium			
			5	3	2	5	5	1	5	2	3	4	2					
			12	13	14	15	16	17	18	19	20	21	22					
		1	2	4	2	5	4	4	2	2	3	4						
14	KHP	1	2	3	4	5	6	7	8	9	10	11	12	13	85	High		
		2	2	2	4	2	3	4	4	4	3	2	2	2				
		14	15	16	17	18	19	20	21	22	23	24	25	26				
		4	3	2	4	2	4	4	4	4	4	5	4	5				
		1	2	3	4	5	6	7	8	9	10	11						

		5	3	2	5	5	1	2	3	5	1	3	70	Medium			
		12	13	14	15	16	17	18	19	20	21	22					
		3	3	2	2	5	5	4	2	2	3	4					
15	MB	1	2	3	4	5	6	7	8	9	10	11	12	13	53	Low	
		2	2	3	3	2	2	2	1	3	2	2	2	5			
		14	15	16	17	18	19	20	21	22	23	24	25	26			
		2	2	1	1	1	1	2	4	2	2	2	2	2			
			1	2	3	4	5	6	7	8	9	10	11	55	Low		
			2	3	1	2	4	2	2	2	4	4	2				
			12	13	14	15	16	17	18	19	20	21	22				
		2	2	2	3	3	4	1	1	2	4	3					
16	FS	1	2	3	4	5	6	7	8	9	10	11	12	13	70	Medium	
		2	4	2	2	1	2	2	1	1	2	4	2	2			
		14	15	16	17	18	19	20	21	22	23	24	25	26			
		1	3	3	2	4	3	4	5	5	5	4	2	2			
			1	2	3	4	5	6	7	8	9	10	11	75	High		
			5	3	2	5	5	1	5	2	3	5	5				
			12	13	14	15	16	17	18	19	20	21	22				
		3	3	3	2	3	5	4	4	2	2	3					
17	RAP	1	2	3	4	5	6	7	8	9	10	11	12	13	61	Medium	
		2	1	2	1	1	1	3	1	2	1	2	3	3			
		14	15	16	17	18	19	20	21	22	23	24	25	26			
		2	1	4	2	2	5	3	4	3	4	4	2	2			
			1	2	3	4	5	6	7	8	9	10	11	87	High		
			3	2	4	3	4	3	4	5	4	5	5				
			12	13	14	15	16	17	18	19	20	21	22				
		5	4	2	5	4	5	3	5	4	5	3					
18	RIS	1	2	3	4	5	6	7	8	9	10	11	12	13	59	Medium	
		1	2	1	1	2	2	1	1	1	3	2	2	4			
		14	15	16	17	18	19	20	21	22	23	24	25	26			
			2	1	3	2	2	4	3	3	5	4	4	1	2		
			1	2	3	4	5	6	7	8	9	10	11	70	Medium		
			4	3	2	4	3	2	3	4	4	4	3				

		12	13	14	15	16	17	18	19	20	21	22				
		3	2	3	3	3	4	3	3	4	3	3				
19	RS	1	2	3	4	5	6	7	8	9	10	11	12	13	85	High
		3	4	4	4	2	2	3	4	4	2	4	3	4		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		2	3	4	4	2	5	4	3	4	3	4	4	2		
			1	2	3	4	5	6	7	8	9	10	11	73	High	
			3	2	4	2	5	1	4	5	5	3	5			
			12	13	14	15	16	17	18	19	20	21	22			
		2	5	3	2	3	2	5	2	4	4	2				
20	RP	1	2	3	4	5	6	7	8	9	10	11	12	13	61	Medium
		2	2	2	2	2	2	2	1	1	2	3	2	2		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		1	1	2	2	5	4	5	3	5	2	2	2	2		
			1	2	3	4	5	6	7	8	9	10	11	70	Medium	
			2	1	3	4	5	3	4	2	5	2	4			
			12	13	14	15	16	17	18	19	20	21	22			
		3	4	5	2	1	5	2	2	4	4	3				
21	RMP	1	2	3	4	5	6	7	8	9	10	11	12	13	62	Medium
		2	2	2	1	3	1	3	2	1	2	2	2	1		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		1	1	4	2	2	4	5	4	3	2	2	2	2		
			1	2	3	4	5	6	7	8	9	10	11	58	Medium	
			2	1	3	3	5	2	5	1	4	2	4			
			12	13	14	15	16	17	18	19	20	21	22			
		3	4	5	1	2	5	1	2	2	3	2				
22	RIP	1	2	3	4	5	6	7	8	9	10	11	12	13	57	Low
		1	1	1	2	2	2	1	2	2	1	1	1	3		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		1	4	2	2	4	2	4	5	4	3	3	1	2		
			1	2	3	4	5	6	7	8	9	10	11	62	Medium	
			2	2	3	3	5	3	4	3	4	3	3			
			12	13	14	15	16	17	18	19	20	21	22			

		1	2	3	2	2	4	3	2	3	2	3				
23	SA	1	2	3	4	5	6	7	8	9	10	11	12	13	72	Medium
		1	2	1	1	1	2	3	4	2	2	2	4	4		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		4	3	3	3	3	4	4	4	3	3	3	3	3		
														73	High	
	1	2	3	4	5	6	7	8	9	10	11					
	3	3	4	2	3	2	5	2	5	3	5					
12	13	14	15	16	17	18	19	20	21	22						
4	1	3	4	1	4	4	5	2	4	4						
24	SHD	1	2	3	4	5	6	7	8	9	10	11	12	13	56	Low
		3	2	1	2	3	2	2	1	3	4	1	2	1		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		3	2	2	2	1	2	3	2	4	3	2	2	1		
														54	Low	
	1	2	3	4	5	6	7	8	9	10	11					
	2	1	1	3	2	3	4	3	4	2	2					
12	13	14	15	16	17	18	19	20	21	22						
2	2	3	3	3	4	1	1	1	3	4						
25	WI	1	2	3	4	5	6	7	8	9	10	11	12	13	56	Low
		2	2	2	2	1	3	2	1	2	2	2	1	1		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		1	3	1	2	3	5	4	5	1	2	3	2	1		
														58	Medium	
	1	2	3	4	5	6	7	8	9	10	11					
	2	2	2	3	4	5	2	2	3	2	4					
12	13	14	15	16	17	18	19	20	21	22						
1	2	4	2	2	4	3	1	1	3	4						
26	YP	1	2	3	4	5	6	7	8	9	10	11	12	13	59	Medium
		3	2	2	1	4	2	2	2	3	1	2	3	1		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		2	1	2	2	3	3	4	4	2	4	1	1	2		
														70	Medium	
	1	2	3	4	5	6	7	8	9	10	11					
	2	2	2	3	4	5	5	1	4	5	2					
12	13	14	15	16	17	18	19	20	21	22						
5	2	3	2	4	1	5	3	2	4	4						

27	ZA	1	2	3	4	5	6	7	8	9	10	11	12	13	56	Low
		1	1	1	3	3	3	2	2	3	1	1	2	2		
		14	15	16	17	18	19	20	21	22	23	24	25	26		
		1	2	2	1	3	3	4	4	4	1	1	3	2		
		1	2	3	4	5	6	7	8	9	10	11	60	Medium		
		2	1	2	4	4	1	5	2	5	2	4				
		12	13	14	15	16	17	18	19	20	21	22				
	4	2	3	3	3	3	2	2	1	2	3					

Based on the data gained from questionnaire, the researcher adapts anxiety levels from Saito, Garza, Horwitz, and Chengs' scale that divided categories into 3 parts. The table above shows that 6 of the students have low anxiety in reading, that followed by medium anxiety with 10 students. In the opposite, high anxiety level has a high score with 11 students. It can be inferred that most students anxiety in reading English. Because, students get pronunciation difficulties, and they afraid they do fatal mistakes which makes their friends laughing them and they will shy.

Whereas in writing anxiety that 4 of students have low anxiety, in the opposite, medium anxiety has the highest score with 13 students, and the high anxiety in writing with 10 students. From the table above show, 41% of students are included in high anxiety in reading, and 48% of students are included in medium anxiety.

**Table 1: Total and Level of Anxiety**

Range	Level	Result			
		Frequency Reading Anxiety	Percentage	Frequency Writing Anxiety	Percentage
Low	26-57	6	22%	4	15%
Medium	58-72	10	37%	13	48%
High	73-130	11	41%	10	37%
Total		27	100%	27	100%

## 5. DISCUSSION

Based on the results of research on each students' perception towards students' anxiety in reading and writing English, with five answers, as follows strongly agree (SA), agree (A), uncertain (U), disagree (D), strongly disagree (SD). The five answer these provide perceptions of students' anxiety in reading and writing in learning English

### 5.1 Students' anxiety in reading English

There are 26 statements in a questionnaire filled out by 27 students of the eighth grade of Mts Hadharatul Islamiyah Sipispis. The 30 statements get different percentages. This can be known by looking at the students' perception responses to each of the statements listed on the questionnaire sheet.

The result of the study showed that of the 27 students with a total score for statement 1 to statement 18, students answered uncertainly with a percentage of 40% to 59,99% . Uncertain which means students are unsure or doubtful about this statement. For statement 19 to statement 22 students answered agree with a percentage of 60% - 79,99%. Whereas statement 23 to statement 26, students answered uncertainly.

### 5.2 Students anxiety in writing English

Table 2.4 shows that there are 22 statements in a questionnaire filled out by 27 students of the eighth grade of Mts Hadharatul Islamiyah Sipispis. The 30 statements get different percentages. This can be known by looking at the students' perception responses to each of the statements listed on the questionnaire sheet. The result of the study showed that of the 27 students with a total score for statement 1, students answered agree with a percentage of 60%. Statement 2 and statement 3, students answered uncertain with the percentage of 49% and 56%. Statement 4, students answered agree with a percentage of 73%. Statement 5, students answered strongly agree with a percentage of 84%. Statement 7 and 8, students answered agree with a percentage of 73% and 62%. Statement 9, students answered strongly agree with a percentage of 81%. Statement 10 to statement 13, students answered agree with a percentage of 60% - 79,99%. Statement 14, students answered uncertain with a percentage of 58%. Statement 15-18, students answered agree with a percentage of 60% - 79,99%. Statement 19 and 20, students answered uncertain with a percentages of 51% and 50%. Whereas Statement 21 and statement 22, students answered agree with percentages 64% and 61%.

## 6. CONCLUSION

Based on the research finding and discussion in the previous chapter, in this study shows that the students' anxiety in reading are categorized in low anxiety level there are 6 students (22%), students who categorized in medium anxiety there are 10 students (37%), and the high anxiety level is 11 students (41%). While in writing anxiety in this study shows that the students categorized in low anxiety level are 4 students (15%), in medium anxiety category are 13% students (48%), and the high anxiety category is 10 students (37%).

In conclusion, the student's anxiety level in reading English at the eighth-grade students of MTs Hadharatul Islamiyah Sipispis is

categorized in the high anxiety level. Whereas, students' level anxiety in writing is categorized as medium anxiety level.

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