

**STUDENTS' ANXIETY IN READING ALOUD AT MTs NEGERI 3  
BOLAANG MONGONDOW TIMUR – SULAWESI UTARA**

**THESIS**

Submitted as Partial Requirement for the Degree of Education (S.Pd) in Teaching  
English



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## THESIS RATIFICATION

The thesis entitled “*Students’ Anxiety In Reading Aloud At MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara*” compiled by Muhamad Riski Mokoginta with student registration number 1926022, a student of English Education Study Program. Has been examined and defended in the Munaqasyah session held on April 11<sup>th</sup> 2023 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

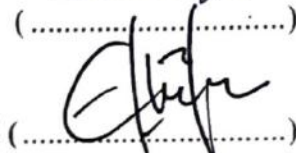
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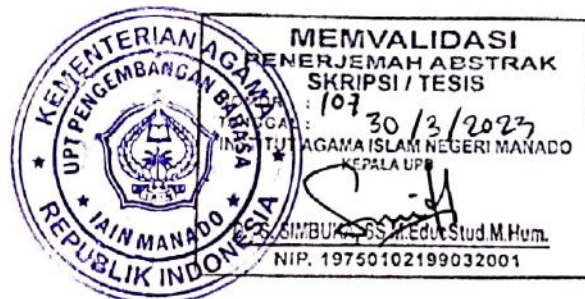
  
  
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## ABSTRACT

**Muhamad Riski Mokoginta. (2023). *Students' Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara, English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Manado.***

This study aims to find out the factors that affect the students' anxiety in reading aloud and the teachers' way to overcome it. The research methodology in this study was a qualitative method. The participants of this study were 15 students and 1 English teacher of VIII-1 class of *MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara*. The data were collected through an interview sheet, observation sheet, and documentation. The data was analyzed through three main components of qualitative research by Miles and Huberman, there are data reduction, data display, and conclusion drawing and verification. Based on the finding and discussion of the research, the researcher concluded that the factors that effects students anxiety in reading aloud are caused by personal factors: worry about reading effects, afraid of making an error and also caused by text features: unfamiliar culture, unfamiliar topic and unknown vocabulary. The teacher's way to overcome students' anxiety in reading aloud were maximazing the effectiveness of reading aloud (determining the times of reading aloud), dialogic reading (encouraging the students to learn while reading books actively and providing feedback in illutrating more advanced language), using text talk, print referencing, and previewing.

**Keywords:** *Students' Anxiety, Reading Aloud.*



## ABSTRAK

**Muhamad Riski Mokoginta. (2023). *Students' Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara*, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.**

Penelitian ini bertujuan untuk mengetahui faktor-faktor yang mempengaruhi kecemasan siswa dalam membaca nyaring dan cara guru mengatasinya. Metodologi penelitian dalam penelitian ini adalah metode kualitatif. Partisipan dalam penelitian ini adalah 15 siswa dan 1 guru bahasa Inggris kelas VIII-1 MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara. Pengumpulan data dilakukan melalui lembar observasi, lembar wawancara, dan dokumentasi. Data dianalisis melalui tiga komponen utama penelitian kualitatif dari Miles and Huberman, yaitu reduksi data, penyajian data, dan penarikan kesimpulan serta verifikasi. Berdasarkan temuan dan pembahasan penelitian, peneliti menyimpulkan bahwa faktor-faktor yang mempengaruhi kecemasan siswa dalam membaca nyaring; disebabkan oleh faktor pribadi (*Personal factors*): khawatir tentang efek membaca (*Worry about reading effects*), takut membuat kesalahan (*Afraid of making an error*) dan juga disebabkan oleh fitur teks (*Teks features*); budaya asing (*Unfamiliar culture*), topik asing (*Unfamiliar topic*) dan kosakata yang tidak diketahui (*Unknown vocabulary*). Cara guru mengatasi kecemasan siswa dalam membaca nyaring adalah memaksimalkan efektivitas membaca dengan nyaring (*Maximizing the effectiveness of reading aloud*) (menentukan waktu membaca dengan nyaring (*Times for reading aloud*)), membaca dialogis (*Dialogic reading*) (Mendorong siswa untuk belajar sambil membaca buku secara aktif (*Encourage students to learn while reading books actively*)) dan memberikan umpan balik dalam menggambarkan penggunaan bahasa lebih lanjut (*Provide feedback illustrating more advanced language*), menggunakan pembicaraan teks (*Teks talk*), referensi cetak (*Print referencing*), dan pratinjau (*Previewing*).

**Kata Kunci:** *Kecemasan Siswa, Membaca Nyaring.*

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This thesis entitled “Students’ Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara” is a compulsory completion of the strata I degree prerequisite. In finishing this thesis, the researcher faced some problems and obstacles but the researcher received a lot of assistance from many people.

The researcher deeply thanks to researcher beloved mother, H Pasambuna, my beloved grandmother K Makalunsenge, my sister Rika Amalia Mokoginta, S.Pd., my brother in law Bripda Muhammad Rizky Natsir and all of my family for the endless love, pray, and support.

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The researcher realizes that this thesis is still far from perfection. Lastly, the researcher hopes this thesis would be useful for the readers.

Manado, 11 April 2023

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya saya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 11 April 2023  
Penulis



Muhamad Riski Mokoginta  
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## CHAPTER I INTRODUCTION

### A. Background of the Study

In studying English, students must first develop four basic skills. There are: speaking, listening, writing, and reading. Reading, according to Burns and Richards, is an essential skill for both first language (L1) and second language (L2) learners, especially in this internet age, where texts are freely available in both print and virtual formats.<sup>1</sup>

There are various approaches of learning to read, such as knowing the title of the text, learning some basic vocabularies, and learning to understand the meaning of the text that are all important things. When students complete reading activities, they will learn a variety of general knowledge from the textbook.

Related to the meaning of reading above, there are many kinds of reading such as; intensive reading, extensive reading, reading comprehension, silent reading and reading aloud. Reading aloud as defined by Franzese in the journal Hanane et al., is when students read aloud or listen to various types and genres of material and then engage in discourse about the textbook.<sup>2</sup> In addition, reading aloud creates a two-way relationship between teacher and students by discovering familiar stories and characters in textbooks and experiencing common reactions to texts read. Moreover, according to Foss and Reitzel in the article by Sally Gibson, reading aloud is a significant source of anxiety since students are required to have good pronunciation and a loud voice when reading aloud, but it can reduce communication anxiety. It can help students to speak for a while until they can speak spontaneously.<sup>3</sup>

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<sup>1</sup> Burns and Richards, *The Cambridge Guide to Learning English as a Second Language*, 2018, 213 <[www.cambridge.org/elt](http://www.cambridge.org/elt)>.

<sup>2</sup> Mona Nabhani, 'Impact of Read-Aloud in the Classroom : A Case Study', *The Reading Matrix*, 8.1 (2008), 139–157 (141).

<sup>3</sup> Sally Gibson, 'Reading Aloud : A Useful Learning Tool?', *ELT Journal*, 62.January (2008), 29–36 (30) <<https://doi.org/10.1093/elt/ccm075>>.

Many factors influence students in carrying out reading activities. Alderson in the journal Shariati et al., stated that readers prior knowledge was included. Readers skills or abilities, their level of fear, motivation, and internal attitude.<sup>4</sup> In contrast, if they have a bad mood, it can also affect their reading process, because it can increase their unseriousness in reading, especially if they are in class and seen by many classmates, feelings of shame or anxiety will arise in the reading process.

Futhermore, anxiety in reading, according to Al-Shboul et al. in the article by Bahia Zemmi et al., is the worry of making mistakes. This problem is also linked to the text element. That instance, pupils may be afraid of making mistakes due to their unfamiliarity with written material and the challenge of pronunciation. Reading becomes challenging for English Foreign Language (EFL) students as a result of this interaction between text and private circumstances.<sup>5</sup> Anxiety in reading needs to be overcome by the students or the teachers as early as possible because it can influence students' achievement, especially in terms of reading anxiety.

Based on the hadith narrated by Abu Sa'id Al-Khudri and from Abu Hurairah *radhiyallahu anhum*, the prophet *sallallahu 'alaihi wasallam* said :

مَا يُصِيبُ الْمُسْلِمَ مِنْ نَصَبٍ وَلَا وَصَبٍ وَلَا هَمٍّ وَلَا حُزْنٍ وَلَا أَذًى وَلَا غَمٍّ  
حَتَّى الشُّوْكَةِ يُشَاكُهَا إِلَّا كَفَّرَ اللَّهُ بِهَا مِنْ خَطَايَاهُ

Meaning:

"No Muslim suffers from fatigue, illness, worry, sadness, trouble, even a thorn that hurts him, but Allah will erase his faults because of it" (HR. Al-Bukhari no. 5642 and Muslim no. 2573).<sup>6</sup>

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<sup>4</sup> Mohammad Shariati and Anahita Bordbar, *Interrelationship among Foreign Language Reading Anxiety, Reading Proficiency and Text Feature Awareness in the University Context*, 180.

<sup>5</sup> Bahia Zemmi and Yasser Alrefaee, 'Investigating the Source of Reading Anxiety among Undergraduate Saudi Female EFL Students in Translation Departments', *2020 TESOL International Journal*, 15 (2020), 65–77 (74).

<sup>6</sup> Syaikh Salim bin 'Ied Al-Hilali, *Syarah Riyadhush Shalihin*, ed. by Ust. Mubarak BM Bamuallim LC. and Geis Abad, 1st edn (Bogor: PT. Pustaka Imam asy-Syafi'i, 2003), 152.

The interpretation of Al-Utsaimin from the Hadith above explained that when someone experiences tiredness, worry, sadness, annoyance or illness it is an eraser of sin for that person, therefore we commanded to always believe that god does not give anything trouble but there is a purpose behind it all.<sup>7</sup>

From this Hadith, it is essential to take lessons from anxiety that we are experiencing or have experienced and make it experiences to the lessons for the next day. It relates to this study which discovered out the factors of students anxiety in reading aloud and how the teacher can overcome it. By that the students and teachers can be even better at reading aloud.

Based on a previous interview to the English teacher in VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara, it was found the teacher used reading aloud strategy in teaching English in class by three times in one semester. But during the process of reading aloud, there were students who experienced anxiety when reading aloud in class. The teacher stated that she saw some students have difficulties and felt worried about pronunciation and articulation when reading aloud.<sup>8</sup>

The problem above has to be researched because reading aloud is essential to students reading process. It is used in reading and listening and also trains students' confidence in reading. Related to the reason above, the researcher is interested in conducting this research titled "*Students' Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara*".

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<sup>7</sup> M. bin S Al-Utsaimin, *Syarah Hadis Riyadus Shalihin*, 1st edn (Jakarta: Darus Sunnah, 2008).

<sup>8</sup> Previous Interview, Nini Sutarni Makalalag, S.Pd, English Teacher, 5 December 2022 10:59 AM,

## **B. Scope and Limitation of Study**

To clarify the problem, it is necessary to make a limitation. The limitation of this study is to find out what factors influence students anxiety in reading aloud and how the teacher overcomes students anxiety in reading aloud. The research subject is 1 English teacher and 15 students of the VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara.

## **C. Research Questions**

Based on the background of the study, the researcher formulates the problems of the study as follows:

1. What factors effect the anxiety in reading aloud to the students of VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara?
2. How does the teacher overcome the students anxiety in reading aloud by the English teacher in VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara?

## **D. The Objective of the Study**

From the research question above, the objectives of this study are as follows:

1. To find out the factors that effect the students anxiety in reading aloud by students of VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara.
2. To know the teacher way to overcome the students anxiety in reading aloud by the English teacher in VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara.

## **E. Significance of Study**

This study be beneficial to be used theoretically and practically, as follow:

### **1. Theoretically**

The result of this study gives information about anxiety in reading aloud that can help students know the theory of anxiety in reading aloud. It can help the lecturer overcome students' anxiety in reading aloud.



## 2. Practically

The result of this study can be used to contribute practically, such as:

### a. For Students

This research is very crucial for students to know anxiety in reading aloud.

### b. For Teachers

This research can be information or references for English teachers to overcome students' anxiety in reading aloud.

### c. For School

The result will give information and solution to the new reference for students' anxiety in reading aloud and also can be a reference and contribution to the academic community of Faculty Tarbiyah and Teacher Training, particularly in the English Education Study Program.

## F. Definition of Key Terms

1. Anxiety: Anxiety is a feeling of apprehension caused by increased heart rate, sweating, and stomach tightness with specific physiological responses.<sup>9</sup>
2. Reading aloud: Reading aloud is where the teacher or students read aloud in front of the class. This reading aloud allows them to hear a clear spoken version of the written text.<sup>10</sup>

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<sup>9</sup> Donahoe Martin, *Psychology: The Science of Behavior*, Seventh ed (Pearson, 2013), 578.

<sup>10</sup> Jeremy Harmer, *The Practice Of English Language Teaching*, 3rd edn (Cambridge, UK), 230.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Reading

##### 1. Definition of Reading

Reading is about understanding the written text. This is for more complex activities involving word recognition strategies. Word recognition refers to how written symbols correspond to a person's spoken language. Readers typically use previous historical knowledge, vocabulary, grammatical skills, enjoyment of textual content, and a variety of strategies to help them capture written textual content.<sup>1</sup>

Reading can improve one's knowledge, especially for foreign language learners, because, with the habit of reading, understanding of a language can be improved, and slowly a student's reading ability can be in either a foreign language (L2) or mother tongue (L1). Reading is a student's essential ability to learn or get new information. Without reading, a student will be blind to knowledge or lack new knowledge. Therefore, the ability to read is essential to learn in students because, in reading, students can enrich ideas in education or other things.

##### 2. Types of Reading

###### a. Intensive Reading

Intensive reading is reading carefully and slowly in order to comprehend the entire text.<sup>2</sup> Harmer stated that the teacher must work to create interest in the topic and the task in order to get students excited about reading in class. The teacher must clearly explain to students the goals of their reading and provide clear instructions on how to achieve them and how long they must do so.

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<sup>1</sup> By Elizabeth S Pang and Elizabeth B Bernhardt, 'Teaching Reading', *International Academy of Education*, 6 (2003), 1–24 (6).

<sup>2</sup> Ika Panggih Wahyuningtyas, 'Intensive Reading Skills with Cooperative Integrated Reading Composition ( CIRC ) and Group Investigation ( GI )', *International Conferences on Education, Social Sciences and Technology*, 2018, 1–6 (1).

The teacher should not change the time after saying, "You have four minutes to read," unless observation shows that it is necessary.<sup>3</sup>

**b. Extensive Reading**

Extensive reading occurs when students are alone. Extensive reading, in which students read written material appropriate to their level, has several advantages for students' language development. Extensive reading enables students to read without pausing and improves word recognition.<sup>4</sup>

**c. Reading Comprehension**

The process of extracting meaning from text is known as reading comprehension. As a result, the goal of reading comprehension is to comprehend what is written rather than to extract the meaning of a single word or sentence. If a reader has reading comprehension, they can understand written material.<sup>5</sup>

**d. Silent Reading**

Silent reading is an essential component of English instruction. Students have to use silent reading because it increases reading capacity. When all students participate at the same time, this reading exercise saves time. As a result, increasing reading speed is very beneficial and plays an important role in increasing students' comprehension.<sup>6</sup>

**e. Reading Aloud**

According to Huang in Md. Harun Rashid's journal, reading aloud is a substantial and magical way to develop students' spoken English. Reading aloud is essential to enhancing pronunciation, oral communication, intonation, and tension, as well as acquiring language fluency. In other words, reading aloud is an important part

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<sup>3</sup> Jeremy Harmer, *The Practice Of English Language Teaching*, 3rd edn (Cambridge, UK), 213.

<sup>4</sup> Harmer, 212.

<sup>5</sup> Jahirul Islam Md. Harun Rashid, Wang Hui, 'Discuss The Different Types Of Reading Techniques And Develop Its Skills', *Journal Of English Language And Literature (JOELL)*, 8.August (2021), 1–6 (3).

<sup>6</sup> Md. Harun Rashid, Wang Hui, 4.

of English instruction because it lays the groundwork for sound pronunciation..<sup>7</sup>

Furthermore, Reading aloud is an excellent skill, according to Baron in the journal by Robert J. Glushko, and some people learn to read aloud first when learning to read.<sup>8</sup> Reading aloud can help students focus their attention, generate questions, and stimulate discussion. These practices have the effect of concentrating attention and forming a cohesive group. Furthermore, reading aloud is an activity that allows teachers, students, or readers, along with other people or listeners, to capture and understand the information, thoughts, and feelings of a book writer.

This research focuses on reading aloud based on research questions raised by the researcher such as: what factors affect the anxiety in reading aloud to the students of VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara and How does the teacher overcome the students' anxiety in reading aloud by the English teacher in VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara.

### **3. The Aspect of Reading Aloud**

Related to the types of reading, reading aloud is a skill that can be used by teachers, students, and readers together with those who listen to get information from textbooks. Based on the explanation, the researcher raised the aspect of reading aloud. According to the journal by Jufri, there are four essential aspects that teachers should consider before using reading aloud in the classroom<sup>9</sup>. There are as follows:

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<sup>7</sup> Md. Harun Rashid, Wang Hui, 4.

<sup>8</sup> Robert J Glushko, 'The Organization and Activation of Orthographic Knowledge in Reading Aloud', 5.4 (1979), 674–691 (674).

<sup>9</sup> Jufri Jufri, 'The Students' Ability in Reading Aloud at English Department FBS Universitas Negeri Padang', 276.Icoelt 2018 (2019), 112–19 <<https://doi.org/10.2991/icoelt-18.2019.16>>.

### **a. Pronunciation**

Pronunciation is the creation of sounds that are utilized to convey meaning. These include segmental features that only involve language sounds, as well as suprasegmental features that encompass intonation, emotion, stress, timing, and rhythm.<sup>10</sup> Furthermore, pronunciation refers to how a term or language is said. It can refer to the commonly accepted sequence of sounds used in speaking a given word or language in a specific dialect, or it can simply refer to a specific style of pronouncing a word or language. That is why, while reading aloud, pronunciation is essential.

### **b. Articulation**

Articulation refers to the movement of speech organs in order to produce speech sounds. Taste buds, lips, and jaws are examples of speech organs. To attain good articulation, this speech organ must put in a lot of practice. Also, effective articulation will be achieved when pupils read aloud as a habit.<sup>11</sup> Moreover, the instructor must be able to incorporate reading aloud as a classroom activity. The student's speech organs are highly trained to make English word sounds, and good articulation can lead to good word understanding. In general, articulation is important when reading aloud.

### **c. Fluency**

Fluency, according to Elizabeth S Pang et al., is critical since it is closely tied to comprehension. Reading fluency is the ability to read literature accurately, quickly, and expressively. Fluent readers can finish this since they recognize words easily.<sup>12</sup> Furthermore, Meisinger, Levy, and Rasinski said in Jufri's journal that three

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<sup>10</sup> Jufri, 'The Students' Ability in Reading Aloud. (2019). 'The Students' Ability in Reading Aloud at English Department FBS Universitas Negeri Padang, 276(Icoelt 2018), 112–119. <https://doi.org/10.2991/Icoelt-18.2019.16> at English Department FBS Universitas ', 276.Icoelt 2018 (2019), 112–119 (113) <<https://doi.org/10.2991/icoelt-18.2019.16>>.

<sup>11</sup> Jufri, 114.

<sup>12</sup> Pang and Bernhardt, 11.

crucial factors characterize a person who claims to be a competent reader. There are three of them: speed, accuracy, and accurate expression. Pronunciation and articulation are equally important for speed and accuracy. Reading with proper pronunciation and articulation will make reading more practical and happen more rapidly without you even noticing it. Proper expression includes intonation and expression. Proper intonation will assist and encourage the reader to emphasize and provide important aspects of the text.<sup>13</sup>

#### **d. Intonation**

According to Jeremy Harmer, intonation is crucial for conveying meaning. Listeners frequently get the wrong message when a foreigner uses unusual tone. Thus, intonation conveys what someone is saying as well as how they feel about it.<sup>14</sup> In addition, readers with poor intonation will also struggle to understand the text. In general, the words are stated with a rising tone, emphasizing the major point that the speaker is attempting to convey. In comparison, the dropping tone is simply supplementary information from the main point. It aids readers and listeners in grasping the concept and comprehending what is being said.

#### **4. Maximizing The Effectiveness of Reading Aloud**

To ensure that reading aloud is not lost to students' higher achievement, teachers must maximize the effectiveness of their reading-aloud activity. According to Teale in the journal by Holly B. Lane and Tyrann L. Wright, to make reading aloud as effective as possible, there are two things that teachers must consider (a) the number of times they read aloud and (b) the choice of text for the reading aloud activity.

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<sup>13</sup> Jufri, 114.

<sup>14</sup> Harmer, 28.

**a. Time for Reading Aloud**

Teachers must consider what is added to reading aloud when considering how long reading aloud is suitable.<sup>15</sup> Therefore, one reading aloud can accomplish numerous teaching goals, reducing instructional time. Based on their prior experiences, various children have varied demands. As a result, when suitable reading in school differs, teachers should assess the amount of time spent to ensure that it is time spent appropriately.

**b. Choosing Text for Reading Aloud**

According to Teale in a journal by Holly B. Lane and Tyran L. Wright, it is essential to assess the equity of the book chosen for reading-aloud activities. The finest books are those that are well-written, have interesting characters and themes, and allow teachers plenty of opportunities to practice fluent and expressive reading.<sup>16</sup> In addition, combining a wide range of text genres exposes children to a wider range of literature. When choosing books for reading aloud, teachers should keep the instructional goals in mind. Alphabet books, for example, are excellent for teaching the alphabet, while tale books are excellent for improving vocabulary. Children can benefit from information books by spreading content knowledge and increasing their motivation to read.

**5. Methods for Reading Aloud**

According to Whitehurst, Beck, and Ezell in the journal by Holly B. Lane and Tyran L. Wright,<sup>17</sup> three methods can be used by the teacher in reading aloud they are as follows:

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<sup>15</sup> Tyran L Wright, 'Maximizing the Effectiveness of Reading Aloud', *International Reading Association*, 2007, 1–8 (1) <<https://doi.org/10.1598/RT.60.7.7>>.

<sup>16</sup> Wright, 1.

<sup>17</sup> Tyran L Wright, 'Maximizing the Effectiveness of Reading Aloud', *International Reading Association*, 2007, 1–8 <<https://doi.org/10.1598/RT.60.7.7>>.

**a. Dialogic Reading**

Whitehurst stated in the journal by Holly B. Lane and Tyran L. Wright that dialogic reading provides a simple structure that makes parent-child or teacher-child reading more effective. This method is usually utilized with preschoolers, but it is equally appropriate for older children. Furthermore, three principles govern dialogical reading: (a) encourage children to learn while reading books actively, (b) provide feedback illustrating more advanced language, and (c) challenge children's knowledge and skills by increasing the complexity of conversation beyond their current abilities.<sup>18</sup>

**b. Text Talk**

Text talk, according to Beck in the journal by Holly B. Lane and Tyran L. Wright, is a method that concentrates on vocabulary development. This method is frequently utilized in primary schools. Instructors can use text reading to give context for teaching new terms by engaging students in meaningful book discussions. The teacher begins the text talk session by reading the text aloud and engaging in various exchanges with the students. The teacher then intends to go over a few key terms from the story in further depth. The focus of the lesson is on deep study of these words.<sup>19</sup>

**c. Print Referencing**

Ezell stated in the journal by Holly B. Lane and Tyran L. Wright that print referencing refers to verbal and nonverbal cues, such as tracing print or pointing to print in pictures, that adults use to draw children's attention to critical parts of the text, including its shape, features, and function. Print references also contribute to stimulate interest in print. When children's interest in print improves, they begin to regard written language as an item worthy of their attention.

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<sup>18</sup> Wright, 3.

<sup>19</sup> Wright, 3.



Print reference can help a child's print notion, word concept, and alphabet knowledge develop.<sup>20</sup>

## 6. Strategy Used when Reading Aloud

According to Richards and Ricard, in the journal by Wuriy<sup>21</sup>, there are two strategies for reading aloud there are as follows:

### a. Previewing

According to Fellag in a journal by Wuriy, the general strategy students utilize before reading is previewing. First, go over the title and subtitle, as well as the supporting caption or image (photos and drawing).<sup>22</sup> Furthermore, previewing implies estimating the contents of the text based on the title or subtitles. Improve basic knowledge before reading by looking at illustrations or photos, learning the meaning of some of the terminology used in the text, and answering questions regarding the material.

### b. Self-Explanation Reading Strategy

Tenaha stated in Wuriy that self-explanation is the process of explaining the meaning of a written text aloud. Furthermore, self-explanation aims to improve students' capacity to develop practical implications from complicated texts.<sup>23</sup> Moreover, self-explanation can improve in a thorough grasp of the text. Students are encouraged to explain what they read in their native language using this method. Beginning lessons, the teacher can provide background information on student topics and provide a self-explanation.

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<sup>20</sup> Wright, 5.

<sup>21</sup> Wuriy Handayani and Nunung Widijantie, 'An Analysis of Previewing Reading Strategy in Business Texts : A Think Aloud Protocol Study', *International Journal of English and Culture Studies*, 4.1 (2021), 30–38 <<https://doi.org/10.11114/ijecs.v4i1.5151>>.

<sup>22</sup> Wuriy Handayani and Nunung Widijantie, 'An Analysis of Previewing Reading Strategy in Business Texts : A Think Aloud Protocol Study', *International Journal of English and Culture Studies*, 4.1 (2021), 1–9 (3) <<https://doi.org/10.11114/ijecs.v4i1.5151>>.

<sup>23</sup> Danielle S Mcnamara, 'Self-Explanation and Reading Strategy Training ( SERT ) Improves Low-Knowledge Students ' Science Course Performance Improves Low-Knowledge Students ' Science Course Performance', 2017, 1–14 (5).

In addition, related to the kinds of strategies above, that can be used by the English teachers to reduce students anxiety in reading aloud. Futhermore, the teacher could be more effective in being able to overcoming students anxiety by used some of strategies to teaching students.

## **B. Concept of Anxiety**

### **1. Definition of Anxiety**

Anxiety, according to Donahoe Martin, is defined as fear accompanied by distinct physiological reactions like as an increased heart rate, sweaty hands, and a feeling of tightness in the stomach. Anxiety is a common reaction to many of life's challenges, and none of us are completely free of it; anxiety is undeniably beneficial in keeping us more aware and taking important matters seriously.<sup>24</sup>

Moreover, anxiety, according to Ronald et al., is our response process. Anxiety is defined as an emotional state characterized by stress and worry, anxious thoughts and a sense of helplessness, elevated heart rate and blood pressure, muscle tightness, fast breathing, and nausea. As a result, behavioral responses such as avoiding particular circumstances and reduced task performance are influenced.<sup>25</sup>

From the explanation of several meanings above, it can be interpreted that anxiety is a feeling that cannot be controlled when it comes to a person. The feeling of anxiety can come at any time, especially if it is something new that has never been had before. These feelings can affect a person's psychological performance, such as sweating, palpitations, nausea, and dry mouth, thereby affecting a person's level of focus on doing or facing something.

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<sup>24</sup> Donahoe Martin, *Psychology : The Science of Behavior*, Seventh ed (Pearson, 2013), 578.

<sup>25</sup> Ronald Edward Smith Michael W. Passer, *Psychology : The Science of Mind and Behavior* (McGraw-Hill, 2007), 546.

## 2. Foreign Language Anxiety

Related to the meaning of anxiety above, that anxiety can be defined as emotional feelings, including tension and worrying thoughts about something that has just been done or has never been done before. Based on the explanation, the researcher raised foreign language anxiety.

According to Krashen, there are specific terms related to foreign language anxiety in the journal by Elaine et al. Foreign language anxiety is a disorder that occurs when a person attempts to learn a foreign language. Foreign language anxiety is a collection of disparate attitudes, perceptions, and feelings in response to classroom foreign language acquisition. It is not simply a mash-up of other worry sources. Furthermore, many learners face language anxiety in reaction to at least some parts of foreign language learning..<sup>26</sup>

Related to the explanation about foreign language anxiety students get when learning a foreign language such as English. Furthermore, Saito et al., in the journal by Ahmad et al., stated that there are two crucial points when students find anxiety in reading, there are as follows:

### a. Reading Anxiety Caused Personal Factors

According to Ahmad, it is theorized that there are two sub-factors under the concept of personal factors, they are as follows:

#### 1) Worry about Reading Effects

Reading in a foreign language is a common challenge for students studying English as a second language, according to Zbornik in Mary et al. Moreover, Reading aloud is a frequent of speech that is combined with pressure performance decoding accuracy of place, as well as instructor and peer feedback..<sup>27</sup>

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<sup>26</sup> Elaine K Horwitz, Michael B Horwitz, and Joann Cope, 'Foreign Language Classroom Anxiety', 1978, 125–132 (131).

<sup>27</sup> Mary Renck, Jalongo Rae, and Ann Hirsh, 'Understanding Reading Anxiety: New Insights from Neuroscience Understanding Reading Anxiety: New Insights from Neuroscience', *Early Childhood Education Journal*, 37.July (2016), 431–435 (434) <<https://doi.org/10.1007/s10643-010-0381-5>>.

## 2) Afraid of Making an Error

Brown stated learning as a process that entails making mistakes. Errors, miscalculations, and incorrect assumptions are necessary for learning practically any skill or collecting knowledge.<sup>28</sup> There is no exception to the reading class error. Most students are terrified of making reading mistakes, especially when reading aloud. As a result, the fear of making reading mistakes has a substantial influence on their delay in increasing their reading abilities.

### b. Reading Anxiety Caused by Text Features

According to Ahmad, it is theorized that there are three factors under the concept of the text features they are as follows:<sup>29</sup>

#### 1) Unfamiliar Culture

According to Tomasello, as stated by Ahmad et al., the reading task is separated into two interactions. The first interaction occurs between the readers and the writer's views, whereas the second is an incidental interaction between the readers and cultural information in printed books.<sup>30</sup> Furthermore, one of the causes of student worry is those who have difficulties understanding what is in the text. Some learners are confused when they read a text because they understand the meaning of the sentence but not the aim or purpose of the written material.

#### 2) Unfamiliar Topic

Uninteresting or undesired reading topics might contribute to students anxiety about reading in a foreign language. According to Kuru-Gonen, as stated in Ahmad et al., one of the causes of anxiety in reading a foreign language is reading topics

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<sup>28</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th edn (New York: Pearson Education, 2006), 257.

<sup>29</sup> Ahmad and others, 92.

<sup>30</sup> Ahmad and others, 92.

that students do not find interesting or dislike.<sup>31</sup> Furthermore, topics that are unfamiliar to certain students are uncomfortable because they are unfamiliar to them or have never read or encountered the topic before, increasing anxiety in students when reading a text whose topic is unfamiliar to them.

### 3) Unknown Vocabulary

Unknown vocabulary is one of the causes contributing to students' anxiety when reading a foreign language. According to M. Keshavarz et al., students who lack understanding of foreign language vocabulary would have difficulty comprehending the meaning of reading and will be unable to equate their reading skills in L1 to L2.<sup>32</sup> Furthermore, students' reading pronunciation is not enough in this situation even though some students have good reading pronunciation but do not understand the meaning of the words they read.

### 3. Symptoms of Anxiety

Anxiety, according to Beatty and Dobos in Yulia Maulida Putri Kowaas, can produce physiological symptoms such as heart rate increases, sweaty palms, and numbness.<sup>33</sup> Furthermore, Edmund J. Bourne stated in Yulia that anxiety includes symptoms such as rapid heartbeat, muscle tension, queasiness, dry mouth, and perspiration. Anxiety symptoms include the following:

- 1) Shortness of breath
- 2) Heart palpitations (rapid or irregular heartbeat)
- 3) Treambling or shaking
- 4) Sweating
- 5) Choking

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<sup>31</sup> Ahmad and others, 92.

<sup>32</sup> Michael W. Passer, 547.

<sup>33</sup> Yulia Maulida Putri Kowaas, 'Students' Speaking Anxiety of English Foreign Language (EFL) Class at Eleventh Grade of MAN 1 Bitung', 2020, 1-96 (13), (State Institute of Islamic Studies Manado).

- 6) Nausea or abdominal distress
- 7) Numbness
- 8) Dizziness or unsteadiness
- 9) Feeling of detachment or being out of touch with yourself
- 10) Hot flashes or chills.<sup>34</sup>

In addition, according to Michael, there are four aspects of symptoms of anxiety there are:<sup>35</sup>

**a. Emotional Symptoms**

- 1) Feeling of Tension.
- 2) Apprehension.

**b. Cognitive Symptoms**

- 1) Worry.
- 2) Thoughts about the inability to cope.

**c. Physiological Symptoms**

- 1) Increased heart rate.
- 2) Muscle tension.

**d. Behavioral Symptoms**

- 1) Avoidance of feared situations.
- 2) Increased startle response.

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<sup>34</sup> Yulia Maulida Putri Kowaas, 13.

<sup>35</sup> Michael W. Passer, 547.

### C. Previous Studies

Some studies are relevant to this research. They are as follows:

**Table 2.1 Research Originality**

No	Research Identity	Similarity	Differences	Research Originality
1.	Ismail Sheikh Ahmad et al. <i>The Potential Source of Foreign Language Reading Anxiety in a Jordanian EFL Context: A Theretical Framework</i> <sup>36</sup>	This study focused on students' reading anxiety	This research discussed students' reading anxiety to collage students' and used questionnaire use collect the data.	This study will focus on knowing what factors affect students' anxiety in reading aloud, and The researcher will also find out how
2.	Ahmad Hanafi. <i>Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin.</i> <sup>37</sup>	The second previous study with the current research both discusses students' anxiety and	The diffence between the second previous study and the current research is research location and	the teacher overcomes students' anxiety in reading aloud at VIII-1 class of MTs Negeri 3

<sup>36</sup> Ahmad and others., 'The potential sources of foreign language reading anxiety in a Jordanian EFL context: a theretical framework'. Accessed December 24<sup>th</sup> 2022, <https://ccsenet.org/journal/index.php/elt/article/view/31111>

<sup>37</sup> 'Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin' (Alaudin State Islamic University Of Makassar, 2018). Accessed January 20<sup>th</sup> 2023, <https://reposito.uin-alauddin.ac.id/16067/1/Ahmad%20Hanafi.pdf>

		uses the same method, namely the qualitative method	the second research questions.	Bolaang Mongondow Timur-Sulawesi Utara
3.	Jani Utama Putra. <i>An Analysis Of Students' Anxiety in English Speaking Classroom At the Third Semester Students Of English Department In Makassar Muhammadiyah University</i> <sup>38</sup>	The third previous and current research discusses students' anxiety in the classroom and uses the same qualitative descriptive method.	The third previous study analyzed students' anxiety in English-speaking classrooms.	
4.	Darmawati. <i>The Strategies In Reducing The Students' In Speaking English At SMA Pergis Yapki Maros</i> <sup>39</sup>	The fourth previous and current research discusses students'	The fourth previous study discussed the strategies for	

<sup>38</sup> Jani Utama Putra, 'An Analysis Of Students ' Anxiety In English Seaking Classroom At The Third Semester Students Of English Department In Makassar' (Makassar Muhamadiyah University, 2018). Accessed July 27<sup>th</sup> 2022, [https://digilibadmin.uinismuh.ac.id/upload/6532-Full\\_Text.pdf](https://digilibadmin.uinismuh.ac.id/upload/6532-Full_Text.pdf)

<sup>39</sup> Darmawati, 'The Strategies In Reducing The Students' Anxiety In Speaking English At SMA Pergis Yapki Maros' (Muhammadiyah University Of Makassar, 2021). Accessed July 20<sup>th</sup> 2022, [https://digilibadmin.uinismuh.ac.id/upload/20069-Full\\_Text.pdf](https://digilibadmin.uinismuh.ac.id/upload/20069-Full_Text.pdf)



		anxiety and uses the same qualitative descriptive method.	reducing the students' anxiety about speaking English.
5.	Dinda Putri Ariyani. <i>Students Anxiety In Writing English Academic Article</i> <sup>40</sup>	The fifth previous research, with the current research discussing students' anxiety and using the same method, is the qualitative descriptive method.	The fifth previous research discussed students' anxiety in writing an English academic article thesis.

The table above refers to a previous study related to this study.

First, a study from Ismail Sheikh Ahmad et al. titled "*The Potential Source of Foreign Language Reading Anxiety in a Jordanian EFL Context: A Theretical Framework*". This research focuses on theoretical framework that represents the sources of foreign language reading anxiety in order to

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<sup>40</sup> Dinda Putri Ariyani, 'Students' Anxiety In Writing English Academic Article' (UIN Sunan Ampel Surabaya, 2020). Accessed July 20<sup>th</sup> 2022, <https://digilib.uinsa.ac.id/>

examine the extent of the source in the Jordanian EFL context. This research uses the questionnaire to collect the data. The distinction is that this research discussed students' reading anxiety to collage students'. The subject of this research is the undergraduate students who were taking basic English course was administered. However, the research subject in this study is the VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara. The first previous research results show there were two aspects of foreign language reading anxiety: personal factors and text features.

The second is a study from Ahmad Hanafi titled *"Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"*. This research focuses on Reading Anxiety at the second year of MA pondok pesantren sultan hasanuddin and the object on MA pondok pesantren sultan hasanuddin. This research uses the qualitative method and observation and interview as instruments. The distinction is that is research location and the second research questions. The subject of this research is the second year of MA pondok pesantren sultan hasanuddin which consisted 20 students, but the research subject in this study is the VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara. The second previous research showed that students' anxiety in reading was from learners' beliefs about language learning as well as personal and interpersonal anxiety. Students' ways to overcome their anxiety were preparation, relaxation, positive thinking, and resignation.

The third study is the research titled *"An Analysis of Students' Anxiety in English Speaking Classroom At The Third Semester Students Of English Department In Makassar Muhammadiyah University"* this research was conducted by Jani Utama Putra (2018). This research focuses on the factors causing students' anxiety in English-speaking classrooms. This research used the qualitative method with a case study approach and questionnaire and classroom observations as an instrument. This research discussed an analysis of students' anxiety in English-speaking classrooms. The subject of this research is the Third Semester Students Of the English Department At

Makassar Muhammadiyah University. However, the research subject in this study is the VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara. The result from the third previous research showed that the most influencing factor of students in speaking English in class 3E at the third-semester student English Education Department of Muhammadiyah University of Makassar was a factor of motivation, shyness, limited vocabulary, lack of self-confidence, lack of preparation, grammatical error, and friend/classmate. In contrast, the fear of mistake factor is the lowest factor experienced by students in class 3E in the third-semester student English Education Department of Muhammadiyah University of Makassar.

The fourth is a study from Darmawati titled *"The Strategies In Reducing The Students' Anxiety In Speaking English At SMA Pergis Yapki Maros."* This research focuses on the causes of students' speaking anxiety during classroom interaction and the strategies to reduce their anxiety in speaking English, as perceived by students in 12th grade of SMA Pergis Yapki Maros. This research used the descriptive qualitative method and observation, recording, and interview as an instrument. The distinction is that this research discussed the strategies for reducing the students' anxiety about speaking English. The subject of this research is one class at the XII IPA grade in 2020/2021 Academic year. However, the research subject in this study is the VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara. The result from the fourth previous research showed there were four aspects of anxiety (1) worried because their capabilities could not satisfy, (2) nervous because stage fright factor, (3) fear because they are afraid to make a mistake, and (4) shame because afraid of being ridiculed or embarrassed with their appearance. Further, the effects of anxiety were (1) Lack of confidence, (2) Lack of Mastery of the Material, (3) Forgetting the material or blank, (4) Lack of concentration, (5) Unsatisfactory Result. Furthermore, the researcher classified the strategies used by the students to reduce their anxiety in speaking English performance into several categories as follows: (1) Preparation, (2) Relax, (3) Self-confidence, (4) Peer seeking.

Fifth, a study from Dinda Putri Ariyanti titled "*Students' Anxiety In Writing English Academic Article.*" This research focuses on the writing anxiety types that students feel when writing English academic articles and the anticipation of the writing anxiety students face in writing English academic articles. This research used the descriptive qualitative method and questionnaire of Second Language Writing Anxiety Inventory (SLWAI) and interview as an instrument. This research discussed students' anxiety in writing an academic English article. The subject of this research is students in six semesters in the Writing Academic Article class at State Islamic University of Sunan Ampel Surabaya, which consist of twenty students as the representative. However, the research subject in this study is the VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara. The fifth previous research showed the highest avoidance behavior anxiety type. However, the most common anxiety type that occurs in writing activity is cognitive anxiety. Students mentioned three anticipations but "asking friends or experts about writing" was the most chosen way to anticipate.

The researcher discovered the similarities between this study and the previous study above; these are about students' anxiety. The novelty of this study will focus on knowing what factors affect students' anxiety in reading aloud and finding out how the teacher overcomes students' anxiety in reading aloud at VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara. Moreover, this study used a qualitative descriptive research method by using a qualitative approach. The research instruments are the observation sheets, interview sheets, and documentation, and the data analysis techniques are data reduction, data display, and conclusion/verification.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Approach and Research design**

This research used the descriptive qualitative method with a qualitative approach. According to Creswell, qualitative research uses investigation; for example, it starts with assumptions, world views, and theoretical lenses. The researcher considers individuals or groups that can be used to explore meaning in research.<sup>1</sup>

The researcher used qualitative method because the researcher obtains deeper information into what factors affect students' anxiety in reading aloud and how the teacher overcomes students' anxiety in reading aloud.

#### **B. Research Setting**

This research was conducted in the VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara. It is located at Jl. Trans Sulawesi Lingkar Selatan No. 191 Kec. Tutuyan. Kab. Bolaang Mongondow Timur-Sulawesi Utara. The researcher conducted this research from February 2023 to Maret 2023.

#### **C. Research Participants**

The participants of this research were 1 English teacher and 15 students in VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara.

#### **D. Data and Source of Data**

##### **1. Primary Data**

According to Ajayi in Dulce's dissertation, primary data are collected directly by researcher through sources such as surveys,

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<sup>1</sup> John W. Creswell, *Qualitative Inquiry and Research Design Choosing among Five Approaches*, 2nd Edition (John W. Creswell), Second Edition (London, United Kingdom: Sage Publications, Inc., 2007), 50.

observations, questionnaires, and interviews.<sup>2</sup> This research's primary data is collected from observation, interview sheet and documentation.

## 2. Secondary Data

In the thesis by Shashini, Tripathy stated that secondary data is existing data. It can be collected through large-scale surveys, personal research, and other research.<sup>3</sup> The secondary data of this research are taken from e-books, journals, articles, and previous studies.

## E. Research Instrument

Research Instruments are tools to measure the research data the researcher will carry. In this case, the researcher used observation sheets, interview sheets, and documentation. They are as follows:

### 1. Observation

Observation, according to Creswell, is a skill that requires the handling of a problem inquiry to reduce differences between the outcomes of the interview, impression management, and the researcher's propensity for ignorance in a new context.<sup>4</sup>

In this study, the researcher used observation to determine what factors affect students' anxiety in reading aloud. Which can be seen on appendix number one. The researcher observed the students using a checklist observation sheet. The number of checklist observation sheets were 9 items. These checklist observation sheets were adapted from the previous studies by Ahmad Hanafi titled *Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin*.<sup>5</sup>

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<sup>2</sup> Dulce Fuentes, 'Destructive-Constructive Leadership and Active-Duty Service Members ' Commitment to Military Service Submitted By' (Grand Canyon University, 2022), 66.

<sup>3</sup> Shashini Rajaguru, 'Forced and Unplanned Digital Transformation of Education in Sri Lanka during Covid-19 Crisis : A Case Study Shashini Rajaguru' (UPPSALA UNIVERSITET, 2021), 27, accessed January 4<sup>th</sup> 2023, <<https://doi.org/10.13140/RG.2.2.36758.06722>>.

<sup>4</sup> Creswell, 125.

<sup>5</sup> Ahmad Hanafi, '*Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin*' (Alaudin State Islamic University Of Makassar, 2018). Accessed January 24<sup>th</sup> 2023, <https://ccsenet.org/journal/index.php/elt/article/view/31111>

## 2. Interview

According to Creswell, an interview occurs when questions are posed to the research instrument in order to gather thoughts and viewpoints.<sup>6</sup> To show that this research was proper, the researcher used this tool to collect data to find out how the teacher overcome students' anxiety in reading aloud and to clarify the results of checklist observation sheets from students.

In this study, the researcher interviewed the students to get more information about the students anxiety in reading aloud. It can be seen on appendix number two. The number of interview sheets to students were 9 items. These interview sheet were adapted from the previous studies by Ahmad Hanafi titled *Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin*.<sup>7</sup>

Then, the researcher conducted interview with the English teacher to find out how the teacher overcomes students' anxiety in reading aloud. The researcher gave specific questions related to the data needed. It can be seen on appendix three. The number of interview sheet to the English teacher were 9 items. These interview sheet were made by the researcher.

## 3. Documentation

Creswell defined documentation as the discovery of anything or material in the form of required letters, books, journals, instructions that must be delivered, and so on.<sup>8</sup>

The researcher used this tool to collect data to show that this study was accurate. In this study, the documentation are taken from books, journal, articles, and results from the checklist observation sheets and the results of interviews sheets with the English teacher and the students.

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<sup>6</sup> *Research Design Qualitative, Quantitative, and Mixed Method Approaches* (John W. Creswell) (Sage Publications, Inc., 2013), 190.

<sup>7</sup> Hanafi. Accessed January 20<sup>th</sup> 2023, <https://ccsenet.org/journal/index.php/elt/article/view/31111>

<sup>8</sup> Creswell, 141.

## **F. Data Analysis Technique**

According to M.B. Miles, there were three data analysis techniques in the descriptive qualitative method: data reduction, data display, and conclusion drawing/verification. Therefore, the researcher used these three techniques.

### **1. Data Reduction**

According to M.B Miles, data reduction is a process that involves selecting, focussing, reducing, abstracting, and changing material that occurs in field notes or composing transcripts.<sup>9</sup> The researcher categorized data acquired from observation and interview based on the theme. Moreover, data from observation based on theme students anxiety in reading aloud. Then, the data from interview were categorized based on 2 themes they were interview to students and interview to the English teacher.

### **2. Data Display**

Furthermore, M.B. Miles defines data display as ordered and compressed data that can aid in making conclusions and subsequent actions.<sup>10</sup> The researcher organized data from interview by sorting out some of the statement from interview to be displayed in the discussion section.

### **3. Conclusion Drawing/Verification**

M.B. Miles defines conclusion drawing/verification as the process of explaining what is in the data, such as explanation, pattern, proportion, and causal flow, after the researchers have completed the data gathering phase.<sup>11</sup> The researcher concluding this research related to the research questions based on the result of observation and interview.

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<sup>9</sup> A. Michael Huberman Matthew B. Miles, *Qualitative Data Analysis* (London, United Kingdom: Sage Publications, Inc.), 10.

<sup>10</sup> Matthew B. Miles, 11.

<sup>11</sup> Matthew B. Miles, 11.



## **G. Validity and Reliability**

According to Creswell, validity is the process by which a researcher determines the veracity of field data findings. Meanwhile, reliability is an approach that researchers employ consistently across multiple projects and researchers.<sup>12</sup> In this study, the researcher used triangulation. According to Creswell, triangulation is collected from multiple sources of information such as source, technique, and time. The evidence obtained is examined and used to establish a coherent correctness of the theme.<sup>13</sup> In this study, there are two kinds to test the validity of the data, namely triangulation sources, and triangulation techniques.

### **1. Triangulation Source**

The source of triangulation is used to double-check and compare the level of trust in the information collected.<sup>14</sup> The researcher used triangulation source to re-checking the result of observation sheets and interview sheets.

### **2. Triangulation Techniques**

To obtain valid data, the triangulation technique compares data from interviews and translated texts.<sup>15</sup> The researcher used triangulation techniques by conducted interview based on the results of observation.

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<sup>12</sup> *Research Design Qualitative, Quantitative, and Mixed Method Approaches* (John W. Creswell), 201.

<sup>13</sup> *John W. Creswell*, 201.

<sup>14</sup> *John W. Creswell*, 201.

<sup>15</sup> *John W. Creswell*, 202.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

Based on the research that was conducted in the VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara in the academic year 2022/2023 on February 2023, the researcher found the results of the factors that caused students to feel anxious in reading aloud through the observation sheet and found out the teacher's way to overcome with students' anxiety in reading aloud through the interview sheet.

##### **1. Factors Effects of Students Anxiety in Reading Aloud**

Based on the observation that was conducted by the researcher. The students experienced anxiety in reading aloud when they are asked to read several paragraphs in front of the class. These include various factors. First, caused by personal factors; worry about reading effects and afraid of making an error. Second, caused by text features; unfamiliar culture, unfamiliar topic and unknown vocabulary.

In addition, there were 13 of 15 students who worried about reading effects. The researcher observed students who experienced worried about reading effects in 3 items. First, students feel embarrassed. Based on results of observation there were 7 students felt embarrassed in reading aloud. It can be proven by some of the students' statements based on the results of interview with students. The students felt afraid of misreading (see the transcripts page 72). Second, students feel the reading class is not interesting. The researcher found 6 students were not interested in reading class. As stated by some of the students' answers based on results of interview. He asked permission to English teacher (see the transcripts page 81). Third, students are not confident to read in front of the class. There were 6 students felt not confident to read in front of the class. It can be seen by students' statements. He felt nervous because he does not have confidence (see the transcripts page 78).

Moreover, the researcher observed students who have feeling afraid of making an error while their have opportunities to read a few of paragraphs in front of the class. There were 10 of 15 students felt the same thing. Moreover, there were 2 items used by the researcher to observed students in afraid of making an error. First, students are hasitated to pronounce the new word in the text. Based on results of observation there were 5 students who felt hasitated to pronounced the new word. It can be proven by some of students statement. The students' felt afraid to making mistakes (see the transcripts page 78). Second, students were shy to ask question to their teacher about how to pronounce correctly. There were 5 students felt embarassed to asked how to pronounce new words correctly. As stated by some of students in interview. She felt scared (see the transcripts page 72). She felt confused (see the transcripts page 76).

Futhermore, based on the observation there were 10 students who still did not understand the text that they has read in front of class. The researcher observed students who experienced unfamiliar culture in item students do not understand what they read. Futhermore, the students answered based on results of interview. She stated in English the text and how to read it is different (see the transcripts page 79). He felt confused to combine the written text (see the transcripts page 75). He felt difficulties to read (see the transcripts page 76).

Next, the researcher observed students who have difficulty in reading unfamiliar topics in item students are less of comprehension and make students confuse. There were 8 of 15 students who had difficult to understanding the topics that they read in front of class. This can be proven by some of students statement based on results of interview. She felt confused because her not familiar with the topics (see the transcripts page 86). He wants the title in Indonesian language (see the transcripts page 76). She felt the title changes frequently (see the transcripts page 80).

In addition, there were 15 of 15 students who experienced unknown vocabulary in reading aloud when they found some of vocabulary that they did not know before. Moreover, there were 2 items used by the researcher to observe students in unknown vocabulary. First, students are lack of vocabulary consequently they feel anxious and shy. Based on results of observation there were 13 students felt anxious and shy when lacking of vocabulary. As stated by some of students statement. She was forgotten the word (see the transcripts page 72). He felt difficulty (see the transcripts page 81). He did not understand (see the transcripts page 73). Second, students are difficult to concentrate. There were 5 students felt difficulty to concentrate in reading aloud. It can be proven by some of students statement based on result of interview. He felt nervous and scared (see the transcripts page 77). She felt afraid to make mistakes (see the transcripts page 82).

## **2. Teacher way to overcome Students Anxiety in Reading Aloud**

The researcher conducted the interview with the English teacher of VIII-1 class to discover the teacher way to overcome the students anxiety in reading aloud. There were 9 questions that prepared by the researcher to the English teacher. The interview was conducted on February 2023. There were several aspects interviewed by the researcher. These include various aspects, the first under the maximizing the effectiveness of reading aloud; time for reading aloud and choosing text for reading aloud. The second under the methods for reading aloud; dialogic reading (encourage children to learn while reading books actively and provide feedback illustrating more advanced language), text talk and print referencing. The last aspect under the strategy used when reading aloud; previewing and self-explanation reading strategy. Moreover, the teacher answers can be seen in following statements below:

Based on interview, the first question that the researcher asked to the English teacher is under the theory of time for reading aloud *Do you determine how long students to read aloud? What is your opinion about*

*it?* The teacher responded: she was determine how long students to read in front of class so the students could more focused and serious (see the transcripts page 87).

Meanwhile, the second question that the researcher asked to the English teacher is under the theory about choosing text for reading aloud: *Do you consider selecting textbooks for students to read aloud? What is your opinion about it?* The teacher answered: she not determine the text that will used (see the transcripts page 87).

Then, the questions from 3 to 5 is under the theory of dialogic reading. The third question is *Do you encourage students to learn the text while reading aloud? In what way?* The teacher answered: she used it by repeating what students read (see the transcripts page 87).

Moreover, the fourth question is *Do you provide feedback to students by futher illustrating the use of language such as grammar, vocabulary in textbooks? What is your opinion about it?* The teacher answered: she provide feedback to students on the used of vocabulary (see the transcripts page 88).

Futhermore, the fifth question is *Do you carry out strategies to challenge students to gain new knowledge after reading aloud the textbook? What is opinion about it?* The teacher answered: she just ordered students to read aloud (see the transcripts page 88).

Then, the researcher asked the question number 6 to English teacher related to the text talk theory. The question number sixth is *Do you give the vocabulary glossary first before the students read aloud?* The teacher answered: she ordered students to memorize at least 10 vocabulary and how to pronounce it (see the transcripts page 88).

Next, the researcher asked the question number 7 to the English teacher based on the theory print referencing. The seventh question is *Do you use picture textbooks for students to read aloud in class? What is your opinion about it?* The teacher answered: she used pictures textbooks to students read aloud (see the transcripts page 88).

Moreover, based on interview, the question number 8 that the researcher asked to the English teacher is under the theory about previewing: The eighth question is *Do you ask students to review the title or subtitles of the the textbooks before the students read aloud? What is your opinion about it?* The teacher answered: she ordered the students to reviewed the title before reading so students can know what they were going to learn and read (see the transcripts page 89).

Then, based on interview, the researcher asked the question number 9 to English teacher related to the self-explanation reading strategy theory. The ninth question is *Do you ask students to do self-explanation of textbooks after students read aloud? What is your opinion about it?* The teacher answered: she stated her students ability cannot do self-explanation (see the transcripts page 89).

## **B. Discussion**

### **1. Factors Caused of Students' Anxiety in Reading Aloud**

#### **a. Worry about Reading Effects**

Reading in a foreign language is a common challenge for students studying English as a second language, according to Zbornik in Mary et al. Reading aloud is a frequent stimulant of speech that is combined with pressure performance decoding accuracy of location, as well as evaluation by teacher and peers.<sup>1</sup> Based on the findings the reading effects caused students to felt worried in reading aloud. It can be conclude worry about reading effects is one of the factors that caused

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<sup>1</sup> Mary Renck, Jalongo Rae, and Ann Hirsh, 'Understanding Reading Anxiety : New Insights from Neuroscience Understanding Reading Anxiety : New Insights from Neuroscience', *Early Childhood Education Journal*, 37.July (2016), 431–35 (434). Accessed on November 29<sup>th</sup> 2022, <<https://doi.org/10.1007/s10643-010-0381-5>>.

students to feel anxious in reading aloud. In addition, this statement also supported by Ismail Sheikh Ahmad et al. the result of their study show that the second highest percentage of students identified worrying about reading effects as a source of English language reading anxiety caused by personal factor. Students are concerned about the impact of reading. Even when the text is simple, they concentrate on the act of reading rather than the content.<sup>2</sup> Moreover, Beatty & Dobos stated worry can be seen of physiological reactions that included heart rate increased, sweaty palms, and numbness.<sup>3</sup>

#### **b. Afraid of Making an Error**

Brown defines learning as a process that includes making mistakes. Errors, miscalculations, and incorrect assumptions are essential for learning practically any skill or obtain knowledge.<sup>4</sup> In line with the statement above the error happened in reading aloud in the class. Therefore, the fear of making errors in reading aloud strongly influenced. It can be seen on findings that afraid of making an error caused students of VIII-1 class MTs Negeri 3 Bolaang Mongondow Timur felt anxious when they read a few paragraphs in front of the class. The researcher accomplish that afraid of making an error is one of the factors that caused students to feel anxious in reading aloud. In line with previous studies from Ismail Sheikh Ahmad et al. it found students are nervous about reading aloud because they don't want to make mistakes. They are concerned about their pronunciation if they are required to read in front of their peers and teacher.<sup>5</sup>

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<sup>2</sup> Ismail Sheikh Ahmad and others, 'The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context : A Theoretical Framework', *English Language Teaching*, 6.11 (2013), 89–110 (108) <<https://doi.org/10.5539/elt.v6n11p89>>.

<sup>3</sup> Yulia Maulida Putri Kowaas, 'Students' Speaking Anxiety of English Foreign Language (EFL) Class at Eleventh Grade of MAN 1 Bitung' (State Institute of Islamic Studies Manado, 2020), 13.

<sup>4</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th edn (New York: Pearson Education, 2006), 257.

<sup>5</sup> Ahmad and others, 107.

### c. Unfamiliar Culture

According to Tomasello, cited in Ahmad et al., the reading task is divided into two interactions: the first is between the reader and the writer's thoughts, and the second is an incidental connection between the reader and knowledge of the culture in printed books.<sup>6</sup> The result of interviews, some of the students felt anxious in reading aloud caused by they didn't understand what the meaning of the text that they was read in front of the class. In addition, the students who have difficulty understanding what is in the text are one of the factors of student anxiety. Futhermore, Some students experience confusion when they read a text, and then they understand the meaning of the sentence they read but do not understand the intent or purpose of the written text. Moreover, this statement also supported by Ahmad hanafi. His study showed learners tend to felt anxious and concerned if they understand the meaning of the words in the text but do not understand the overall meaning. Unfamiliar culture has been identified as a source of foreign language reading anxiety.<sup>7</sup>

### d. Unfamiliar Topic

Uninteresting or undesired reading topics might contribute to learners anxiety about reading in a foreign language. According to Kuru-Gonen, as stated in Ahmad et al., one of the causes of worry in reading a foreign language is reading topics that learners do not find interesting or dislike.<sup>8</sup> Based on interview, the researcher found students had anxious when they didn't understand the topics that they was read. Furthermore, topics that are not familiar to some students are disturbing because students are not used to them or have never even read or encountered the topic, causing anxiety to students when

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<sup>6</sup> Ismail Sheikh Ahmad and others, 'The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context : A Theoretical Framework', *English Language Teaching*, 6.11 (2013), 89–110 (92). Accessed on December 24<sup>th</sup> 2022, <<https://doi.org/10.5539/elt.v6n11p89>>.

<sup>7</sup> Ahmad Hanafi, 'Students' Anxiety in Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanudin' (Alaudin State islamic University Of Makassar, 2018), 50.

<sup>8</sup> Ahmad and others, 92.



reading a text whose topic is not familiar to them. It means by reading some topics that the students never had before caused students to feel anxious in reading aloud. In addition, based on previous study that was conducted by Ahmad Hanafi. The result obtained is one student stated that he enjoys reading English text about Islamic studies, which is his major. Because the new topics are difficult to grasp and to read. It appears that unfamiliar topics are one of the causes of reading anxiety for all students.<sup>9</sup>

#### **e. Unknown Vocabulary**

Unknown vocabulary is one of the causes contributing to students' nervousness when reading a foreign language. According to M. Keshavarz et al., learners who lack understanding of foreign language vocabulary would struggle to understand the meaning of reading and will be unable to equate their reading skills in L1 to L2.<sup>10</sup> Furthermore, students pronunciation in reading aloud is not enough in this case because some students have good pronunciation in reading foreign languages but do not understand the meaning of the word they read. The result of interview, all of the students had difficulty in reading aloud when finding vocabulary that they did not face before. It can be concluded unknown vocabulary is the most common factor that found in students VIII-1 class which caused them to feel anxious in reading aloud. In line with Ismail Sheikh Ahmad et al. it showed students complained about the difficult terms they come across, the sheer volume of new vocabulary they encounter, the meanings of the individual vocabulary they come across, and the translation of the text. They also worried about the context in which these unfamiliar vocabulary are used, especially if it is unexpected.<sup>11</sup>

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<sup>9</sup> Hanafi, 49.

<sup>10</sup> Ronald Edward Smith Michael W. Passer, *Psychology : The Science of Mind and Behavior* (McGraw-Hill, 2007), 547.

<sup>11</sup> Ahmad and others, p. 107.

## **2. Teacher's way to overcome Students Anxiety in Reading Aloud**

The researcher conducted the interview with the English teacher of VIII-1 class to know the teachers' way to overcome the students' anxiety in reading aloud. Therefore, there were 9 questions that prepared by the researcher to the english teacher.

### **a. Maximazing the Effectiveness of Reading Aloud**

Teachers must enhance the impact of students reading-aloud activity to ensure that it does not undermine students' greater achievement. According to Teale in the article by Holly B. Lane and Tyran L. Wright, teachers must examine the amount of times they read aloud to make reading aloud as effective as feasible. Teachers must examine what is added to reading aloud when evaluating how long it is suitable.<sup>12</sup> In addition, multiple instructional goals can be achieved with one reading aloud, saving instructional time. Different students have different needs based on their previous experiences. As a result, when appropriate reading in school may differ, teachers should consider the amount of time spent to ensure that it is time spent wisely. The teacher determined the times of students to read aloud so that the students could more focus in reading aloud.

### **b. Dialogic Reading**

Whitehurst stated in the journal Holly B. Lane and Tyran L. Wright that dialogic reading provides a simple structure that makes parent-child or teacher-child reading more effective and productive. This method is often utilized with preschoolers, but it is equally appropriate for older children. Furthermore, three principles govern dialogical reading: (a) encourage children to learn while reading books actively, (b) provide feedback illustrating more advanced language, and (c) challenge children's knowledge and skills by increasing the

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<sup>12</sup> Tyran L Wright, 'Maximizing the Effectiveness of Reading Aloud', *International Reading Association*, 2007, 1–8 (1). Accessed on December 23th 2022, <<https://doi.org/10.1598/RT.60.7.7>>.

complexity of conversation beyond their current abilities.<sup>13</sup> Based on the findings to encourage students' to learn while reading aloud the teacher asks the students to repeated what they have read by that the students can understand what they have read. Futhermore, the teacher provides feedback to students, particular on the used of vocabulary by that the students can understand the used of the vocabulary they have read.

**c. Text Talk**

According to Beck in Holly B. Lane and Tyran L. Wright, text talk is a method that focuses on vocabulary development. This method is frequently utilized in primary schools. Text readings can be used by teachers to give context for teaching new terms by engaging students in meaningful book discussions. The text talk lesson begins with the teacher reading the story aloud and engaging in various exchanges with the students. The teacher then intends to go over a few key terms from the story in further depth. The focus of the lesson is on deep study of these words.<sup>14</sup> Based on findings, the researcher found to developing students vocabulary the teacher asked the students to memorize some vocabulary before reading aloud in front of the class.

**d. Print Referencing**

Print reference, according to Ezell, refers to verbal and nonverbal signals, such as tracing print or pointing the pictures, that adults use to bring children's attention to essential components of the text, including its shape, features, and function. Print references also contribute to stimulate interest in print. When children's interest in print increases, they begin to regard written language as an item worthy of their attention.<sup>15</sup> It can be seen on findings, the researcher

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<sup>13</sup> Wright, 3.

<sup>14</sup> Wright, 3.

<sup>15</sup> Wright, 5.

found to improve students understanding in reading aloud the teacher used picture textbook when students read aloud.

**e. Previewing**

The typical approach students utilize before reading, according to Fellag in a journal by Wuriy, is previewing. First, go over the title and subtitle, as well as the supporting caption or image (photos and drawing).<sup>16</sup> Furthermore, previewing implies estimating the contents of the text based on the title or subtitles. Improve students basic knowledge before reading by looking at pictures or photos, understanding the meaning of some of the language used in the text. The researcher found to increase basic knowledge to students the teacher asks students to review the tittle before they reading aloud in front of the class.

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<sup>16</sup> Wuriy Handayani and Nunung Widijantie, 'An Analysis of Previewing Reading Strategy in Business Texts : A Think Aloud Protocol Study', *International Journal of English and Culture Studies*, 4.1 (2021), 30–38 (3). Accessed on January 10<sup>th</sup> 2023, <<https://doi.org/10.11114/ijecs.v4i1.5151>>.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the findings, the researcher discovered more than 50% of the students feel anxious in reading aloud. Some factors that make students feel anxious in reading aloud and the teacher's way to overcome students anxiety in reading aloud as follows:

1. Students anxiety in reading aloud are caused by personal factors: worry about reading effects, afraid of making an error; and by text features: unfamiliar culture, unfamiliar topic and unknown vocabulary.
2. The teacher's way to overcome students anxiety in reading aloud; maximazing the effectiveness of reading aloud (determining the times of reading aloud), dialogic reading (encouraging the students to learn while reading books actively and providing feedback in illustrating more advanced language), using text talk, print referencing, and previewing.

#### **B. Suggestion**

##### **1. To the Teachers**

This research is expected to help teachers to find out the way to maximize students ability to read aloud. Such as; the teachers need to give students more practice to read aloud in class to improve students ability in reading aloud and the teachers also can provide students with how to read correctly according to students abilities in order to make it easier for students to read aloud.

##### **2. To the Students**

Students are advised to be able to find the source of anxiety when reading aloud so that the teacher can easier to help in improving the anxiety in reading aloud and the students are expected to be more

confident in following the learning process by doing more practices outside of the classroom.

### **3. To the Next Researchers**

By understanding the level of reading aloud anxiety and the teacher's ways to reduce it, obtained in this research. The researcher hopes that the next researcher can explore the causes of the high level of reading aloud anxiety performed by the students of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara or the effectiveness of the teacher's way, in implementing reading aloud activity in the classroom.

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# **APPENDICES**

### Appendix 1 Observation Sheet

**Theme:** Observation of students anxiety in reading aloud

**Place:** VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Student's Name:** .....

**Date/Day:** .....

#### OBSERVATION CHECKLIST

NO.	Content	Observed (√)	Description
1.	Students feel embarrassed		
2.	Students feel the reading class is not interesting		
3.	Students are not confident to read in front of the class		
4.	Students are hasitated to pronounce the new word in the text		
5.	Students shy to ask question to their teacher how to pronounce correctly		
6.	Students do not understand what they read		
7.	Students are less of comprehension and make student confuse		
8.	Students are lack of vocabulary consequently they feel anxious and shy		
9.	Students are difficult to concertrate		

- These checklist observation sheet are adapted from the previous studies by Ahmad Hanafi titled *Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin*

## Appendix 2 Interview Sheet

**Theme:** Interview to students

**Place:** VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Student Name:** .....

**Date/Day:** .....

1. What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?
2. How do you avoid English class when you feel anxious?
3. What makes you worried to perform reading in front of class?
4. What causes you feel irritated if you read word which you do not know how it is pronounced?
5. What makes you feel upset when you are not understand what you are reading?
6. You often understand the words, but why are you still not understand the writer means?
7. What makes you do not like to read unfamiliar topics, particularly in the English language?
8. When you are reading, how do you feel if you face strange vocabulary?
9. What makes you do not like to read an English text that has a lot of difficult words?

- These interview sheet are adapted from the previous studies by Ahmad Hanafi titled *Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin*

### Appendix 3 Interview Sheet

**Theme:** Interview how the teacher overcomes the students anxiety in reading aloud

**Place:** VIII-1 class of MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Teacher Name:** .....

**Date/Day:** .....

1. Do you determine how long students read aloud? What is your opinion about it?
2. Do you consider selecting textbooks for students to read aloud? What is your opinion about it?
3. How do you encourage students to learn the text while reading aloud? In what way?
4. Do you provide feedback to students by illustrating further use of language such as grammar, vocabulary in textbooks? What is your opinion about it?
5. Do you carry out strategies to challenge students to gain new knowledge after reading aloud the textbook? What is opinion about it?
6. Do you give the vocabulary glossary first before the students read aloud? What is your opinion about it?
7. Do you use picture textbooks for students to read aloud in class? What is your opinion about it?
8. Do you ask students to review the title or subtitles of the textbook before the students read aloud? What is your opinion about it?
9. Do you ask students to do self-explanation of textbooks after students read aloud? What is your opinion about it?



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Nomor : B-140 /In. 25/F.II/TL.00.1/01/2023 Manado, 24 Januari 2023  
 Sifat : Penting  
 Lamp : -  
 Hal : Permohonan Izin Penelitian

Kepada Yth :  
 Kepala MTs N 3 Boltim  
 Di  
 Tempat

**Assalamu 'alaikum Wr. Wb.**  
 Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama : Muhamad Riski Mokoginta  
 NIM : 1926022  
 Semester : VII (Tujuh)  
 Prodi : Tadris Bahasa Inggris  
 Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : **"Students' Anxiety In ReadingAloud At MTs Negeri 3 Bolaang Mongondow Timur Sulawesi Utara"**. Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

1. Nur Halimah, M.Hum
2. Lies Kryati, M.Ed

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Januari s.d Maret 2023

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

**Wassalam Wr. Wb**



- Tembusan :
1. Rektor IAIN Manado sebagai Laporan
  2. Dekan FTIK IAIN Manado
  3. Kaprodi TBI IAIN Manado
  4. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KAB. BOLAANG MONGONDOW TIMUR**  
**MADRASAH TSANAWIYAH NEGERI 3**  
Jln. Trans Sulawesi Lingkar Selatan No.191, Kec. Tutuyan Kab. Bolaang Mongondow Timur  
e-mail: mtsnegeri3boltim@gmail.com

**SURAT KETERANGAN PENELITIAN**

**Nomor: B-65/MTs.23.14.03/PP 005/02/2023**

Nama : Muhamad Riski Mokoginta  
NIM : 1926022  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris

Yang bersangkutan di atas benar-benar telah melakukan penelitian guna penyusunan Skripsi dengan judul "Students' Anxiety In Reading Aloud At MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara".

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Tutuyan, 06 Februari 2023  
Kepala Madrasah



Drs. Mahmud Langaru  
NIP 196611242003121002



Dokumen ini telah ditanda tangan secara elektronik. Silakan cek keaslian dokumen pada tte.kemenag.go.id

Token : XJumkX



## **Appendix 4 General Description of Research Setting**

### 1. Description of Mts Negeri 3 Bolaang Mongondow Timur

Mts Negeri 3 Bolaang Mongondow Timur is one of junior high school at Bolaang Mongondow Timur that already been accredited. The location of this school is in Jl. Trans Sulawesi Lingkar Selatan No. 191 Tutuyan District. Bolaang Mongondow Timur Regency-Sulawesi Utara Province. This school was founded in 1995 with Madrasah Statistics Number (NSM) 121171100003, National School Identification Number (NPSN) 60728782, and the postal code is 95782, the school is a state owned school. This school is under the ministry of religion affairs. The original pioneer of this school is Djohar Buntuan.

### 2. History of MTs Negeri 3 Bolaang Mongondow Timur

On July 17, 1995 MTs Tutuyan was founded by the tutuyan society with a management composition as follows:

- |                               |                    |
|-------------------------------|--------------------|
| a. Governing Board            | : Hi. J.S Budiman  |
| Member                        | : S. Alhabsy       |
|                               | : A. Syaban        |
| b. Advisor                    | : Hi. M.B. Modeong |
|                               | : B. Lolangion     |
|                               | : S.P Potabuga     |
| c. Chairman of the Foundation | : Djohar Buntuan   |
| Secretary                     | : H.B Radjamuda    |
| Treasurer                     | : Hi. S. Modeong   |

The first head of MTs Tutuyan was Djohar Buntuan in 1995. Since the first year of the school was founded, the society interest in sending their children to MTs Tutuyan has increased. Then in 2005 the head of MTs Tutuyan was replaced by Masud Kobandaha as the devinitive head of MTs sent by Depak Bolaang Mongondow. Futhermore, in the academic year 2005/2006 MTs Tutuyan received 3 study rooms from the regional office of the ministry of religion of North Sulawesi Province.

Moreover, in 2006 the head of MTs Tutuyan Masud Kobandaha was replaced by Sakila Ambarak, S.Ag and in 2012 the head of MTs Tutuyan Sakila Ambarak, S.Ag was replaced by Drs. Mahmud Langaru. After several years of leadership, the head of MTs Tutuyan Drs. Mahmud Langaru, with Allah SWT permission and the hard work, finally on February 19, 2018 MTs Tutuyan was asked to become MTs Negeri 3 Bolaang Mongondow Timur with the decree of the minister of religion of the republic of Indonesia Number 100 of 2018 concerning the Nationalization of 18 Madrasah.

3. Vision and Mission of Mts Negeri 3 Bolaang Mongondow Timur
  - a. The Vision of MTs Negeri 3 Bolaang Timur

The realization of students who have noble character, are intelligent and have a global perspective.
  - b. The Mission of Mts Negeri 3 Bolaang Mongondow Timur
    - 1) Instilling the values of faith, noble, disciplined and responsible.
    - 2) Building a spirit of achievement through improving the quality of education.
    - 3) Implementing active, effective, creative and innovative learning programs.
    - 4) Improving the quality of representative facilities and infrastructure.
    - 5) Fostering high, positive and competitive work morale for all madrasah citizens.
    - 6) Improving the utilization and management of education.

### Appendix 5 Students' List Names

#### VIII-1 Class of MTs Negeri 3 Bolaang Mongondow Timur

No.	Nama	L/P
1.	Naila Salsabila Modeong	P
2.	Afgan Potabuga	L
3.	Glen Saputra Mamahit	L
4.	Novreza Limbanadi	L
5.	Al Fadilan Potabuga	L
6.	Aji Fahri Matoka	L
7.	Farel Kadengkang	L
8.	Melati Simbala	P
9.	Cindria Paputungan	P
10.	Leberti Wounde	L
11.	Nursifa Odog	P
12.	Royan Paputungan	L
13.	Al Zikra Potabuga	L
14.	Sri Mulyawati Potabuga	P
15.	Zifara Natisya Molantong	P



### Lembar Observasi

**Tema:** Observasi kecemasan siswa dalam membaca nyaring

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Atgan Polabage

**Tanggal/Hari:** 16 Februari 2023 / Senin

#### CHECKLIST OBSERVASI

NO.	Isi	Diamati (√)	Keterangan
1.	Siswa merasa malu	✓	Siswa terlihat Menghina Sar
2.	Siswa merasa kelas membaca tidak menarik		
3.	Siswa tidak percaya diri untuk membaca di depan kelas	✓	Siswa terlihat Kluwarkir
4.	Siswa ragu-ragu untuk mengucapkan kata baru dalam teks		
5.	Siswa malu untuk bertanya kepada gurunya bagaimana cara pengucapan yang benar		
6.	Siswa tidak memahami apa yang dibacanya	✓	Siswa terlihat kebingungan
7.	Siswa kurang paham dan membuat siswa bingung		
8.	Siswa kekurangan kosa kata akibatnya mereka merasa cemas dan malu	✓	Siswa terlihat ketakutan
9.	Siswa sulit berkonsentrasi	✓	Siswa terlihat

- Lembar observasi checklist ini diadaptasi dari penelitian sebelumnya oleh Atgan Polabage berjudul "Students' Reading Anxiety In Reading Aloud At The Pondok Pesantren Sultan Hasamuddin"



### Lembar Observasi

**Tema:** Observasi kecemasan siswa dalam membaca nyaring

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Gen Saputra Prayait

**Tanggal/Hari:** 06 Februari 2023 / Senin

### CHECKLIST OBSERVASI

NO.	Isi	Diamati (√)	Keterangan
1.	Siswa merasa malu		
2.	Siswa merasa kelas membaca tidak menarik		
3.	Siswa tidak percaya diri untuk membaca di depan kelas	✓	Siswa terlihat khawatir
4.	Siswa ragu-ragu untuk mengucapkan kata baru dalam teks		
5.	Siswa malu untuk bertanya kepada gurunya bagaimana cara pengucapan yang benar		
6.	Siswa tidak memahami apa yang dibacanya	✓	Siswa terlihat khawatir
7.	Siswa kurang paham dan membuat siswa bingung	✓	Siswa terlihat bingung
8.	Siswa kekurangan kosa kata akibatnya mereka merasa cemas dan malu	✓	Siswa terlihat ketukutan
9.	Siswa sulit berkonsentrasi		

- Lembar observasi checklist ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hafid berjudul "Students' Reading Anxiety In Reading Aloud At The Pondok Pesantren Sultan Hasanuddin"



### Lembar Observasi

**Tema:** Observasi kecemasan siswa dalam membaca nyaring

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Novita Sibavandi

**Tanggal/Hari:** 06 Februari 2023 / Senin

### CHECKLIST OBSERVASI

NO.	Isi	Diamati (√)	Keterangan
1.	Siswa merasa malu		
2.	Siswa merasa kelas membaca tidak menarik	✓	Siswa terlihat Menghindar
3.	Siswa tidak percaya diri untuk membaca di depan kelas	✓	Siswa terlihat Khawahir
4.	Siswa ragu-ragu untuk mengucapkan kata baru dalam teks		
5.	Siswa malu untuk bertanya kepada gurunya bagaimana cara pengucapan yang benar		
6.	Siswa tidak memahami apa yang dibacanya	✓	Siswa terlihat Khawahir
7.	Siswa kurang paham dan membuat siswa bingung		
8.	Siswa kekurangan kosa kata akibatnya mereka merasa cemas dan malu	✓	Siswa terlihat Ketakutan
9.	Siswa sulit berkonsentrasi		

- Lembar observasi checklist ini diadaptasi dari penelitian sebelumnya oleh Alifad, Hafifi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of Pondok Pesantren Sultan Hasanuddin"



### Lembar Observasi

**Tema:** Observasi kecemasan siswa dalam membaca nyaring

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** H. Fadlan Botabua

**Tanggal/Hari:** 2 Februari 2023 Senin

### CHECKLIST OBSERVASI

NO.	Isi	Diamati (√)	Keterangan
1.	Siswa merasa malu		
2.	Siswa merasa kelas membaca tidak menarik	✓	
3.	Siswa tidak percaya diri untuk membaca di depan kelas		
4.	Siswa ragu-ragu untuk mengucapkan kata baru dalam teks		
5.	Siswa malu untuk bertanya kepada gurunya bagaimana cara pengucapan yang benar	✓	Siswa terlihat takut
6.	Siswa tidak memahami apa yang dibacanya	✓	Siswa terlihat khawatir
7.	Siswa kurang paham dan membuat siswa bingung	✓	Siswa terlihat bingung
8.	Siswa kekurangan kosa kata akibatnya mereka merasa cemas dan malu	✓	Siswa terlihat takut
9.	Siswa sulit berkonsentrasi		

- Lembar observasi checklist ini diadaptasi dari penelitian sebelumnya oleh Arifin, Hafati berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of Pondok Pesantren Sultan Hasanuddin"





### Lembar Observasi

**Tema:** Observasi kecemasan siswa dalam membaca nyaring

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Forel Kadangkang

**Tanggal/Hari:** 06 Februari 2019 / Senin

### CHECKLIST OBSERVASI

NO.	Isi	Diamati (√)	Keterangan
1.	Siswa merasa malu		
2.	Siswa merasa kelas membaca tidak menarik		
3.	Siswa tidak percaya diri untuk membaca di depan kelas	✓	Siswa terlihat khawaf
4.	Siswa ragu-ragu untuk mengucapkan kata baru dalam teks	✓	Siswa terlihat tegang
5.	Siswa malu untuk bertanya kepada gurunya bagaimana cara pengucapan yang benar		
6.	Siswa tidak memahami apa yang dibacanya	✓	Siswa terlihat khawaf
7.	Siswa kurang paham dan membuat siswa bingung		
8.	Siswa kekurangan kosa kata akibatnya mereka merasa cemas dan malu	✓	Siswa terlihat ketakutan
9.	Siswa sulit berkonsentrasi		



- Lembar observasi checklist ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of Pondok Pesantren Sultan Hasanuddin"

### Lembar Observasi

Tema: Observasi kecemasan siswa dalam membaca nyaring  
 Tempat: Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara  
 Nama Siswa: Akmalia Sembale  
 Tanggal/Hari: 06 Februari 2023 / Senin

#### CHECKLIST OBSERVASI

NO.	Isi	Diamati (√)	Keterangan
1.	Siswa merasa malu	✓	Siswa terlihat menghindari
2.	Siswa merasa kelas membaca tidak menarik		
3.	Siswa tidak percaya diri untuk membaca di depan kelas		
4.	Siswa ragu-ragu untuk mengucapkan kata baru dalam teks	✓	Siswa terlihat tegang
5.	Siswa malu untuk bertanya kepada gurunya bagaimana cara pengucapan yang benar		
6.	Siswa tidak memahami apa yang dibacanya	✓	Siswa terlihat khawatir
7.	Siswa kurang paham dan membuat siswa bingung	✓	Siswa terlihat bingung
8.	Siswa kekurangan kosa kata akibatnya mereka merasa cemas dan malu	✓	Siswa terlihat ketolakan
9.	Siswa sulit berkonsentrasi		



- Lembar observasi checklist ini diadaptasi dari penelitian sebelumnya oleh M. A. H. Manafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Students At Pondok Pesantren Sultan Hasamuddin"

### Lembar Observasi

**Tema:** Observasi kecemasan siswa dalam membaca nyaring

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Sivona Rafitauran

**Tanggal/Hari:** 21 Februari 2013 / Senin

#### CHECKLIST OBSERVASI

NO.	Isi	Diamati (√)	Keterangan
1.	Siswa merasa malu	✓	Siswa terlihat Menghindar
2.	Siswa merasa kelas membaca tidak menarik		
3.	Siswa tidak percaya diri untuk membaca di depan kelas		
4.	Siswa ragu-ragu untuk mengucapkan kata baru dalam teks	✓	Siswa terlihat tegang
5.	Siswa malu untuk bertanya kepada gurunya bagaimana cara pengucapan yang benar		
6.	Siswa tidak memahami apa yang dibacanya	✓	Siswa terlihat kawatir
7.	Siswa kurang paham dan membuat siswa bingung	✓	Siswa terlihat bingung
8.	Siswa kekurangan kosa kata akibatnya mereka merasa cemas dan malu	✓	Siswa terlihat kefakutan
9.	Siswa sulit berkonsentrasi		

- Lembar observasi checklist ini diadaptasi dari penelitian sebelumnya oleh Arifin, Hafati berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of Pondok Pesantren Sultan Hasamuddin"



### Lembar Observasi

**Tema:** Observasi kecemasan siswa dalam membaca nyaring

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Wahni Wande

**Tanggal/Hari:** 05 Februari 2023/Senin

#### CHECKLIST OBSERVASI

NO.	Isi	Diamati (√)	Keterangan
1.	Siswa merasa malu	✓	Siswa terlihat Menghindar
2.	Siswa merasa kelas membaca tidak menarik	✓	Siswa terlihat Menghindar
3.	Siswa tidak percaya diri untuk membaca di depan kelas	✓	Siswa terlihat Kluwahr
4.	Siswa ragu-ragu untuk mengucapkan kata baru dalam teks		
5.	Siswa malu untuk bertanya kepada gurunya bagaimana cara pengucapan yang benar		
6.	Siswa tidak memahami apa yang dibacanya	✓	Siswa terlihat kluwahr
7.	Siswa kurang paham dan membuat siswa bingung		
8.	Siswa kekurangan kosa kata akibatnya mereka merasa cemas dan malu	✓	Siswa terlihat Ketakutan
9.	Siswa sulit berkonsentrasi		

- Lembar observasi checklist ini diadaptasi dari penelitian sebelumnya oleh Afrida Hafifi berjudul "Students' Reading Anxiety In Reading Aloud At The Pondok Pesantren Sultan Hasanuddin"



### Lembar Observasi

**Tema:** Observasi kecemasan siswa dalam membaca nyaring

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Nurjula Adon

**Tanggal/Hari:** 06. Januari 2023 / Senin

### CHECKLIST OBSERVASI

NO.	Isi	Diamati (√)	Keterangan
1.	Siswa merasa malu	✓	Siswa terlihat menghindari
2.	Siswa merasa kelas membaca tidak menarik	✓	Siswa terlihat menghindari
3.	Siswa tidak percaya diri untuk membaca di depan kelas		
4.	Siswa ragu-ragu untuk mengucapkan kata baru dalam teks		
5.	Siswa malu untuk bertanya kepada gurunya bagaimana cara pengucapan yang benar		
6.	Siswa tidak memahami apa yang dibacanya	✓	Siswa terlihat klacau
7.	Siswa kurang paham dan membuat siswa bingung		
8.	Siswa kekurangan kosa kata akibatnya mereka merasa cemas dan malu	✓	Siswa terlihat ketubuhan
9.	Siswa sulit berkonsentrasi		Siswa terlihat kejut

- Lembar observasi checklist ini diadaptasi dari penelitian sebelumnya oleh Alifurrahman Hafid berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year of Madrasah Tsanawiyah Negeri 1 Bolaang Mongondow Timur Sulawesi Utara" Pondok Pesantren Sultan Hasanuddin"



### Lembar Observasi

**Tema:** Observasi kecemasan siswa dalam membaca nyaring

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Royan Papukangan

**Tanggal/Hari:** 06 Februari 2023 Senin

#### CHECKLIST OBSERVASI

NO.	Isi	Diamati (√)	Keterangan
1.	Siswa merasa malu		
2.	Siswa merasa kelas membaca tidak menarik		
3.	Siswa tidak percaya diri untuk membaca di depan kelas		
4.	Siswa ragu-ragu untuk mengucapkan kata baru dalam teks	✓	Siswa terlihat tegang
5.	Siswa malu untuk bertanya kepada gurunya bagaimana cara pengucapan yang benar	✓	Siswa terlihat takut
6.	Siswa tidak memahami apa yang dibacanya		
7.	Siswa kurang paham dan membuat siswa bingung	✓	Siswa terlihat bingung
8.	Siswa kekurangan kosa kata akibatnya mereka merasa cemas dan malu		
9.	Siswa sulit berkonsentrasi		Siswa terlihat

- Lembar observasi checklist ini diadaptasi dari penelitian sebelumnya oleh Alifurroq Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of Pondok Pesantren Sultan Hasanuddin"



### Lembar Observasi

**Tema:** Observasi kecemasan siswa dalam membaca nyaring

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Al. Desa Dufakura

**Tanggal/Hari:** 6 Februari 2023 / Senin

### CHECKLIST OBSERVASI

NO.	Isi	Diamati (√)	Keterangan
1.	Siswa merasa malu		
2.	Siswa merasa kelas membaca tidak menarik	✓	Guru terlihat Menghinder
3.	Siswa tidak percaya diri untuk membaca di depan kelas		
4.	Siswa ragu-ragu untuk mengucapkan kata baru dalam teks		
5.	Siswa malu untuk bertanya kepada gurunya bagaimana cara pengucapan yang benar	✓	terlihat takut
6.	Siswa tidak memahami apa yang dibacanya	✓	terlihat khawatir
7.	Siswa kurang paham dan membuat siswa bingung		
8.	Siswa kekurangan kosa kata akibatnya mereka merasa cemas dan malu	✓	Siswa terlihat takut
9.	Siswa sulit berkonsentrasi		

- Lembar observasi checklist ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hafid berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of Madafi Pondok Pesantren Sultan Hasanuddin"



### Lembar Observasi

**Tema:** Observasi kecemasan siswa dalam membaca nyaring  
**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara  
**Nama Siswa:** Siti Mulyawati Potabaga  
**Tanggal/Hari:** 06 Februari 2023 / Senin

#### CHECKLIST OBSERVASI

NO.	Isi	Diamati (√)	Keterangan
1.	Siswa merasa malu		
2.	Siswa merasa kelas membaca tidak menarik	✓	Siswa terlihat acenglingkar
3.	Siswa tidak percaya diri untuk membaca di depan kelas		
4.	Siswa ragu-ragu untuk mengucapkan kata baru dalam teks		
5.	Siswa malu untuk bertanya kepada gurunya bagaimana cara pengucapan yang benar	✓	Siswa terlihat takut
6.	Siswa tidak memahami apa yang dibacanya		
7.	Siswa kurang paham dan membuat siswa bingung		
8.	Siswa kekurangan kosa kata akibatnya mereka merasa cemas dan malu	✓	Siswa terlihat takut
9.	Siswa sulit berkonsentrasi		Siswa terlihat

- Lembar observasi checklist ini diadaptasi dari penelitian sebelumnya oleh Arifin, M. M. berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of Pondok Pesantren Sultan Hasanuddin"





### Lembar Observasi

**Tema:** Observasi kecemasan siswa dalam membaca nyaring

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Zifata Nahya Melantong

**Tanggal/Hari:** 06 Februari 2025 / Senin

### CHECKLIST OBSERVASI

NO.	Isi	Diamati (√)	Keterangan
1.	Siswa merasa malu		
2.	Siswa merasa kelas membaca tidak menarik		
3.	Siswa tidak percaya diri untuk membaca di depan kelas		
4.	Siswa ragu-ragu untuk mengucapkan kata baru dalam teks	✓	Siswa terlihat tegang
5.	Siswa malu untuk bertanya kepada gurunya bagaimana cara pengucapan yang benar		
6.	Siswa tidak memahami apa yang dibacanya		
7.	Siswa kurang paham dan membuat siswa bingung	✓	Siswa terlihat tegang
8.	Siswa kekurangan kosa kata akibatnya mereka merasa cemas dan malu	✓	Siswa terlihat ketakutan
9.	Siswa sulit berkonsentrasi		

- Lembar observasi checklist ini diadaptasi dari penelitian sebelumnya oleh Alif Hidayat Hafifi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of Pondok Pesantren Sultan Hasanuddin"



### Lembar Observasi

**Tema:** Observasi kecemasan siswa dalam membaca nyaring

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Haji Falaq Sabdaq

**Tanggal/Hari:** 06 Februari 2023 / Senin

#### CHECKLIST OBSERVASI

NO.	Isi	Diamati (√)	Keterangan
1.	Siswa merasa malu	✓	Siswa terlihat Menghindar
2.	Siswa merasa kelas membaca tidak menarik		
3.	Siswa tidak percaya diri untuk membaca di depan kelas		
4.	Siswa ragu-ragu untuk mengucapkan kata baru dalam teks		
5.	Siswa malu untuk bertanya kepada gurunya bagaimana cara pengucapan yang benar	✓	Siswa terlihat takut
6.	Siswa tidak memahami apa yang dibacanya		
7.	Siswa kurang paham dan membuat siswa bingung	✓	Siswa terlihat bingung
8.	Siswa kekurangan kosa kata akibatnya mereka merasa cemas dan malu		
9.	Siswa sulit berkonsentrasi		Siswa terlihat

- Lembar observasi checklist ini diadaptasi dari penelitian sebelumnya oleh Amrullah Hafid berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of Pondok Pesantren Sultan Hasanuddin"



## Appendix 7 Documentation of Interview Sheets to Students'

### Lembar Wawancara

**Tema:** Interview Bersama Siswa

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Nala Satsabila Audeom

**Tanggal/Hari:** 13 Februari 2023 /senin



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?  
 Batato salah babaca au kate  
 .....  
 .....
2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?  
 .....  
 .....
3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?  
 Takut kita guru awadaya marah kalo kita salah  
 .....  
 .....
4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapnya?  
 .....  
 .....

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?

Ba kata bagitu kita ora kab



6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

Ba rasa pasih kita

8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

Kita so lupa katanya itu bak

9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

### Lembar Wawancara

**Tema:** Interview Bersama Siswa

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Alfan Dotabaga

**Tanggal/Hari:** 13 Februari 2018 / Senin



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?  
 Bagaimana ini memang? bit no tatawa atang  
 bab  
 .....
2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?  
 .....
3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?  
 Blum lancar babaca bab  
 .....
4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapnya?  
 .....

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?



6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

*Itu kan mo baca satu satu kata bab bta nda tau artinya itu*

7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

*Nda pahami kata kate*

9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

*Kenya naki mo baca kate*

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

### Lembar Wawancara

**Tema:** Interview Bersama Siswa

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Alan Saputra Wawedit

**Tanggal/Hari:** 13 Feb 2023 / Senin



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?

.....

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2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?

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3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?

Malu hit kata kabo

.....

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4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapnya?

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.....

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasamuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?



6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

Kita ada tau teks

7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

Susah babaca bahasa Inggris kate

8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

Taka kita babaca baka

9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"



Lembar Wawancara

Tema: Interview Bersama Siswa

Tempat: Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

Nama Siswa: Novessa Linafadadi

Tanggal/Hari: 13 Februari 2023 / Senin



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?

.....  
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.....  
.....

2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?

Ba runta kein ka we kita  
.....  
.....  
.....

3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?

Ba gugup bagitu tab e soalnya nfa rida percaya diri bagitu dang bab  
.....  
.....

4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapnya?

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.....

• Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?

.....  
.....  
.....



6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

Par kata ada baca soalnya kita noda lalu mo fase gabung artinya

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7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

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8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

Kita tako abang meta salah banget bab e

.....  
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9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

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• Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

Lembar Wawancara

Tema: Interview Bersama Siswa

Tempat: Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

Nama Siswa: Alfeadian Patebuna

Tanggal/Hari: 13 Feb 2023 / Senin



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?

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2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?

kata yang sulit dan ya

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3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?

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.....  
.....

4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapannya?

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.....

• Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasamuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?

Ba bingung banget bila bab



6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

Artinya beda kata kata bahasa Inggris

7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

Kita suka judulnya bahasa Indonesia kab

8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

Ba rasa rupa gugup banget kab

9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

Lembar Wawancara

Tema: Interview Bersama Siswa

Tempat: Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

Nama Siswa: Aji Lelini Natopa

Tanggal/Hari: 13 Feb 2023 / Senin



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?  
Kc banya tauany bolia bab

2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?

3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?

4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapnya?

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?

Ba rasa laeng bagitu kab



6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

Kita nda tau judulnya kab

8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

Ba gugup aud kab deng tako lagi mnh bagitu

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

Lembar Wawancara

Tema: Interview Bersama Siswa

Tempat: Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

Nama Siswa: *Rafel Kasengkang*

Tanggal/Hari: *13 Feb 2015 Senin*



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?

.....  
.....  
.....  
.....

2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?

.....  
.....  
.....  
.....

3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?

*Ba gugup bagitu kata seanya uda percaya diri bagitu e*

.....  
.....

4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapnya?

*rato nota salah kata kab*

.....  
.....  
.....

• Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?



6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

belum pernah ada baca soalnya kab

7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

ka. pusing kta kta

9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"



### Lembar Wawancara

**Tema:** Interview Bersama Siswa

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Melati Saibata

**Tanggal/Hari:** 13 Februari 2023 / Senin



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?  
 .. Ba gugup au kab ..  
 .....  
 .....
2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?  
 .....  
 .....  
 .....
3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?  
 .....  
 .....  
 .....
4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapannya?  
 .. Nda tau depe babaca bagaimana kab ..  
 .....  
 .....

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?



6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

*Seringnya di bahasa Inggris begitu depe tulisan dong  
babacanya beda au kata*

7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

*Kita nda bisa babaca bagitu baik*

8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

*Bingung kita rasa baik*

9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

### Lembar Wawancara

**Tema:** Interview Bersama Siswa

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** *Nindia Papuhangan*

**Tanggal/Hari:** *13 Februari 2023 / Senin*



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?

*Nda percaya diri begitu kata kata*

2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?

3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?

4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapannya?

*Kesal ba rasa ngeendok begitu deung bab*

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?



6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

Ba bingung btk bta rasa bab

7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

Judulnya ta ganti? btk btk no

8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

kita ada rasa bingung ktk

9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

### Lembar Wawancara

**Tema:** Interview Bersama Siswa

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Liberti Wande

**Tanggal/Hari:** 13 Februari 2023/Senin



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?

Nato nala salah kita kab

2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?

Kalo kita nro nrita tjin mtekuar dari nda tau babaca bahasa Inggris bagiter kab

3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?

Nato kita kab

4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapnya?

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?



6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

Ba rasa laeng bagiku tak e

7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

Susah bik kita rasa tak e

9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasamuddin"

### Lembar Wawancara

**Tema:** Interview Bersama Siswa

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Kursia edag

**Tanggal/Hari:** 13 februari 2023/senin



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?

Malu jika salah kata

2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?

Ada brani maju di muka dan lelak soalnya blum tau babaca bahasa Inggris

3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?

4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapnya?

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?



6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

Sebenarnya kita uda tau artinya au bab

7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

Ba gugup banget kak

9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

fakto kita nta salah kak

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"



Lembar Wawancara

Tema: Interview Bersama Siswa

Tempat: Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

Nama Siswa: Bayan R. Refungan

Tanggal/Hari: 13 Februari 2023 / Senin



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?

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2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?

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3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?

.....  
.....  
.....  
.....

4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapannya?

Ba tato tato bagitu kab e

.....  
.....  
.....

• Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?

kita nda tau apa artinya



6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

kita nda tau kak

8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

Ba susah bik banget bab

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

### Lembar Wawancara

**Tema:** Interview Bersama Siswa

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Al zikra Patakya

**Tanggal/Hari:** 13 Februari 2013 / Senin



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?

.....

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.....

2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?

Kalo kata ba rim blun babaca pas hari itu  
dari blun tau babaca bahasa Inggris

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3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?

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4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapannya?

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- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?



6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

kita so lupa kak artinya

7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

Ba rasa rupa gogawang begitu kak

9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

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### Lembar Wawancara

**Tema:** Interview Bersama Siswa

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Sri Aisyah Palafuga

**Tanggal/Hari:** 13 Feb 2023 Senin



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?

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2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?

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3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?

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4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapannya?

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- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasamuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?

Ba patah ba rasa



6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

Gugup kak

9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

Ba gedisah bagitu e

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasamuddin"

### Lembar Wawancara

**Tema:** Interview Bersama Siswa

**Tempat:** Kelas VIII-1 Mts Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Siswa:** Zifara Nafiya Molantong

**Tanggal/Hari:** 13 Februari 2023 / Senin



1. Apa yang membuat kamu malu di depan orang lain jika kamu mengucapkan kata yang sederhana dan mudah tetapi kamu salah mengucapkannya?  
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2. Bagaimana anda menghindari kelas bahasa Inggris saat anda merasa cemas?  
 .....  
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3. Apa yang membuat kamu merasa khawatir membaca di depan kelas?  
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 .....  
 .....
4. Apa yang menyebabkan anda merasa kesal jika membaca kata yang tidak anda ketahui bagaimana pengucapannya?  
 Ba rasa pasti kata kat  
 .....  
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 .....

- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"

5. Apa yang membuatmu kesal ketika kamu tidak mengerti apa yang kamu baca?

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6. Anda sering memahami kata-katanya, tetapi mengapa anda masih belum memahami maksud penulis?

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7. Apa yang membuat kamu tidak suka membaca topik asing, khususnya di bahasa Inggris?

Be bingung banget kate sbalnya kita cuman biasa  
babaca soal anime banget e

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8. Ketika sedang membaca bagaimana perasaan kamu jika menemukan kosa kata yang sulit?

Dasu kita rasa

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9. Apa yang membuat kamu tidak suka membaca teks bahasa Inggris yang banyak memiliki kata-kata yang sulit?

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- Lembar wawancara ini diadaptasi dari penelitian sebelumnya oleh Ahmad Hanafi berjudul "Students' Reading Anxiety In Reading Aloud At The Second Year Of MA Pondok Pesantren Sultan Hasanuddin"



## Appendix 8 Documentation of Interview Sheets to English Teacher

### Lembar Wawancara

**Tema:** Wawancara bagaimana guru mengatasi kecemasan siswa dalam membaca nyaring

**Tempat:** Kelas VIII-1 MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara

**Nama Guru:** HENI S. MANANANG, S.Pd

**Tanggal/Hari:** 06 Februari 2023

1. Apakah Anda menentukan berapa lama siswa membaca dengan suara keras?

Apa pendapat Anda tentang itu?

Iya saya menentukan berapa lama mereka membaca di depan kelas. Agar mereka lebih aktif dan lebih serius

2. Apakah Anda mempertimbangkan untuk memilih buku teks untuk dibaca dengan suara keras oleh siswa? Apa pendapat Anda tentang itu?

Tidak. Biasanya saya langsung menggunakan teks apa saja yang ada di buku

3. Bagaimana Anda mendorong siswa untuk mempelajari teks sambil membaca dengan keras? Dengan cara apa?

Iya saya melakukan hal tersebut agar mereka bisa mengerti apa yang mereka baca dengan cara menghafal gulung apa yang mereka baca



- .....  
 .....  
 .....  
 4. Apakah Anda memberikan umpan balik kepada siswa dengan mengilustrasikan lebih lanjut penggunaan bahasa seperti tata bahasa, kosa kata dalam buku pelajaran? Apa pendapat Anda tentang itu?

Ya saya memberikan umpan balik kepada siswa terlebih pada penggunaan kosa kata agar mereka tahu penggunaan kosa kata yang mereka bisa

.....  
 .....  
 .....

5. Apakah Anda melakukan strategi untuk menantang siswa memperoleh pengetahuan baru setelah membacakan buku pelajaran? Apa opini tentangnya?

Tidak - saya hanya menyuruh siswa untuk membaca dengan suara keras

.....  
 .....  
 .....

6. Apakah Anda memberikan kosakata glosarium terlebih dahulu sebelum siswa membacakan? Apa pendapat Anda tentang itu?

Ya saya meminta siswa untuk menghafal serta cara pengucapannya minimal 10 kosa kata sebelum mereka membaca agar mereka terlebih dahulu mengetahui kosa katanya dan cara pengucapannya



7. Apakah Anda menggunakan buku teks bergambar agar siswa dapat membaca dengan suara keras di kelas? Apa pendapat Anda tentang itu?

Iya saya menggunakan buku teks yang bergambar agar siswa bisa cepat paham apa yang mereka bacakan

8. Apakah Anda meminta siswa untuk meninjau judul atau subjudul buku teks sebelum siswa membaca dengan suara keras? Apa pendapat Anda tentang itu?

Iya saya meminta siswa untuk meninjau judul terlebih dahulu sebelum membaca agar siswa bisa mengetahui apa yang akan mereka pelajari dan bacakan.

9. Apakah Anda meminta siswa melakukan self-explanation terhadap buku pelajaran setelah siswa membacakan dengan suara keras? Apa pendapat Anda tentang itu?

Tidak, dikarenakan saya hanya melihat kemampuan siswa rata-rata siswa belum bisa melakukan self-explanation.



### Appendix 9 Transcripts Observation to Students

Name : Naila Salsabila Modeong

NO.	Content	Observed (√)	Description
1.	Students feel embarassed	√	Student look avoid
2.	Students feel the reading class is not interesting	-	-
3.	Students are not confident to read in front of the class	√	Student look worried
4.	Students are hasitated to pronounce the new word in the text	-	-
5.	Students shy to ask question to their teacher how to pronounce correctly	√	Looks scared
6.	Students do not understand what they read	-	-
7.	Students are less of comprehension and make student confuse	√	Looks strained
8.	Students are lack of vocabulary consequently they feel anxious and shy	√	Student look difficulty
9.	Students are difficult to concertrate	-	-

**Name : Afgan Potabuga**

<b>NO.</b>	<b>Content</b>	<b>Observed (√)</b>	<b>Description</b>
1.	Students feel embarassed	√	Student look avoid
2.	Students feel the reading class is not interesting	-	-
3.	Students are not confident to read in front of the class	√	Student look worried
4.	Students are hasitated to pronounce the new word in the text	-	-
5.	Students shy to ask question to their teacher how to pronounce correctly	-	-
6.	Students do not understand what they read	√	Student look confusion
7.	Students are less of comprehension and make student confuse	-	-
8.	Students are lack of vocabulary consequently they feel anxious and shy	√	Student look scared
9.	Students are difficult to concertrate	√	Student look shocked

**Name : Glen Saputra Mamahit**

<b>NO.</b>	<b>Content</b>	<b>Observed (√)</b>	<b>Description</b>
1.	Students feel embarassed	-	-
2.	Students feel the reading class is not interesting	-	-
3.	Students are not confident to read in front of the class	√	Student look worried
4.	Students are hasitated to pronounce the new word in the text	-	-
5.	Students shy to ask question to their teacher how to pronounce correctly	-	-
6.	Students do not understand what they read	√	Student look worried
7.	Students are less of comprehension and make student confuse	√	Student look confusion
8.	Students are lack of vocabulary consequently they feel anxious and shy	√	Student look scared
9.	Students are difficult to concertrate	-	-

**Name : Novreza Limbanadi**

<b>NO.</b>	<b>Content</b>	<b>Observed (√)</b>	<b>Description</b>
1.	Students feel embarassed	-	-
2.	Students feel the reading class is not interesting	√	Student look avoid
3.	Students are not confident to read in front of the class	√	Student look worried
4.	Students are hasitated to pronounce the new word in the text	-	-
5.	Students shy to ask question to their teacher how to pronounce correctly	-	-
6.	Students do not understand what they read	√	Student look worried
7.	Students are less of comprehension and make student confuse	-	-
8.	Students are lack of vocabulary consequently they feel anxious and shy	√	Student look scared
9.	Students are difficult to concertrate	-	-

**Name : Al Fadilan Potabuga**

<b>NO.</b>	<b>Content</b>	<b>Observed (√)</b>	<b>Description</b>
1.	Students feel embarassed	-	-
2.	Students feel the reading class is not interesting	√	Student look avoid
3.	Students are not confident to read in front of the class	-	-
4.	Students are hasitated to pronounce the new word in the text	-	-
5.	Students shy to ask question to their teacher how to pronounce correctly	√	Student look scared
6.	Students do not understand what they read	√	Student look worried
7.	Students are less of comprehension and make student confuse	√	Student look confusion
8.	Students are lack of vocabulary consequently they feel anxious and shy	√	Student look scared
9.	Students are difficult to concertrate	-	-



**Name : Farel Kadengkang**

<b>NO.</b>	<b>Content</b>	<b>Observed (√)</b>	<b>Description</b>
1.	Students feel embarassed	-	-
2.	Students feel the reading class is not interesting	-	-
3.	Students are not confident to read in front of the class	√	Student look worried
4.	Students are hasitated to pronounce the new word in the text	√	Student look strained
5.	Students shy to ask question to their teacher how to pronounce correctly	-	-
6.	Students do not understand what they read	√	Student look confusion
7.	Students are less of comprehension and make student confuse	-	-
8.	Students are lack of vocabulary consequently they feel anxious and shy	√	Student look scared
9.	Students are difficult to concertrate	-	-

**Name : Melati Simbala**

<b>NO.</b>	<b>Content</b>	<b>Observed (√)</b>	<b>Description</b>
1.	Students feel embarassed	√	Student look avoid
2.	Students feel the reading class is not interesting	-	-
3.	Students are not confident to read in front of the class	-	-
4.	Students are hasitated to pronounce the new word in the text	√	Student look strained
5.	Students shy to ask question to their teacher how to pronounce correctly	-	-
6.	Students do not understand what they read	√	Student look worried
7.	Students are less of comprehension and make student confuse	√	Student look confused
8.	Students are lack of vocabulary consequently they feel anxious and shy	√	Student look scared
9.	Students are difficult to concertrate	-	-

**Name : Cindria Paputungan**

<b>NO.</b>	<b>Content</b>	<b>Observed (√)</b>	<b>Description</b>
1.	Students feel embarassed	√	Student look avoid
2.	Students feel the reading class is not interesting	-	-
3.	Students are not confident to read in front of the class	-	-
4.	Students are hasitated to pronounce the new word in the text	√	Student look strained
5.	Students shy to ask question to their teacher how to pronounce correctly	-	-
6.	Students do not understand what they read	√	Student look worried
7.	Students are less of comprehension and make student confuse	√	Student look confused
8.	Students are lack of vocabulary consequently they feel anxious and shy	√	Student look scared
9.	Students are difficult to concertrate	-	-

**Name : Liberti Wonde**

<b>NO.</b>	<b>Content</b>	<b>Observed (√)</b>	<b>Description</b>
1.	Students feel embarassed	√	Student look avoid
2.	Students feel the reading class is not interesting	√	Student look avoid
3.	Students are not confident to read in front of the class	√	Student look worried
4.	Students are hasitated to pronounce the new word in the text	-	-
5.	Students shy to ask question to their teacher how to pronounce correctly	-	-
6.	Students do not understand what they read	√	Student look worried
7.	Students are less of comprehension and make student confuse	-	-
8.	Students are lack of vocabulary consequently they feel anxious and shy	√	Student look scared
9.	Students are difficult to concertrate	-	-

**Name : Nursifa Odog**

<b>NO.</b>	<b>Content</b>	<b>Observed (√)</b>	<b>Description</b>
1.	Students feel embarassed	√	Student look avoid
2.	Students feel the reading class is not interesting	√	Student look avoid
3.	Students are not confident to read in front of the class	-	-
4.	Students are hasitated to pronounce the new word in the text	-	-
5.	Students shy to ask question to their teacher how to pronounce correctly	-	-
6.	Students do not understand what they read	√	Student look worried
7.	Students are less of comprehension and make student confuse	-	-
8.	Students are lack of vocabulary consequently they feel anxious and shy	√	Student look scared
9.	Students are difficult to concertrate	√	Student look strained

**Name : Royan Papatungan**

<b>NO.</b>	<b>Content</b>	<b>Observed (√)</b>	<b>Description</b>
1.	Students feel embarassed	-	-
2.	Students feel the reading class is not interesting	-	-
3.	Students are not confident to read in front of the class	-	-
4.	Students are hasitated to pronounce the new word in the text	√	Student look strained
5.	Students shy to ask question to their teacher how to pronounce correctly	√	Student look scared
6.	Students do not understand what they read	-	-
7.	Students are less of comprehension and make student confuse	√	Student look confused
8.	Students are lack of vocabulary consequently they feel anxious and shy	-	-
9.	Students are difficult to concertrate	√	Student look shocked

**Name : Al Zikra Potabuga**

<b>NO.</b>	<b>Content</b>	<b>Observed (√)</b>	<b>Description</b>
1.	Students feel embarassed	-	-
2.	Students feel the reading class is not interesting	√	Student look avoid
3.	Students are not confident to read in front of the class	-	-
4.	Students are hasitated to pronounce the new word in the text	-	-
5.	Students shy to ask question to their teacher how to pronounce correctly	√	Student look scared
6.	Students do not understand what they read	√	Student look worried
7.	Students are less of comprehension and make student confuse	-	-
8.	Students are lack of vocabulary consequently they feel anxious and shy	√	Student look scared
9.	Students are difficult to concertrate	-	-

**Name : Sri Mulyawati Potabuga**

<b>NO.</b>	<b>Content</b>	<b>Observed (√)</b>	<b>Description</b>
1.	Students feel embarassed	-	-
2.	Students feel the reading class is not interesting	√	Student look avoid
3.	Students are not confident to read in front of the class	-	-
4.	Students are hasitated to pronounce the new word in the text	-	-
5.	Students shy to ask question to their teacher how to pronounce correctly	√	Student look scared
6.	Students do not understand what they read	-	-
7.	Students are less of comprehension and make student confuse	-	-
8.	Students are lack of vocabulary consequently they feel anxious and shy	√	Student look scared
9.	Students are difficult to concertrate	√	Student look shocked



**Name : Zifara Natisya Molantong**

<b>NO.</b>	<b>Content</b>	<b>Observed (√)</b>	<b>Description</b>
1.	Students feel embarassed	-	-
2.	Students feel the reading class is not interesting	-	-
3.	Students are not confident to read in front of the class	-	-
4.	Students are hasitated to pronounce the new word in the text	√	Students look strained
5.	Students shy to ask question to their teacher how to pronounce correctly	-	-
6.	Students do not understand what they read	-	-
7.	Students are less of comprehension and make student confuse	√	Student look starined
8.	Students are lack of vocabulary consequently they feel anxious and shy	√	Student look scared
9.	Students are difficult to concertrate	-	-

**Name : Aji Fahri Matoka**

<b>NO.</b>	<b>Content</b>	<b>Observed (√)</b>	<b>Description</b>
1.	Students feel embarassed	√	Student look avoid
2.	Students feel the reading class is not interesting	-	-
3.	Students are not confident to read in front of the class	-	-
4.	Students are hasitated to pronounce the new word in the text	-	-
5.	Students shy to ask question to their teacher how to pronounce correctly	√	Student look scared
6.	Students do not understand what they read	-	-
7.	Students are less of comprehension and make student confuse	√	Student look confused
8.	Students are lack of vocabulary consequently they feel anxious and shy	-	-
9.	Students are difficult to concertrate	√	Student look shocked

### Appendix 10 Transcripts Interview to Students

Name : Naila Salsabila Modeong

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	Because I'm afraid of misreading Batako salah babaca au kak
2.	How do you avoid English class when you feel anxious?	-
3.	What makes you worried to perform reading in front of class?	I'm afraid the teacher will get angry when I'm wrong Tako kita guru modapa marah kalo mota salah
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	-
5.	What makes you feel upset when you are not understand what you are reading?	I feel scared Ba tako bagitu kita au kak
6.	You often understand the words, but why are you still not understand the writer means?	-
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	I feel annoyed Ba rasa pastiu kita
8.	When you are reading, how do you feel if you face strange vocabulary?	I have forgotten the word Kita so lupa katanya itu kak
9.	What makes you do not like to read an English text that has a lot of difficult words?	-

**Name : Afgan Potabuga**

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	Because laughed by friends Bagimana ini tamang-tamang bik mo tatawa akang kak
2.	How do you avoid English class when you feel anxious?	-
3.	What makes you worried to perform reading in front of class?	Not fluent to read Blum lancar babaca kak
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	-
5.	What makes you feel upset when you are not understand what you are reading?	-
6.	You often understand the words, but why are you still not understand the writer means?	It was read word by word so I don't know what it mean Itu kan mo baca satu satu kata kak kita nda tau artinya itu
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	-
8.	When you are reading, how do you feel if you face strange vocabulary?	Because I do not understand Nda mangarti kita kak
9.	What makes you do not like to read an English text that has a lot of difficult words?	Difficult to read Stenga mati mo baca kak

**Name : Glen Saputra Mamahit**

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	-
2.	How do you avoid English class when you feel anxious?	-
3.	What makes you worried to perform reading in front of class?	Because I feel embarrassed Malu bik kita kak
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	-
5.	What makes you feel upset when you are not understand what you are reading?	-
6.	You often understand the words, but why are you still not understand the writer means?	I don't know Kita nda tau kak
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	Difficult to read in English language Susah babaca bahasa Inggris kak
8.	When you are reading, how do you feel if you face strange vocabulary?	I feel afraid to read Tako kita kak babaca
9.	What makes you do not like to read an English text that has a lot of difficult words?	-

**Name : Novreza Limbanadi**

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	-
2.	How do you avoid English class when you feel anxious?	I asked permission to go to the toilet  Ba minta ijin ka wc kita
3.	What makes you worried to perform reading in front of class?	I feel nervous because I don't have confidence in  Ba gugup bagitu kak e soalnya rupa nda percaya diri bagitu dang kak
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	-
5.	What makes you feel upset when you are not understand what you are reading?	-
6.	You often understand the words, but why are you still not understand the writer means?	After I finished reading I don't know how to combine the meaning of the word I read  Pas kita ada baca samua kita nda tau mo kase gabung artinya
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	-
8.	When you are reading, how do you feel if you face strange vocabulary?	I feel afraid of making mistakes  Kita tako akang mota salah bagitu kak e
9.	What makes you do not like to read an English text that has a lot of difficult words?	-

**Name : Alfadilan Potabuga**

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	-
2.	How do you avoid English class when you feel anxious?	I asked permission to go to the toilet  Kita mo ijin ka wc kak
3.	What makes you worried to perform reading in front of class?	-
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	-
5.	What makes you feel upset when you are not understand what you are reading?	I feel confused  Ba bingung bagitu kita kak
6.	You often understand the words, but why are you still not understand the writer means?	The meaning is different in English  Artinya beda kak kalo bahasa Inggris
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	I want the title in Indonesian language  Kita suka judulnya bahasa Indonesia kak
8.	When you are reading, how do you feel if you face strange vocabulary?	I feel nervous  Ba rasa rupa gugup bagitu kak
9.	What makes you do not like to read an English text that has a lot of difficult words?	-

**Name : Aji Fahri Matoka**

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	Because many friends are seeing Pe banya tamang balia kak
2.	How do you avoid English class when you feel anxious?	-
3.	What makes you worried to perform reading in front of class?	-
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	-
5.	What makes you feel upset when you are not understand what you are reading?	I feel worried Ba rasa laeng bagitu kak
6.	You often understand the words, but why are you still not understand the writer means?	-
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	I don't know what the topic Kita nda tau judulnya kak
8.	When you are reading, how do you feel if you face strange vocabulary?	-
9.	What makes you do not like to read an English text that has a lot of difficult words?	I feel nervous and scared Ba gugup au kak deng tako lagi noh bagitu



**Name : Farel Kadengkang**

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	-
2.	How do you avoid English class when you feel anxious?	-
3.	What makes you worried to perform reading in front of class?	I feel nervous because I don't have confidence in my self  Ba rasa gugup bagitu kak soalnya nda percaya diri bagitu e
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	I feel afraid of making mistakes  Tako mota salah kita kak
5.	What makes you feel upset when you are not understand what you are reading?	-
6.	You often understand the words, but why are you still not understand the writer means?	Never read before  Bulum pernah ada baca soalnya kak
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	-
8.	When you are reading, how do you feel if you face strange vocabulary?	I feel annoyed  Ba pastiu kita kak
9.	What makes you do not like to read an English text that has a lot of difficult words?	-

**Name : Melati Simbala**

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	Because I feel nervous Ba gugup au kak
2.	How do you avoid English class when you feel anxious?	-
3.	What makes you worried to perform reading in front of class?	
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	I don't know the pronounce Nda tau depe babaca bagimana kak
5.	What makes you feel upset when you are not understand what you are reading?	-
6.	You often understand the words, but why are you still not understand the writer means?	Because in English the writing and reading are different Soalnya di bahasa Inggris begitu depe tulisan deng babacanya beda au kak
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	I'm not usually read about it Kita nda biasa babaca begitu kak
8.	When you are reading, how do you feel if you face strange vocabulary?	I feel confused Bingung kita rasa kak
9.	What makes you do not like to read an English text that has a lot of difficult words?	-

**Name : Cindria Paputungan**

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	I feel insecure Nda percaya diri bagitu kita kak
2.	How do you avoid English class when you feel anxious?	-
3.	What makes you worried to perform reading in front of class?	-
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	I feel panicked Rupa ba rasa moondok bagitu dang kak
5.	What makes you feel upset when you are not understand what you are reading?	-
6.	You often understand the words, but why are you still not understand the writer means?	I feel confused Ba bingung bik kira rasa kak
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	The title changes frequently Judulnya ta ganti-ganti bik kak no
8.	When you are reading, how do you feel if you face strange vocabulary?	I feel confused Kita ada rasa bingung kak
9.	What makes you do not like to read an English text that has a lot of difficult words?	-

**Name : Liberti Wounde**

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	-
2.	How do you avoid English class when you feel anxious?	I asked permission to going out because I don't know how to read in English  Kalo kita mo minta ijin mokeluar dari nda tau babaca bahasa Inggris bagitu kak
3.	What makes you worried to perform reading in front of class?	-
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	-
5.	What makes you feel upset when you are not understand what you are reading?	-
6.	You often understand the words, but why are you still not understand the writer means?	I feel weird  Ba rasa laeng bagitu kak e
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	-
8.	When you are reading, how do you feel if you face strenge vocabulary?	I feel difficulty  Susah bik kita rasa kak e
9.	What makes you do not like to read an English text that has a lot of difficult words?	-

**Name : Nursifa Odog**

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	Because I am shy to make mistakes Malo mota salah kak
2.	How do you avoid English class when you feel anxious?	I don't dare to go forward to read because I can't pronounce English sentences yet Nda brani maju dimuka au kak soalnya blum tau babaca bahasa Inggris
3.	What makes you worried to perform reading in front of class?	-
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	-
5.	What makes you feel upset when you are not understand what you are reading?	-
6.	You often understand the words, but why are you still not understand the writer means?	Actually I don't know what it mean Sebenarnya kita nda tau artinya au kak
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	-
8.	When you are reading, how do you feel if you face strange vocabulary?	I feel nervous Ba gugup bagitu kak
9.	What makes you do not like to read an English text that has a lot of difficult words?	Because I'm afraid of being wrong Tako kita mota salah kak

**Name : Royan Paputungan**

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	-
2.	How do you avoid English class when you feel anxious?	-
3.	What makes you worried to perform reading in front of class?	-
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	I feel doubts Ba tako-tako bagitu kak e
5.	What makes you feel upset when you are not understand what you are reading?	I don't know what it means Kita nda tau apa artinya
6.	You often understand the words, but why are you still not understand the writer means?	-
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	I don't know Kita nda tau kak
8.	When you are reading, how do you feel if you face strange vocabulary?	-
9.	What makes you do not like to read an English text that has a lot of difficult words?	I feel difficulty Ba susah bik bagitu kak

Name : Al Zikra Potabuga

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	-
2.	How do you avoid English class when you feel anxious?	I asked permission not to read that day because I don't know how to read in English  Kalo kita ba izin bulum babaca pas hari itu dari bulum tau babaca bahasa Inggris
3.	What makes you worried to perform reading in front of class?	-
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	-
5.	What makes you feel upset when you are not understand what you are reading?	-
6.	You often understand the words, but why are you still not understand the writer means?	I forgot the meaning  Kita so lupa kak artinya
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	-
8.	When you are reading, how do you feel if you face strange vocabulary?	I feel uneasy  Ba rasa rupa gogawang bagitu dang kak
9.	What makes you do not like to read an English text that has a lot of difficult words?	-

**Name : Sri Mulyati Potabuga**

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	-
2.	How do you avoid English class when you feel anxious?	I asked permission to go to the toilet Moba ijin kita mopigi wc
3.	What makes you worried to perform reading in front of class?	-
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	-
5.	What makes you feel upset when you are not understand what you are reading?	I feel annoyed Ba pastiu kita rasa
6.	You often understand the words, but why are you still not understand the writer means?	-
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	-
8.	When you are reading, how do you feel if you face strange vocabulary?	I feel nervous Gugup kak
9.	What makes you do not like to read an English text that has a lot of difficult words?	I feel uneasy Ba gelisah bagitu e



Name : Zifara Natisya Molantong

No.	Question	Answer
1.	What makes you feel embarrassed in front of the others if you pronounce a simple and easy word wrongly?	-
2.	How do you avoid English class when you feel anxious?	-
3.	What makes you worried to perform reading in front of class?	-
4.	What causes you feel irritated if you read word which you do not know how it is pronounced?	I feel annoyed Ba rasa pastiu kita kak
5.	What makes you feel upset when you are not understand what you are reading?	-
6.	You often understand the words, but why are you still not understand the writer means?	-
7.	What makes you do not like to read unfamiliar topics, particularly in the English language?	I feel confused because I usually read the topic about anime Ba bingung bagitu kak soalnya kita cuma biasa babaca soal anime bagitu e
8.	When you are reading, how do you feel if you face strange vocabulary?	I feel annoyed Pastiu kita rasa
9.	What makes you do not like to read an English text that has a lot of difficult words?	-

### Appendix 11 Transcripts Interview to Teacher

Name : Nini Sutarni Makalalag, S.Pd

No.	Question	Answer
1.	Do you determine how long students read aloud? What is your opinion about it?	<p>Yes, I determine how long they read in front of class. So that they are more focused and more serious</p> <p>Iya saya menentukan berapa lama mereka membaca di depan kelas. Agar mereka lebih fokus dan lebih serius</p>
2.	Do you consider selecting textbooks for students to read aloud? What is your opinion about it?	<p>No. I usually immediately used whatever text is in the book</p> <p>Tidak. Biasanya saya langsung menggunakan teks apa saja yang ada di buku</p>
3.	How do you encourage students to learn the text while reading aloud? In what way?	<p>Yes I do this so that students can understand what they read by repeating what they read</p> <p>Iya saya melakukan hal tersebut agar siswa bisa mengerti apa yang mereka baca dengan cara mengulang-gulang apa yang mereka baca</p>

4.	Do you provide feedback to students by illustrating further use of language such as grammar, vocabulary in textbooks? What is your opinion about it?	<p>Yes I provide feedback to students especially on the used of vocabulary so they know the used of the vocabulary they read</p> <p>Iya saya memberikan umpan balik kepada siswa terlebih pada penggunaan kosa kata agar mereka tahu penggunaan kosa kata yang mereka baca</p>
5.	Do you carry out strategies to challenge students to gain new knowledge after reading aloud the textbook? What is opinion about it?	<p>No. I just ordered students to read aloud</p> <p>Tidak. Saya hanya menyuruh siswa untuk membaca dengan suara keras</p>
6.	Do you give the vocabulary glossary first before the students read aloud? What is your opinion about it?	<p>Yes I ordered students to memorize and how to pronounce at least 10 vocabulary words before they read so that they already know the vocabulary and how to pronounce it</p> <p>Iya saya meminta siswa untuk menghafal serta cara pengucapannya minimal 10 kosa kata sebelum mereka membaca agar mereka terlebih dahulu mengetahui kosa katanya dan cara pengucapannya</p>
7.	Do you use picture textbooks for students to read aloud in class? What is your opinion about it?	<p>Yes I used the picture textbooks so that students can quickly understand what they are reading</p> <p>Iya saya menggunakan buku teks yang bergambar agar siswa bisa cepat paham apa yang mereka bacakan</p>

8.	Do you ask students to review the title or subtitles of the textbook before the students read aloud? What is your opinion about it?	<p>Yes I asked students to reviewed the title before reading so students can know what they were going to learn and read</p> <p>Iya saya meminta siswa untuk meninjau judul terlebih dahulu sebelum membaca agar siswa bisa mengetahui apa yang akan mereka pelajari dan bacakan</p>
9.	Do you ask students to do self-explanation of textbooks after students read aloud? What is your opinion about it?	<p>No, because I only see the ability of students, the average students cannot do self-explanation</p> <p>Tidak, dikarenakan saya hanya melihat kemampuan siswa rata-rata siswa belum bisa melakukan self-explanation</p>

## Appendix 12 Teacher Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTS N3 Bolaang Mongondow Timur  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII/ Genap  
 Materi Pokok : *Teks Interaksi Transaksional*, Memberi dan meminta informasi terkait keadaan/  
 tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran  
 umum  
 Alokasi Waktu : 160 Menit

#### A. Tujuan Pembelajaran

- Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:
- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks
  - Mengidentifikasi kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain
  - Mengidentifikasi kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah
  - Mengidentifikasi informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya

**Media, Alat/Bahan** : Smartphone, Laptop, Kertas, dan Alat Tulis, Internet, Video/Youtube, Zoom

**Sumber Belajar** : Buku Guru dan Buku Siswa kelas VIII Kementerian Pendidikan dan Kebudayaan, Media Massa cetak maupun media online

#### B. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 Menit)	
1. Guru menyampaikan salam kepada peserta didik melalui google classroom dan mengajak berdoa sebelum memulai kegiatan pembelajaran, serta mengecek kehadiran siswa yang aktif dalam pembelajaran online tersebut. 2. Guru memberi motivasi kepada peserta didik untuk tetap semangat belajar dan menjaga kesehatan ditengah pandemi covid 19 3. Mengaitkan kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat. 4. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat) dengan mempelajari <i>Struktur teks dalam memulai dan menanggapi terkait informasi tentang keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</i> 5. Guru menjelaskan aktivitas yang akan di lakukan dan cara pengerjaannya.	
Kegiatan Inti ( 105 Menit )	
<b>Kegiatan Literasi</b>	Peserta didik melihat video yang dikirimkan melalui google classroom youtube <a href="http://tve.kemdikbud.go.id/">http://tve.kemdikbud.go.id/</a> terkait materi <i>Struktur teks dalam memulai dan menanggapi terkait informasi tentang keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</i>
<b>Critical Thinking</b>	Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik yang berkaitan dengan materi <i>Struktur teks dalam memulai dan menanggapi terkait informasi tentang keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</i>
<b>Collaboration</b>	Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan <i>Struktur teks dalam memulai dan menanggapi terkait informasi tentang keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</i> . dan mengerjakan Lembar Kerja yang dibagikan guru di google calssrom dengan panduan pertanyaan yang ada di LK
<b>Communication</b>	Masing-masing kelompok diberikan kesempatan untuk presentasi yang dilakukan di forum google class room atau zoom dan bertanya mengenai materi yang belum dipahami, dan peserta didik masing-masing diberikan kesempatan untuk tampil di depan menyebutkan Kosa Kata dengan benar
<b>Creativity</b>	Peserta didik bersama guru menyimpulkan materi yang telah dipelajari tentang point-point penting yang muncul dalam kegiatan pembelajaran online yang baru dilakukan. terkait <i>Struktur teks dalam memulai dan menanggapi terkait informasi tentang keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum</i>
Kegiatan Penutup (15 Menit)	
1. Guru melakukan penilaian, 2. Guru memberi tugas kepada peserta didik (PR) dan mengingatkan untuk mempelajari yang akan di bahas di pertemuan berikutnya.	

3. Guru memotivasi peserta didik agar tetap semangat belajar di rumah dan selalu menjaga kesehatan dan menjaga jarak terkait covid 19
4. Menutup kegiatan belajar mengajar dengan berdoa.

**C. Penilaian Hasil Pembelajaran**

**Penilaian Sikap** : Keaktifan siswa dalam mengikuti kegiatan pembelajaran online dan disiplin waktu dalam mengerjakan tugas yang diberikan

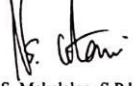
**Penilaian Pengetahuan** : berupa tes tertulis pilihan ganda & tertulis uraian, tes lisan / observasi terhadap diskusi tanya jawab dan percakapan serta penugasan

**Penilaian Keterampilan** : unjuk Kerja Kegiatan pembelajaran online



Tutuyan, 30 Januari 2023

Guru Mata Pelajaran

  
Nini S. Makalalag, S.Pd  
NIP. -

 Associating

We will learn to tell our routine activities, or the activities that we do regularly.



Here are what we will do. **First**, we will listen and repeat after the teacher, sentence by sentence. **Second**, in the group we will learn to tell, not read, the routine activities. **Finally**, we will do it in front of the class.

We will say the sentences loudly, clearly, and correctly.

My sister and I get up early every day. We make the beds and clean the house. We also help mother to prepare the breakfast for the family. But before that, we never forget to do some exercise.



We are just like other people. We take care of our home. When we get home, we do the housework ourselves. We wash the dishes. We also clean the bathroom. We water the plants too.

## Appendix 13 Letter of Respondent Consent

### LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : **F. S. MAKALAUAG, S.Pd**  
 Pekerjaan : **Guru**  
 Sekolah : **MTs NEGERI 3 BOLAANG MONGONDOW TIMUR**

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul **"Students' Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara."** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan,  
Responden





### LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : *Maria Salsaba Wudeong*  
 Kelas : *III-2*  
 Sekolah : *MTs N 3 Boleang*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul **“Students’ Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan,  
Responden

*Maria*



**LEMBAR PERSETUJUAN MENJADI RESPONDEN**

Saya yang bertanda tangan dibawah ini :

Nama : Zakra Nakhya Melantong  
Kelas : VII-2  
Sekolah : MTs N 3 Bolaang

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul **"Students' Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara."** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan,  
Responden



**LEMBAR PERSETUJUAN MENJADI RESPONDEN**

Saya yang bertanda tangan dibawah ini :

Nama : *Farel Kadembang*  
Kelas : *VII-1*  
Sekolah : *MTs N 3 Bolaang*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul **"Students' Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara."** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan,  
Responden



**LEMBAR PERSETUJUAN MENJADI RESPONDEN**

Saya yang bertanda tangan dibawah ini :

Nama : *Rizki Fadri Arafata*  
Kelas : *VIII - 2*  
Sekolah : *MTs N 3 BOLAANG*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul **"Students' Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara."** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan,  
Responden



**LEMBAR PERSETUJUAN MENJADI RESPONDEN**

Saya yang bertanda tangan dibawah ini :

Nama : *Muhammad Ridwan*  
Kelas : *MII-1*  
Sekolah : *MTs N 3 Bolaang*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul "Students' Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara." Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan  
Responden



**LEMBAR PERSETUJUAN MENJADI RESPONDEN**

Saya yang bertanda tangan dibawah ini :

Nama : Sri Aulyah Potabaga  
Kelas : VIII-2  
Sekolah : MTs N 3 BOLIM

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul "Students' Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara." Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan  
Responden



**LEMBAR PERSETUJUAN MENJADI RESPONDEN**

Saya yang bertanda tangan dibawah ini :

Nama : *Liberti wounde*  
Kelas : *VIII - E*  
Sekolah : *MTs N 3 BOLTUM*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul **"Students' Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara."** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan  
Responden



**LEMBAR PERSETUJUAN MENJADI RESPONDEN**

Saya yang bertanda tangan dibawah ini :

Nama : *Adyan Rokabuya*  
Kelas : *VII-1*  
Sekolah : *MKS N 3 Bolaang*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul "Students' Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara." Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan,  
Responden





**LEMBAR PERSETUJUAN MENJADI RESPONDEN**

Saya yang bertanda tangan dibawah ini :

Nama : *Nawaza Sembanadi*  
Pekerjaan : *Juli-2*  
Sekolah : *MTs N 3 Bolaang*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul **“Students’ Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan,  
Responden



### LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : *Mursita odog*  
 Kelas : *VIII-1*  
 Sekolah : *MTs N 3 Bolaang*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul **“Students’ Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyak  
 Responden



**LEMBAR PERSETUJUAN MENJADI RESPONDEN**

Saya yang bertanda tangan dibawah ini :

Nama : Royan Paputungan  
Kelas : VIII-2  
Sekolah : MTs N 3 Bolaang

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul **“Students’ Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan,  
Responden



**LEMBAR PERSETUJUAN MENJADI RESPONDEN**

Saya yang bertanda tangan dibawah ini :

Nama : *Alifia Rahdaga*  
Kelas : *VII-2*  
Sekolah : *MTs N 3 BOLAANG*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul "Students' Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara." Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan,  
Responden



### LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : *Glen Bayu Putra Mandik*  
 Kelas : *VIII-1*  
 Sekolah : *MTs N 3 BOLAANG*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul "Students' Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara." Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan,  
 Responden



**LEMBAR PERSETUJUAN MENJADI RESPONDEN**

Saya yang bertanda tangan dibawah ini :

Nama : *Cindria Rafikungun*  
Kelas : *XII-2*  
Sekolah : *Mts N 3 Boltau*

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul **“Students’ Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan,  
Responden



### LEMBAR PERSETUJUAN MENJADI RESPONDEN

Saya yang bertanda tangan dibawah ini :

Nama : Melati Simbala  
 Kelas : VII-1  
 Sekolah : MTs N 3 Bolaang

Dengan ini menyatakan bersedia menjadi responden dalam penelitian yang dilakukan oleh mahasiswa Program Studi Tadris Bahasa Inggris (TBI), Institut Agama Islam Negeri (IAIN) Manado yang bernama Muhamad Riski Mokoginta dengan judul **“Students’ Anxiety in Reading Aloud at MTs Negeri 3 Bolaang Mongondow Timur-Sulawesi Utara.”** Saya memahami dan mengerti bahwa penelitian ini tidak berdampak buruk terhadap saya, maka dari itu saya bersedia menjadi responden peneliti. Selain itu, jawaban yang saya berikan ini adalah sebenar-benarnya sesuai dengan apa yang saya ketahui tanpa ada paksaan dari pihak lain.

Tutuyan,  
 Responden



### Appendix 14 Documentation of Observation



### Appendix 15 Documentation of Interview to Students





## RESEARCHER BIOGRAPHY



**Name** : Muhamad Riski Mokoginta  
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**Mother** : H. Pasambuna  
**Educational Background**  
**Elementary School** : SD Negeri 2 Insil (2007-2013)  
**Junior High School** : SMP Negeri 4 Passi (2013-2016)  
**Senior High School** : SMK Negeri 1 Modinding (2016-2019)  
**Organizational Experience** :  
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Manado, 11 Maret 2023

The Researcher

Muhamad Riski Mokoginta