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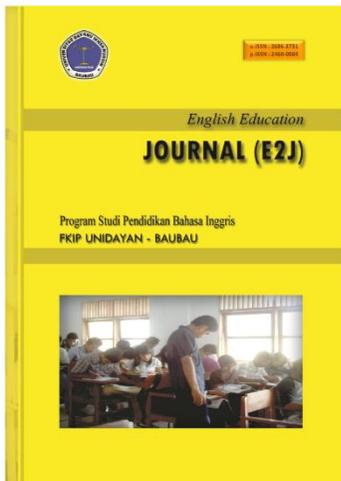
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FACTORS AFFECTING STUDENTS' READING ANXIETY IN EFL TEACHING AND LEARNING

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Abstract

The Problem statement of this research was what factors affecting the English reading anxiety for class XI.I students of SMA Negeri 4 Pasarwajo. The purpose of this study was to identify the factors that influence the reading anxiety of class XI.I students of SMA Negeri 4 Pasarwajo. This research used the qualitative research design. The subject of this research was student class XI.I SMA Negeri 4 Pasarwajo year 2022/2023. The data was obtained by observation and interview then was analyzed by the researcher with three steps: data reduction, data display, and draw conclusion or verification. This research found that there were three factors that affected the reading anxiety students' class XI.I SMA Negeri 4 Pasarwajo. Those were hard to Understand Text, fear of making mistakes, lack of confidence.

Key words: Reading, reading anxiety

Abstrak

Rumusan masalah dari penelitian ini adalah faktor-faktor apa saja yang mempengaruhi kecemasan membaca bahasa Inggris siswa kelas XI.I SMA Negeri 4 Pasarwajo. Tujuan penelitian ini adalah untuk mengidentifikasi faktor-faktor yang mempengaruhi kecemasan membaca siswa kelas XI.I SMA Negeri 4 Pasarwajo. Penelitian ini menggunakan desain penelitian kualitatif. Subyek penelitian ini adalah siswa kelas XI.I SMA Negeri 4 Pasarwajo tahun pelajaran 2022/2023. Data diperoleh melalui observasi dan wawancara kemudian dianalisis oleh peneliti dengan tiga langkah yaitu reduksi data, display data, dan penarikan kesimpulan atau verifikasi. Penelitian ini menemukan bahwa ada tiga faktor yang mempengaruhi kecemasan membaca siswa kelas XI.I SMA Negeri 4 Pasarwajo. Yaitu Teks yang Sulit Dipahami, takut membuat kesalahan, kurang percaya diri.

Kata kunci: Membaca, kecemasan membaca

1. INTRODUCTION

English is one of the subjects taught in schools in Indonesia, from elementary schools to tertiary institutions, there is already an English lesson. English is also a second language or foreign language taught in schools after the first language or Indonesian. Therefore mastery of both reading and writing is something that cannot be avoided including English as an international language. Therefore, English subjects are directed to develop these skills.

Reading skill is an important predictor of achievement in children (Kernand Friedman 2008), especially in the early years. Children who reach fourthgrade without being able to read proficiently are more likely to drop out of highschool, reducing their earning potential and chances of success (The Annie E. Casey Foundation 2010, 2013, 2015). Unfortunately, at least 250 million primary school-aged children worldwide cannot read, write or count well enough to meet minimum learning standards (UNICEF 2014)[1]. Considering that strong reading skills form the foundation for children's learning, it's important to identify those with reading difficulties as early as possible.

In teaching English there are quite a lot of problems faced by students which become obstacles to the development of their English language skills. One of the difficult problems that are often faced is the ability to read.

Anderson (1972:209)[2] briefly and simply tries to define reading as a process of matching letters or activities reciting written language symbols or reading is a recording and decorating process. Goodman (1967: 127)[3], that when someone reads it not only requires the ability to retrieve and pick meaning from printed material but also requires the ability to arrange the available context to form meaning. Therefore, we can read defined as the activity of picking meaning or understanding not only from a row of words that are written (reading the lines), but also the meaning contained between the lines (reading between the lines), even the meaning which is behind the lines (reading beyond the lines). The definition of reading is also put forward by Gillet & Temple (1986)[4]. Both said Reading is making sense of written language. Reading is giving meaning to written language. So according to this definition is the most basic activity

of the reading process make sense. The point is to acquire and create.

Since 1995 until now, the mass media has always carried news about people's interest in reading, especially students' interest in reading. Electronic media such as television also broadcast public service advertisements to increase interest in reading. Articles in newspapers and broadcasts of public service advertisements on television basically voice concerns about children's low reading ability. Though the problem of reading is an important issue in the world of education, reading is very much influenced by the stimulation obtained from the child's environment, therefore reading needs to be instilled and grown from a young age.

There are two major groups of factors that influence children's reading interest, namely personal factors and institutional factors (Purves and Beach, in Harris and Sipay, 1980)[5]. Personal factors are factors that exist within the child, which include age, gender, intelligence, reading ability, attitude and psychological needs. While institutional factors are factors outside the child's self, which include the availability of the number of reading books and the types of books, parents' socioeconomic status and ethnic background, then the influence of parents, teachers and children's peers.

The phenomenon that occurs in class XI.I students at SMA Negeri 4 Pasarwajo. Based on the results of observations on January 2023 for the homeroom teacher of class X1.1 at SMA Negeri 4 pasarwajo said that cases of students' reading anxiety in that class were often experienced by several students in English lessons. This anxiety can be seen when students take part in English reading practices held in class. It can be seen that most students experience anxiety such as lack of focus during the learning process in class, nervous when asked questions by the teacher in class, heart palpitations, tremors, sweating. cold to realize that it was he who would have the turn. Some students say that they experience anxiety when English lessons begin. Students say that when facing these subjects students feel tense, anxious, bad thoughts arise that they will get a bad grade, worry when reading. Some students said they were unable to master pronunciation and felt afraid of being wrong. so that students have the unpleasant feeling of getting

a bad grade. It makes students experiencing anxiety when facing English subject.

It is based on this that prompted the researcher to conduct further research on the factors of student anxiety in reading English and what factors cause anxiety faced by students of class X1.1 in reading English. In addition, researchers also want to know how the efforts to solve the problem of these difficulties.

1.1. Nature of Anxiety

The English word 'anxiety' comes from many linguistic roots. As it is a European cognate *angoisse* (French), *angst* (Germany), *angoscia* (Italian), and *anguistia* (Spanish), anxiety comes from the ancient Greek *angh*, which can be found in ancient Greek words meaning 'to suppress', 'suffocating', being 'burdened with grief', and 'burden', 'burden', and 'trouble'. Most definitions of anxiety result in negative emotions. Research on anxiety has accelerated since the 1980's. Anxiety is a complex understanding in psychology that is difficult to break down into one precise definition. Feelings of anxiety can be associated with feelings of discomfort, insecurity, worry, and fear.

Anxiety is also an individual's emotional reaction to uncertain events or situations. So that when you have to face something that is uncertain, a feeling of being threatened arises which is characterized by avoidance or escape behavior (Kartono, 1981; Atkinson and Hilgard, 1991; Greenberg (in Romas & Sharma, 2000; Lubis, 2009)[6]

People who suffer from anxiety often have an unrealistic self-image. The worries and fears are often repeated, haunting those who suffer from them. A constant emotional roller coaster ride occurs such as worry, sudden mood swings, or various physical symptoms (headaches, sweating, muscle tension, weakness, and fatigue.) Craske in his seminar also suggested that individuals with anxiety disorders are excessively afraid, anxiety, or avoidance of perceived threats in the environment (eg, unfamiliar social situations or locations) or internally (eg, unusual bodily sensations). Excessive negative emotions are out of proportion to the actual risk or harm posed. Ambiguity and exaggeration The characteristic features of anxiety are often detrimental to one's well-functioning relationships in society. The form of anxiety is quite predictable, the source of the

danger. A person suffering from anxiety is largely unable to find the source of their negative feelings. The danger is elusive and hard to find. Whereas the emotion of fear can be easily suppressed, anxiety that is stubborn enough on its own to make it difficult to suppress is removed completely from the person who is suffering.

A fairly clear definition is contained in the Gale Encyclopedia of Psychology which defines anxiety as "An unpleasant emotion triggered by anticipation of future events, memories of past events, or self-reflection." While anxiety is considered a negative emotion, it actually has another side of the coin that helps humans survive like any other emotion. Anxiety ranges from low-level anxiety, such as worrying about tomorrow's exams, to moderate-level anxiety, when we begin a new experience such as the first day at a new school, to somewhat intense anxiety when we face a major life problem. True amount of anxiety does help individuals to keep moving forward in a better direction. Emotions help us survive, thrive,

However, anxiety also has some of its positive traits on human development. As Cheryl mentions in her book that anxiety has had some positive impacts on human evolution. Anxiety acts as an adaptive survival fight and flight response, when a person is in a situation of danger anxiety provides an alarm for the body to react immediately to problems.

a. Types of Anxiety

According to Spielberger (in Carducci, 2009)[7] there are 2 types namely Momentary anxiety (state anxiety), is defined as an emotional reaction consisting of an unpleasant feeling, then consciously feels tension and fear, with activation associated with the autonomic nervous system.

Basic anxiety (trait anxiety), is a characteristic of individuals who worry will affect the intensity of their anxiety response in various situations. Individuals who have high trait anxiety are more anxious than individuals who have low trait anxiety so that this increases the anxiety response.

b. Impact of Anxiety

The impact of anxiety varies, the following are the effects of anxiety, Decreased cognitive capacity of a person in solving complex problems. This happens because his cognitive ability is divided between his anxiety and the task at hand (Eysenck in Suharman, 2005)[8]. Affect individual performance in their activities. Individuals who

experience anxiety will display different performance than when individuals do not experience anxiety (Powell, 2004)[9]. Disturbances in social relationships and depression occur. Once a person experiences anxiety, he will avoid things that make him feel threatened. The person becomes closed to his environment. The absence of other people, makes his anxiety worse to the level of depression (Clark in Romas & Sharma, 2000)[6].

1.2. Anxiety and Foreign Language Learning

a. Foreign Language Anxiety

The process of learning a foreign language can demand many student assignments. In fact, by learning a new language, one's whole body is affected by a new culture, a new way of thinking, feeling, and acting. People who learn foreign languages must be prepared to be challenged by new differences in culture and thinking. For example, the Javanese language is sung as a soft speech which then tends to become a culture to think carefully so as not to offend other people they talk to. In terms of English, the conveyors of the language like to call them by their own names rather than personal pronouns which conveys the value that each individual is unique in his own way.

However, challenges in a new perspective can provoke student anxiety. Mental blocks must be removed and the nature of openness in perceiving a second culture must be introduced. Clinical experience, empirical findings, and personal reports all attest to the existence of anxiety reactions related to language learning in some individuals. Another factor that triggers anxiety is the various symbols of the alphabet in several languages such as Japanese, Korean, Russian, and Arabic.

Foreign language anxiety is the most well-documented phenomenon over the years, but this research is still debatable whether anxiety has a positive or negative feedback role in language learners. Scovel at Horwitz mentions that there are studies that find an anticipated negative correlation between anxiety and second language achievement, but some studies find no association and some identify a positive relationship between anxiety and second language achievement. This then becomes an interesting topic to study as findings cannot be avoided.

Foreign language anxiety is defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to language learning classrooms that arise from the uniqueness of the language learning process." On the other hand, MacIntyre, as quoted by Amri, defines foreign language anxiety as worry and negative emotions that arise when learning or using a second language. This means that anxiety has several self-concepts that students have to be aware of their own performance. It triggers students' negative emotions and hinders their performance in learning foreign languages.

Sellers notes that the impact of anxiety is complex and not easily accessible in a language learning context. As language learners, individuals can attest to several events during their learning experience when they feel anxious. He mentioned that a certain level of fear can motivate language learners. When students recognize their fears, they will be able to interpret anxiety-provoking situations in a more realistic way and ultimately choose to approach rather than avoid anxiety-provoking situations.

Tran stressed that foreign language students and teachers should be aware of foreign language anxiety as research has been conducted for many years but there is still a blurred line whether teachers and students have positive or negative views of foreign language anxiety. A teacher and student are direct stakeholders in language teaching and learning, therefore studying them examines their awareness of, and attitude towards, foreign language anxiety is very important to understand and properly address.

Research on foreign language anxiety has attracted a lot of attention since the 1980s. This has made some prominent figures in language anxiety such as Horwitz et al creating an instrument to measure anxiety in learning a foreign language. The Classroom Foreign Language Anxiety Scale (FLCAS) was introduced and has since become the standard measure of language anxiety.

Several years later, Saito introduced a language-specific scale to measure reading anxiety called the Foreign Language Reading Anxiety Scale (FLRAS). The instrument measures how someone learns a second language with different alphabetic symbols. In short, it is naïve to dismiss anxiety as an unimportant factor in language learning abroad. Studies show that there is a large amount

of information about language anxiety in high school and college students. However, a small number of studies were conducted in junior high schools whereas this population learns the earliest learning curve exposed by a foreign language in the Indonesian context.

b. Foreign Language Class Anxiety Scale

Identification of anxiety in foreign language classes is also important. Horwitz supports that foreign language anxiety is a cause of poor performance in language learning. He then developed an instrument for measuring anxiety in foreign language classes called the Foreign Language Class Anxiety Scale (FLCAS).

The FLCAS lists a series of questions related to how someone perceives anxiety in the classroom. It reflects the three components related to anxiety, communication anxiety, fear of negative evaluation, and exam anxiety. The instrument consisted of 33 questions and respondents rated each question on a five-point Likert scale ranging from strongly disagree to strongly agree.

1.3. Process of Writing

Reading is one of the four language skills besides listening, speaking, and writing. Understanding of reading is a process that is carried out as well used by the reader to get the message to be conveyed by writer through the medium of words/written language. The Ministry of Education and Culture states that reading is a process of critical, creative processing of reading which is carried out with the aim of obtaining a thorough understanding of the reading.

In addition to the understanding or limitations of reading put forward, reading can also be interpreted as a method that we can use for communicate with ourselves and sometimes with others, namely communicating the meaning contained or implied in written symbols. Tarigan stated that reading is an ability to see written symbols and change written symbols through a phonics, namely a teaching of reading, speech, spelling, based on the phonetic interpretation of ordinary spelling, leads to oral reading. Reading can also be considered as a process to understand what is implied in what is written, to see the thoughts contained in the written words.

From the description above shows that reading is a process related to language. Reading is a complex ability. Reading is not merely the

activity of looking at written symbols. Various abilities are mobilized by a reader so that he is able to understand the material he is reading. Tarigan (In Syrifudin Zakaria 2012: 8). Therefore students must be assisted to respond or respond to visual symbols that describe the editorial signs they responded to before that.

a. Reading Purpose

Language has certain goals, as well as activities read. Tarigan (In Syarifudin Zakari 2012:9) suggests that the main purpose of reading is to seek and obtain information, include content, understand the meaning of reading. meaning, meaning (meaning) is very closely related to our intentions, or our intensity in reading.

In detail, the purpose reading is as follows.

1. Reading for details or facts (reading for details or facts)
2. Reading for main ideas (reading for main inference)
3. Read to find out the order or arrangement, story organization (reading for sequence or organization)
4. Reading to conclude, reading inferences (reading for inference). Another opinion regarding the purpose of reading was put forward by Nurhadi that the purpose of reading is:
 - a) Reading for the purpose of obtaining something practical,
 - b) Reading to get results in the form of achievements,
 - c) Reading to reinforce personal values or beliefs
 - d) Reading to replace old aesthetic experiences,
 - e) Read to escape trouble, fear, or illness certain.

From the description above, it shows that reading has certain goals that are taught to students at school. Every time a person or student does a reading activity, they must have a specific purpose. The purpose of reading must be clear, because it will provide motivation for someone to do reading activities. Likewise with the teacher, where the teacher must understand the purpose of reading including the purpose of speed reading.

b. Benefit of reading

As part of the competency standards to be achieved in learning Indonesian, reading skills have a very important role in improving student achievement. This is as stated by Mulyono that the ability to read is very instrumental and useful, not only enabling students to improve their language

skills and mastery of various academic fields, but also allows them to participate in every learning activity. Furthermore, it was stated that teaching reading provides benefits, especially the provision of knowledge to students in order to increase students' knowledge, besides being useful for recreation or to get pleasure.

c. Reading Type

Covers a complete set of lower skills. The nature of low-level reading skills such as distinguishing the letters 'A' and 'a' into a complex understanding of what the writer wants to convey in one whole paragraph. According to Broughton et al. There are various types of reading such as reading aloud, reading silently, reading intensively, and reading extensively.

1) Read Aloud

Reading aloud is focused primarily on spoken pronunciation rather than comprehension. This is the lowest reading level and requires familiar text reading aloud. The text must consist of content and language that is common and easy to understand.

2) Silent Reading

Silent reading is most widely used by people in the world to review the material which will be studied, skim information, gain understanding in pleasure reading, learn the contents of the text, and study written language material.

3) Intensive reading

Intensive reading focuses on understanding very short detailed texts of no more than 500 words, in order to achieve a full understanding of the logical arguments, symbolic text patterns, emotional, attitudes and intentions of the author.

4) Extensive Reading

Extensive reading is the skill of reading to cover the entire quantity of text in the shortest possible time. Extensive reading requires a certain amount of practice to achieve fast and efficient reading.

d. Students' problem in reading

Jamaris (2015: 139)[10] "Students who have difficulty learning to read experience one or more difficulties in processing information, such as the ability to convey and receive information. The inability to recognize letters and pronounce letter sounds is a cause of dyslexia and difficulty reading." Whereas Abdurrahman (2012: 157) [11]states that reading is a skill that must be

possessed by all children, it must be taught since children enter elementary school.

It was concluded that reading difficulties are a learning process characterized by difficulties in spelling and receiving information. Difficulty reading is also a disorder caused by the inability of students when they are reading.

2. METHOD

This study used a qualitative research methods, because the data is described based on real situations or phenomena that occur. The qualitative method was chosen because this study aims to provide insight into the factors of anxiety in reading English. This research was conducted at SMA Negeri 4 Pasarwajo. The research subjects were 23 students of class XI.I SMA Negeri 4 Pasarwajo, there were 3 classes XI at SMA Negeri 4 Pasarwajo namely specialization 1, specialization 2 and specialization 3. The researcher chose XI.I as a respondent because when collecting data the researcher found it easier and more organized.

The instrument in this study is a supporting element of the research process. Individual instruments in this process are researchers who play an important role and play an important role as research instruments. Data collection techniques in this study used interviews, observation and documentation. Data analysis technique is the process of systematically searching for and compiling data obtained from interviews, field notes, and also documentation then making conclusions that are easily understood by oneself and others.

3. RESULT AND DISCUSSION

A. Result

1. students' anxiety in reading English

As a result of the research, there are some different answers. Based on the result of interview almost students have reading anxiety when learning English. Some situations indicated students felt anxious such as confused, ashamed, nervous. Students mostly do not understand the whole of the text and are confused with the topic, vocabulary, and content of the text. They were also nervous while reading activities and ashamed of their pronunciation errors.

Some students seem unfamiliar with vocabulary, and think that reading is difficult. They also claim that reading is a more difficult

skill than others. Even though almost all students have studied English in elementary school, they are still unfamiliar with English material. They also feel confused while reading because they don't understand English either.

The results of this study are related to research by Zhornik. According to the study, Zhornik stated that students with reading anxiety experienced impaired mental control. Students usually reinforce an attitude that is defined as the trait "I can't read myself". This condition means that students lack confidence in their reading abilities.

Based on the results of the interviews the researcher tried to explain the students' reading as follows:

a. Hard to Understand Text

The purpose of the reading activity is for the reader to be able to understand the text clearly what the ideas are. Almost all students feel anxious when they read a topic for the first time and don't understand it. Students often feel anxious after reading because they cannot understand the text as a whole. They struggle to understand along with the text, as a result the necessary information in the text is not found. This can reduce student achievement and have an impact on the output of the learning process. Students stated that after reading, they did not get anything because they only focused on decoding words

b. Unknown Vocabulary

Vocabulary is one of the factors causing reading anxiety in learning English. Most of them said that they felt anxious because they did not master the vocabulary they also found it difficult to interpret and memorize the vocabulary. This has an impact on students' understanding of the text. Students who lack vocabulary tend not to be able to understand the text as a whole.

The results of the study revealed that some students looked confused when the teacher asked them to describe a text. They read in low voices and also ask their friends the meaning of the text. Students also claim that they sometimes use applicators to translate texts. Some of them also answered the question hesitantly. This shows that it is very difficult for them to read English texts without knowing the meaning of the word.

c. Fear of Making Mistakes

Several theories have explained that the fear of mistakes is one of the main factors of

students' learning disabilities, especially reading. The fear of making mistakes comes from students who are unsure of their abilities. They admitted that they did not speak English well and found it difficult to read. Students reveal that making mistakes is undesirable whether it happens in front of the teacher or their friends.

d. Types of Reading Text

The type of text is a source of reading anxiety for students. There are several types of text that are easily understood by students. Students feel anxious if the topic is not familiar. Several texts such as stories (comics, cartoons) and dialogue texts are already familiar to students. They reveal vocabulary in story texts that are more familiar. In addition, the story is equipped with pictures.

B. Discussion

The results show that foreign language learners are likely to face reading anxiety in their English learning. Based on data collected through interviews with participants and analyzed, the researchers revealed that there are several sources of reading anxiety faced by students of SMA Negeri 4 Pasarwajo, namely; they find it difficult to understand the text, unknown vocabulary, afraid of making mistakes, pronunciation, lack of confidence, shyness, type of reading text, and teacher's personality and attitude. The results of this study relate to research conducted by Saito et al (1999)[12] who found that students' reading anxiety varied according to the target language and writing system.

This finding also shows that it is difficult to understand the text, unknown vocabulary is the most common source of reading anxiety faced by students. The findings of this study are similar to the findings of a previous study conducted by Sun & Luo (2018)[13] regarding reading anxiety in CSL SD learning. The results show that lack of prior knowledge, difficult and complex vocabulary, wrong guesses, and difficult comprehension are the main sources of basic CSL students' reading anxiety. In addition, Kuru-Gomen (2009)[14] found unfamiliar topic unknown vocabulary theme occupied the largest portion of the Turkish students' diary and interview as source of foreign language reading anxiety.

To answer research question number two, researchers categorize anxiety factors based on the sources found. These factors are grouped into

three aspects. First, the text factor related to the nature of the text. Isler and Yildirim (2013)[15] in their research concluded that one of the factors of reading anxiety is the features of the reading text. These factors are formed into categories; topic familiarity, unknown vocabulary. Second, factors from students related to personal aspects of foreign language learners. These factors include shyness, lack of confidence, fear of making mistakes. This finding is related to research by Al-Shboul et al (2013)[16] who defined the concept of personal factors in two main sources, namely: fear of making mistakes and worry about the effects of reading. Finally, teacher factors related to teacher input and attitudes influence student anxiety.

4. CONCLUSIONS

Foreign Language Anxiety is noted as a significant problem when it comes to learning a foreign language. Of the four language skills, reading anxiety is one of the most considered in foreign language anxiety. From the results of interviews conducted by researchers it can be concluded that students of SMA Negeri 4 Pasarwajo mostly gave negative responses, they feel anxious, afraid, and embarrassed when their teacher appoints them to read in front of their friends, the thing students fear the most is fear of being wrong, embarrassed when they can't say a word properly.

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