THE ANALYSIS OF STUDENTS' READING ANXIETY AND THE COPING STRATEGIES IN EFL CONTEXT

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Article	Abstract
	The problem that often occurs in reading skills is that when reading text books, students usually feel shy and anxious, afraid to make mistakes while reading, and also slow to read text. So, in this case the present researcher wants to analyze students anxiety in learning English. It is urgent to conduct a descriptive research through the qualitative approach in order to find out the factors that provoke students' anxiety in reading and to find out the strategies used by the students to overcome their anxiety in reading. The findings of this study revealed that students feel anxious in reading English from two aspects: personal factors and feature texts. These aspects establish that reading in a foreign language also provokes anxiety. The findings also showed that students experienced higher levels of foreign language reading anxiety. The reason for this increase is the increasing level of difficulty in reading the material, both from the personal factor and feature text aspects. These two aspects are represented by five constructs of unknown vocabulary, unfamiliar topic, unfamiliar culture, worry about reading effects, and afraid of making errors. Teachers can help foreign language learners to reduce foreign language reading anxiety by increasing students' confidence to deal with personal factors. As for the students, they need to get involved to reduce anxiety in classroom. Students should respect each other in order to create a friendly environtment. They should help a lower level students when have a difficulty instead of ridiculed them. This would make them feel comfortable with each other. In addition, anxious students should realize that mistakes are a natural part of language learning, therefore, it should not discourage them in learning English.

1.   INTRODUCTION

Language is a means of human communication consists of words that have structure which is used together by a particular community or country in conventional way. As the system of communication, it is used to express thought by one person to another person. Gonzalez (2004,p.2) as cited Taslim (2014,p.189) says that, "Language are more than skills;

they are the medium through which communities of people engage with, make sense of and shape the world." Accordingly, language is an effective tool to get communication, interaction, and information about other people, society and other groups.

English is an international language that is used to communicate around the world. Graddolas as cited in Phaiboonnugulkij (2014, p. 1) states that "many countries agree to use English as a global language". According to Abousennaas cited in Tourky(2006, p. 13) in the age of "globalism" we live nowadays, the interdependence of nations and countries creates a need for a global language and no language qualifies for this better than English. Richard (2008, p. 2) says that "the nation of English as international language has also prompted a revision of the nation of the communicative competence to include the nation of intercultural competence". Thus, it means that English is important to learn because it is used to communicate by majority countries around the world.

In learning language, there are four skills that should be mastered by students, they are listening, speaking, writing and reading. Reading is the most important academic language skill. It is also an essential skill for all students in all stages. The reason is clear because they comprehend any passages by reading and also to enhance their self-confidence. So, it is very crucial for the students to learn English.

Reading is one of the four skills that should be learned by the students. It is a learning process of transferring information from the writer to the reader in written form. Therefore, the aim of reading is to attain an optimal level of comprehension of meaning. Reading gives many advantages for students because they can receive more information after reading. Bamberger (1975, p. 13) states that reading is enjoyable when it is carried out efficiently and effectively; it will be useful and rewarding experience. It can provide the students with interesting information as well as help them improve their English mastery.

The problem that often occurs in reading skills is that when reading text books, students usually feel shy and anxious, afraid to make mistakes while reading, and also slow to read text, so in this case the present researcher wants to analyze students' anxiety in learning English. Primarily, the present researcher today want to know their anxiety when reading a text. Reading anxiety is a personal phobia associate with the act of reading. Anxiety, makes studying more difficult. According to Freud as quoted in Han (2009) defines anxiety as "an unpleasant emotional state including delusions, tension, and anxiety, physicalological arousal". Why do students feel anxious when reading some texts? Therefore, reading anxiety is important to solve because it can affect their reading ability.

Based on the description above, the researcher focusses on the students' anxiety in reading. The researcher conducts a descriptive research through the qualitative approach in order to find out the factors that provoke students' anxiety in reading and to find out the strategies used by the students to overcome their anxiety in reading. The subject is the research of the eleventh grade of students at SMA Al-Mukhtariyah Mamben in the school year 2021-2022, meanwhile, the object of this research is the analysis of students' reading anxiety and the coping strategies in EFL context.

2. METHODS

The researcher conducted descriptive research with a qualitative approach. According to Latief (2013) "Qualitative research is a process of inquiry aim at understanding human behavior by building complex, holistic pictures of the social and

cultural settings in which such behavior occurs". It did so by analyzing words rather than numbers, and by reporting the detail views of the people who have study. Such inquiry is conducted in settings where people naturally interact, as oppose to especially design laboratories.

To find a valid data in this research, the researcher applied the techniques of collection data through observation, interview and questionner. Observation was conducted to find the students who have good reading performance. It have been done by watching the manner of second year students in reading and by interviewing the teacher who handled reading class to get the students data who have feel anxious in reading performance. In this research ,the researcher uses questioner and interview to collect the data, then the data from interview was analysed qualitatively.

This research was started from July to August 2021 at SMA Al- Mukhtariyah Mamben. The subject of the research was the eleventh grade at SMA Al- Mukhtriyah Mamben which consist of 11 students. The participants were taken by using purposive sampling. In this research, the researcher used instruments of collection data namely observation, interview and questionnare.

1. Observation

   Observation was one way of gathering data by watching people behaviour that observed in natural setting. Accoding to Arikunto (2013) observation is one of ways to collect data by using part of senses such as sight, smell, hearing, touch and taste. Observation aims to give an overview about problem that will be analysed.

2. Interview

   Interview was one of techniques to collect data by having conversation between interviewer and respondent which has purpose to get certain information from respondent. By interviewing, the researcher gets additional information by noticing participants' facial expressions, gestures that may enrich the meaning of verbal language. The researcher gives specific questions related to the data needed.

3. Questionnaire

   Questionnaire method used to find the response about students reading anxiety and the coping strategies. The researcher collect the data by using a written question sheet that composed twenty five statements for respondents to answer. And each statements has four alternative answer options which categorized as follows ;

   (1) Strongly disagree
   (2) Disagree
   (3) Agree
   (4) Strongly agree

   Data Collection
   In collecting data, the researcher used some procedures as follows:
   1. First, the researcher determines which class be a sample

2. Second, the researcher comes into the classroom and socializes about the research.
3. Third, the researcher determines 11 students to interview.
4. Fourth, the researcher interviews the students one by one.
5. Finally the researcher analyzes and makes the result of students' answer manually.

Data Analysis

After the researcher had collected the data through observation, interview, and questioner, then the researcher analysed the data through descriptive analysis. In this research, the researcher used the techniques of data analysis by Miles and Huberman in Sugiyono (2011). They are divided into three steps which are data reduction, data display and conclusion or drawing/verifying.

1. Data reduction

    Data reduction is a process of selecting, focusing, simplifying, abstracting and transforming the raw data that appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project.

2. Data display

    After the researcher reduced the data, the next step is displaying the data. A display is an organize assembly of information that permits conclusion drawing and action taking.

3. Conclusion or drawing/verifying

    The last step is conclusion. From the beginning of data collection, the qualitative analyst is beginning to decide what things mean, is nothing regularities, patterns, explanations, possible configurations, casual flows and prepositions.

Trustworthiness

In qualitative research, the data can be categorized good data if the data are valid. To check the trustworthiness of the data, Further Denzin (as cited in Patton, 2018, p. 33) stated that there are four techniques in triangulation. Those are;

1. Source triangulation

    In source triangulation, the researcher uses many source or participants to get the accuracy of data.

2. Investigator triangulation.

    Investigator triangulation means that technique that uses more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

    a. Methodological triangulation

Methodological triangulation refers to the researcher uses more than one method in research.

b. Theoretical triangulation

Theoretical triangulation, means the researcher compares the data finding with perspective theory that is relevant. Here the researcher is demanded to have expert judgment to compare the finding of research with the certain theory.

In this research, the researcher used theoretical triangulation. Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Besides, the researcher collect the data by using observation, interview, and questionnaire.

3. ANALYSIS AND DISCUSSION

A. Review of Literature

Reading is one of the four skills that should be learnt by the students. It is a learning process of transferring information from the writer to the reader in written form. Therefore, the aim of reading is to attain an optimal level of comprehension of meaning. Reading gives many advantages for students because they can receive more information after reading. According to Nunan (1999), reading is a process of reconstructing meaning rather than decoding form and the reader only resorts to decode if other means fail. Bamberger (1975,p.13) stated that reading is enjoyable when it is carried out efficiently and effectively; it will be useful and rewarding experience. Moreover, Bernhardt in Celce-Murcia (2001,p.6) states that reading as an interactive and socio-cognitive process involving a text, a reader, and a social contex. It can provide the students with interesting information as well as helping them improve their English mastery.

It can be concluded that reading is very important especially for senior high school in getting the authors idea when they are reading a text and beside that the students get information and knowledge from the reading material. And in reading process, the readers not only depend on the information drawn from the text, but also the readers construct their prior knowledge to fully comprehend the text.

Because reading is the process of transferring information from the writer to the reader in written form, so the reader can be add their knowledge and know the new vocabulary from reading. According to Sadeghi (2012,p.119) "reading comprehension is the process of unlocking meaning from connected text. Students need to comprehend what they read in order to understand the information in the text". Reading gives many advantages for students because they can receive more information after reading. Then, according to Козак M (2011), there are the following types of reading skill and the corresponding types of activities to develop the corresponding reading skills such as skimming reading, general reading or scanning, and close reading. Those types of reading are the most skill that student who learn reading skill need for any form of literary studies. Then those are requaried for student to get specific information in reading.

According to (National Institute of Child Health and Human Development [NICHD], 2000) There are five aspects to the process of reading such as phonics, phonemic awareness, vocabulary, reading comprehension and fluency. These five areas are incorporated into the No Child Left Behind Act and the Reading First initiative as essential components of effective reading instruction. There are many approaches to teaching these five essential components. These approaches differ in how much guidance or direction teachers provide as their students are learning new skills, how clearly and directly teachers explain new skills, whether they demonstrate exactly how to use a specific skill, and whether the skills are taught in a thoughtful sequence.

B. Reading Anxiety

Every student has different psychological condition to learn English. Especially in leaning reading one of factors that influence in learning English that learners most faced is feeling anxiety. Emotion and physic stress can cause the students feeling of anxiety. Students may have anxiety reaction which interfere their ability to perform successfully in a class. Elaine K. Horwitz as cited in Kumaeroh (2018, p. 3) anxiety is defined as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". Anxiety not only makes people suffer from fatigue, insomnia, indigestion, and mental depression but also makes them suffer from emotional instability, feelings of inferiority complex, heart problems, aches and headaches. Therefore, students who experience anxiety complain about general loss of interest and inability to concentrate, they will not pass well.

It can be concluded that anxiety can manifest as unwanted, repetitive thoughts and compulsive behaviors that seem impossible to stop. Sometimes anxiety is specifically tied to a certain situation, like reading in English language. Because anxiety is an additional inconvenience for students.

The case in which the anxiety will not give tremendous impact because it still can be managed through some solutions called as facilitative anxiety. Meanwhile, the anxiety which gives absolute negative effect toward the students called as debilitative anxiety. Scovel (1978, p. 134) in Fauziati (2008 , p. 79) distinguishes anxiety into two types which are debilitative and facilitative anxiety. In fact, this type of anxiety helps students or learners to improve their learning and performance. Debilitating anxiety have a negative impact on students motivation and preparation before and during presentation. On the other hand, facilitating anxiety maintains student motivation and encourages students to make more efforts to reduce the negative impact of anxiety. Anxiety not only hinders their achievement but also hinders their reading ability to make presentations. Feelings of stress are considering a cognitive part of anxiety and can have a negative impact on performance. Therefore, motivation and great efforts to do their best in every performance are needed by students to reduce feelings of failure, anxiety, nervousness, insecurity and embarrassment with their abilities.

Ahmat et al. (2013) state that there are two kinds factor that elicite foreign language reading anxiety, there are personal factors including worry about reading

effect and fear of making error and then text features including unfamiliar culture, unfamiliar topic, and unknown vocabulary.w

a. Reading anxiety cause personal factors

1) Worry about Reading Effects

Reading in a foreign language and anxiety are known as a common problem for students in learning Foreign Language. Students are anxious during and after reading in a foreign language. They are most often asked to read in front of their classmates. Consequently, students concentrate on performance rather than comprehension. If they are asked again to demonstrate the idea, in most cases they would lose what has been read. Alternately, if they do not know the idea from the passage that they have read but they know that they would be ask about the idea, they may be more anxious during and after the reading task which creates a sense of anxiety that disturbs reading comprehension and performance at the same time.

2) Fear of Making Errors

According to Brown (2007) "language anxiety is complexly relate with self-confidence though the latter is characterize as a positive component. Research on foreign language anxiety has admitte the crucial role of lack of self-confidence in causing the state of fear of making errors". Nonetheless, the confuse results that show the lack of self-confidence and fear of making errors as one or two separated components, it seems that both connote the same sequential sense in the action of reading where any cursors to the other.

In Kuru-Gonen (2009) and Miyanaga (2007), "lack of self-confidence in reading is assign as a source of foreign language reading anxiety". Therefore, this study claim in foreign language anxiety afraid of making mistakes as a source of reading anxiety in learning.

b. Reading anxiety caused by Text Features

1) Unfamliar Culture

According to Tomasello (1999) as cited in Ahmad et al. (2013) reading task is not only an interaction between the reader and the thoughts of the 35 author, it is also incidentally interaction between the reader and the shared knowledge of the cultural history in the book. The students who find difficulties in deducing the precise meaning of a word due to unfamiliar culture is one of the sources student's anxiety. Mostly, students are anxious if they know the meaning of the words in the text but cannot comprehend the overall meaning. Unfamiliar culture is find to be a source of foreign language reading anxiety. In the seminal work of Saito et al. (1999), it is also

originated to be a great aspect to elicit anxiety in foreign language reading. Furthermore, Kuru-Gonen (2009) finds that "unknown cultural content blocks the students from understanding foreign language script".

2) Unfamiliar Topic

The topics which are not interesting or difficult for readers may lead to reading anxiety. According to Kuru-Gonen (2009) "uninteresting topics a source of foreign language reading anxiety cause by reading text". In other survey Zhao (2009) the responses of the participants in FLRAS which stated, "I am nervous when I am reading a passage in Chinese when I am not 36 familiar with the topic" is high. 44% of the participants agreed or strongly agreed with the item. In such way, unfamiliar topic is allocate as a source of reading anxiety in a foreign language.

3) Unknown Vocabulary

Unknown vocabulary have been find to be another source of foreign language reading anxiety. In Kuru-Gonen (2009), unknown vocabulary in reading a foreign language text appeared to be another source of anxiety. 20% of the communication units which relate to text category fit to the students' statement of anxiety about new words through reading English language text. Students are anxious about the difficult words they encounter, the number of new words as well as the contextual surrounding words of unknown words if they are strange as well, the meanings of the individual words and the translation of the text.

Anxiety is one of the main factors affecting learning. Anxiety, which makes learning harder, is an important issue requiring attention to increase success in education. Anxiety can be briefly defined as a form of fear whose source is unclear.

c. Coping Strategies

According to Aldwin and Revenson (1987) as cited Kertamuda, F. and Herdiansyah H. (2009, p. 14) coping strategy is a method or method use by each individual to overcome and control a situation or problem that is experienced and is seen as an obstacle, a painful challenge, and a threat that is detrimental. Meanwhile, Rasmun (2004, p .29) says that coping is where someone who experiences stress or psychological tension in dealing with daily life problems that require personal abilities and support from the environment, in order to reduce the stress they face. In other words, coping is the process that individuals go through in resolving stressful situations. Coping is an individual's response to situations that threaten him both physically and psychologically.

It can be concluded that insight and understanding are essential to overcoming anxiety problems. However, from shyness to depression, there is something else that is equally important namely changing behavior. To

change the behavior we have to do the behavior, but it will not help students if they still feel bad about them self and they still unanswered their own problem by found the solution. Therefore, successfully overcoming anxiety disorder requires both insight and behavior change.

According to David Shinji Kondo and Yan Ying-Ling (2004) wrote in academic journal about strategies for coping with language anxiety. In their journal, there are five strategies that can use by students for reducing their anxiety to perform in front of class, namely: preparation, relaxation, positive thinking, peer seeking and resignation. Beside the students own strategies to reduce their anxiety, a teacher also can contribute to help students to reduce it. Shu Feng Tseng (2012) states that there are several ways for teacher to reduce students' anxiety, they are to give more attention for students and their language learning. If students detect that their teacher has a true interest in their language learning, they will be motivated to have an even stronger interest in their own learning. Next is create a warm, reassuring classroom atmosphere to create a more relaxed and comfortable classroom atmosphere, walk around the room and make occasional contact and use humor in sufficient amounts. The next step is incorporate into the lesson classroom activities that indirectly get the student to think about their own anxiety, the cause tof it, and possibly ways of alleviating or reduce it.

Table 1: The Result of Observation

No	Aspect Observed	Result	
1	Factors causing students' reading anxiety	▢ ▢ ▢	Unknown vocabulary Unfamiliar topic Unfamiliar culture Reading effects Afraid of making errors
2	Strategies used by the students to overcome their anxiety	▢ ▢	Preparation Relaxation Positive thinking Resignation

Source: Author (2022)

There were several aspects observed by the researchers. The observation was conducted on July 30th 2021. In addition, researchers did observation in the classroom and school area. Based on the table above, it shows that students experience anxiety when they were asked to read a few paragraphs in front of the class. These include various factors, the first under personal factors affect anxiety which are: worry about reading effects, the fear of making errors and worry about reading effects. The second under the concept text features include unknown vocabulary, unfamiliar topics and unfamiliar culture. And various strategies to overcome their anxiety in reading.

d. The Result of Interview

In addition to the observation, the researcher conducted an interview to the selected students for getting more information about the students' anxiety. The

researcher asked "what makes you feel anxiety while reading in the classroom and how do you overcome your anxiety?" there are various factors which influenced students' reading axniety.

a. Unknown vocabulary

Based on the observation result conducted, while the present researcher observed the students in the classroom in the eleventh grade at SMA Al-Mukhtriyah Mamben on July 30 2021 till August 05 2021. The cause of the students' anxiety when they read some texts or passages they did some mistakes while reading in the class. There were 8 of 11 students have the similiar feeling. They worried about the difficult new word they encounter. It means that unknown vocabulary is a source of anxiety in reading. "I am worried about the new word I found on text. I don't know what the meaning of the text was I read". Based on the researcher opinion from the observation that the researcher did in that school, it can be concluded that most of the students who have worried in reading English in the class, when they are hard to interpret some words in the text because they are difficulty to get the main point of text.

b. Unfamiliar topic

One of students stated that he enjoys reading English texts related to his major, sosial studies. Because the new topics are tricky, hard to understand and also boring to read. It seems that unfamiliar topic is one of the sources of anxiety in reading for all students. All of students feel anxious if they read topics for the first time and do not understand it. There were 6 of 11 students have the similiar feeling.. It can be shown by statements of the students. "I like reading sosial texts because it is related to my major and most vocabulary is well known to me. They are the same in most topics so when I read in this field I easily understand rather than reading in different fields".

c. Unfamiliar culture

Mostly, students are anxious and worried if they know the meaning of the words in the text but cannot comprehend the overall meaning. Unfamiliar culture was found to be a source of foreign language reading anxiety, unknown cultural causes the students from understanding foreign language. There were 5 of 11 students assumed their worried, if they read topics and do not understand it. "When I read a text in the English language, sometime I don't understand the meaning one of paragraph even though I know the word".

d. Worry about reading effects

Reading in a foreign language and anxiety are known as a common problem for the students in learning. It seems that students are anxious during and

after the reading process. In this case they worry more and pay more effort to read well in order to show theirselves in a good performance rather than comprehension. There were 7 of 11 students have assumed their reason. It can be proven by statement said "When I read a passage of text, I just focus to every word, because I am bad with the pronounciation".

e. Afraid of Making Errors

Students who lack of self-confidence are often afraid of participant in reading tasks in order to avoid making errors. It seems that the majority of students are afraid of making errors. According to the students' reactions, making errors is an undesirable thing whether it occurs in front of the teacher and students. "I am shy because I will make mistake and my friends will make fun of it".

The Result of Questionnaire

The questionnairre was used to gain the first research question that is the level of language anxiety in reading skill. It consists of 25 questions statements that were answered by 11 students of the eleventh grade at SMA Al-Mukhtriyah Mamben in the school year 2021-2022.

Table 2: The Result of Questionnaire

No	Name	Statement			
		SD	D	A	SA
1	NW	-	7	8	10
2	MW	5	9	5	6
3	ZH	5	5	5	10
4	EJ	2	13	3	7
5	SS	7	4	9	5
6	Z	-	-	14	11
7	NA	-	4	8	13
8	Z	3	5	4	13
9	SI	1	4	8	12
10	SSA	9	10	4	2
11	AZ	4	5	10	6
	Total	36	66	78	95

Source: *Author (2022)*

From the summary above, the summary shows that total score of the statement by which "strongly agree" (95) it's means that the students very anxious with reading, and total score by which "agree" (78) it's means that the students anxious with reading. Thus, the summary shows that total score by which "disagree" (66) it's means that the students not too anxious with reading and total score by which "strongly disagree" (36) it's means that the students not anxious with reading. This section presents the relevant data to the first research question which is level of language anxiety in reading skill.

The strategies used by the students to overcome their anxiety

a. Preparation

The first strategy is preparation. A number of ways the students do to overcome their anxiety which are able to develop their reading competence. There are 5 from 11 students have responded who tried to overcome their anxiety by using preperation. "My strategy to improve my English reading skills is to always force myself to read a lot of things every day". Based on the responses above, many students made their preparation by studying more.

b. Relaxation

Besides preparation, the present researcher also found that there are 4 from 11 students who used relaxation to coping their anxiety in skill. the statement "Before reading a text in front of my friends, I take deep breath for reducing my nerveous" .

c. Positive Thinking

Positive thinking was a way of thinking process which use positive motivation is for own self that everything will be okay. The present researcher found that there were 6 from 11 students who used positive thinking as a strategy in alleviating of anxiety in reading skill. "Sometimes, I growup my confidence to myself that I can do it".

d. Resignation

There was 5 of 11 students who indicated resignation as their solution to overcome anxiety. Resignation is strategy which someone decides to give up or run away from the situation in order to reduce their anxiety. It can be proven by some statements of students. "Sometimes I am nervous, I will look for a safe place to sleep"

Discussion

Based on the result of the reaserch, the present researcher concluded there were various factors which influenced students' reading anxiety. The cause of the students' anxiety when they read some texts or passages they did some mistakes while reading in the class. They worried about the difficult new word they encounter. It means that unknown vocabulary is a source of anxiety in reading. The another factor that provoke the students' was feel anxious if they read new topics for the first time and do not understand it. Mostly, students are anxious and worried if they know the meaning of the words in the text but cannot comprehend the overall meaning. Unfamiliar culture was found to be a source of foreign language reading anxiety, unknown cultural causes the students from understanding foreign language.

Reading in a foreign language and anxiety are known as a common problem for the students in learning. It seems that students are anxious during and after the reading process. In this case they worry more and pay more effort to read well in order to show theirselves in a good performance rather than comprehension. According to Ahmat et al. (2013) state that there are two kinds factor that elicite foreign language reading

anxiety, there are personal factors including worry about reading effect and fear of making error and then text features including unfamiliar culture, unfamiliar topic, and unknown vocabulary.

Based on the result of the reaserch, the present researcher concluded the strategies used by the students to overcome their anxiety in reading. The first strategy is preparation. Besides preparation, the students used relaxation to coping their anxiety in reading. The thirth strategies was positive thinking, positive thinking was a way of thinking process which use positive motivation is for own self that everything will be okay. The last strategies was resignation. Resignation is strategy which someone decides to give up or run away from the situation in order to reduce their anxiety. According to David Shinji Kondo and Yan Ying-Ling (2004) wrote in academic journal about strategies for coping with language anxiety. In their journal, there are five strategies that can use by students for reducing their anxiety to perform in front of class, namely: preparation, relaxation, positive thinking, peer seeking and resignation.

D. CONCLUSION

The findings of this study revealed that students feel anxious in reading English from two aspects: personal factors and feature texts. These aspects establish that reading in a foreign language also provokes anxiety. The findings also showed that students experienced higher levels of foreign language reading anxiety. The reason for this increase is the increasing level of difficulty in reading the material, both from the personal factor and feature text aspects. These two aspects are represented by five constructs of unknown vocabulary, unfamiliar topic, unfamiliar culture, worry about reading effects, and afraid of making errors. Teachers can help foreign language learners to reduce foreign language reading anxiety by increasing students' confidence to deal with personal factors. The most widely used strategy by students to reduce their anxiety in reading English was positive thinking which is used by 6 students. Then proceed with the Preparation and Resignation strategies used by 5 students. There are also 4 students who use the Relaxation strategy to reduce anxiety. Although this study was conducted with a small number of participants in a short period of time, the findings provide some useful information that can be used by both teachers and stakeholders to improve the quality of teaching and learning English. Based on the results of this study, there are several suggestions that can be made to reduce reading anxiety in English classes. First, the teacher should be aware of the anxiety of reading a foreign language. This study shows that teachers' awareness of students' anxiety is insufficient. Therefore, it is necessary to increase teacher awareness because anxiety is an important factor that affects students in learning. Good acknowledgment of students' anxiety in learning English will really affect the teacher in treating students well. As for the students, they need to get involved to reduce anxiety in classroom. Students should respect each other in order to create a friendly environtment. They should help a lower level students when have a difficulty instead of ridiculed them. This would make them feel comfortable with each other. In addition, anxious students should realize that mistakes are

a natural part of language learning, therefore, it should not discourage them in learning English.

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