

**A SYSTEMATIC REVIEW ON STUDIES ABOUT STUDENTS' READING  
ANXIETY IN ENGLISH LANGUAGE LEARNING AT SECONDARY  
SCHOOLS**

**SARJANA THESIS**

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This is to certify that the *Sarjana's* Thesis Proposal of Laila Nur Aisyah Reg. Number 2010117320032 entitled **"A Systematic Review On Studies about Students' Reading Anxiety in English Language Learning At Secondary Schools"** has been approved by the advisor for oral examination.

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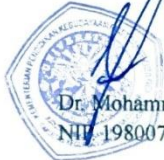
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## ABSTRACT

Aisyah, N. L., 2025. "A Systematic Review on Studies about Students' Reading Anxiety in English Language Learning at Secondary Schools." Sarjana Thesis. English Language Education Study Program Faculty of Teacher Training and Education Lambung Mangkurat University, Banjarmasin. The first advisor: Elvina Arapah, M.Pd, The second advisor : Dr. Nanik Mariani, M.Pd.

**Keywords: Reading, Anxiety, and English Language Learning**

This study aims to analyze various studies in journals published by previous researchers on the problem of students' anxiety in language acquisition when reading English language learning in secondary schools, particularly junior and senior high schools. Reading anxiety is a typical problem for second language learners, mainly English. This anxiety also appears to be a substantial barrier for students in understanding foreign language texts.

This study used a descriptive research design and content analysis methodology. Content analysis studies examine and evaluate qualitative data, such as text, to identify patterns, themes, or meanings. Data collection uses the Data Extraction Form instrument. Qualitative content analysis involves thoroughly examining the meaning of the underlying material. This process entails extracting themes, patterns, and concepts from the data.

The results of the research show that students' anxiety level in reading English language learning in secondary schools is in the high to medium level category. Several relevant theories support the findings of this study and have been discussed against them, which have found anxiety in reading high school students in learning English. The study concluded that all the results and findings are interactions between various factors, such as psychological, cognitive, social, and cultural. These findings imply the importance of developing learning strategies that support students in overcoming their anxiety, including increasing regular reading practice and creating a supportive learning environment. Thus, this research contributes significantly to understanding the dynamics of students' anxiety in learning English at the secondary school level.

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The researcher realizes that this thesis is still far from perfect, therefore the researcher hopes for input from readers who are more experts in this field. The researcher also hopes that this thesis can be useful for researchers in particular and readers in general.

Banjarmasin, May 2025



The Researcher  
Laila Nur Aisyah

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