

## APPENDICES

### Appendix 1.

#### Blue Print Questionnaire Sheet and The Result

#### QUESTIONNAIRE SHEET

#### ANALYZING READING ANXIETY OF THE SECOND SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION UNDIKSHA

Interview's Date :

Informant Phone Number :

#### Informant's Identity

1. Name :

2. Student Identity Number :

3. Place & Date of Birth :

4. Age :

5. Gender :

6. Address :

Foreign Language Reading Anxiety Scale by Ahmad et al., (2013)

Note: \* SD=strongly disagree; D=disagree; N=neutral; A=agree; SA=strongly agree

*Table 1. The Percentage of Unknown Vocabulary Items*

No	Item Description	SD	D	N	A	SA
1	When I am reading in English, I get very upset and worry whenever I encounter strange vocabulary.					

2	*I focus on words in reading English texts because if I know the terms, I can understand the text.					
3	I feel anxious in reading English when I encounter series of three strange words.					
4	*I enjoy reading a text in English when I know its translation.					
5	I do not like to read an English text that has lots of difficult words.					
6	When I am reading in English, I feel upset and anxious if I encounter words the meaning of which I do not know.					

Note: \*= Positive Statement

*Table 2. The Percentage of Unfamiliar Topic Items*

No	Item Description	SD	D	N	A	SA
7	*I enjoy English reading when I understand at least some portion of the text.					
8	I do not prefer reading unfamiliar topics, particularly in the English language.					
9	*The most things I like to read in English are short stories because they have easy words, and their topics are common					
10	I feel anxious when I am reading a topic in the English language which I have no idea about.					

Note: \*= Positive Statement

**Table 3. The Percentage of Unfamiliar Culture Items**

No	Item Description	SD	D	N	A	SA
11	In reading English, I hardly understand the idea if there is more than one meaning for each word.					
12	When I read English, I often understand the words, but I still cannot quite understand what the writer says.					
13	I usually translate word by word when I am reading English.					
14	It is frustrating in reading English when one word is connected with another to change the meaning.					
15	I most often feel that I cannot understand an English text even though I know every word's meaning.					

**Table 4. The Percentage of Fear of Making Errors Items**

No	Item Description	SD	D	N	A	SA
16	I feel anxious in reading aloud in fear of making errors.					
17	I feel embarrassed in front of others if I pronounce a simple and easy word wrongly.					

<b>18</b>	I prefer to prepare too much and search for the phonetic transcript prior to the class if I was expected to read in the class.					
<b>19</b>	I feel irritated if I encounter a word I do not know how it is pronounced.					
<b>20</b>	I prefer silent reading rather than reading aloud.					

**Table 5. The Percentage of Worry about Reading Effect**

<b>No</b>	<b>Item Description</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>21</b>	When I am reading aloud, I focus on reading correctly rather than focusing on understanding the text.					
<b>22</b>	In reading aloud in the class, I do not understand the text even though it is easy.					
<b>23</b>	*I enjoy silent reading because I can easily understand the text.					
<b>24</b>	When reading English aloud in the class, I focus on word accent rather than understanding.					
<b>25</b>	I get upset when I am not sure whether I understand what I am reading in English or not.					
<b>26</b>	When reading English, I get disturbed and do not remember what I have read.					

**Note: \*= Positive Statement**



**English Foreign Language Reading Anxiety Inventory by Zoghi & Alivandivafa (2014)**

Note: \* SD=strongly disagree; D=disagree; A=agree; SA=strongly agree

No	Item Description	SD	D	A	SA
1	I do feel unease when the title of the text is unfamiliar to me.				
2	It is worrying to me when the ideas expressed in the text are culturally unclear				
3	I get upset when I lack the previous knowledge about the ideas expressed in the text.				
4	I worry when I unable get the gist of the text although no new vocabulary items or grammatical points exist in the text.				
5	When I cannot recognize minor ideas (details) of the text is worrying to me				
6	I am nervous when I find difficulty in finding the main idea of a certain paragraph.				
7	7. It bothers me when I cannot express my opinions or feelings about the text				
8	8. I feel uneasy when I cannot figure out meanings of unknown				
9	9. It bothers me when I encounter a lot of words whose meanings are unclear				
10	I get upset when I cannot figure out the meaning of a word that I feel I have seen before.				

<b>11</b>	It bothers me when I feel unable to look up a word in the dictionary				
<b>12</b>	I get confused when the word that I know has a different meaning in the sentence				
<b>13</b>	I get upset when I come across idioms that are unfamiliar to me.				
<b>14</b>	It makes me feel uneasy when an unfamiliar is made up of several parts or syllables				
<b>15</b>	I feel worried when the unknown word is difficult to pronounce.				
<b>16</b>	I am nervous when a certain sentence is long and has a complex structure.				
<b>17</b>	When a certain sentence is grammatically unfamiliar is worrying to me.				
<b>18</b>	It bothers me when a passive voice is used in a sentence.				
<b>19</b>	I feel upset when the tense of a certain sentence is unclear to me.				
<b>20</b>	I worry when I am unable to recognize different parts of speech such as adjectives, adverbs, or connective words.				
<b>21</b>	I get confused when what I know about a grammatical point does not make any sense.				
<b>22</b>	It bothers me when the instructor calls on me to read out.				

23	It worries me when the instructor calls on me to translate a piece of an English text into our first language.				
24	When the instructor asks me reading comprehension questions is worrying to me.				
25	It upsets me when the instructor chooses uninteresting texts to read in class				
26	It makes me feel uneasy when the instructor corrects my pronunciation or translation mistakes.				
27	I am nervous when the instructor uses English as a medium of instruction and hardly ever makes use of our first language.				

### The Result

#### Foreign Language Reading Anxiety Scale by Ahmad et al., (2013)

Note: \* SD=strongly disagree; D=disagree; N=neutral; A=agree; SA=strongly agree

*Table 1. The Percentage of Unknown Vocabulary Items*

No	Item Description	SD	D	N	A	SA
1	When I am reading in English, I get very upset and worry whenever I encounter strange vocabulary.	2	7	6	5	0
2	*I focus on words in reading English texts because if I know the terms, I can understand the text.	0	0	4	7	9

3	I feel anxious in reading English when I encounter series of three strange words.	2	3	6	6	3
4	*I enjoy reading a text in English when I know its translation.	0	0	1	3	16
5	I do not like to read an English text that has lots of difficult words.	5	4	3	3	5
6	When I am reading in English, I feel upset and anxious if I encounter words the meaning of which I do not know.	2	5	6	3	4

Note: \*= Positive Statement

*Table 2. The Percentage of Unfamiliar Topic Items*

No	Item Description	SD	D	N	A	SA
7	*I enjoy English reading when I understand at least some portion of the text.	1	0	0	8	11
8	I do not prefer reading unfamiliar topics, particularly in the English language.	2	4	8	4	2
9	*The most things I like to read in English are short stories because they have easy words, and their topics are common	0	0	3	10	7
10	I feel anxious when I am reading a topic in the English language which I have no idea about.	2	3	6	4	5

Note: \*= Positive Statement

**Table 3. The Percentage of Unfamiliar Culture Items**

No	Item Description	SD	D	N	A	SA
11	In reading English, I hardly understand the idea if there is more than one meaning for each word.	1	1	13	5	0
12	When I read English, I often understand the words, but I still cannot quite understand what the writer says.	3	3	10	4	0
13	I usually translate word by word when I am reading English.	6	6	4	2	2
14	It is frustrating in reading English when one word is connected with another to change the meaning.	2	3	8	6	1
15	I most often feel that I cannot understand an English text even though I know every word's meaning.	8	5	3	3	1

**Table 4. The Percentage of Fear of Making Errors Items**

No	Item Description	SD	D	N	A	SA
16	I feel anxious in reading aloud in fear of making errors.	1	9	4	5	1
17	I feel embarrassed in front of others if I pronounce a simple and easy word wrongly.	3	3	5	6	3

<b>18</b>	I prefer to prepare too much and search for the phonetic transcript prior to the class if I was expected to read in the class.	<b>2</b>	<b>0</b>	<b>9</b>	<b>2</b>	<b>7</b>
<b>19</b>	I feel irritated if I encounter a word I do not know how it is pronounced.	<b>4</b>	<b>2</b>	<b>10</b>	<b>2</b>	<b>2</b>
<b>20</b>	I prefer silent reading rather than reading aloud.	<b>5</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>8</b>

**Table 5. The Percentage of Worry about Reading Effect**

<b>No</b>	<b>Item Description</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
<b>21</b>	When I am reading aloud, I focus on reading correctly rather than focusing on understanding the text.	<b>2</b>	<b>3</b>	<b>6</b>	<b>4</b>	<b>5</b>
<b>22</b>	In reading aloud in the class, I do not understand the text even though it is easy.	<b>10</b>	<b>8</b>	<b>1</b>	<b>1</b>	<b>0</b>
<b>23</b>	*I enjoy silent reading because I can easily understand the text.	<b>3</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>7</b>
<b>24</b>	When reading English aloud in the class, I focus on word accent rather than understanding.	<b>3</b>	<b>5</b>	<b>8</b>	<b>1</b>	<b>3</b>
<b>25</b>	I get upset when I am not sure whether I understand what I am reading in English or not.	<b>2</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>
<b>26</b>	When reading English, I get disturbed and do not remember what I have read.	<b>3</b>	<b>6</b>	<b>4</b>	<b>5</b>	<b>2</b>

**Note: \*= Positive Statement**



**English Foreign Language Reading Anxiety Inventory by Zoghi & Alivandivafa (2014)**

Note: \* SD=strongly disagree; D=disagree; A=agree; SA=strongly agree

No	Item Description	SD	D	A	SA
1	I do feel unease when the title of the text is unfamiliar to me.	2	6	10	2
2	It is worrying to me when the ideas expressed in the text are culturally unclear	1	2	10	7
3	I get upset when I lack the previous knowledge about the ideas expressed in the text.	3	6	8	3
4	I worry when I unable get the gist of the text although no new vocabulary items or grammatical points exist in the text.	3	5	7	5
5	When I cannot recognize minor ideas (details) of the text is worrying to me	1	6	9	4
6	I am nervous when I find difficulty in finding the main idea of a certain paragraph.	3	4	9	4
7	It bothers me when I cannot express my opinions or feelings about the text	3	2	7	8
8	I feel uneasy when I cannot figure out meanings of unknown	2	2	12	4
9	It bothers me when I encounter a lot of words whose meanings are unclear	1	3	10	6



<b>10</b>	I get upset when I cannot figure out the meaning of a word that I feel I have seen before.	<b>1</b>	<b>3</b>	<b>6</b>	<b>10</b>
<b>11</b>	It bothers me when I feel unable to look up a word in the dictionary	<b>4</b>	<b>2</b>	<b>6</b>	<b>8</b>
<b>12</b>	I get confused when the word that I know has a different meaning in the sentence	<b>2</b>	<b>6</b>	<b>8</b>	<b>4</b>
<b>13</b>	I get upset when I come across idioms that are unfamiliar to me.	<b>2</b>	<b>4</b>	<b>8</b>	<b>5</b>
<b>14</b>	It makes me feel uneasy when an unfamiliar is made up of several parts or syllables	<b>1</b>	<b>4</b>	<b>10</b>	<b>5</b>
<b>15</b>	I feel worried when the unknown word is difficult to pronounce.	<b>3</b>	<b>5</b>	<b>10</b>	<b>2</b>
<b>16</b>	I am nervous when a certain sentence is long and has a complex structure.	<b>0</b>	<b>4</b>	<b>11</b>	<b>5</b>
<b>17</b>	When a certain sentence is grammatically unfamiliar is worrying to me.	<b>1</b>	<b>8</b>	<b>8</b>	<b>3</b>
<b>18</b>	It bothers me when a passive voice is used in a sentence.	<b>5</b>	<b>9</b>	<b>3</b>	<b>3</b>
<b>19</b>	I feel upset when the tense of a certain sentence is unclear to me.	<b>0</b>	<b>6</b>	<b>10</b>	<b>4</b>
<b>20</b>	I worry when I am unable to recognize different parts of speech such as adjectives, adverbs, or connective words.	<b>3</b>	<b>5</b>	<b>8</b>	<b>4</b>
<b>21</b>	I get confused when what I know about a grammatical point does not make any sense.	<b>1</b>	<b>4</b>	<b>11</b>	<b>4</b>

<b>22</b>	It bothers me when the instructor calls on me to read out.	<b>9</b>	<b>4</b>	<b>5</b>	<b>2</b>
<b>23</b>	It worries me when the instructor calls on me to translate a piece of an English text into our first language.	<b>4</b>	<b>6</b>	<b>9</b>	<b>1</b>
<b>24</b>	When the instructor asks me reading comprehension questions is worrying to me.	<b>5</b>	<b>10</b>	<b>4</b>	<b>1</b>
<b>25</b>	It upsets me when the instructor chooses uninteresting texts to read in class	<b>3</b>	<b>8</b>	<b>6</b>	<b>3</b>
<b>26</b>	It makes me feel uneasy when the instructor corrects my pronunciation or translation mistakes.	<b>8</b>	<b>7</b>	<b>3</b>	<b>2</b>
<b>27</b>	I am nervous when the instructor uses English as a medium of instruction and hardly ever makes use of our first language.	<b>6</b>	<b>9</b>	<b>4</b>	<b>1</b>

## Appendix 2.

### Blue Print of Interview Guide and The Result

#### INTERVIEW GUIDE

#### ANALYZING THE FACTORS THAT INFLUENCE STUDENTS' READING ANXIETY OF THE 2ND SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION UNDIKSHA

Date and Time: Thursday, April 27, 2023

Question:

##### ***Unknown Vocabulary Items***

1. When I am reading in English, I get very upset and worry whenever I encounter strange vocabulary.
2. I focus on words in reading English texts because if I know the terms, I can understand the text.
3. I enjoy reading a text in English when I know its translation.
4. I do not like to read an English text that has lots of difficult words.

##### ***Unfamiliar Topic Items***

5. I enjoy English reading when I understand at least some portion of the text.
6. I do not prefer reading unfamiliar topics, particularly in the English language.
7. The most things I like to read in English are short stories because they have easy words, and their topics are common.

##### ***Unfamiliar Culture Items***

8. In reading English, I hardly understand the idea if there is more than one meaning for each word.
9. I usually translate word by word when I am reading English.
10. It is frustrating in reading English when one word is connected with another to change the meaning.

##### ***Fear of Making Errors Items***

11. I feel embarrassed in front of others if I pronounce a simple and easy word wrongly.

12. I feel irritated if I encounter a word I do not know how it is pronounced.
13. I prefer silent reading rather than reading aloud.

***Worry about Reading Effect***

14. In reading aloud in the class, I do not understand the text even though it is easy.
15. I enjoy silent reading because I can easily understand the text.
16. I get upset when I am not sure whether I understand what I am reading in English or not.

**THE RESULT OF INTERVIEW  
(TRANSCRIPT)**

Student 1 [REDACTED]

Interviewer (A)

Student (B)

A: Good afternoon. I will introduce myself. My name is Titha Kalyana and today I want to have an interview with [REDACTED], Right?

B: Right.

A: And then we have several questions. Such as 16 questions.

B: So, this is the previous survey?

A: Yes. Okay, let me start from question number one. When I am reading in English, I get very upset and worry whether I encounter strange vocabulary. How is it?

B: Yes, I do.

A: Why?

B: Because when I work in tourism industry, I know pretty well the tourism vocabulary such as hospitality and the other stuff. So, when I encounter a new vocab that is outside of the things I like, which means tourism, etc., I get like, "I wish I knew this". That feeling makes me really upset that I didn't know that.

A: Okay, next question is, I focus on words in reading English text because if I know the terms, I can understand the text. Correct?

B: Yes.

A: Why?

B: Because for me, my learning method is when the teacher wants me to remember some paragraph or something like that, even though I didn't see the paragraph, but I know the topic very well, I can distribute that paragraph to the other.

A: Okay, so you're confident.

B: Yes.

A: Previously you chose five. Is that strongly agree?

B: Strongly agree,

A: yes. Okay, next question. I enjoy reading a text in English when I know its translation. Is that right?

B: Yes.

A: Okay, you chose number five. Is that what is strongly agree? And the reason why you chose that?

B: Because, yeah, just like the other language, when I know the translation of that language, I really enjoy reading it. So that's when I'm reading a novel, like I'm reading a classic novel, like, what is it called? The person who has a role, so that I didn't know the classic poetry of the novel. You know that classic language is really different than the basic language, so that I didn't enjoy reading the novel. So when I know the translation, I really enjoy reading the novel and telling, mendalami, mendalami isi novelnya.

A: Okay, next question. I didn't like to read an English text that has a lot of difficult words. You chose one. Strongly disagree. Why?

B: Because I personally like when I'm reading something that can improve myself, I want to read that, but I did not like it or even enjoy it, but it's good for myself to improve my vocab, so that's why. But when it comes to reading a text, it comes like enjoy or not, I didn't enjoy it.

A: Okay, that's good. Okay, next question. I enjoy English reading when I understand at least some portion of the text. Why?

B: Yeah. What did I choose the last one?

A: You chose five. strongly agree.

B: Because when I know the context, just like the previous one, when I know the context or some of the translation, I'm pretty sure I understand the sentence. But if



it's like a majaz or something like that, I'm not sure I can understand, but if some portion of the text I know what it's talking about, I really have confidence to read that sentence or understand that.

A: Okay, so you chose strongly agree because you enjoy English reading.

B: Yes

A: Okay, next. I do not prefer reading unfamiliar topics, particularly in the English language. You chose strongly agree. Why?

B: Because I do like reading, like manga, comics, and novels. When it comes to the topic that I didn't like, so I didn't read it. I have a favorite genre, so for example, I like romance. If you give me a horror book, I didn't enjoy reading it.

A: So you like to enjoy reading when you're passionate?

B: Yes, my familiar topic.

A: Okay, next question. The most thing I like to read in English are short stories because they have easy words and their topics are common. You chose agree.

B: Agree, not strongly because I do like it, but sometimes I like a complicated one. My favorite genres are mystery. If you know Detective Conan or another detective novel, just like James Bond, when I read it, I must understand a single thing in that sentence so I can enjoy reading. Eventually, I like reading short stories once in a while, but I enjoy the long ones too. So that's why, not strongly, but I agree.

A: Yeah, that's good. Okay, next. In reading English, I hardly understand the idea if there's no more than one meaning for each word. You chose agree.

B: Agree, yeah. Because if you know the word slang in the foreign language, there's slang in their everyday speaking. That slang has more than one meaning. When it comes to academic purpose, it's not relevant. That's why in academic purpose, when you write in academic you didn't recommend to use slang words because it may become other meanings. But personally, I do enjoy talking with my guests. I work in Waterfall, in Sekumpul Waterfall. I enjoy talking with my guests with slang, but not the bad slang. But I will not find it hard to understand the word that has one meaning. So when you understand a portion of that sentence, more than 70% of the sentence, you know the translation, just like the previous item. I can understand that. It's not hard, but it's not easy. So that's why.

A: Okay, next question. I usually translate word by word when I'm reading English. You just strongly disagree.

B: I strongly disagree because when we talk about English, every word that we assemble, it may become a different meaning. Just like morphology. So, I never translate word by word, but I do translate just like when I look at the whole

sentence and I find one word that I didn't know, I translate that one word, but I still assemble it in that sentence. It's not word per word, but word in sentence.

A: Word in sentence, okay. Okay, next. It is frustrating in reading English when one word is connected with another to change the meaning. You copy the whole sentence.

B: I agree and disagree because it's frustrating, yes, but it's English. The English that I know, the basic is word when combined by word, it will have different meaning. So that's common sense. Even in our language, that's relevant. That is common sense. Talk is frustrating, yes, but it's a language, so we can do nothing about that.

A: Okay, so let's jump on the next section. I feel embarrassed in front of others if I pronounce simple and easy words wrongly. Is that right?

B: No.

A: Why?

B: Because for me, my confident, I speak with foreign like every day it's been 6 years since my first job from junior high school, when I first join this work, I do embarrassed when I talk, bit it's our language, we are not the native speaker so I will not feel embarrassed because I learned that language. Maybe I will feel embarrassed when I stop learning that English, so I feel like a coward. Why did you stop learning this language? Just because one mistake that you make, you are a learner, you make a mistake, it's normal. That's what my parents told me. So from that mindset, I will never feel embarrassed when I study on something and I make a mistake on that. Rather than embarrassed, I will fix it than embarrassed. So I have a feeling and with my confidence, I really do.

A: That's good. Okay, that's a good point. Let's jump on the next question. I feel irritated if I encounter a word I do not know how it is pronounced.

B: I agree and I disagree because the way I agree that maybe some of English words is difficult to pronounce, but back again we are not a native speaker. So I feel irritated, yes, but the way I learn that language is I do know, I know that I have consequence to make a mistake because we are learners. So I agree and I disagree. I disagree because it makes me a better person when I know how it's pronounced by my experience. Firstly, I feel irritated, yes, why I can't speak, why I can't speak that, especially when in front of my guest, I do like my tongue click. So that happens, yeah, it happens to me too. But day by day, the more vocabulary I know, I don't feel irritated if I pronounce the wrong word.

A: Okay, that's good. So you just agree and disagree.

B: Yes.

A: Okay, next, I prefer silent reading rather than reading aloud.



B: Yes, I prefer silent reading. Is that right?

A: Yes, you just strongly agree.

B: I agree because the way I'm reading aloud, aside from disturbing other people, especially in library, I do speak in silent reading so that I can see the word or can have a deeply, especially when I read a novel. So when I'm reading a lot, I must to take control my tongue and when I miss pronounce I must fixed it and something like that. It just irritates me when it comes to reading a novel that I'm really excited about. So I really prefer silent reading.

A: That's a good point. Let's jump on the last section. It contains three more questions. Okay, question number 14. In reading aloud in the class, I do not understand the text even though it is easy.

B: So when I read aloud, I didn't understand the text. So for me, I prefer more agree than disagree, but I do not strongly agree because when we come to reading, we probably will know the text that we are reading, right? I think the topic that I know, when I have a control on that topic, I will understand the text even I read it aloud or have a silent reading. But the thing that disturbs some people that have anxiety when reading aloud in class, especially in front of a bunch of people, they become like "aaa aaaa aaaa". Because of the anxiety kicking, they will lose their mind and didn't understand the text. But when we go sit and read again, we understand that, really understand that. Some people do that and I've ever been in that situation before.

A: before yeah, but now you can learn better. I'm better. That's good. Okay, next. Number 15. I enjoy silent reading because I can easily understand the text.

B: I enjoy it. I prefer it. I do loud read when it comes to a presentation or we take in this class to speak in front of people. Just reading aloud. Just reading aloud. But when I'm alone, I prefer reading in silence. Just like before, when I'm silent reading, I do really understand the text.

A: You want to learn more deeply.

B: Yes

A: That's Enough?

B: Yes

A: Okay. Jump on the last question. I get upset when I'm not sure whether I understand what I'm reading in English or not.

B: Yes, not but disagree. Disagree because now I disagree. Three years ago, I really agree this. I really upset about when I didn't understand that what am I reading? Why am I reading this but I didn't understand these things? But now I really disagree because I didn't get upset. Because now when I'm reading something that is mostly the things I like. Even when we are supposed to have a

speaking in front of class, the topic I didn't like, but we are just reading that topic but I will not get upset even though I didn't understand that because it's suddenly. The message is why I upset about that something I read and didn't understand. It happens suddenly in like two minutes. But when I go to the seat, I learn it about again and understand that but there is no upset feeling about that.

A: Okay, that's a good point of your answer. So the question is finished. Thank you for your answer, respondent.



Interviewer (A)

Student (B)

A: Good afternoon, let me introduce myself, my name is Titha Kalyana. Today I want to have an interview with [REDACTED] what I should call you?

B: [REDACTED]

A: [REDACTED] okay. I have an interview with Wahyu, so, we start, okay?

B: Okay,

A: start from question number one. When I am reading in English, I get very upset and worry whether I encounter strange vocabulary. So you choose strongly disagree. Why you choose that?

B: Because I think that it's good that if I encounter strange vocabulary because it's going to make me understood different words and will make me a lot... I will get more knowledge from knowing different vocabularies. That's why I disagree with the...

A: Yeah, yeah, yeah. Okay, next question. I focus on words in reading English text because if I know the term, I can understand the text. You choose agree. Why you choose it?

B: Because I think it's a lot more easier for me to understand it because the topic is something that I've known. That's why, yeah.

A: Okay, next question. I enjoy reading a text in English when I know its translation. You choose? Strongly agree. Why?

B: Because it's a lot more enjoyable for me to read the text if I know the translation.

A: Okay, next. I do not like to read an English text that's a lot of difficult words. You choose strongly disagree. Why?

B: Going back to the first question, I think, because I like to know different vocabularies so that I can grow my vocabularies.

A: Okay, next section. in familiar topic items. I enjoy English reading when I understand at least some portion of the text. You choose strongly agree. Why you choose that?

B: Because it's easier for me to read it.

A: Okay, that's so simple. You're such a enjoy to read. Okay, next. I do not prefer reading unfamiliar topic, particularly in the English language. You choose strongly disagree. Why?

B: Because it's unfamiliar, it's better for me to know now than not knowing it later so I can grow my English skills for reading.

A: How can you reach the new vocabulary in unfamiliar topic?

B: How do I reach? Maybe I start, if we're doing reading, maybe I will read, for example, novels that are having a lot of English that is unfamiliar for me, or English that is into the book, not everyday language. Or if I could, I will watch movies maybe with subtitles so that I know.

A: You read the subtitles, right?

B: Yes.

A: Okay, next question. The most thing I like to read in English are short stories because they have easy words and their topics are common. You choose neutral. Why?

B: What did I choose? Sorry.

A: You choose neutral.

B: Neutrall, oh yeah. Because I think they're okay. I don't find them hard to read and I don't really find them easy to read. So that's why I think that for me it's natural because it's just something that's everyday for me.

A: Yeah, you're just like, oh it's not my favorite thing, it's like short story.

B: Yeah

A: Okay, next. Next section is unfamiliar culture items in the question. Number 8. In reading English, I hardly understand the idea if there's more than one meaning for each word. You choose strongly disagree. Why?

B: Because I think it's a lot more challenging for me because again I like to grow sort of my vocabulary because if I keep doing the easy things, I will never grow. That's why I think I disagree with this question.

A: Yeah, you just like a new challenge.

B: Yeah.

A: Okay, good. Next question. I usually translate word by word when I'm reading English. You choose disagree. Why?

B: I guess when I first started learning English when I was just a kid, I think when I was 5 years old. Because I don't know if this is related or not but my parents sort of work abroad. That's where I learned English. At first, they taught me that I have to translate it word by word. I guess some people if they're starting out or they're

not familiar with it, they may need to take some time. But for me personally, I could read it just flow like how I read in Indonesia.

A: Okay, that's a good point. Okay, next question. It's frustrating in reading English when one word is connected with another to change the meaning. You choose strongly disagree.

B: It's not that it's frustrating or it's not that it's easy as well. I think that I need to know these connections on some words because if I don't know, maybe when I'm in a conversation, I will probably don't know what it actually means. So I think it's better for me to know now to make mistakes later. That's why.

A: same like previously right, you want to read now. You want to know the meaning of words now rather than before. I want to know tomorrow or not.

B: Yeah.

A: I see, like you like challenging me. Okay, good, good, good. Okay, next section in fear of making error items. Next question. I feel embarrassed in front of others if I pronounce a simple and easy word wrongly. You choose disagree. Why?

B: I choose disagree because I'm still a student as well. I think making errors is good because the same thing as before. If I make errors now, it's better than, for example, if I'm in tests for speaking tests in front of my lecturer. And if I'm doing it wrong, I would rather doing it wrong in sort of in front of the class, like maybe in practice or not in like tests or exams, then I've been wrong in exams. So I think making errors is good.

A: Okay, yeah, that's good. Next question. I feel irritated if I encounter a word I do not know how it's pronounced. You choose disagree. Why?

B: Because I think if I don't, I don't really feel irritated, but I feel like I should have known this because I should know this because I'm an English student. So I think if I encounter it, I would probably just write it on my book or my notes so that I can translate later or if I'm or just using the Google Translate app and see how the native speakers pronounce. But as far as how I feel, no, I don't feel irritated. I think I feel glad that I don't know so that I know.

A: Okay, you're quite confident, right? It's okay, that's good. Okay, next question. I prefer silent reading rather than reading aloud. You choose agree. Why?

B: I think because it's annoying. That's why I think privacy, sort of.

A: Okay, next. In reading aloud in the class, I do not understand the text even though it's easy. You choose disagree. Why?

B: Because I don't want to read something that I don't understand. But sometimes I have to read it very carefully so that I make sure that what I'm reading is correct so that I don't misread or mistranslate or any of those things.



A: Okay, that's good. Okay, next question. I enjoy silent reading because I can easily understand the text. You choose strongly agree.

B: Because I'm the type of person that when I read or study, I have to be in silence.

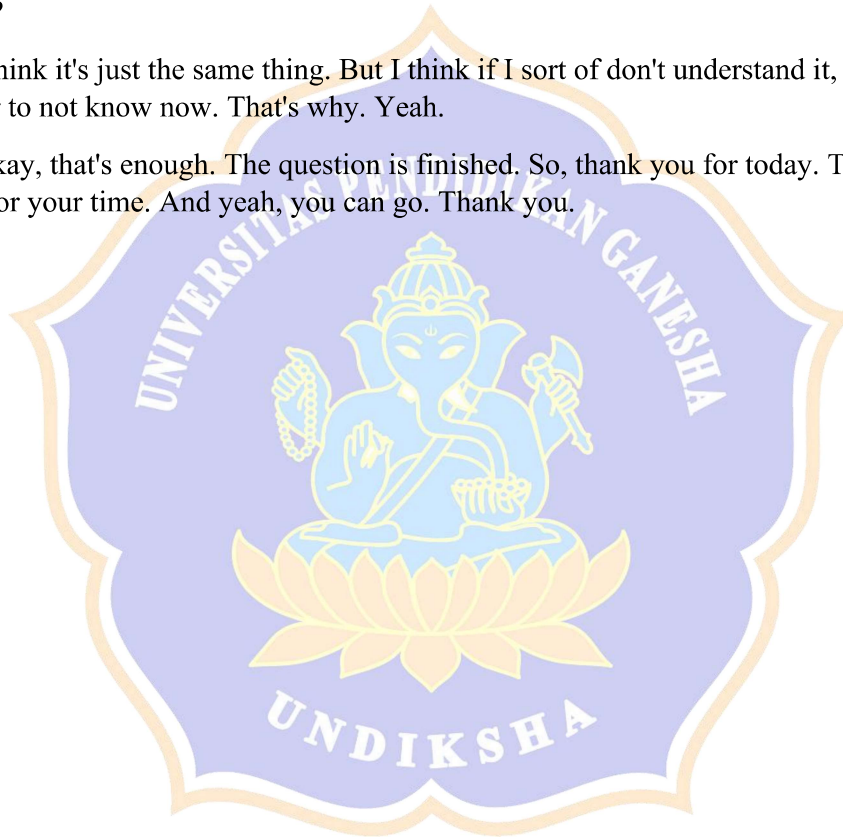
A: Okay.

B: That's why I could understand things better if there were no noises or distractions. That's why.

A: It's calm and yeah. Okay, last question. I get upset when I'm not sure whether I understand what I'm reading in English or not. You choose strongly disagree. Why?

B: I think it's just the same thing. But I think if I sort of don't understand it, it's better to not know now. That's why. Yeah.

A: Okay, that's enough. The question is finished. So, thank you for today. Thank you for your time. And yeah, you can go. Thank you.



Interviewer (A)

Student (B)

A: So, good afternoon. Let me introduce myself. My name is Titha Kalyana and today I want to make some interview with [REDACTED]. Okay, [REDACTED]. There's a question, 16 questions, with 5 set of topic. And then, can we start now?

B: Sure.

A: Okay. Jump on this first section in unknown vocabulary items. Question number 1. When I'm reading in English, I get very upset and worry whether I encounter strange vocabulary. You choose neutral. Why?

B: I just get confused when I try to understand this vocabulary. I just get upset when I try to understand the vocabulary.

A: Why are you upset with that thing?

B: It's more like I didn't understand more about the vocabulary. Like, what does that mean?

A: Oh, yeah. You have a problem with the meaning, right?

B: Yes

A: Okay. Next question. I focus on words in reading English text because if I know the terms, I can understand the text. you choose strongly agree. Why?

B: Because when I'm focusing on the text, I can understand more about the text. I can know the main idea or the supporting details like that.

A: Okay. If you know the term, you can understand more about the text, right? Okay. So you agree that.

B: Yes



A: Okay. Next question. I enjoy reading a text in English when I know its translation. You choose strongly agree. Why? Why do you enjoy it?

B: When I completely know the translation of the English, back to the first question, I didn't understand more. What does this text mean? What are they talking about?

A: Okay. Next question. I don't like to read an English text that has a lot of difficult words. You choose strongly disagree. Why is it choose that?

B: It makes my brain more stressed like.

A: So you choose strongly disagree but I do not like to read an English but you choose strongly disagree. So you agree that you can like to read English text that has a lot of difficult words.

B: I got the point. Okay. We can explore or we can adjust the new vocabulary in grammar.

A: In a such way? Can you explain?

B: As I know, just like, what's in English? Maybe when we are reading text or when we hear the conversation.

A: Okay. Is it enough? Okay. Jump to the next section in the unfamiliar topic items. So, next question. I enjoy English reading when I understand at least some portion of the text. And you choose five. That's strongly agree. Why you choose strongly agree?

B: Because when I know the portion, maybe I can know what the text meaning.

A: Okay. I got some point here. Next question. I do not prefer reading unfamiliar topics particularly in the English language. I do not prefer reading unfamiliar topics. You do not prefer, right? You just agree. Why?

B: Because... Basically, if I don't know the unfamiliar topics, I will struggle to know the meaning of the text.

A: So, you have a struggle with the unfamiliar topics. Okay. Next question. The most thing I like to read in English are short stories because they have easy words

and their topics are common. And you choose agree. And in the short stories, you usually find an easy word, right?

B: Yes.

A: Why you choose agree?

B: I choose this easy word.

A: Why you like to read English in short stories?

B: Basically, that's more eye-catching. I would prefer to read this short stories.

A: Rather than?

B: Than the long stories because that's easy word more.

A: Yeah. Easy word and eye-catching, right? Okay. Next. Next section in unfamiliar culture item. Question number 8. In reading English, I hardly understand the idea if there is more than one meaning for each word. You choose agree. Do you hardly understand when the word is, for example, pen has two meaning or phone has two meaning. Is that you hardly understand it?

B: If the things have one meaning or more than one?

A: I think I will change the example. For example, the word chest has two different meanings. Chest in box or chest in the body parts. Is that make you hardly understand the idea if the word in English has more meaning?

B: Yes. It is. Because that can be contradictive. Because they have another meaning. So it's difficult how to conclude it.

A: Okay. Next. I usually translate word by word when I'm reading English. You just agree. Strongly agree. Why?

B: Because it make me easy to know. When I translate word by word.

A: Easy to know. Okay. Yes. I got the point. Okay. Next question. It is frustrating in reading English when one word is connected with another to change the meaning It's frustrating. You just agree. Why? Why is frustrating?

B: It's not. Actually not make I specific confusion. I just getting blank when this word connected. When one word is connected with another word. Yeah.

A: It's make you blank? Okay.

B: So after that I get confused.

A: Okay. you're confused. Right. Okay. I got the point. Okay. Next section in the fear of making error items. Okay. Question number eleven. I feel embarrassed in front of others if I pronounce simple and easy words wrongly. You just agree. Why you just agree?

B: Actually I have a nervous when I say it wrong because I feel like my vocabulary, my grammar is wrong and I get shamed in the same time.

A: Okay. Got it. Next question. I feel irritated if I encounter a word I do not know how it is pronounced. Question number twelve. You choose strongly disagree. I feel irritated if I encounter a word I do not know how it is pronounced. Why you just strongly disagree?

B: Because I can't. If I encounter a word that I don't know. Yeah. I feel irritated because I have to pronounce it.

A: Oh. Yeah. Okay.

B: It's like the word books. I don't know how to pronounce it clearly.

A: Oh. It's like. Yeah. Any other opinion about it?

B: That's enough.

A: Okay. Okay. Next question. I prefer silent reading rather than reading loud. Yeah. Why? Why you say so?

B: Because that makes me more focused and more calm, More concerned about the text than I read that loud.

A: So, when you read silent reading, you can make you focus on that text. Okay. Okay. Three last more questions in the world about reading effect. Question number fourteen. In reading loud in the class, I do not understand the text even

though it is easy. You just strongly. Eh. You just disagree. Why? Why you just disagree when reading loud in the class you do not understand the text even though it is easy?

B: Because even the text is an easy topic. I can understand.

A: So, it's easy to understand, right?

B: Yeah. I can a little bit understand.

A: But it's dominantly you understand the text in the class, right?

B: I still know what's the context and what's the means.

A: Ah. Okay. Okay. Now, question number fifteen. I enjoy silent reading because I can easily understand the text. You choose five right? Okay. So, and the last question. I get upset when I'm not sure whether I understand what I'm reading in English or not. You just four. Agree. Why you upset when you're not sure whether you understand what you're reading in English or not?

B: Maybe about the words that have another meaning.

A: Oh. Yeah. Yeah. Yeah. When you didn't have a lot of meaning, word with a lot of meaning, you get upset, right?

B: I'm not sure what exactly it means. Oh. What is like.

A: Yeah. Yeah. Yeah. I got some point here. Okay. That's enough for interview today. Thank you for attending as a respondent. Thank you.

Interviewer (A)

Student (B)

A: So, good afternoon. Let me introduce myself. My name is Titha Kalyana. Today I want to have an interview with you today. Okay. In this interview, there is 16 questions that have 5 subtopics. Okay. Can we start now?

B: Yeah sure.

A: Okay. Let me jump on the first section in the unknown vocabulary items. Question number 1. When I'm reading in English, I get very upset and worry whether I encounter strange vocabulary. you choose neutral. Why?

B: I'm sorry?

A: When I'm reading in English, I get very upset and worry whether I encounter strange vocabulary.

B: Sometimes it happens when I'm reading in English and I encounter with new words that I don't really understand.

A: Okay. Next question. Question number 2. I focus on words in reading English text because if I know the terms, I can understand the text. you choose strongly agree. Why? Why do you focus on words in English?

B: Because I think words are very important to know if we don't know the definition of what we can really understand the whole text or the whole paragraph. So that's why I really focus on the word in the paragraph.

A: Okay. That's a good point. Next question. I enjoy reading a text in English when I know its translation. We just strongly agree. Why?

B: Because I really understand the whole thing. I don't have to think more about it just like when I'm reading some older English classics or research, there will be some new words that I don't understand. So if there are some words that I really



don't understand, like I've already seen before, I already know the definition, that makes me feel easier to understand the text.

A: Okay. That's a good point. Next question. I do not like to read an English text that has a lot of difficult words. I do not like. You just strongly disagree. Why? So you like to read an English text. Why do you just strongly disagree when you do not like to read an English text?

B: So I strongly agree that I like to read an English text that has a lot of difficult words. I think I messed up with that one before. It's very not... I don't know. When that time when I think I messed up with that one, I strongly agree that I do not like to read an English text that has a lot of difficult words because it makes me hard to understand the text and it makes me bored while reading it. I just get lost of interest when I encounter with some difficult words. Some books that I read, like I book English classic books, for example, or I don't know, some research articles that has lots of difficult words. And after I read it for a little while, I found some words that I don't understand at all. It makes me just lost interest with the book. I will just drop it in the middle of it. I haven't finished it at all.

A: It's enough?

B: Yeah.

A: Okay. Let me jump on next section in unfamiliar topic items. Question number 5. I enjoy English reading when I understand at least some portion of the text. You choose agree strongly it won't. I enjoy it. So you enjoy it?

B: Yeah.

A: And why you enjoy it?

B: I don't know. It's just... I think that I enjoy reading when I understand at least some portion of the text. I think there is no explanation about it. It's just that I enjoy it. Yeah. I just like reading for...

A: Okay. So you just enjoy it, right? Okay. Next question. I do not prefer reading unfamiliar topics, particularly in English language. You chose strongly disagree. So you prefer, right?

B: Sometimes I just cannot focus with some question. I read have so many questions. Like I kind of messed up with this thing. I think after I read it again, I think that I strongly agree that I do not prefer reading unfamiliar topics, particularly in the English language. Like I said just before that, yeah, it makes me bored with the text that I read. I think that I messed up with that one again.

A: So you said you do not prefer it.

B: Yeah.

A: Okay. It's okay. It's okay. Okay. Next to the next question. The most thing I like to read in English are short stories because they have easy words and their topics are common. you choose strongly agree. Why?

B: Some short stories are actually... they have some easy words that just make me more interested with the story about... the short stories like... Oh, this is what the author is talking about. Yeah, it makes more interest with the short stories in English. I think that's...

A: Okay. You prefer short story rather than... what is... long story?

B: Like, I mean, it goes back again with the words that will come from the book. I like to read some long books like novels with three or two sequels. But that's because the language, the words they use is easy to understand than reading the long stories with the... or short stories with the difficult words. So I like it because they are easy to understand. The words are... I already see that before. That's the reason why.

A: So you enjoy it.

B: Yeah.

A: Okay. Next question. And next... unfamiliar culture items in question number eight. In reading English, I hardly understand the idea if there's more than one meaning for each word. you choose agree. Why?

B: I hardly understand the idea. So it just makes the word is not like... what is it called again? I think that it makes two meanings. Like, I just confused what is this



word supposed to be if this topic is something about... So I think that I hardly understand the idea if there's more than one meaning for each word.

A: Okay. So you have a struggling with understanding the idea?

B: Yeah, I guess.

A: Okay. Next question. I usually translate word by word when I'm reading English. you choose neutral. Why? So you not usually translate word by word when you're reading English, right?

B: Yeah, I usually just read the whole sentence first. But if I get confused with the overall paragraph, I just have to read it more again and again. Sometimes it's just not very effective for me. I think if I translate word by word, it took me a long time to understand the text, to understand the whole paragraph about text in English. So I prefer to read the whole sentence and then next to the other one. And then if I don't understand, I have to read it again if I want to understand it.

A: Okay, that's good. Next question. It is frustrating reading English when one word is connected with another to change the meaning. you choose neutral. Why?

B: I actually don't really know what it's supposed to be like. It's frustrating reading English when one word is connected with another to change the meaning. Can you explain it to me a little bit?

A: So, like, words connected with another word is like idiom.

B: Ah, the idiom. It's just not really useful. I encounter with some idioms. That's why I just neutral, yeah it's supposed to be... I think that's about it.

A: In previously, you still have no idea what it's supposed to be. Okay, that's okay. Okay, jump on the next section. The percentage of fear of making error items. Question number eleven. I feel embraced in front of others if I pronounce a simple and easy word wrongly. you choose agree.

B: Well, this actually comes from because the reason the course that my teacher told me, like, some of my friends, and they are like... It's an easy word, I have to say, but my teacher told me it's just wrong. Even though it's easy to say, easy to

pronounce, it's just wrong. And it makes me more... But if I do the same thing, I just feel I will be so embarrassed when I get to pronounce simple and easy words wrongly. I get embarrassed if it happens.

A: Okay. Yes, you feel embarrassed, right?

B: Yeah

A: Next question. I feel irritated if I encounter a word I don't know how it is pronounced. you choose strongly agree.

B: Yes. Like, reverse to the first one, like, when I don't know, especially when it's a test or something, like, it's a word that I do not know how to pronounce, like, what is the meaning of it? Like yeah, I feel really irritated, like, what is supposed to... What do I... probably supposed to read this, or supposed to pronounce it? Like, I want to get mad if it happens, like, oh my god. I don't know what it is called, like, how it is pronounced. Yeah, I feel irritated if it happens.

A: Okay. Next question. I prefer silent reading rather than reading aloud. you choose strongly agree.

B: Well, silent reading makes me more focused than the reading aloud. If I'm reading aloud, it actually happens if I want to understand the topic or I want to master the whole text or something. When I want to understand the topic, like, I want to answer some test, I prefer to read in silent because it makes me more focused with the text. But when I'm reading aloud, I'll choose it because I want to memorize all the words that... Yeah, it just depends on the context that we are talking about.

A: It's enough?

B: Yeah.

A: Okay. So we jump on the last three questions. About worried about reading effect. Okay, question number fourteen. In reading aloud in the class, I do not understand the text even though it is easy. You choose... wait a minute. You choose strongly disagree. Why you choose that?

B: If after I think it a little bit more, I think that... Yeah, when reading aloud in the class, okay, I make some... Again, I think, mostly I don't really understand the text because, like I've said before, reading aloud happens when I want to master the topic, when I want to memorize all the topics. But when reading aloud in the class, like just reading because the teacher told me to do it, even though it's easy text, I just don't understand anything at all. I have to read it again in silence without any distraction or something. It's just... yeah, I don't understand at all what the text is because it is reading aloud in the class. I have to read it in silent. I prefer reading silent when it's that one.

A: Okay. So you enjoy silent reading, right?

B: Yeah.

A: Okay, we jump to the last question. Because in the question number fifteen, it's also same. So the last question. I get upset when I'm not sure whether I understand what I'm reading in English or not. You choose strongly agree. Why do you get upset?

B: I kind of enjoy English, like reading it or talking about it in English. But just, yeah, sometimes I get upset when I don't understand the reading. I've been learning it since I'm in junior high school, like for about six and a half years. I've already learned about it since I'm a child. Now when I don't understand some text in English, it just gets me upset, like what has happened before. Like, what is this? Is this what I'm looking for? Like, yeah, I get upset about it when I don't understand the text when I'm reading it in English or not.

A: Okay, so you get upset. Okay, that's a good point. It's okay because we are not native speakers like overseas do because we learn English. So it's okay if we don't understand the text. So you can keep learning, keep learning, keep learning. Don't want to have to make mistakes. Just let's try. Previously I have like that before. So I don't know the text, what does the text mean. I read aloud so I know from books, from movies, from reading subtitles, from music also. So I can read more and practice more, practice more. So you can, what is being said is more... So that's

enough for this interview. Thank you for being the good informant. Okay, we can go. Thank you. Thank you.



Interviewer (A)

Student (B)

A: So, good afternoon. Let me introduce myself. My name is Titha KalYana and today I want to have an interview with [REDACTED] right? Okay, so in this interview, we have 16 questions in 5 subtopic items. So, can we start our interview?

B: Yes.

A: Okay. The sub number 1 is non-vocabulary items. Question number 1. When I'm reading in English, I get very upset and worry whether I encounter strange vocabulary. you choose agree. Why do you agree when you're reading in English, you get upset?

B: Because when I read in English and if I'm facing the strange vocabulary that I don't know, it makes me hard to understand the text. It makes me feel anxiety.

A: Okay. You get upset also, yeah. Okay, next question. I focus on words in reading English text because if I know the terms, I can understand the text. You got the answer neutral. Why do you choose that? Question number 2.

B: I choose the answer because I think it's like not... Sometimes for me it's hard if I don't know the terms, but sometimes I already know. Sometimes it can be hard to... I don't know why, but even I already understand, it can make me feel hard also. I think because of the condition or something.

A: Yeah, many factors can affect that. Is that enough?

B: Yeah.

A: Okay, next question. I enjoy reading text in English when I know its translation. You choose strongly agree. Why?



B: I enjoy reading English text if I understand the translation because it makes me easier to understand the text. So I can read and I can understand what kind of topic that include in the text.

A: Okay, I get the point. Next question. I do not like to read an English text that has a lot of difficult words. You choose neutrall. Why? You feel so-so. You like and you don't like. you choose neutral.

B: I choose neutral because it's not... if there's a lot of difficult, sometimes I feel like and not like. So maybe that's why I choose the neutral one up to the condition maybe.

A: So the condition affects you when you read English text, yeah?

B: Yeah

A: Okay, jump on the next section in unfamiliar topic items. Question number five. I enjoy English reading when I understand at least some portion of the text. You choose strongly agree. Is that so?

B: Yeah, because if I understand the text, maybe not even all the text, just some portion or some vocab, so it also makes me easy to understand. So it makes me easy also to study and remember.

A: Okay. Next question. I do not prefer reading unfamiliar topics, particularly in the English language. You choose neutral. So you prefer and not prefer also. So what's your reason choosing that?

B: Maybe if it's a neutral answer or maybe when if I don't want to read the unfamiliar topic because for me, maybe it's hard to understand, so I want to make the mistakes because I don't understand, so I just not prefer to read it. And if I understand, so I prefer to read.

A: Okay, that's okay. We got some point here. Next question. The most thing I like to read in English are short stories because they have easy words and their topics are common. you choose strongly agree. Why? The reason you chose that?



B: Because it's a short story and it has easy words, so it makes me easy to understand. Maybe up to the topic also, if the topic is entertaining and eye catching, So maybe I will read that story.

A: So the short story makes you more interested while reading text, right?

B: Yeah, easy to read.

A: Yeah, yeah, yeah. I got it. Okay, jump on the next subtopic. Unfamiliar culture item in the question number 8. In reading English, I hardly understand the idea if there's more than one meaning for each word. You choose agree. Why? Why you hardly understand the idea?

B: Because if the word has more than one meaning, if I don't understand the other meaning, so maybe I will make mistakes on understanding it, so it makes hard to understand.

A: For example, when you write an answer in the exam, they have one more... More than one meaning. For example, chess has two meanings. Next question. I usually translate word by word when I'm reading English. You choose strongly disagree. So you don't translate word by word when you're reading English, right?

B: Yes, because now, maybe because I'm already in university, so I already understand some words, so I don't need to translate word by word. But maybe for someone, or when I just start to study English and don't know anything in English language, maybe sometimes I use translate word by word.

A: Okay, if you don't know the words. But some dominant you know the words, yeah?

B: Yeah. Okay.

A: So that's why you just in the university. Okay, next question. It is frustrating in reading English when one word is connected with another to change the meaning. you choose agree. Why it is frustrating?

B: Because it's frustrating because it connects with another, so when it connects with another word, the meaning of the word will be changed. So it's hard to, I think

it's hard to connect, and we must, so I must make the other sentence or word that can connect also with that other meaning.

A: Okay, so for example, in the word, if that connect with other text, will be changed? It's like an idiom. Did you have learned before?

B: I just have heard, but I think I don't really know.

A: It's like, what, it's like idiom, throwing a stone hitting two birds, like that example of the idioms. Okay, next question. In the section for fear of making error items, question number 11. I feel embarrassed in front of others if I pronounce a simple and easy word wrongly. You choose agree. Why you feel embarrassed?

B: Because I feel scary, too, because when I pronounce the word wrong, so maybe other people will think, "oh, she's not learned about that, or she not understand yet about that word, so that's why she pronounce it wrong".

A: So it impacts on your surroundings, like, oh, she, that girl is making mistake. It's like they are making comment with you.

B: Yeah.

A: Okay, that's why you feel embarrassed in front of others if you make a mistake.

B: Yes

A: Okay. Next question. I feel irritated if I encounter a word I do not know how it is pronounced. You choose agree. Why you feel irritated?

B: Because I don't know how to pronounce it in good way. Maybe same like before, it can make me also hard to pronounce it because I don't know how to say it. So it makes me feel scary also, and what should I do right now? I don't know how to pronounce this.

A: Okay, that's enough?

B: Yes

A: Okay. Let's continue. Next question. I prefer silent reading rather than reading aloud. You choose neutral. So you prefer silent reading also, or you prefer reading aloud also?

B: I choose neutral because I not always do the silent reading than reading aloud. Up to the text or about what is my purpose to read the text. If I want to try my speaking, maybe I will choose the reading aloud. If I want to know something important in fast way, maybe I prefer the silent reading.

A: Okay, the last section, the last three question. Question number 14. In reading aloud in the class, I don't understand the text even though it is easy. You choose disagree. So you can understand the text, right? Why you choose that?

B: Because when I or someone reading aloud in class, it makes me easy to read also because someone already read it. So I can hear and I can understand the text by hearing from the speaker's reading. It makes me easy.

A: Okay, makes you easy. The question number 15. I enjoy silent reading because I can easily understand the text. You enjoy it?

B: Yeah.

A: Okay, so same like previous question, right? So you enjoy silent reading depending on the situation.

B: Yeah, and when I do the silent reading, I can more focus to the text so I can understand better the text.

A: Okay, although when you enjoy silent reading, you can focus on the text. Okay, so the last question. I get upset when I'm not sure whether I understand what I'm reading in English or not. You choose disagree. Why you choose that? The last question.

B: I think it feels upset, Because even I understand or not understand about the text, if I don't understand, maybe I can try to read again until I understand. So I didn't feel upset.

A: Yeah, that's good. Because English is not our main language. We have to try, we have to practice. It's not wrong when we have mistake. Because we are learning and I previously like that before. So I cannot know what is the text meaning or what is the text meaning. So I can practice it from listening to music, watch movie, read the subtitle or the books or magazines, etc. Many examples you can learn. You can read, reading a lot, keep practicing, practicing. Don't to fear to making error or making mistake. It's okay because it's not our main language. You can keep learning, keep learning, keep learning. Because you are still young. I'm still learning. Yeah, it's okay. So I think that's enough. This is last question. Thank you for being a good informant to me. And you can go. Thank you.



Appendix 3. Syllabus for Critical Reading Course English Language Education Department Undiksha

SILABUS KURIKULUM MERDEKA

**I. IDENTITAS MATA KULIAH**

Program Studi : Pendidikan Bahasa Inggris  
 Mata Kuliah : Critical Reading  
 Kode : INGS120210  
 Semester : 2  
 SKS : 3  
 Prasyarat : Interpretive Reading  
 Dosen Pengampu : [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]  
 [REDACTED]

**II. CAPAIAN PEMBELAJARAN LULUSAN (CPL) YANG DIBEBANKAN KE MATA KULIAH**

Mata kuliah ini dirancang untuk mendukung pembentukan kompetensi lulusan sebagai pendidik dan peneliti, dengan pemetaan capaian pembelajaran Sikap, Pengetahuan, Keterampilan Umum, dan Keterampilan Khusus sebagai berikut.

No.	Capaian Pembelajaran Lulusan (CPL)	Capaian Pembelajaran			Keterampilan Khusus
		Sikap	Pengetahuan	Keterampilan Umum	
1.	Pendidik	S1, 5, 9, 12, 13	P1, 4, 5	KU1, 2, 3, 5	KK 1



2.	Peneliti	S1, 2, 5, 6, 8, 9, 12, 13	P7, 10, 11, 12	KU10, 11, 14, 18	KK 8
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### III. CAPAIAN PEMBELAJARAN (CP) MATA KULIAH

#### A. CP Sikap

1. Bertaqwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religious.
2. Menjunjung tinggi nilai kemanusiaan dalam menjalankan tugas berdasarkan agama, moral dan etika.
3. Berkontribusi dalam peningkatan mutu kehidupan bermasyarakat, berbangsa, bernegara, dan peradaban berdasarkan Pancasila.
4. Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa
5. Menghargai keanekaragaman budaya, pandangan, agama, dan kepercayaan, serta pendapat atau temuan orisinal orang lain.
6. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan.
7. Taat hukum dan disiplin dalam kehidupan bermasyarakat dan bernegara.
8. Menginternalisasi nilai, norma, dan etika akademik.
9. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri.
10. Menginternalisasi semangat kemandirian, kejuangan, dan kewirausahaan.

#### B. CP Pengetahuan

1. Menguasai definisi, hakikat, karakteristik *words is context (context clues)*.
2. Menguasai definisi, hakikat, karakteristik *main idea*, *major ideas* dan *minor ideas* dalam suatu teks.
3. Menguasai definisi, hakikat, karakteristik *fact* dan *opinion* dalam suatu teks.
4. Menguasai analisis informasi pada *graphics* dalam suatu teks.



5. Menguasai identifikasi *writer's purpose and tone* dalam suatu teks.
6. Menguasai tinjauan *author's background* dengan *intended audiences*.
7. Menguasai identifikasi *writer's arguments* dalam suatu teks .
8. Menguasai identifikasi *reasons* dan *evidences* dalam suatu teks .
9. Menguasai identifikasi *appeals in arguments* serta *logical fallacies* dalam suatu teks .
10. Menguasai kemampuan mengkritik teks secara obyektif.
11. Menguasai tinjauan teks dengan *cultural background* serta *intertextual context* .
12. Menguasai identifikasi *basic values, beliefs, and assumptions* penulis dan pembaca.
13. Menguasai penyusunan ringkasan teks serta penyampaian argumen terhadap suatu teks.

### C. CP Keterampilan Umum

1. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang pendidikan Bahasa Inggris, kebahasaan, dan kesusastraan.
2. Mampu menunjukkan kinerja mandiri, bermutu, dan terukur.
3. Mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan teknologi yang memperhatikan dan menerapkan nilai humaniora dalam bidang pendidikan Bahasa Inggris, kebahasaan, dan kesusastraan berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik sastra dalam bentuk tulisan saintifik yang dapat diseminasikan.
4. Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang pendidikan Bahasa Inggris, kebahasaan, dan kesusastraan, berdasarkan hasil analisis informasi dan data.
5. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang pendidikan Bahasa Inggris, kebahasaan, dan kesusastraan.

6. Mampu menunjukkan kinerja mandiri, bermutu, dan terukur.
7. Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang pendidikan Bahasa Inggris, kebahasaan, dan kesusastraan, berdasarkan hasil analisis informasi dan data.
8. Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi.

#### **D. CP Keterampilan khusus**

1. Mampu menerapkan konsep *words in context (context clues)*.
2. Mampu membedakan *main idea, major ideas* dan *minor ideas* serta mengidentifikasinya dalam suatu teks.
3. Mampu membedakan *fact* dan *opinion* serta mengidentifikasinya dalam suatu teks.
4. Mampu menganalisis informasi yang ditampilkan *graphics* dalam suatu teks.
5. Mampu mendeteksi *writer's purpose and tone* dalam suatu teks.
6. Mampu mengaitkan *author's background* dengan *intended audiences*.
7. Mampu menguraikan serta membuktikan *writer's arguments* dalam suatu teks.
8. Mampu menguraikan *reasons* dan *evidences* dalam suatu teks.
9. Mampu mendeteksi *appeals in arguments* serta *logical fallacies* dalam suatu teks .
10. Mampu mengkritik teks secara obyektif.
11. Mampu mengaitkan teks dengan *cultural background* serta *intertextual context*.
12. Mampu membandingkan *basic values, beliefs, and assumptions* penulis dan pembaca.
13. Mampu menyusun ringkasan teks serta mengemukakan argumen terhadap suatu teks.

#### IV. DESKRIPSI MATA KULIAH :

Mata kuliah *Critical Reading* akan membangun dan meningkatkan pengetahuan serta keterampilan mahasiswa untuk menavigasi sumber, membaca, mendiskusikan, mengevaluasi, menganalisis, dan mengkomunikasikan argumen dalam teks secara kritis tentang isu-isu lokal dan global. Mata kuliah ini melibatkan siswa dalam tugas yang beragam seperti, praktik menavigasi dan mengeksplorasi bahan bacaan (artikel ilmiah, berita, report jurnalistik, dan lainnya), membaca kritis, diskusi kelompok kecil, *project sharing*, debat lisan kelompok, penulisan esai argumentatif, dll. Hal ini akan membantu mereka membangun dan meningkatkan pemikiran kritis (keterampilan penalaran), literasi kritis, dan memberdayakan (*empowering*) mereka. Dengan kata lain, mata kuliah ini membangun dan meningkatkan kemampuan argumentasi, keterampilan analisis wacana kritis, dan reflektif calon guru Bahasa Inggris sejalan dengan meningkatkan keterampilan bahasa Inggris mereka dan memberdayakan mereka di kelas dan masyarakat.

#### III. Garis Besar Rencanaan Pembelajaran

No	Capaian Pembelajaran Lulusan (CPL)	Indikator Pencapaian (kemampuan akhir yg diharapkan)	Bahan Kajian/Materi Pokok
1	2	3	4
1.	S-1, S-2, S-5, S-6, S-8, S-9	Course Introduction and Contract	<ul style="list-style-type: none"> <li>a. Silabus</li> <li>a. RPS</li> <li>a. Kontrak</li> <li>a. RTM</li> </ul>

No	Capaian Pembelajaran Lulusan (CPL)	Indikator Pencapaian (kemampuan akhir yg diharapkan)	Bahan Kajian/Materi Pokok
1	2	3	4
2.	S-1, S-2, S-5, S-6, S-8, S-9 P-1, P-4, P-7, P-10, P-12 KU-1, KU-2, KU-5, KU-10, KU-11, KU-14, KU-18 KK-1, KK-8	<ol style="list-style-type: none"> <li>1. Students are able to guess words in context</li> <li>2. Students are able to evaluate word choice</li> </ol>	<ol style="list-style-type: none"> <li>a. Guessing words in context, including: <ul style="list-style-type: none"> <li>• <i>Definition context clues</i>,</li> <li>• <i>Example context clues</i></li> <li>• <i>Synonym or restatement context clues</i></li> <li>• <i>Antonym or contrast context clues</i></li> </ul> </li> <li>b. Evaluating word choice</li> </ol>
3.	S-1, S-2, S-5, S-6, S-8, S-9 P-1, P-4, P-7, P-10, P-12 KU-1, KU-2, KU-5, KU-10, KU-11, KU-14, KU-18 KK-1, KK-8	<ol style="list-style-type: none"> <li>1. Students are able to summarize the main idea of the text</li> <li>2. Students are able to separate major ideas from minor ideas</li> </ol>	<ol style="list-style-type: none"> <li>a. Summarizing the main idea of the text</li> <li>b. Separating major ideas from minor ideas</li> </ol>

4.	S-1, S-2, S-5, S-6, S-8, S-9 P-1, P-4, P-7, P-10, P-12 KU-1, KU-2, KU-5, KU-10, KU-11, KU-14, KU-18 KK-1, KK-8	1. Students are able to distinguish fact from opinion 2. Students are able to understand graphics	a. Distinguishing fact from opinion b. Understanding Graphics
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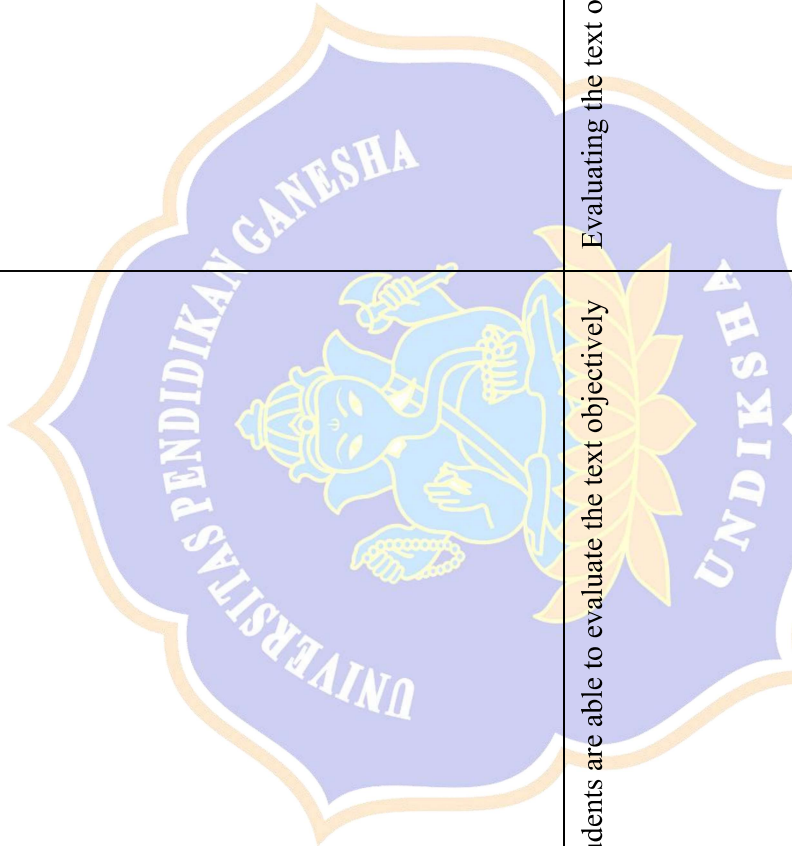
No	Capaian Pembelajaran Lulusan (CPL)	Indikator Pencapaian (kemampuan akhir yg diharapkan)	Bahan Kajian/Materi Pokok
1	2	3	4



5.	S-1, S-2, S-5, S-6, S-8, S-9 P-1, P-4, P-7, P-10, P-12 KU-1, KU-2, KU-5, KU-10, KU-11, KU-14, KU-18 KK-1, KK-8	<ol style="list-style-type: none"> <li>Students are able to recognize the writer's purpose</li> <li>Students are able to recognize the writer's tone</li> <li>Students are able to relate the text to author's background</li> <li>Students are able to know who are the intended audiences</li> </ol>	<ol style="list-style-type: none"> <li>Recognizing the writer's purpose: <ul style="list-style-type: none"> <li>To entertain</li> <li>To persuade</li> <li>To inform</li> </ul> </li> <li>Recognizing the writer's tone: <i>joyful, serious, humorous, sad, formal, informal, optimistic, pessimistic, horror, etc.</i></li> <li>Relating the text to author's background</li> <li>Knowing who are the intended audiences</li> </ol>
6.	S-1, S-2, S-5, S-6, S-8, S-9 P-1, P-4, P-7, P-10, P-12 KU-1, KU-2, KU-5, KU-10, KU-11, KU-14, KU-18 KK-1, KK-8	<ol style="list-style-type: none"> <li>Students are able to uncover arguments</li> <li>Students are able to assess arguments</li> </ol>	<ol style="list-style-type: none"> <li>Uncovering arguments <ul style="list-style-type: none"> <li>The structure of arguments</li> <li>The test of a good arguments</li> </ul> </li> <li>Assessing arguments <ul style="list-style-type: none"> <li>Problems with inductive reasoning: <i>sweeping generalization, hasty generalization, incorrect sampling</i></li> <li>Problems with deductive reasoning</li> </ul> </li> </ol>
7.	S-1, S-2, S-5, S-6, S-8, S-9 P-1, P-4, P-7, P-10, P-12 KU-1, KU-2, KU-5, KU-10,	<ol style="list-style-type: none"> <li>Students are able to summarize the questions to the text addresses</li> <li>Students are able to understand the author supports the thesis with reasons and evidences</li> </ol>	<ol style="list-style-type: none"> <li>Summarizing the questions to the text addresses</li> <li>Understanding the author supports the thesis with reasons and evidences</li> </ol>



No	Capaian Pembelajaran Lulusan (CPL)	Indikator Pencapaian (kemampuan akhir yg diharapkan)	Bahan Kajian/Materi Pokok
1	2 KU-11, KU-14, KU-18 KK-1, KK-8	3	4
8.	S-1, S-2, S-5, S-6, S-8, S-9 P-1, P-4, P-7, P-10, P-12 KU-1, KU-2, KU-5, KU-10, KU-11, KU-14, KU-18 KK-1, KK-8	<ol style="list-style-type: none"> <li>1. Students are able to recognize appeals in arguments</li> <li>2. Students are able to recognize logical fallacies</li> </ol>	<ol style="list-style-type: none"> <li>a. Recognizing appeals in arguments: <ul style="list-style-type: none"> <li><i>Appeal to the emotions</i></li> <li><i>Appeal to authority</i></li> <li><i>Appeal to fear</i></li> <li><i>Appeal to patriotism</i></li> <li><i>Appeal to prejudice</i></li> <li><i>Appeal to sympathy</i></li> <li><i>Appeal to tradition</i></li> </ul> </li> <li>b. Recognizing logical fallacies <ul style="list-style-type: none"> <li><i>Ad Hominem argument</i></li> <li><i>Begging the question</i></li> <li><i>False analogy</i></li> <li><i>Oversimplification</i></li> <li><i>Non sequitur</i></li> <li><i>Rationalization</i></li> <li><i>Slippery Slope</i></li> </ul> </li> </ol>

			<p><i>Two wrongs make a right</i></p>
9.	<p>S-1, S-2, S-5, S-6, S-8, S-9 P-1, P-4, P-7, P-10, P-12 KU-1, KU-2, KU-5, KU-10,</p>	<p>Students are able to evaluate the text objectively</p>	<p>Evaluating the text objectively</p>

No	Capaian Pembelajaran Lulusan (CPL)	Indikator Pencapaian (kemampuan akhir yg diharapkan)	Bahan Kajian/Materi Pokok
1	2	3	4
10.	KU-11, KU-14, KU-18 KK-1, KK-8	1. Students are able to relate the text to cultural background 2. Students are able to relate the text to intertextual context	a. Relating the text to cultural background b. Relating the text to intertextual context

11.	S-1, S-2, S-5, S-6, S-8, S-9 P-1, P-4, P-7, P-10, P-12 KU-1, KU-2, KU-5, KU-10, KU-11, KU-14, KU-18 KK-1, KK-8	Students are able to examine the sources	Examining the sources
12.	S-1, S-2, S-5, S-6, S-8, S-9	<ol style="list-style-type: none"> <li>Students are able to distinguish among opposing view points</li> <li>Students are able to examine the text ideology</li> </ol>	<ol style="list-style-type: none"> <li>Distinguishing among opposing view points</li> <li>Examining the text ideology</li> </ol>

No	Capaian Pembelajaran Lulusan (CPL)	Indikator Pencapaian (kemampuan akhir yg diharapkan)	Bahan Kajian/Materi Pokok
1	2	3	4

	<p>P-1, P-4, P-7, P-10, P-12 KU-1, KU-2, KU-5, KU-10, KU-11, KU-14, KU-18 KK-1, KK-8</p>		
<p>13.</p>	<p>S-1, S-2, S-5, S-6, S-8, S-9 P-1, P-4, P-7, P-10, P-12 KU-1, KU-2, KU-5, KU-10, KU-11, KU-14, KU-18 KK-1, KK-8</p>	<p>Students are able to compare whether the author's basic values, beliefs, assumptions similar to or different from the reader's own</p>	<p>Comparing whether the author's basic values, beliefs, assumptions similar to or different from the reader's own</p>

14.	S-1, S-2, S-5, S-6, S-8, S-9 P-1, P-4, P-7, P-10, P-12 KU-1, KU-2, KU-5, KU-10, KU-11, KU-14, KU-18 KK-1, KK-8	<ol style="list-style-type: none"> <li>Students are able to write a reasonable summary of the text</li> <li>Students are able to express a personal view point</li> </ol>	<ol style="list-style-type: none"> <li>Writing a reasonable summary of the text</li> <li>Expressing a personal view point</li> </ol>
<b>No</b>	<b>Capaian Pembelajaran Lulusan (CPL)</b>	<b>Indikator Pencapaian (kemampuan akhir yg diharapkan)</b>	<b>Bahan Kajian/Materi Pokok</b>
1	2	3	4

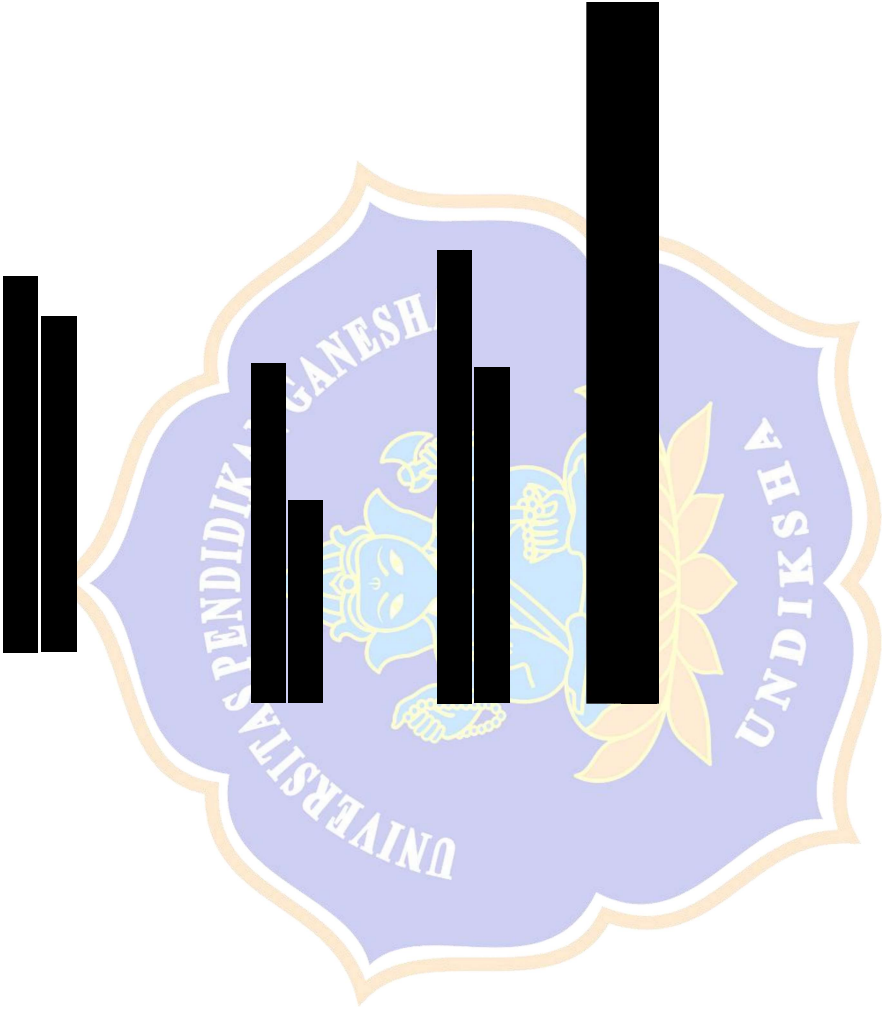
Mengetahui Ketua Prodi  
Ketua Program Studi

Singaraja, 23 Januari 2023

Dosen Pengampu Mata Kuliah,

[Redacted Signature]





**Appendix 4.**  
**Documentation of Research**







UNDIKSHA











