

ABSTRACT

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This study aims to analyze aspects of students' stress in reading comprehension and the causal factors of students' stress in reading comprehension at eighth grade. This research used a qualitative research design. The data were collected through observations, reading tests, and interviews with eighth-grade students at SMP Taman Siswa Medan. Based on Sridharan and Said's (2020), theory, reading comprehension involves five key aspects: determining the main idea, identifying references, making inferences, detailing information, and interpreting vocabulary. The result showed that two aspects cause students the most stress: interpreting vocabulary and detailed information. According to Westwood's (2008) theory, there are five causes of students' stress in reading comprehension: limited vocabulary, lack of fluency, unfamiliarity with the subject matter, inadequate use of effective reading strategies, and difficulties with information processing. The result showed three main causes of students experiencing stress in class: lack of vocabulary, lack of fluency, and problems with processing information. The research highlights that students with higher stress levels struggle more with reading comprehension than students with low-stress levels. The conclusion of the study underscores the importance of addressing these stress-inducing factors to enhance students' reading comprehension skills and reduce their stress levels during English learning.

Keywords: Students' Stress, Reading Comprehension, Causal Factors

