THE EFL LEARNERS' READING ANXIETY LEVEL AT ENGLISH DEPARTMENT UNP

Thesis

Submitted as Partial Fulfillment of the Replacements to Obtain Bachelor of Education (B.Ed.) in English Language Education

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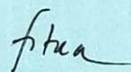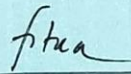**UNIVERSITAS NEGERI PADANG**

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ABSTRACT

Kamil, Insan (2023). *The EFL Learners' Reading Anxiety Level at English Department UNP.* **Thesis. Padang: English Language and Literature Department. Faculty of Language and Art. Universitas Negeri Padang**

This research aims to investigate the levels of foreign language reading anxiety and to determine the dominant factors that cause the foreign language reading anxiety of the academic year 2019 English education students at Universitas Negeri Padang. Thirty students were involved in this research. The data were collected through two questionnaires. The first questionnaire is the Foreign Language Reading Anxiety Scales (FLRAS) to investigate the level of reading anxiety. The second questionnaire is a developed questionnaire to determine the dominant factor of foreign language reading anxiety. The first finding revealed that more than half of the students had a medium anxiety level (67%). 20% fell into a high level of anxiety, and 13% of the students fell into a low level of anxiety. Two aspects of foreign language reading anxiety are the text feature and personal factors. In the aspect of text feature factor, there are three themes: unknown vocabulary (71, 17% agreed), unfamiliar topic (66.04% agreed) and unfamiliar culture (58.17% agreed). On the personal factor aspect, there are two themes: worry about reading effect (67.36% agreed) and fear of making errors (64% agreed). The second finding revealed that unknown vocabulary ranked first as the factor of reading anxiety, followed by the worry about reading effect in second place, the unfamiliar topics in third place, the fear of making errors in fourth place, and the unfamiliar culture in the fifth place.

Keyword: Foreign Language, Reading Anxiety

ABSTRAK

Kamil, Insan (2023). *The EFL Learners' Reading Anxiety Level at English Department UNP.* **Skripsi. Padang: Departemen Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang**

Penelitian ini bertujuan untuk menyelidiki tingkatan kecemasan membaca dan menentukan faktor-faktor yang paling dominant mempengaruhi kecemasan membaca Mahasiswa jurusan Pendidikan Bahasa Inggris Universitas Negeri Padang tahun akademik 2019. Sebanyak tiga puluh Mahasiswa dilibatkan dalam penelitian ini. Data diperoleh melalui dua kuesioner. Kuesioner pertama adalah Foreign Language Reading Anxiety Scales (FLRAS) untuk menyelidiki level kecemasan membaca siswa. Kuesioner kedua adalah sebuah kuesioner yang dikembangkan untuk mencari faktor dominan penyebab kecemasan membaca. Hasil temuan pertama mengungkapkan bahwa lebih dari setengah Mahasiswa mengalami kecemasan membaca tingkat menengah (67%). 20% mengalami kecemasan membaca tingkat tinggi, dan 13% mengalami kecemasan membaca tingkat rendah. Dua aspek dari kecemasan membaca Bahasa asing adalah *Text feature factor* dan *Personal factor*. Terdapat tiga tema dalam aspek *Text feature factor: unknown vocabulary* (71.17% % setuju), *unfamiliar topic* (66.04% setuju), dan *unfamiliar culture* (58, 17% setuju). Terdapat dua tema pada aspek *personal factor: worry about reading effect* (67.36% setuju) dan *fear of making errors* (64% setuju). Temuan kedua mengungkapkan bahwa *unknonw vocabulary* menempati peringkat pertama sebagai factor yang menyebabkan terjadinya kecemasan membaca, diikuti oleh *worry about reading effect* di peringkat 2, *unfamiliar topic* di peringkat 3, *fear of making error* di peringkat 4, dan *unfamiliar culture* di peringkat 5.

Kata kunci: Bahasa Asing, Kecemasan Membaca

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Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of the English skills that are important to learn and master by the students (Lestari, 2018). Reading activity can influence many people and by reading someone will get information, knowledge, and new experiences (Arridha & Narius, 2019). Mohammadpur & Ghafournia (2015) stated that reading skills are essential for students to access information and expand their knowledge. On the higher academic context, reading skills are necessary to master, especially the foreign language (FL) reading skills. At the university level, most learning sources are written in English, the learners are required to read material written in English. However, Bektas-Cetinkaya (2011) found out that many EFL learners find that English reading is difficult and challenging. One of the challenges that inhibit students the most is anxiety.

According to Shri (2010), anxiety is a feeling of discomfort, worry, and unease. Anxiety inhibits students' success in language learning (Horwitz et al., 1986). Wu (2010) considered anxiety as a significant barrier to language learning success. The EFL learners tend to experience anxiety in language learning result from the worry of making mistakes, negative evaluation, and also the judgment from others. Furthermore, another components of anxiety in language learning are speaking anxiety and test anxiety.

Anxiety in the field of foreign language learning is known as Foreign Language Anxiety (FLA). One of the types of FLA is reading anxiety. Many studies of foreign language anxiety have shown that reading is an essential source of input and an anxiety-provoking activity (Saito, Horwitz, & Garza, 1999). Reading anxiety refers to worry when students try to read and understand a text in a foreign language. The worry can result from many factors. Saito et al., (1999) stated the factors of reading anxiety such as unfamiliar script and writing system and unfamiliar cultural material. Meanwhile, Sheikh Ahmad et al., (2013) proposed two broad aspects of foreign language reading anxiety which are personal factors and text features factors. There are three themes under the concept of text features factors which are "unknown vocabulary, unfamiliar topic, and unfamiliar culture". Under the concept of personal factor, the themes are worry about reading effects and fear of making errors.

The vocabulary mastery is needed for the foreign language learners. When the students do not know or are unfamiliar with the vocabulary, they will have difficulties in understanding the foreign language text, and at some point it will cause anxiety. Reading in a foreign language means the readers also have to know their culture. In the EFL context, the readers will get a better understanding of the culture in which the text they are reading is familiar to them. The unfamiliar topic and the unknown vocabulary can impede students reading comprehension because they cannot relate and they have no idea about what is being discussed in the text. The fear of making error is related to self-confidence problems (Muhlis, 2017). Those who lack self-confidence, in some ways, will be afraid to make mistakes in

learning. Moreover, reading aloud can trigger the fear of making errors factor, and at the same time, it can trigger the worry about reading effects factor.

Saito et al., (1999) conducted a study to investigate the level of reading anxiety experienced by learners who took French, Russian, and Japanese classes. Saito et al., found that Japanese learners' levels of reading anxiety ranked as the highest due to the specific writing system. Ahmad et al., (2013) conducted a research to investigate the sources of reading anxiety on university students from various majors (Mass Communication, Tourism and Hotel Management, Law, etc.) who took Basic English courses. Ahmad et al., (2013) found the unknown vocabulary theme to be the main source of anxiety. Mohammadpur et al. (2015) conducted a study on 100 Iranian EFL learners from various academic field. This study revealed the relationship between reading anxiety and student achievement in reading. Lower anxiety levels always follow better test results. Students with higher anxiety levels tend to have bad achievements on reading tests.

The majority of previous researches concentrated more on the factors of reading anxiety experienced by learners from various major. Meanwhile, the study of foreign language reading anxiety level and the dominant factors of foreign language reading anxiety of English Language and Literature students is limited. English department students are assumed to understand the four skills in English, which are reading, listening, speaking, and writing. In line with this research, it is hypothesized that English department students are less likely to have anxiety in reading. Therefore, more studies should examine the level and the most dominant

factors of reading anxiety experienced by the English Department of Universitas Negeri Padang.

B. Identification of the Problem

Reading in a foreign language can lead students to feel anxious. The researcher identified some problems that the learners faced such as fear of negative evaluation, worry about reading effects, fear of making errors, lack of vocabulary, unfamiliar topic, unfamiliar culture, unknown script, and specific writing system to be the potential cause of anxiety in reading. These problems inhibit learners' reading success.

C. Limitation of the Problem

Based on the identification of the problem, the researcher focuses on analyzing the level and the dominant factors of foreign language reading anxiety experienced by the EFL students of the English Department Universitas Negeri Padang.

D. Formulation of the Problem

The researcher formulates the problem into: "what are the levels and the dominant factors of foreign language reading anxiety experienced by EFL students of the English Department Universitas Negeri Padang?"

E. Research Questions

The research questions for this research are:

1. What are the levels of foreign language reading anxiety experienced by EFL students of the English Department Universitas Negeri Padang?

2. What are the dominant factors of foreign language reading anxiety experienced by EFL students of the English Department Universitas Negeri Padang?

F. Purpose of the Research

Based on the research questions, the purpose of this research can be framed as follows:

1. To identify the foreign language reading anxiety level among EFL students of the English Department of Universitas Negeri Padang.

2. To identify the dominant factors of foreign language reading anxiety among EFL students of the English Department of Universitas Negeri Padang.

G. Significance of the Research

Theoretically, the results of the research are expected to give significant information about reading anxiety level and the dominant factors that lead students to reading anxiety. The researcher also hopes that the information about reading

anxiety and the factors causing reading anxiety may be beneficial for the future researcher. Practically, this study is expected to provide lecturers or English teachers information which may help them to know the problems faced by their students. This study is also expected to help, to give awareness the students about the factors that can trigger their anxiety in reading.

H. Definition of the Key-terms

1. Foreign Language Reading Anxiety

Foreign language reading anxiety refers to fear when learners try to read and comprehend a text in a foreign language. The worries and unpleasant feelings while reading are affected by the judgment or pressure of others in the reading process.

2. Foreign Language Reading Anxiety Level

Foreign Language Reading Anxiety Level is the level of anxiety experienced by students when reading texts in English. Reading anxiety levels are divided into low, medium, and high levels. FLRAS is used to determine the level of anxiety experienced by students.

3. English Department UNP

English Department UNP is a department engaged in the field of the English language. Three majors are part of the English Department UNP; English Education, English Language and Literature, and Japanese Language.