

**THE CORRELATION BETWEEN READING ANXIETY AND
STUDENTS' CRITICAL READING ABILITY IN ENGLISH**

DEPARTMENT OF UNP

Thesis

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



Written by:

Erdiana Erdiansyah

18018055

Advisor:

Dr. Fitrawati, S.S, M.Pd

NIP. 198011192008122002

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI PADANG**

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HALAMAN PERSETUJUAN SKRIPSI

Judul : **The Correlation Between Reading Anxiety and Students' Critical Reading Ability at English Department of UNP**

Nama : Erdiana Erdiansyah
NIM : 18018055
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Februari 2023

Disetujui oleh,
Pembimbing



Dr. Fitrawati, S.S., M.Pd
NIP. 198011192008122002

Mengetahui,
Ketua Departemen Bahasa dan Sastra Inggris



Desvalini Anwar, S.S., M.Hum., Ph. D.
NIP. 19710525 199802 2 002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi Program Studi Pendidikan Bahasa Inggris Departemen Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang dengan Judul

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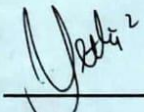
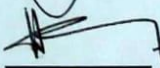
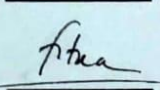
Nama : Erdiana Erdiansyah
NIM : 18018055
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Februari 2023

Tim Penguji

1. Ketua : Dra. Yetti Zainil, M.A., Ph.D
2. Sekretaris : Dr. Ratmanida, M.Ed
3. Anggota : Dr. Fitrawati, S.S., M.Pd

Tanda Tangan:

: 
: 
: 



UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
DEPARTEMEN BAHASA DAN SASTRA INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP, Padang. Telephone. (0751) 447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Erdiana Erdiansyah
NIM / TM : 18018055 / 2018
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Diketahui oleh,

Ketua Departemen Bahasa dan Sastra Inggris

Desvalini Arwar, S.S, M.Hum, Ph.D
NIP.19710525.1999802.2.002

Saya yang menyatakan,



Erdiana Erdiansyah
NIM. 18018055

ABSTRACT

Erdiansyah, Erdiana (2023). *The Correlation between Reading Anxiety and Students' Critical Reading Ability in English Department of UNP*. Thesis. Padang: English Language and Literature Department. Faculty of Language and Art. Universitas Negeri Padang

This study investigates the possible relationship between reading anxiety and the critical reading ability of students majoring in English. Thirty-two students majoring in English education were selected as the research sample. The instrument used by the researcher was the form of a TOEFL test consisting of 30 questions which were used to measure students' ability to read critically. In addition, the researcher also developed a questionnaire based on the theory of experts consisting of 20 statements used to measure students' reading anxiety. Pearson Product-Moment investigates the relationship between reading anxiety and students' critical reading ability. This research found several results; 1) Most students experience anxiety at the intermediate level, with a percentage of 62.50%. 2) The level of students' critical reading ability is at the average level, with a percentage of (75%). 3) There is a relationship between students' reading anxiety and critical reading ability, as indicated by $r = -0.375$. This shows that H_0 is rejected and H_a is accepted. The results indicates the negative correlation which means the higher reading anxiety students, the lower their scores in critical reading. In addition, there is a significant effect of reading anxiety on students' critical reading skills. Lastly, this research is expected to have implications for English teachers, students, and future researchers.

Keywords: Reading English, Critical Reading Ability, Foreign Language Reading Anxiety.

ABSTRAK

Erdiansyah, Erdiana (2023). *The Correlation between Reading Anxiety and Students' Critical Reading Ability in English Department of UNP*. Skripsi. Padang: Departemen Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Penelitian ini bertujuan untuk menyelidiki kemungkinan hubungan antara kecemasan membaca dan kemampuan membaca kritis mahasiswa jurusan Bahasa Inggris. Tiga puluh dua mahasiswa jurusan pendidikan bahasa Inggris dipilih menjadi sampel penelitian. Instrumen yang digunakan peneliti berupa tes TOEFL sebanyak 30 soal yang digunakan untuk mengukur kemampuan siswa dalam membaca kritis. Selain itu, peneliti juga mengembangkan kuesioner berdasarkan teori para ahli yang terdiri dari 20 pernyataan yang digunakan untuk mengukur kecemasan membaca yang dialami mahasiswa. Pearson Product-Moment digunakan untuk menguji hubungan kecemasan membaca dan kemampuan membaca kritis siswa. Dari hasil penelitian ini ditemukan beberapa hasil ; 1) Sebagian besar siswa mengalami kecemasan di tingkat menengah dengan presentase sebesar 62.50%. 2) Tingkat kemampuan membaca kritis siswa berada di tingkat rata-rata dengan presentase sebesar (75%). 3) Terdapat hubungan antara kecemasan membaca siswa dengan prestasi membaca kritis mahasiswa yang ditunjukkan dengan $r = .0,375$. Hal ini menunjukkan bahwa H_0 ditolak dan H_a diterima. Ini mengindikasikan hubungan negatif yang berarti bahwa semakin tinggi kecemasan membaca yang mahasiswa alami, semakin rendah skor mereka dalam membaca kritis. Selain itu, terdapat pengaruh yang signifikan dari kecemasan membaca terhadap kemampuan membaca kritis mahasiswa. Terakhir, Penelitian ini diharapkan memiliki implikasi untuk guru bahasa Inggris, siswa dan peneliti masa depan.

Kata kunci : Membaca Bahasa Inggris, Kemampuan Membaca Kritis, Kecemasan Membaca Bahasa Asing.

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CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) identification, (3) limitation, (4) formulation, (5) research questions, (6) purpose, (7) significance, (8) definition of key-term, (9) hypotheses.

1.1 Background of the Problem

English has become a mandatory subject in Indonesia from junior high school to the university. Students need English because it may help them widen their perspectives, develop emotional abilities, and enhance their quality of life by giving them career prospects. Listening, Speaking, Reading, and Writing are the four skills to acquire English.

One of the essential skills is reading. According to Grabe (2009), "Reading is a process in which students learn from what they read and apply what they have learned in academic circumstances as part of their education." Unlike speaking, reading is done privately with unlimited opportunities for reflection and reconsideration. Reading is also an individual act that does not need the validation of others to determine its success (Saito et al., 1999). Students who desire to learn English will have to read into their knowledge unless they can move into an English-speaking environment (Bright and McGregor, 1970, cited in Bruschi, 1991). The key to success in learning lies in how students can read. The more proficient a student is in reading, the more comprehensive his knowledge.

Reading at the university level is divided into literal, interpretive, and critical reading comprehension (Par, 2018). Critical reading is assumed to be the highest level of reading (Rohmah, 2018). Darch and Kamennui (1987) defined critical reading as a high-level understanding of written material that requires evaluation and interpretation skills that enable the reader to sort out unimportant information, distinguish between fact and opinion, and determine the author's purpose and direction. Critical reading requires a high ability to evaluate and analyze complex texts such as news texts, essays, and theses. Critical reading is more complex than reading in general and requires the students to read more carefully, using different skills several times to approach the text (Huijie, 2010). Everyone can read, from children to the elderly, everyone can read. However, to find deeper meaning of the text, only a few are able to. For the university level, critical reading is an ability that students have to master. Nevertheless, in practice, students may experience some difficulties in critical reading.

Anuar et al. (2020) found some difficulties in mastering critical reading: lack of motivation, low English proficiency, mental fatigue, fear of negative feedback, and fear of being wrong. It can be seen that most of the difficulties lead to anxiety. Complex reading texts and high reading demands in critical reading can increase students' possibility of feeling anxious in reading. Several critical reading activities such as looking for specific information in passages or encountering FL unfamiliar words provoke students to feel fear and anxiety in reading a foreign language.

This kind of anxiety is called Foreign Language Reading Anxiety. Foreign Language Reading Anxiety is any discomfort or fear of reading foreign texts during the reading process. FLRA causes physical reactions and cognitive reactions due to response anxiety while reading. Reading anxiety affects students' thinking skills and causes students to read carelessly without understanding the meaning of the text. Anxiety weakens the connections in some parts of the brain which can lead to irrational thought and erratic behavior. Students may also experience blank-outs while reading due to anxiety. High anxiety levels are known negatively correlated with academic achievement in reading English and students' grades (Hembree, 1988).

Ghoonsoly et al. (2010) conducted a study to find relationship between EFL students' reading comprehension, self-efficacy, and reading anxiety. A total of 150 second-year English literature students from three universities participated in this study. Jafarigohar (2012) who investigated the correlation between Foreign Language Reading Anxiety (FLRA) and reading comprehension skills among 112 Iranian distance EFL learners studying English as a foreign language at B.A. degree at Mashhad Payame Noor University. Badara (2018) investigate the correlation between anxiety level and foreign language learners' reading comprehension. 95 students of second-semester at English Department of University Halo Oleo were the sample. Findings reveal that foreign language reading anxiety is natural and that students' reading anxiety levels rise in tandem with their perceptions of how difficult it is to read in their foreign language. The lower the achievement scores, the higher the foreign language reading anxiety level.

As explained above, several studies were investigate the relationship between students reading anxiety and reading comprehension. The search results found by researcher, not many studies were found that investigated the relationship of reading anxiety and reading ability especially in critical reading. This far there is only a research by Aghajani et al., (2019) who investigate the relationship between critical thinking, critical reading and foreign language reading anxiety. The results found that there is a relationship between foreign language reading anxiety and critical thinking. Although, Aghajani et al., (2019) research main focus is on critical thinking, several experts said that critical thinking is similar with critical reading. To explore the results of previous studies, this study focuses more on the relationship between reading anxiety and critical reading, especially for students majoring in English. English students are chosen due to the assumption that students majoring in English are unlikely to experience problems when reading in English since English is something that the students should be mastered at.

Based on the problems described above, the researcher intends to know the correlation between reading anxiety and students' critical reading ability. This research is quantitative correlational research. The researcher use a questionnaire to determine students' anxiety levels and a test to measure students' critical reading ability.

1.2 Identification of the Problem

Based on the description of the research background, reading anxiety is a major problem that can be studied in many ways, such as its relationship to

motivation, self-efficacy, reading strategy, and performance in reading. In this study the researcher took critical reading as one of the levels in reading and linked it to reading anxiety. The researcher identified the following problems, such as lack of motivation, lack of English proficiency, mental fatigue, fear of making mistakes and bad feedback, which most of these factors lead to symptoms of anxiety.

1.3 Limitation of the Problem

The research focuses on the relationship between reading anxiety and students' critical reading ability, which is in line with the problem identification. The researcher conducts this study on students in English Department of Universitas Negeri Padang.

1.4 Formulation of the Problem

The researcher formulated the problem as follows based on the following statements:

“Is there any significant correlation between reading anxiety and students' critical reading ability in English Department of UNP?”

1.5 Research Questions

A number of problems regarding students' reading anxiety have been identified in the background. The questions proposed for the study are as follows:

1. What are the levels of students' reading anxiety at English Department of UNP?
2. What are students' critical reading ability at English Department of UNP?
3. What is the correlation between reading anxiety and students' critical reading ability at English Department of UNP?

1.6 Purpose of the Research

Based on the problems mentioned, this study aims to:

1. To find out the students' level in reading anxiety on students at English Department of UNP.
2. To find out the students' critical reading ability on students at English Department of UNP.
3. To find out the correlation between reading anxiety and students' critical reading ability at English Department of UNP.

1.7 Significance of the Problem

1. Theoretically

The theoretical significance of this research is expected to contribute to the development of the theory of reading anxiety in silent reading subjects such as critical reading, especially in the higher education environment..

2. Practically

- 1) The findings of this study are intended to be useful to English teachers, particularly in aiding pupils with reading anxiety. The teacher can take the right approach for students who experience reading anxiety and choose the right learning techniques for these students.
- 2) Students are also anticipated to be aware of reading anxiety. Students can find out what factors cause them to experience reading anxiety. students can also help themselves to get rid of their reading anxiety
- 3) This study is expected to contribute to further studies about students' reading anxiety in reading comprehension.

1.8 Definition of the Key-terms

1. Reading Anxiety

Reading anxiety is a substantial negative expressive reaction to reading. Reading anxiety is an extreme fear of the act of reading. Students who experienced reading anxiety may have shown some symptoms such as sweating, shaking, and even vomiting.

2. Critical Reading ability

Critical reading is an active process of constructing meaning from a text involving analysis, inference, judgment, interpretation, and evaluation. Reading is considered a meaning construction process at the critical reading level that requires higher-order thinking skills about a text. In critical reading, the reader has the right to judge and evaluate the content of the text.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusions

From the findings and discussion in preceding chapter, several conclusions can be drawn. First, the level of reading anxiety among students is divided into three levels ; High, Medium, and Low. It was calculated that twenty students had a medium level of anxiety (62.50%), six students experienced low level of anxiety (18.75%), and six students had high level of anxiety (18.75%). it can be proven that the difficulties found in critical reading have significant impact to provoke students' anxiety in reading. Second, Students' level of critical reading ability is divided into three parts; advanced, average, and poor. Twenty-four students have an average level of critical reading ability (75%), and eight students have a poor level of critical reading ability (25%). Most of the students had scores ranging from 17 - 63. None of the students scored above 70 or had an advanced level. Third, it can be concluded that students' reading anxiety has negative correlation to their critical reading ability. This can be seen in the weak correlation between students' reading anxiety and critical reading ability with $r 0.375$. The higher the level of students' reading anxiety, the lower students' reading critical reading ability score.

This shows that a psychological factor such as reading anxiety has an important contribution to the students' reading ability. This study may have several pedagogical implications for future researchers and students.

5.2 Suggestion

Based on the results of this study, it is especially recommended for students of the English language education study program at UNP. This finding could imply that students should be more aware of reading anxiety in learning, because reading anxiety is one of the factors that affect reading skills. The most important thing is that the students must have a great desire to learn to read in English to help them understand the material and improve their knowledge. Along with the times, critical reading is a demand that must be mastered by everyone, especially for educator. Educator must be more aware of and find solutions to the difficulties that the students face in reading so as not to cause anxiety in reading. Educator should encouraged the students to learn to get rid reading anxiety for a better future. Then, Educator must make reading something fun, not something scary for the students.

Finally, it is suggested for the next researcher. They are expected to carry out similar studies preferably with larger populations to obtain much more significant results and wider generalizability.

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