

**AN ANALYSIS OF READING ANXIETY OF THE SECOND SEMESTER  
STUDENTS AT ENGLISH LANGUAGE EDUCATION  
UNIVERSITAS ISLAM RIAU**

**A THESIS**

*Intended to fulfill one of the requirements for the award of Sarjana Degree in  
English Language Teaching and Education*



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## DECLARATION

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I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

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Indrayani Winingsih

## ABSTRACT

*Indrayani Winingsih. An Analysis of Reading Anxiety of the Second Semester Students at English Language Education Universitas Islam Riau. Thesis Pekanbaru: English Study Program, Faculty of Teacher Training and Education, Universitas Islam Riau.*

**Keywords: Reading, Anxiety, Reading Anxiety.**

*This research aimed to classify the levels of students' reading anxiety of the second semester students at English Language Education FKIP UIR.*

*This descriptive research employed quantitative techniques was considered as an appropriate approach as a type of research. The population of this study was second semester students of English Education at Universitas Islam Riau, and the sample was A and B class that consist of 59 students. The data were collected from made questionnaire in the Google form and distributed online through whatsapp. the researcher adapted questionnaire from the research by Saito, Horwitz and Garza on Foreign Language Reading Anxiety and its association with General Foreign Language Anxiety (1999).*

*The result of this research shows that majority of the students categorized as "Medium" level of reading anxiety. The researcher found that 8(14%) of students are categorize as low anxious, 39(66%) of students are categorize as medium anxious and 12(20%) of students are categorize as high anxious. The researcher can also state that students with lower levels of anxiety performed better on their reading test than those with higher levels of anxiety.*

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**Perpustakaan Universitas Islam Riau**

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Problem

Reading is one of four skills in English, and it is one of the language skills that students should master. Reading as one of the most important language skills that needs to be developed both inside and outside the classroom can also be mentioned as one of the most common ways to get information. Furthermore reading is a complex skills that require many things, such as specification, ability, and certain skills and then you need to know the language rules to be able to read correctly because not all people can understand what they're read, including students who learn English. Sometimes they are just read sentences without understanding properly what they have read.

The purpose of reading is to understand the ideas and to capture the meaning of the text as a whole. By reading, we can get information, meaning ideas, news, and a researcher's way of thinking. We have to read some books every day, because the more books we read, the more knowledge we get. We do not know the information without reading it. Therefore, in order to understand some of the reading materials, a student needs to know about good reading strategies. Good reading strategies are very important to increase students' knowledge of reading and also to increase students' understanding of reading. Although that is how many students do not understand what they are reading, it makes some students feel anxious when they are reading.

Anxiety with reading is a personal phobia associated with the act of reading . Anxiety, which makes it harder to learn. According (Huang 2012) also mention that anxiety is described as a subjective feeling of stress,fear, anxiety and worry associated with automatic nervous system arousal. The students feel anxious when they read some material from lecturer, book, and resources.Thus it is important to overcome reading anxiety since it can impair their ability to learn. Anxiety has been shown to have a detrimental effect on learning and achievement. It can blocks learners from achieving learning objectives.

Furthermore, anxiety is a kind of emotion and it has been become the problem in second language (L2) learning for many years. It has worried language teachers and researchers. Based on the researcher's observation in learning reading in the second semester at English language education of FKIP UIR, it seems that many students in English language education had problem in reading. Based on the researchers observation, the problem when they are reading caused by Some factors of the phenomenon of student anxiety in reading. These problems because of some cases. For example lack of vocabulary, lack of reading comprehension and the cultural background. (Saito, Garza, and Horwitz 1999) first raised the concept of anxiety in reading a foreign language. They explained two reasons why reading can give anxiety to foreign language learners: an unfamiliar writing script and an unfamiliar background in culture.

Based on the description above, the researcher focused on the students' anxiety in reading. The researcher then conducted a study entitled AN ANALYSIS OF READING ANXIETY AT THE SECOND SEMESTER STUDENTS IN

ENGLISH LANGUAGE EDUCATION UNIVERSITAS ISLAM RIAU. The purpose of this research is to find out the students anxiety level of the second semester students at English language education of FKIP UIR.

### **1.2 Identification of Problem**

Some factors have been caused by the phenomenon of student anxiety in reading. These problems because of some cases. lack of vocabulary, lack of reading comprehension and unfamiliar cultural background have been identified as the main sources of anxiety reading foreign languages. Word recognition is a very important part of the reading process. It can be imagined that when learners try to attach meaning to foreign language words written when the student lack of vocabulary and not mastering the in a reading passage, they will feel immediately anxious. At some point in the reading, learners may find that they can decode words and make meaning out of a phrase, but they still cannot make sense of the entire reading passage due to their unfamiliarity with the target language culture.

### **1.3 Focus of Problem**

In this research, the researcher limited the problem mainly to classify the levels of students' reading anxiety. The subjects of this research is the second semester students of English Language Education in FKIP UIR

### **1.4 Research Question**

Based on the limitation above, it is important to formulate the problem. The researcher formulates it as the following:

1. What are the levels of reading anxiety experienced by the second semester students at English language education of FKIP UIR.

### **1.5 Objective of the Research**

Based on the research question, this research is attended for an objective:

1. To know the levels of reading anxiety experienced by the second semester students at English language education of FKIP UIR.

### **1.6 Assumption**

Based on the formulation in this research, the researcher assumes that the most of students at the second semester of English language education of UIR have high levels of anxiety in reading.

### **1.7 Significant of the Research**

The results of the research can provide the information for three different groups. They are the researcher, the English teachers, and the students:

1. The Researcher

The results of this research are also intended to give more understanding about the reading anxiety that experienced by the second semester students at English language education of FKIP UIR.

2. The Lecturers

The results of the research are also expected to be useful for the lecturers to understand more about the different levels of reading anxiety experienced by students.

3. The Students

The researcher hopes the result of this research can encourage the students to improve students' reading achievement.

## 1.8 Definition of Key Term

### 1. Reading

According to (Wardah 2014) reading is a fluent process in which readers consider information represented in a text as well as their prior knowledge to understand the text. This means that, in order to fully understand the text, readers rely not only on the information they derive from the text, but also on readers to construct their prior knowledge.

### 2. Anxiety

According to (Yoon 2012), anxiety is a psychological symptom that occurs when people are nervous in new situations. Anxiety is a physical condition or behavior that can interfere with students' ability to learn.

### 3. Reading Anxiety

Reading anxiety is the anxiety induced by second language texts during the reading process (Saito et al. 1999). They attempt to decipher unfamiliar scripts, writing systems, and cultural materials as students read second-language texts. If students have trouble understanding the content of the texts, they can become dissatisfied with reading and feel anxiety.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher attempts to explain the theoretical foundation that includes definitions of reading, reading principles, reading purposes, anxiety, and reading anxiety, indicators of reading anxiety, the levels of reading anxiety, and reading class anxiety.

#### 2.1 Reading

##### 2.1.1 Definition of Reading

Reading is one of the most important skills to develop when learning a language. It is intimately connected to other language skills such as writing, speaking, and listening. These skills must be learned by all English language learners. Reading skills can aid in the development of other language skills. Reading skills are typically developed in societies with a literary leanings because they can lead to comprehension and vocabulary enrichment. Reading is enjoyable like other skills.

According to (Wardah 2014) reading is a fluent process in which readers consider information represented in a text as well as their prior knowledge to understand the text. This means that, in order to fully understand the text, readers rely not only on the information they derive from the text, but also on readers to construct their prior knowledge.

Reading is a nuanced ability that requires a number of sub-skills, such as skimming, scanning, summarizing, and recognizing the markers of the discourse. Mastering reading can strengthen the process of language learning and enrich it. (Schmitt 2010) say that various objectives can be employed by proficient readers. For example, Readers skim headlines to see if they want to read more deeply, and they look for details in a manual by searching for the main words when reading the newspaper. In order to integrate information, they read carefully, so different reading skills are employed in different circumstances.

(Roehl, Shiue, and John 2002) Reading understanding is important for learning in a modern academic situation (Etfita 2016) and it is also essential when learning English as a foreign language. It can support learners in extending their knowledge because they can obtain a lot of information through reading (Dewi et al. 2020). Since readers' understanding of reading text as a second or foreign language requires reader-specific skills and knowledge, readers should have a reading strategy to equip them with reading skills. This technique is expected to work well because readers know what to do when they experience difficulties.

Readers who know what to do when they experience difficulties can be described as good readers. Strong readers are able to boost their reading fluency. Thus, it can be inferred that there is an integration between the context information reader and the meaning-creating text. Furthermore reading is an important and essential factor in the learning of a language. Students must master reading because it enables students to learn more when reading English.

### 2.1.2 Reading Principles

According to (Romadlon 2017), he states that the principles of teaching reading are:

- 1) Reading is not a skill that can be learned passively. Reading is a very productive profession. We have to know what the words mean to do this effectively.
- 2) Students must be interested in what they are reading.
- 3) Students should be encouraged to respond not only to the language, but to the substance of the reading text. It is essential to consider text reading in terms of how the language is used, the number of paragraphs contained, and the number of times relative clauses are used.
- 4) Match the task to the subject. Once we've decided on which text the students will read, we must choose the appropriate reading assignment, the appropriate type of questions, and an interesting and useful puzzle.
- 5) A good teacher makes full use of reading texts. They incorporate reading text into engaging class sequences, use the topic for discussion and additional assignments, and use the language letter activation and study.

### 2.1.3 Reading purposes

According to (Grabe and Stoller 2013) the purposes of reading are:

1. Reading for search information

Reading for search information includes understanding what information you are looking for, locating it or what type of information you are looking for and then carefully reading the relevant part to get a full and detailed understanding. Skimming and scanning are methods of searching for information that can be practiced with high-speed reading practice.

2. Reading for comprehension in general

When performed by a skilled, fluent reader, it necessitates very rapid and automatic word processing, a strong ability to form a general representation of main ideas, and efficient coordination of many processes within a very limited timeframe.

3. Reading to learn new information

Reading to learn is also completed in academic and professional settings. It also places more processing demands on the reader, as it is expected that the reader will understand the main ideas and several supporting ideas and will be able to recall this information as needed.

4. Reading to synthesize and evaluate information

The reader synthesizes and absorbs knowledge from multiple texts, or gathers information from various sections of a long text, such as a long and complicated chapter in a textbook. Efforts to create a strong organizational structure for reading in order to learn have skyrocketed. When several texts refer to similar information, the reader must decide how to construct his or her own organizing framework for

the information, because none of them are provided by a combined collection of texts.

Reading for the purpose of analyzing, criticizing, and applying information reflects an increased level of demand and a more dynamic interaction of reading processes. In academic and professional settings, readers are frequently asked to assess and criticize information from multiple texts, or from a single long text, requiring them to decide which aspect of the text is most relevant, most convincing, least persuasive, or most controversial..

## **2.2 Anxiety**

All who is going through anxiety is a normal person. It is common for a male or a female to deal with a real, serious problem and become anxious. Anxiety is pathological psychology when a person's emotions are irrational, illogical, or unclear. Students may become nervous and anxious as a result of their emotions. Anxious students will be overly concerned about the potential threat.

Anxiety not only causes exhaustion, insomnia, stomach disturbances, and depression, but it also causes mental dysfunction, inferiority, cardiac disorder, pain, and headache. As a result, students who suffer from anxiety will have a general lack of interest and an inability to focus, and they will not have a good time.

According to (Huang 2012), Anxiety is defined as a subjective feeling of stress, fear, anxiety, and worry associated with arousal of the autonomic nervous system. (Booth and Tekeş 2019) argue that anxiety has two components: worry and emotion. Worry or cognitive anxiety refers to negative perceptions and cognitive worries about oneself, the situation at side, and possible consequences, whereas

emotional or physical anxiety is concerned with one's understanding of the physiological-affective elements of anxiety experience, which are signs of automatic arousal and unpleasant feelings like nervousness, stomach upset, heart ache, tension, and sweating.

(Huang 2012) mention that anxiety is described as a subjective feeling of stress, fear, anxiety and worry associated with automatic nervous system arousal. According to a study of anxiety in foreign languages, anxiety can prevent language learners from achieving a higher level of proficiency in foreign languages and is negatively related to learning foreign languages.

A type of anxiety can occur in a variety of conditions. (Dixon 2019) in his book "Understanding Anxiety Problems," there are a variety of symptoms of anxiety in our body, mind, and actions that display signs of anxiety. The signs are as follows:

1. body

A person who is afraid of something is usually visible through the signals. Breathing faster, heartbeat faster, feeling faint and light-headed, getting nerveous, feeling sick and in need of a toilet, mouth becoming dry and difficult to breathe, feeling more sweat, and feeling "jittery" or "jumpy" are some of the symptoms.

2. Mind

If someone suffers from anxiety and is afraid, they can convince themselves that they are physically ill, that they have a heart attack or stroke or that they are insane, believe that others are staring at them, fear that they will lose control and

make a fool of themselves in front of others, and feel compelled to flee to a safe location.

### 3. Behavior

When someone suffers from anxiety, they may make excuses to avoid going out or doing things, as well as escaping places or situations that make them feel uneasy.

From the explanation above, shows that all experts have almost the same idea of the symptoms of anxiety. It is possible to concluded that anxiety is a state of apprehension affecting the nervous system and the physical condition. Anxiety is one of the aspects that affect students' ability to read English. Students who are scared and worried about reading English might be worried.

### 2.3 Reading Anxiety

Reading anxiety is an emotional and physical symptom that arises during a reading session. Reading anxiety is an individual phobia of fear, pain, confusion, bad experience, or difficulty. Difficulties in reading also have an effect on students' reading anxiety. Reading anxiety will make the student lose his or her motivation to try again in reading class as a result, giving up on the expectation that he or she will fail again and be prone to quit.

Anxiety in the second language is higher than in the first language because of self-perception, the reader is more comfortable in the first language than in the second language (Berzegar and Hadidi 2016) The anxiety experienced by learners worsens when they face reading material in English, particularly their reading difficulties than reading material in L1. They master the first language before they

learn English, they know about pronunciation, stress, temp, intonation, word writing, structure, and words. They learn the first language from child. Whereas in the second language, they would learn from the same rule as they did in their childhood, but because of two different languages, which have different meanings, pronunciations, and writing in different appointments, there is uncertainty as to how to apply what they learned in the course of reading.

A study of anxiety in foreign languages conducted by (Naser Oteir and Nijr Al-Otaibi 2019) has shown that anxiety can prevent language learners from acquiring a higher level of proficiency in foreign languages and is negatively linked to learning foreign language. Unlike first-language (L1), The reading of L2 is more complicated. When L2 readers attempt to interpret unfamiliar scripts, writing systems, and cultural materials when they read second-language texts. If students struggle to process them, they may become dissatisfied with their reading and develop anxieties. (Saito et al. 1999) describe that the anxiety aroused during the L2 reading process is known as reading anxiety.

In addition, Reading anxiety is not a subset of general foreign-language anxiety., (Muhlis 2017). In the other words, reading is frequently a verbal performance because students demonstrate their specific acts in order to communicate with the text. As a result, we concluded that anxieties, worries, and phobias about the role of reading are a major impediment to reading success (Jalongo and Hirsh 2010). When communicate with others, the student will feel nervous, just like when they are speaking. However, during the reading process, there is a phenomenon of anxiety among the students, such that most students are

unaware that anxiety has been established as one of the factors that may impede the reading process. And this anxiety occurs when students attempt to decode or interpret non-native language text (Saito et al. 1999).

In brief, Reading anxiety is an unique form of anxiety. There is a phenomenon of anxiety among learners during the reading process, such that most learners are unaware that anxiety has been established as one of the factors that may impede the reading process during the reading process.

### **2.3.1 Indicators of Reading Anxiety**

Previously, it has been explained that reading anxiety is a feeling where people feel disturbed by the text they read because of lack of vocabulary, which causes them to be unable to understand the text they read. (Saito et al. 1999) has developed two indicators of reading anxiety, such as unfamiliar writing scripts and unfamiliar cultural background.

#### **1. Unfamiliar writing script**

The concept of anxiety in reading foreign languages has develop from a research by (Saito et al. 1999), The more researchers propose unfamiliar scripts or writing systems as the primary source of anxiety in reading foreign languages, the more anxiety they are expected to experience in reading. In this case, the reader would be anxious as soon as he or she attempted to decrypt the script, because the reader would immediately encounter difficulties in processing the text. (Saito et al. 1999). It is understandable that students will become anxious once they begin to decipher meaning from foreign language words written in unusual symbols. (Zhao 2010). Following the learner's initial

attempt to decode symbols and associate them with sounds and words, he would attempt to derive meaning from word strings.

Based on this assumption, (Saito et al. 1999) assumed that the level of anxiety reading in a foreign language depended on and varied with the target language being studied. In short, an unfamiliar script or writing system plays an important role in reading. As described above, Students are more likely to experience reading anxiety when attempting to decrypt scripts because they will directly encounter difficulties in the reading process.. Therefore, in order to reduce unfamiliar scripts or the writing system, students should first know the word of recognition.

## 2. Unfamiliar cultural background

Reading is an interaction not only between the reader and the author's thoughts, but it is also an interaction between the reader and the shared knowledge of cultural history in (Ahmad et al. 2013). As a result, readers are aimed to deliver the author's intended meaning by connecting what they read to prior knowledge. Learners can decode words and make sense of a sentence at some point during the reading process. However, due to a lack of knowledge of the cultural material underlying the text, the reader would be unable to comprehend the entire text. Unfamiliar culture has thus been discovered to be a source of anxiety when reading foreign languages. Readers may experience anxiety at this stage because they bring background knowledge to the text rather than simply decoding words. (Saito et al. 1999) Numerous reading studies in L2 emphasize the importance of cultural knowledge and rhetorical structure in L2 reading. They argue that anxiety is also

anticipated when the reader is able to decipher the words of the FL text but not its meaning due to a lack of knowledge of the cultural materials underlying the text. (Saito et al. 1999).

### **2.3.2 The Levels of Reading Anxiety**

(Saito et al. 1999) developed a Foreign Language Reading Anxiety Scale (FLRAS) to assess students' foreign-language anxiety while reading, and demonstrated that foreign-language anxiety while reading was related to, but different from, general foreign-language anxiety. According to Saito et al., reading was a source of anxiety for some foreign language learners, while participants in general registered slightly.

Based on two potential causes of anxiety reading foreign languages, unknown writing scripts and cultural contexts, (Saito et al. 1999) assumed that the level of anxiety reading foreign languages relied on particular target languages and differed across target languages. Then based on (Subasi 2014) The reading anxiety divided into three levels that are; low level, medium level and high level of student reading anxiety. To determine this level students must answer the FLRAS questionnaire.

### **2.3.3 Reading Class Anxiety**

When students struggle with reading and show no interest in improving, their academic performance suffers across the board. When teachers hear the warning bells, they may take action to determine if a learning disability is present. However, if a disability is not present, the student may be experiencing reading anxiety. Reading anxiety is a phobia. It is linked to a strong negative emotional

reaction to reading. The anxious feelings would seem to stem from the difficulty of decoding the word from the text, it is also distressing when students have the ability to decode words but struggle to interpret the text in a meaningful way.. Anxiety in reading could be expected in this sense. If readers do not have a thorough understanding of foreign cultures, the text may be misleading and misunderstood. These are the kinds of things that might make you nervous while reading. After all, students from various countries have various ways of expressing themselves. When students read topics that are unfamiliar to them, they become resilient and anxious.

Cause of students reading anxiety because :

1. Fear of Comprehension

More students who do not understand the reading material lead to anxieties, and this is a big problem for them when reading in the target language. It's because of a student's lack of vocabulary.

2. Topic

Shows that topics that are not interesting or difficult for students may lead to anxiety when reading in the target language.

3. Using Certain Strategies Incorrectly

Students are anxious about not using appropriate strategies or using certain strategies incorrectly, about focusing on details and not being able to identify the author's main idea or important points that are necessary for effective reading.

## 2.4 The Relevant of the Research

There are some researchers who have been doing research on students' anxiety.

First, (Zhao 2010) in this project, entitled "Foreign Language Reading Anxiety: Investigating English-Speaking University Students Learning Chinese as a Foreign Language in the United States". The aim of this study was to explore foreign language reading anxiety among Chinese collage learners in the United States. This study's research method also drew on the traditions of anxiety research in foreign languages. The researcher uses the Foreign Language Reading Anxiety (FLRA) questionnaire in the study. The scale of FLRA, developed by (Saito et al. 1999) has twenty issues related to anxiety while reading texts in foreign languages. The FLRA inventory uses the Likert five-point scale.

There were three findings from the study. First, a comparison of FLRAS and FLCAS results revealed that students had comparable levels of foreign language reading anxiety (per item mean = 2.66) and foreign language classroom anxiety (per item mean = 2.69). Some of the students were anxious about reading Chinese. Unfamiliar scripts, unfamiliar reading subjects, and general concern about reading effects were major sources of foreign language reading anxiety. Second, an examination of the 2\*2\*2 ANOVA results revealed that the course level had a significant effect on the FLRAS score, with a small to medium effect size (Cohen's  $d = 0.346$ ). Intermediate students had significantly higher levels of reading anxiety than elementary students. The effect of 'having been to China' was not statistically significant ( $p = 0.066$ ) and had a small effect size (Cohen's  $d = 0.252$ ). Those who

had visited China had less read anxiety than those who had not visited China. The gender effect has not been found to be significant. Third, the correlation between anxiety and performance reading in a foreign language revealed a significant median negative correlation between these two variables. Students who read with less language anxiety performed better in a foreign language.

Second, (Saito et al. 1999) are conducting research on Foreign Language Reading Anxiety and its relationship with General Foreign Language Anxiety. The purpose of this research is to look into the concept of foreign language reading as opposed to general foreign language anxiety. They're making use of an instrument. The FLRAS (Foreign Language Reading Anxiety Scale) is a questionnaire sheet. It contains 20 Likert-scale items ranging from "strongly disagree to strongly agree." Finally, FLRAS was used as the primary instrument by the researcher to conduct its research.

In addition, in (Saito et al. 1999) the levels of Foreign Language Reading Anxiety vary depending on the target language. They discover that, when compared to French and Russian, Japanese is the most fearful language for reading exercises. However, an important finding in their research is that reading French causes more anxiety than reading Russian.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

In order to accommodate the study of anxiety reading in English language education students, in this case the second semester of English student studies at the English Language Department at the Universitas Islam Riau, the researcher applying descriptive quantitative method which use questionnaire to answer this research question. According to (Sugiyono 2012) quantitative method is a method with research data in the form of number and analysis using statistics. Therefore, in this research used a descriptive method to reveal the phenomenon of reading anxiety in English language education Students.

#### 3.2 Population and Sample of the Research

##### 3.2.1 Population

Population is a people's group. According to (Hanlon and Larget 2011), In general, the population consists of all individuals of interest units; however, data for nearly all individuals in the population is unavailable. The population of this research is the second semester students at english department of FKIP UIR in academic year 2020/2021.

**Table 3.1. The Population of the Research**

No	Class	Number of Students
1	A	31
2	B	28
	Total	59

### 3.2.2 Sample

The sample is a selection or representative of the population under consideration (Arikunto, 2013: 174). If the number of participants is less than 100, all samples are collected, making the study a population study. Meanwhile, if the number of respondents exceeds 100, the sampling is 10% -15%, 20% -25%, and more. (Arikunto 2013). Based on this opinion, the sampling in this research is all members of the population because the total population was 59 people. So the sample in this research is on second semester class A and B of english language education of FKIP UIR in academic year 2020/2021.

### 3.3 Research Instrument

The instrument used in this research is a questionnaire adapted from the research by Saito, Horwitz and Garza on Foreign Language Reading Anxiety and its association with General Foreign Language Anxiety (1999). The research questionnaire consists of 20 closed questions that focus on students reading anxiety. The researcher make an electronic questionnaire in the form of a Google Form, then distribute it to second semester students of English language education in FKIP UIR. Because this type of questionnaire is a closed questionnaire, students only choose the answers available without having to think about their own answers. The questionnaire contains 20 questions using a 5-point Likert scale ranging from

strongly agree (SA), agree (A), neither agree or disagree (N), disagree (D), and strongly disagree (SD).

**Table 3.2. Foreign Language Reading Anxiety Scale Statements (Saito at al. 1999)**

No	Statement	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
1.	I get upset when I'm not sure whether I understand what I am reading in English.					
2.	When reading English, I often understand the words but still can't quiet understand what the author is saying.					
3.	When I'm reading English, I get so confused I cant remember what I'm reading.					
4.	I feel intimidated whenever I see a whole page of English in front of me.					
5.	I am nervous when I am reading a passage in English when I am not familiar with the topic.					
6.	I get upset whenever I encounter unknown grammar when reading English.					
7.	When reading English, I get nervous and confused when I don't understand every word.					
8.	It bothers me to encounter words I cant pronounce while reading English.					
9.	I usually end up translating word by word when I am reading English.					
10.	By the time you get past the funny letters and symbols in English. Its hard to remember what you are reading about.					
11.	I am worried about all the new symbols you have to learn in order to read English.					
12.	I enjoy reading English.					
13.	I feel confident when I am reading in English.					

14.	When you get to used to it, reading English is not difficult.					
15.	The hardest part of learning English is learning to read.					
16.	I would be happy just to learn speak English rather than having to learn to read as well.					
17.	I don't mind reading to myself, but I fell very uncomfortable when I have to read English aloud.					
18.	I am satisfied with the level of reading ability in English that I have achieved so far.					
19.	English culture and ideas seen very foreign to me.					
20.	You have to know so much about English history and culture in order to read English.					

### 3.4 Data Collection Technique

In collecting the data from respondent, the research used one instrument, that is FLRAS (Foreign Language Reading Anxiety Scale) questionnaire purposed by Saito at al. (1999). The FLRAS questionnaire using 5-point likert scale that is consists of two kinds of positive and negative statements. According to (Riduwan 2018) The positive statements ranged from 5-1 with the answer "Strongly agree" to "Strongly disagree." While the negative scale of the statement range from 1-5 with the answer "Strongly Agree" to "Strongly Disagree." There are 4 positive statements in the questionnaires numbered 12, 13, 14 and 18. While the negative statements are at number 1, 2, 3, 4, 5, 6, 7, 8,9, 10, 11, 15,16, 17, 19, 20.

**Table 3.3. The Scoring Table of Positive and Negative Statements.**

Statement	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

As for the level of anxiety categorization, the scales used for research, consisting of 20 response items, ranged from 1-5, with a total score of 100. The following table is the score for each level of anxiety perceived by students. After getting the score of each students the data was going to use SPSS to find descriptive statistics which contains means, standard deviations,percentage,etc. The descriptiptive statistic numbers was going to use to determine the categorization of the reading anxiety levels which is divided into three levels of low, medium and high anxiety (Subasi 2014).

**Table 3.4. The Formula to Categorize the Score of the Reading Anxiety Levels**

Level	Formula	Explanation
Low	Mean + Standard Deviation	The score is higher than this
High	Mean – Standard Deviation	The score is lower than this
Medium	Low > Medium > High	Between low and high score

### 3.5 Technique of Data Analysis

Data analysis was needed to answer the research questions. It covered the level of anxiety perceived by students in reading English. The data were analyzed manually to categorize the level of anxiety among students and put into percentage. To interpret the data descriptively, the researcher calculated the individual score of students from the questionnaire, the data were analyzed by using the formula of likert scale:

T x Pn

Information:

T : The total number of respondent who voted

Pn : Likert scale score numbers selection

Total score = the sum of the result of each TxPn

Maximum score = number of respondent x highest Likert scale

Minimum score = number of respondent x lowest Likert scale

$$\text{Indeks (\%)} = \frac{\text{Total score}}{\text{Maximum score}} \times 100$$

**Table 3.5. Rating Interval adopted from Pranatawijaya et al (2019)**

Option	Percentage
Strongly Disagree	0% - 19.99%
Disagree	20% - 39.99%
Neutral	40% - 59.99%
Agree	60% - 79.99%
Strongly Agree	80% - 100%

## CHAPTER IV

### RESEARCH FINDINGS

#### 4.1 Data Description

The researcher present the results of the questionnaire in this chapter. The research presented the results of the data presented clearly with the procedure of data collection in second semester English education students at the Islamic University of Riau. For this research, the researcher took 59 students as a sample of the research. The researcher explained the result in order to find out the level of reading anxiety. the research supported by the existence of the FLRAS questionnaire, which was adapted by (Saito et al. 1999) and distributed online using a Google Form.

#### 4.2 Data Analysis

The researcher had calculated the data's result. The researcher calculated the level of anxiety that students experienced in reading using quantitative data. The result of the research can be described as follows:

##### 4.2.1 Questionnaires Result Presentation

The researcher used a set of FLRAS questionnaires that adapted (Saito et al. 1999) to collect data on the students' anxiety. This questionnaire received responses from 59 students. Students only provide a checklist in the Google Form.

1. I get upset when I'm not sure whether I understand what I am reading in English.

**Table 4. 1. The Percentage of Students Responses to the 1st Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	<b>2</b>	<b>5</b>	<b>10</b>
<b>Disagree</b>	<b>3</b>	<b>4</b>	<b>12</b>
<b>Neutral</b>	<b>31</b>	<b>3</b>	<b>93</b>
<b>Agree</b>	<b>20</b>	<b>2</b>	<b>40</b>
<b>Strongly Agree</b>	<b>3</b>	<b>1</b>	<b>3</b>
<b>Total</b>			<b>158</b>

Total Score: 158

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{158}{295} \times 100\% = 53.56\%$  (Neutral)

From the data above shows that the total score is 158 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 53.56%. According to rating interval, 53.56% is Neutral. It means that most of the second semester students of English language education of UIR answered neutral for the question number one.

2. When reading English, I often understand the words but still can't quiet understand what the author is saying.

**Table 4. 2. The Percentage of Students Responses to the 2nd Statement**

Option of Answer	Frequency	Likert scale	Score
Strongly Disagree	0	5	0
Disagree	10	4	40
Neutral	33	3	99
Agree	14	2	28
Strongly Agree	2	1	2
<b>Total</b>			<b>169</b>

Total Score: 169

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{169}{295} \times 100\% = 57.29\%$  (Neutral)

From the data above shows that the total score is 169 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 57.29%. According to rating interval, 57.29% is Neutral. It means that most of the second semester students of English language education of UIR answered neutral for the question number two.

3. When I'm reading English, I get so confused I can't remember what I'm reading.

**Table 4. 3. The Percentage of Students Responses to the 3rd Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	1	5	5
<b>Disagree</b>	14	4	56
<b>Neutral</b>	28	3	84
<b>Agree</b>	15	2	30
<b>Strongly Agree</b>	1	1	1
<b>Total</b>			<b>176</b>

Total Score: 176

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{176}{295} \times 100\% = 59.66\%$  (Neutral)

From the data, the researcher found that the total score is 176 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 59.66%. According to rating interval, 59.66% is Neutral. It means that most of the second semester students of English language education of UIR answered neutral for the question number three.

4. I feel intimidated whenever I see a whole page of English in front of me.

**Table 4. 4. The Percentage of Students Responses to the 4th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	3	5	15
<b>Disagree</b>	10	4	40
<b>Neutral</b>	30	3	90
<b>Agree</b>	15	2	30
<b>Strongly Agree</b>	1	1	1
<b>Total</b>			<b>175</b>

Total Score: 175

Maximum score:  $59 \times 5 = 295$

Minimum score:  $69 \times 1 = 69$

Indeks :  $\frac{175}{295} \times 100\% = 59.32\%$  (Neutral)

From the data, the researcher found that the total score is 175 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 59.32%. According to rating interval, 59.32% is Neutral. It means that most of the second semester students of English language education of UIR answered neutral for the question number four.

5. I am nervous when I am reading a passage in English when I am not familiar with the topic.

**Table 4. 5. The Percentage of Students Responses to the 5th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	<b>1</b>	5	5
<b>Disagree</b>	<b>4</b>	4	16
<b>Neutral</b>	<b>21</b>	3	63
<b>Agree</b>	<b>30</b>	2	60
<b>Strongly Agree</b>	<b>3</b>	1	3
<b>Total</b>			<b>147</b>

Total Score: 147

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{147}{295} \times 100\% = 49.83\%$  (Neutral)

From the data above shows that the total score is 147 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 49.83%. According to rating interval, 49.83% is Neutral. It means that most of the second semester students of English language education of UIR answered neutral for the question number five.

6. I get upset whenever I encounter unknown grammar when reading English.

**Table 4. 6. The Percentage of Students Responses to the 6th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	1	5	5
<b>Disagree</b>	5	4	20
<b>Neutral</b>	29	3	87
<b>Agree</b>	22	2	44
<b>Strongly Agree</b>	2	1	2
<b>Total</b>			<b>158</b>

Total Score: 158

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{158}{295} \times 100\% = 53.55\%$  (Neutral)

From the data above shows that the total score is 158 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 53.55%. According to rating interval, 53.55% is Neutral. It means that most of the second semester students of English language education of UIR answered neutral for the question number six.

7. When reading English, I get nervous and confused when I don't understand every word.

**Table 4. 7. The Percentage of Students Responses to the 7th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	2	5	10
<b>Disagree</b>	5	4	20
<b>Neutral</b>	25	3	75
<b>Agree</b>	24	2	48
<b>Strongly Agree</b>	3	1	3
<b>Total</b>			<b>156</b>

Total Score: 156

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{156}{295} \times 100\% = 52.88\%$  (Neutral)

From the data, the researcher found that the total score is 156 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 52.88%. According to rating interval, 52.88% is Neutral. It means that most of the second semester students of English language education of UIR answered neutral for the question number seven.

8. It bothers me to encounter words I cant pronounce while reading English.

**Table 4. 8. The Percentage of Students Responses to the 8th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	0	5	0
<b>Disagree</b>	9	4	36
<b>Neutral</b>	31	3	93
<b>Agree</b>	15	2	30
<b>Strongly Agree</b>	4	1	4
<b>Total</b>			<b>163</b>

Total Score: 163

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{163}{295} \times 100\% = 55.25\%$  (Neutral)

From the data, the researcher found that the total score is 163 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 55.25%. According to rating interval, 55.25% is Neutral. It means that most of the second semester students of English language education of UIR answered neutral for the question number eight.

9. I usually end up translating word by word when I am reading English.

**Table 4. 9. The Percentage of Students Responses to the 9th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	0	5	0
<b>Disagree</b>	11	4	44
<b>Neutral</b>	27	3	81
<b>Agree</b>	18	2	36
<b>Strongly Agree</b>	3	1	3
<b>Total</b>			<b>164</b>

Total Score: 164

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{164}{295} \times 100\% = 55.59\%$  (Neutral)

From the data above shows that the total score is 164 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 55.59%. According to rating interval, 55.59% is Neutral. It means that most of the second semester students of English language education of UIR answered neutral for the question number nine.

10. By the time you get past the funny letters and symbols in English. Its hard to remember what you are reading about.

**Table 4. 10. The Percentage of Students Responses to the 10th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	0	5	0
<b>Disagree</b>	9	4	36
<b>Neutral</b>	31	3	93
<b>Agree</b>	17	2	34
<b>Strongly Agree</b>	2	1	2
<b>Total</b>			<b>165</b>

Total Score: 165

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{165}{295} \times 100\% = 55.93\%$  (Neutral)

From the data above shows that the total score is 165 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 55.93%. According to rating interval, 55.93% is Neutral. It means that most of the second semester students of English language education of UIR answered neutral for the question number ten.

11. I am worried about all the new symbols you have to learn in order to read English.

**Table 4. 11. The Percentage of Students Responses to the 11th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	0	5	0
<b>Disagree</b>	4	4	16
<b>Neutral</b>	39	3	117
<b>Agree</b>	14	2	28
<b>Strongly Agree</b>	2	1	2
<b>Total</b>			<b>163</b>

Total Score: 163

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{163}{295} \times 100\% = 55.25\%$  (Neutral)

The result of the data above shows that the total score is 163 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 55.25%. According to rating interval, 55.25% is Neutral. It means that most of the second semester students of English language education of UIR answered neutral for the question number eleven.

12. I enjoy reading English.

**Table 4. 12. The Percentage of Students Responses to the 12th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	1	1	1
<b>Disagree</b>	1	2	2
<b>Neutral</b>	22	3	66
<b>Agree</b>	23	4	92
<b>Strongly Agree</b>	12	5	60
<b>Total</b>			<b>221</b>

Total Score: 221

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{221}{295} \times 100\% = 74.91\%$  (Agree)

The result of the data above shows that the total score is 221 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 74.91%. According to rating interval, 74.91% is Agree. It means that most of the second semester students of English language education of UIR answered agree for the question number twelve.

13. I feel confident when I am reading in English.

**Table 4. 13. The Percentage of Students Responses to the 13th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	0	1	0
<b>Disagree</b>	2	2	4
<b>Neutral</b>	35	3	105
<b>Agree</b>	18	4	72
<b>Strongly Agree</b>	4	5	20
<b>Total</b>			<b>201</b>

Total Score: 201

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{201}{295} \times 100\% = 68.14\%$  (Agree)

From the data, the researcher found that the total score is 201 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 68.14%. According to rating interval, 68.14% is Agree. It means that most of the second semester students of English language education of UIR answered agree for the question number thirteen.

14. When you get to used to it, reading English is not difficult.

**Table 4. 14. The Percentage of Students Responses to the 14th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	1	1	1
<b>Disagree</b>	5	2	10
<b>Neutral</b>	23	3	69
<b>Agree</b>	17	4	68
<b>Strongly Agree</b>	13	5	65
<b>Total</b>			<b>213</b>

Total Score: 213

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{213}{295} \times 100\% = 72.20\%$  (Agree)

From the data, the researcher found that the total score is 213 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 72.20%. According to rating interval, 72.20% is Agree. It means that most of the second semester students of English language education of UIR answered agree for the question number fourteen.

15. The hardest part of learning English is learning to read.

**Table 4. 15. The Percentage of Students Responses to the 15th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	1	5	5
<b>Disagree</b>	15	4	60
<b>Neutral</b>	30	3	90
<b>Agree</b>	13	2	26
<b>Strongly Agree</b>	0	1	0
<b>Total</b>			<b>181</b>

Total Score: 181

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{181}{295} \times 100\% = 61.35\%$  (Neutral)

From the data above shows that the total score is 181 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 61.35%. According to rating interval, 61.35% is Agree. It means that most of the second semester students of English language education of UIR answered agree for the question number fifteen.

16. I would be happy just to learn speak English rather than having to learn to read as well.

**Table 4. 16. The Percentage of Students Responses to the 16th Statement**

Option of Answer	Frequency	Likert scale	Score
Strongly Disagree	0	5	0
Disagree	6	4	24
Neutral	31	3	93
Agree	18	2	36
Strongly Agree	4	1	4
<b>Total</b>			<b>157</b>

Total Score: 157

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{157}{295} \times 100\% = 53.22\%$  (Neutral)

From the data above shows that the total score is 157 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 53.22%. According to rating interval, 53.22% is Neutral. It means that most of the second semester students of English language education of UIR answered neutral for the question number sixteen.

17. I don't mind reading to myself, but I fell very uncomfortable when I have to read English aloud.

**Table 4. 17. The Percentage of Students Responses to the 17th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	2	5	10
<b>Disagree</b>	6	4	24
<b>Neutral</b>	36	3	108
<b>Agree</b>	13	2	26
<b>Strongly Agree</b>	2	1	2
<b>Total</b>			<b>170</b>

Total Score: 170

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{170}{295} \times 100\% = 57.63\%$  (Neutral)

The result of the data above shows that the total score is 170 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 57.63%. According to rating interval, 57.63% is Neutral. It means that most of the second semester students of English language education of UIR answered neutral for the question number seventeen.

18. I am satisfied with the level of reading ability in English that I have achieved so far

**Table 4. 18. The Percentage of Students Responses to the 18th Statement**

Option of Answer	Frequency	Likert scale	Score
Strongly Disagree	0	1	0
Disagree	9	2	18
Neutral	31	3	93
Agree	19	4	76
Strongly Agree	0	5	0
<b>Total</b>			<b>187</b>

Total Score: 187

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{187}{295} \times 100\% = 63.39\%$  (Agree)

The result of the data above shows that the total score is 187 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 63.39%. According to rating interval, 63.39% is Agree. It means that most of the second semester students of English language education of UIR answered agree for the question number eighteen.

19. English culture and ideas seen very foreign to me.

**Table 4. 19. The Percentage of Students Responses to the 19th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	2	5	10
<b>Disagree</b>	10	4	40
<b>Neutral</b>	36	3	108
<b>Agree</b>	9	2	18
<b>Strongly Agree</b>	2	1	2
<b>Total</b>			<b>178</b>

Total Score: 178

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{178}{295} \times 100\% = 60.34\%$  (Agree)

From the data, the researcher found that the total score is 178 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 60.34%. According to rating interval, 60.34% is Agree. It means that most of the second semester students of English language education of UIR answered agree for the question number nineteen.

20. You have to know so much about English history and culture in order to read English.

**Table 4. 20. The Percentage of Students Responses to the 20th Statement**

Option of Answer	Frequency	Likert scale	Score
<b>Strongly Disagree</b>	2	5	10
<b>Disagree</b>	3	4	12
<b>Neutral</b>	31	3	93
<b>Agree</b>	19	2	38
<b>Strongly Agree</b>	4	1	4
<b>Total</b>			<b>157</b>

Total Score: 157

Maximum score:  $59 \times 5 = 295$

Minimum score:  $59 \times 1 = 59$

Indeks :  $\frac{157}{295} \times 100\% = 53.22\%$  (Neutral)

From the data, the researcher found that the total score is 157 and the maximum score is 295 and after calculated using formula, the percentage of indeks is 53.22%. According to rating interval, 53.22% is Neutral. It means that most of the second semester students of English language education of UIR answered neutral for the question number twenty.

### 4.3 The Interpretation of the Data

First, to find out the students reading anxiety level, the researcher calculated students' score in reading test manually with a range of score starting from 0 to 100. Then, the score of each student questionnaire was analysed by using SPSS to find descriptive statistics which contains means, standard deviations and percentage. The descriptive statistic numbers were used to determine the categorization of the reading anxiety levels which is divided into three levels of low, medium and high anxiety.

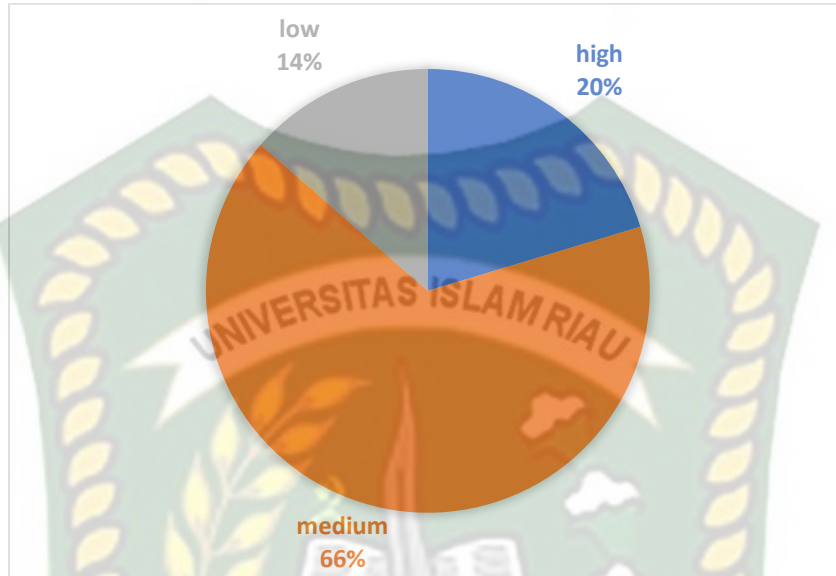
As mentioned before, the researcher found that the mean and standard deviation were calculated as  $M = 59$  and  $SD = 6$ . According to given formula (Table 3.4), the students having scores higher than 65 were categorized as low anxious, the students having scores lower than 53 were categorized as high anxious and the students having scores between 54 and 64 were categorized as medium anxious.

**Table 4. 21. The Formula to Categorize the Score of the Reading Anxiety Levels**

Level	Formula	Score
Low	$59 + 6$	$>65$
High	$59 - 6$	$<53$
Medium	$53 > M > 65$	54-64

Furthermore, based on the categorize score of the reading anxiety level, the researcher found that 8 or 14% of students are categorized as low anxious. Then, 39 or 66% of students are categorized as medium anxious and 12 or 20% of students are categorized as high anxious. The percentage of students categorized can be seen in Figure 4.1.

**Figure 4.1. The Percentage of Level of Students Reading Anxiety**



After categorizing the level of reading anxiety, the researcher took 8 students who were categorized as low level reading anxiety group and 12 students who were categorized as high level reading anxiety to be compared with students reading comprehension.

**Table 4. 22. Result of the Reading Comprehension Test**

Higher Level Reading Anxiety			Lower Level Reading Anxiety	
No.	Reading Anxiety Score	Reading Comprehension Score	Reading Anxiety Score	Reading Comprehension Score
1	53	67	66	82
2	53	72	67	82
3	53	77	65	90
4	50	72	66	90
5	45	72	66	77
6	49	82	68	82
7	42	82	70	90
8	46	72	67	77
9	48	72		
10	51	77		
11	51	82		
12	53	82		
Total	594	909	535	670
Mean	49.5	75.75	66.87	83.75

Table 4.22 shows the score between reading anxiety and reading comprehension. It can be seen that anxiety in reading influence the reading comprehension score.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

This research focused on students reading anxiety, the researcher took samples from the second semester students of English Language Education of UIR. The result of this research shows that majority of the students categorized as “Medium” level of reading anxiety. The researcher found that 8 or 14% of students are categorize as low anxious, 39 or 66% of students are categorize as medium anxious and 12 or 20% of students are categorize as high anxious.

From the result, The researcher can also state that students with lower levels of anxiety performed better on their reading test than those with higher levels of anxiety.

#### 5.2 Suggestion

The researcher would like to make the following suggestions, which are hoped to be useful:

##### 5.2.1 Suggestion for the English Lecturers

1. The lecturer should be taught the students in reading based on their knowledge.
2. Reading is one of the skills that students must learn. therefore, it is preferable for the lecturer to conduct each meeting in the right method in order to advance the teaching of reading.
3. The lecturer should motivate the students prior to teaching-learning

process, especially in reading.

4. The lecturer provides students with many opportunities to practice reading in English in class and outside of class.
5. The lecturer more pay attention to the student with low score of reading anxiety because it is indicate higher anxiety in reading.

### **5.2.2 Suggestion for the English Learners**

1. The students are suggested to memorize vocabulary. Students can begin by underlining new vocabulary to ensure that they understand what they are reading.
2. The students should do more practice to read in English to improve their reading comprehension.
3. Students have to be active in the learning process.
4. Students must obtain more references in order to learn English.

### **5.2.3 Suggestion for the Next Researcher**

1. The researcher hopes to the other researcher find out the other way, strategy, techniques and media applied to decrease the level of reading anxiety.
2. The researcher suggests to anyone interested in conducting research on a similar topic that they can do better than the researcher has done in this thesis.

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