

**FOREIGN LANGUAGE READING ANXIETY AND L2
ACHIEVEMENT: A STUDY OF INDONESIAN EAP
LEARNERS**

SKRIPSI



by

Jeane Theresia Limeranto

Student Number: 81160006

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

YOGYAKARTA

2020

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for the degree of *Sarjana Pendidikan (S.Pd.)*
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Jeane Theresia Limeranto

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NIM. 81160006

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The *Skripsi* written by

Name : Jeane Theresia Limeranto

NIM : 81160006

Title : Foreign Language Reading Anxiety and L2 Achievement: A Study of
Indonesian EAP Learners

has been approved for the *Skripsi* Defense

Yogyakarta, 2 June 2020

Advisor,

Advisor,



Adaninggar Septi Subekti, MSc.
NIDN: 0504098902

FOREIGN LANGUAGE READING ANXIETY AND L2 ACHIEVEMENT: A STUDY OF INDONESIAN EAP LEARNERS

by

Jeane Theresia Limeranto

Student Number: 81160006

Defended before the Board of Examiners

On 29 June 2020

and Declared Acceptable

Chairperson : Dr. Fransisca Endang L., S.Pd., M.Hum



Examiner I : Adaninggar Septi Subekti, M.Sc.



Examiner II : Ignatius Tri Endarto, M.A.



Yogyakarta, 13 July 2020

The Head of the English Language Education Department



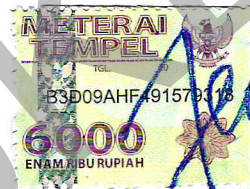
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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

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Author



Jeane Theresia Limeranto

81160006

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ABSTRACT

Limeranto, J. T (2020). *Foreign language reading anxiety and L2 achievement: a study of Indonesian EAP learners* (Unpublished Undergraduate Thesis).
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This paper was conducted to investigate the relationship between students' foreign language reading anxiety (FLRA) and their reading achievement. There were 63 participants of university students at a university in Indonesia. This paper utilized quantitative and qualitative methods sequentially. The first method was conducting a quantitative analysis to find students' reading anxiety and its relationship with their reading achievement. Furthermore, this study utilized qualitative method to gather deeper information of participants' point of view to clarify the developed questionnaire. The result of this study showed that there was a significant weak negative correlation between learners' reading anxiety and their reading achievement. This result of the study yielded $r(61) = -.25, p < .05$. It indicated that the higher students' FLRA, the lower the score tended to be. Moreover, the interview result showed that there were five factors which the learners believed could increase their anxiety in reading. They were fear of making mistakes and lack self-confidence, low self-perceived competence, unfamiliar vocabulary, lack of motivation, and lack of teaching reading methods. Additionally, in order to reduce students' FLRA, the result showed that the use of reading strategy may help reduce their reading anxiety. Therefore, to reduce students' reading anxiety, this study recommends that EFL teachers encourage the students to use some reading strategies. Moreover, the teacher also needs to create various learning activities and various teaching methods to minimize their anxiety in reading. In addition, positive supports are also needed by the teacher and the students.

Keywords: *foreign language reading anxiety, reading achievement, factors of students' FLRA, reading strategy.*

INTISARI

Limeranto, J. T (2020). *Foreign Language Reading Anxiety and L2 Achievement: A study of Indonesian EAP Learners* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta.

Penelitian ini dilakukan untuk meneliti sebuah studi tentang hubungan antara kecemasan membaca mahasiswa dan pencapaian mereka dalam membaca. Penelitian ini melibatkan 63 mahasiswa di sebuah universitas di Indonesia. Penelitian ini menggunakan pendekatan kuantitatif dan kualitatif secara berurutan. Metode pertama adalah melakukan metode kuantitatif untuk menemukan kecemasan membaca mahasiswa dan hubungan dengan pencapaian mereka dalam membaca. Selanjutnya, penelitian ini menggunakan metode kualitatif untuk mengumpulkan informasi lebih dalam mengenai sudut pandang peserta untuk mengklarifikasi kuisioner yang dikembangkan. Hasil penelitian ini menunjukkan bahwa ada korelasi lemah negatif yang signifikan antara kecemasan pelajar dalam membaca dan pencapaian mereka. Penelitian ini menghasilkan $r(61) = -.25, p < .05$. Menunjukkan bahwa semakin tinggi kecemasan membaca mahasiswa, nilai mereka cenderung semakin rendah. Hasil metode kualitatif menunjukkan bahwa ada 5 faktor yang mereka percaya dapat meningkatkan kecemasan dalam membaca yaitu takut melakukan kesalahan, kurang percaya diri, kompetensi persepsi diri yang rendah, kosakata asing, kurang motivasi, dan kurangnya metode pengajaran membaca. Selain itu, untuk mengurangi kecemasan mahasiswa, hasil penelitian menunjukkan bahwa penggunaan strategi membaca dapat mengurangi kecemasan mereka dalam proses membaca. Oleh karena itu, untuk mengurangi kecemasan mahasiswa, penelitian ini menganjurkan guru bahasa Inggris sebagai bahasa asing untuk menggunakan strategi membaca. Selain itu, guru juga perlu membuat bermacam aktivitas belajar dan metode pengajaran. Dukungan positif juga sangat dibutuhkan oleh guru dan juga mahasiswa.

Kata Kunci: *kecemasan membaca Bahasa asing, pencapaian dalam membaca, faktor kecemasan membaca, strategi membaca.*

CHAPTER I

INTRODUCTION

This chapter consists of four parts. Those are research background, research questions, research objectives, and research benefits.

1. Research background

English is known as a global language because it is used to communicate for academic purposes, for business purposes, and for other purposes (Rohmah, 2005). This statement was also re-emphasized by Horwitz (2001) who explained that this fact can be a motivator for learners. Ali et al. (2015) mentioned that foreign language is important to help learners in practicing a linguistic form. However, learners assume learning a foreign language is a pressure and it makes them anxious in learning foreign language (Horwitz, 2001). Moreover, anxiety does not only contribute to speaking but it also contributes to reading (Zhao et al., 2013). Anxiety is one of essential contributing factors in foreign language reading anxiety and reading achievement (Lien, 2011; Sari, 2017). Several studies have investigated about foreign language reading anxiety recognizing that anxiety is one of main factors that can hamper learners' foreign language reading anxiety process and reading achievement (Cetinkaya, 2011; Saito et al., 1999; Sari, 2017). Saito et al. (1999) indicated that learners have different level of reading anxiety and their reading anxiety is correlated with their reading achievement. With regard to this, Zhao et al. (2013) stated that there is a differentiation between Foreign Language Anxiety (FLA) and Foreign Language Reading Anxiety (FLRA). FLA has been defined as a negative emotional aspect such as nervousness, worry, and apprehension that learners show towards second language acquisition (Horwitz et al., 1986). When students experienced some negative emotions during the course, they exhibited some misbehaviours in the classroom such as off-task, avoiding class, and delaying some home works (Horwitz et al., 1986).

In contrast, FLRA is referred to general FLA such as feeling of worry and apprehension when learners attempt to read foreign language text (Muhlis, 2017). Meanwhile Piccolo et al. (2016) stated that reading anxiety is described as an emotional disorder and unpleasant feeling towards the act of reading. When learners experience reading anxiety, they tended to have some reactions such as low self-perceived competence, feeling of hopeless, sweating, rapid breathing, and overwhelming (Aisyah, 2017). Moreover, there are several studies in this field that may suggest the importance of FLRA in L2 learning (e.g: Hassaskhah & Joghataeian, 2016; Rajab et al., 2012; Sari, 2017; Tien, 2017). By understanding FLRA, EFL teachers will be more aware of the impact of anxiety on students' reading achievement (Rajab et al., 2012). Saito et al. (1999) also stated that learners will experience their reading anxiety while they are reading some passages in the target language. This statement was also supported by Hermida (2009) who said that students' reading anxiety have negative effect on their cognitive processing in reading. They were not able to process some information that they read in some texts, when they had FLRA. It could influence their reading comprehension. For instance, they will not be able to achieve the level of comprehension to pass some reading tests (Kaya, 2015).

Reading comprehension is very important for ESP Theology Students. It is because they will be pastors, after they graduate from their college. Hussey (2015) stated that pastors should have a good cognitive skill because they have to read a lot. It is because their future occupation needs something related with reading skill (Hussey, 2015). Hussey (2015) commented that cognitive skill is challenging for the seminarians when they have some problems in comprehending some foreign language texts. This case also occurred to some theology students who experienced some problems with cognitive skill. To comprehend and absorb some preaching materials, for example, they need to read more of some foreign language texts and books. For this reason, they might experience reading anxiety in reading class while they were in college.

Recently, there have been several studies conducted to investigate FLRA and reading achievement in general context (see Saito et al., 1999; Zhogi, 2012) and several EFL contexts (Al-Shboul et al., 2013 in Jordania; Stawiarska, 2013 in Krakow; Zhou, 2017 in China). Additionally, several studies have investigated FLRA in the Indonesian EFL context especially in junior high school, senior high school and college context (e.g. Aisyah, 2017; Lien, 2011; Muhlis, 2017; Sari, 2017). Those studies have discussed the students' level of reading anxiety that were correlated with their reading outcomes.

A few studies have investigated FLRA but this study will provide some discussions on FLRA in different learning contexts which is university context that has not been investigated before. Firstly, the present study, was different from Aisyah's (2017) and Muhlis's (2017) studies. They had different participants who were Junior High School (JHS) and Senior High School (SHS). On the other hand, the present study has investigated FLRA of university students as its participants. It may indicate that investigating FLRA of university students may be worthwhile. It was because they may have different level of anxiety which could affect their reading performance. Secondly, in Lien's (2012) and Sari's (2018) study, even though they have investigated FLRA in university students, it was for general English class. In contrast, this study has investigated theology students in ESP class instead of a general English class. Thirdly, some studies in the Indonesian contexts have focused to investigate on foreign language reading anxiety and those studies have not investigated the relationship between students' reading anxiety and their performance in English for Academic Purposes (EAP) context. EAP is one of the branches of English for Specific Purposes (ESP). By having ESP Theology students as its participants, this research perceives both ESP and EAP as interchangeable terms. Therefore, this study was designed to investigate the relationship between theology students' reading anxiety in ESP reading class and their reading achievement.

In order to gather data, this study used a mixed-method approach which was different from some studies which have investigated the topic. It was because in some studies, the researchers used either qualitative or quantitative method. However, the

present study utilized both methods that were conducted sequentially. Firstly, this study used correlational study to find the relationship between students' reading anxiety and their reading achievement. Secondly, this study used a qualitative study to gather deeper data about the students' experience of reading anxiety. Therefore, comprehensive and deeper data through mixed-methods could be obtained.

Additionally, there were some merits of mixed methods research. Doyle et al. (2009) stated that there is a benefit of conducting mixed-method approach which is completeness. A mixed-method study combines two research designs to obtain more comprehensive data, concrete and broader understanding of the overall research problem rather than studies which did not utilize both quantitative and qualitative methods (Doyle et al., 2009; McKim, 2017; Wium & Louw, 2018).

2. Research questions

Based on the rationales of the research stated above, this study seeks to answer the following research questions:

1. To what extent do ESP for Theology students experience reading anxiety?
2. What is the relationship between ESP for Theology students' reading anxiety and their achievement in reading class?
3. What factors do ESP for Theology students believe contribute to their anxiety in reading?
4. What strategies do ESP for Theology students believe may help reduce their anxiety in reading?

3. Research objectives

This study examines ESP for Theology students' anxiety in reading class. This study intends to:

1. Find the extent of students' reading anxiety

2. Find the relationship between students' reading anxiety and their achievement in reading class.
3. Describe factors that ESP for theology students believe contribute to their reading anxiety.
4. Describe ESP for Theology students' beliefs of strategies that help reduce their reading anxiety.

4. Research benefits

There are three benefits of doing this study:

1. This study helps teachers understand why students get reading anxiety in reading class. This study also helps teachers to understand and apply some strategies to reduce students' reading anxiety.
2. This study helps students to figure out solutions to their anxiety in reading.
3. Some studies have been conducted to investigate FLRA by using either qualitative or quantitative method. Whereas, this study used a mixed method in order to compare and relate the result of each data to find the relationship between students' FLRA and their reading achievement.

CHAPTER V

CONCLUSION

This chapter consists of summary, implication and contribution, limitation, and further studies.

1. Summary

This study conducted correlational study to find the relationship between students' FLRA and their reading achievement. It found a significant negative relationship between students' reading anxiety and their reading achievement. It indicated that the higher learners' reading anxiety, the lower the score tended to be. The strength relationship was weak. It indicated that there were several exceptions in this study, which did not exhibit such a correlation. Despite all those exceptions, it is still worth-noting that on average the two variables were negatively correlated. This study also conducted qualitative study to gain more information about factors that could contribute students' anxiety. There were several factors found in this study such as fear of making mistake, low self-confidence, low self-perceived competence, unfamiliar vocabulary, lack of motivation, and lack of teaching methods. In order to reduce students' anxiety, this study found reading strategies as tools to reduce students' anxiety in reading.

2. Implications and contributions

There were some implications and suggestions in order to reduce and find a solution for learners' anxiety in reading. First, English teachers should pay attention to the learners' reading anxiety level. It is because their FLRA can affect their reading achievement. With regard to this, teachers need to give a lot of their contribution to maintain and control students' negative emotional while they are reading. The teachers can create various learning activities and teaching methods, such as jigsaw learning, group discussion, and group presentation to make them involve in the reading process.

Moreover, students also feel anxious because they thought that they could not comprehend text. It is because the topic of a text that they read was not familiar to them. In relation to this, teachers should explain the target knowledge to the students ahead of the time and then discuss the topic of the reading passage to them. It helps the students to understand and comprehend the whole text.

Furthermore, since this study also identified a lack of vocabulary knowledge as the factor that influence students' reading mastery, the teacher should teach vocabulary learning strategies that can be adopted by Schmitt and McCarthy (1997) they proposed some vocabulary learning strategies such as guessing from context and using vocabulary cards to help them remember the vocabulary. In order to reduce students' reading anxiety, teachers also need to implement various reading strategies in the reading process. The reading strategies which can be conducted such as scanning, skimming, KWL, SQ3R, margin note, and annotating. When students use those reading strategies, they tended to have less anxiety in reading. In addition, it helps the students to solve some problems in reading. It also can improve students' reading comprehension.

Additionally, there are some contributions of this research to other researchers. Firstly, this study conducted FLRA in EAP field. This might be a first step for research in this field to involve EAP participants. Secondly, the participants of the present study were Theology students. This is important for other researchers to investigate Theology students. It is because in process of learning, they have to read many foreign language texts in order to be able to absorb some preaching materials. For this reason, they might be susceptible to experience reading anxiety in reading class.

3. Limitation

Despite some implication and contribution stated above, there were also some limitations in this study. Firstly, the research design involved the use of reading score. The reading scores were taken from four tasks to midterm score. In this case, it would be better that the research design involved the use of the whole reading scores from the

beginning until the end of the course. Secondly, the number of participants of the study only covers a small population which means the number of the participants are not enough to generalize the finding of FLRA in EAP learners. Lastly, due to Covid-19 pandemic, there were two participants interviewed through Whatsapp. It may slightly compromise the result of the qualitative data.

4. Further studies

There are some further studies that could be suggested. Firstly, it is recommended for other studies to use a larger sample of FLRA students in EAP context. Thus, the result of the study can be generalized in wider range. Moreover, this study investigated the relationship between students' FLRA and their reading achievement. It is also recommended for further study to investigate FLRA and its relationship with L2 reading achievement in different learning context in Indonesia. It is also recommended that the other studies may discuss and the reading strategies and techniques to increase students' reading comprehension and to decrease their anxiety. Additionally, this result of this study showed that the participants have 2 years of duration reading exposure in reading class. With regard to this, it is recommended for further study to investigate the possible influence of the reading exposure duration towards anxiety.

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