



**EFL LEARNERS READING ANXIETY AT UNIVERSITY OF ISLAM
MALANG: A NARRATIVE INQUIRY**

SKRIPSI

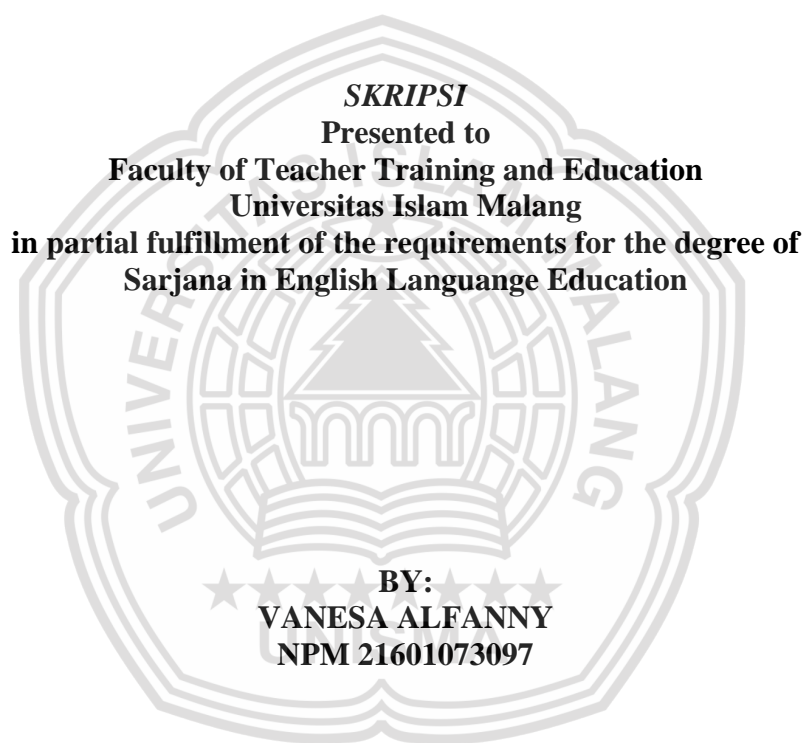
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**UNIVERSITAS ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
NOVEMBER, 2022**



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ABSTRAK

Alfanny, Vanesa. 2022. *EFL Learners Reading Anxiety at University of Islam Malang: Narrative Inquiry. Skripsi*, Fakultas Keguruan dan Ilmu Pendidikan University Islam Malang.
Pembimbing I: Eko Suhartoyo, S.Pd., M.Pd : Pembimbing II : Henny Rahmawati, S.Pd., S.S, M.Pd.

Kata kunci: Pembelajar EFL, Kecemasan Membaca, Penyelidikan Naratif

Keterampilan membaca merupakan kemampuan yang digunakan pembelajar EFL untuk mendapatkan pengetahuan, wawasan, dan informasi baru dalam kegiatan pembelajaran bahasa. Pembelajar EFL memiliki beberapa kesulitan dalam belajar bahasa Inggris, terutama belajar membaca bahasa Inggris. Kecemasan membaca adalah perasaan cemas ketika siswa membaca teks bahasa Inggris. Oleh karena itu peneliti bertujuan untuk mengidentifikasi tingkat, faktor, dan strategi Reading Anxiety siswa berdasarkan pengalaman siswa.

Penelitian ini menggunakan penelitian kualitatif untuk menjawab pertanyaan penelitian. Partisipan dalam penelitian ini adalah 4 mahasiswa semester 3 Jurusan Pendidikan Bahasa Inggris Universitas Islam Malang melalui voice note WhatsApp online. Instrumen yang digunakan dalam penelitian ini adalah wawancara semi-terstruktur. Data yang dianalisis menggunakan narrative inquiry berdasarkan Creswell (2012). Narrative Inquiry adalah desain penelitian yang digunakan untuk mengumpulkan pengalaman mahasiswa mata kuliah Reading III dan kecemasan membaca mahasiswa ketika membaca teks bahasa Inggris.

Dalam penelitian ini, hasil penelitian menunjukkan bahwa semua partisipan memandang bahwa ada 2 mahasiswa yang kadang-kadang mendapat tingkat "sedang" dan 2 mahasiswa yang sering mendapat tingkat kecemasan membaca yang "tinggi" dengan dua faktor yang membuat mereka memiliki perasaan cemas membaca ketika membaca teks bahasa Inggris. Faktor-faktor tersebut adalah fitur-fitur teks seperti kosakata yang tidak dikenal, topik yang tidak dikenal, dan dari faktor pribadi seperti kurangnya motivasi dan takut jika membuat kesalahan. Strategi untuk mengatasi kecemasan mereka adalah persiapan, relaksasi dan pencarian teman sebaya. Disarankan untuk mengetahui lebih detail tingkat kecemasan membaca di Universitas Islam Malang.

ABSTRACT

Alfanny, Vanesa. 2022. *EFL Learners Reading Anxiety at University of Islam Malang: Narrative Inquiry. Skripsi*, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Eko Suhartoyo, S.Pd., M.Pd : Advisor II : Henny Rahmawati, S.Pd., S.S, M.Pd.

Keywords: EFL Learners, Reading Anxiety, Narrative inquiry

Reading skills is an ability that EFL learners used to get knowledge, insight, and new information in the activity of language learning. EFL learners have some difficult in learning English, especially learning reading English. Reading anxiety is anxious feeling when students read the English texts. Therefore the researcher aims to identify the levels, factors, and strategies students Reading Anxiety based on students experience.

This study used qualittaiive research to answer the research questions. The participants in this study are 4 students from 3rd semester of English Education Department from University of Islam Malang through online WhatsApp voice note. The instrument used in this study is semi-structured interview. The data analyzed used narrative inquiry based on Creswell (2012). Narrative Inquiry is a research design used to collect the experience of students Reading III course and students reading anxiety when reading English text.

In this study, the result indicated all the participants viewed that there were 2 students got sometimes “medium” levels and 2 students got often “high” levels of Reading anxiety with two factors that made them have reading anxiety feeling when reading English texts. Those were Text features like unfamiliar vocabulary, unfamiliar topic, and from personal factors like lack of motivation and afraid if making mistake. The strategies to overcome their anxiety were preparation, relaxation and peer seeking. It suggested to know more details the levels of Reading anxiety in University of Islam Malang.

CHAPTER I

INTRODUCTION

This chapter is about background of study, research problem, objectives of the study, significance of study, scope and limitation, and definition of the key terms.

1.1 Background of Study

For long time, there were many languages have come. But, the language needed both national or international is English. Nishanthi (2018), said that English is one of the most widely used and dominant languages in the world. This is having an effect on every field of work. Without a doubt, English plays a much larger role in the world than most people realize. It has a bright future, it connects us in a global world, and it can also help us in our personal and professional lives. From that statement above, it means that English has important role in a globalized world, so it is important for us to learn and master English. We must have ways to learn English, one of them is reading English texts. Stated by Pranata (2019) that reading English is an important skill to be mastered by students'. EFL learners have important ways of learning English, so EFL learners must be mastering their reading English skills.

There are many skills in English; one of them is reading skill. Reading skill is an ability that EFL learners used to get knowledge, insight, and new information in the activity of language learning. Reading is an activity to get some information from the texts and to understand the information, so we need to concentrate on reading the

text. Students will gain more knowledge and information if they read a chapter or a story in school. Martiarini (2018) said that students will gain more knowledge or information they gained through reading to communicate with other students or to share their ideas with them by expressing an opinion or a suggestion. Generally the purpose of reading for students is to increase the knowledge that we have never known before to search for information and to understand the content of the text. Divina (2009) proved that recognizing text organization was the hardest reading skill for these students (72.5 %). It was because after reading a passage, many Indonesian students were not trained to activate the recognition of text organization. In general, after reading a text, they were asked to answer some set of questions. Therefore, they might not have sufficient exposure to this skill. EFL learners have some difficult in learning English, especially learning reading English.

Indonesia people doesn't use English as a daily language, so it is difficult for Indonesian people to use English to communicate. Sometimes they feel difficulties, those difficulties are. Indonesia EFL learners' reading habit's categorized low. As Iftanti (2012) said that this is demonstrated by the fact that they do not read English on a regular basis, indicating that it is not a habitual activity for them. They do not develop daily English reading habits because they do not understand the content of the English text and are exposed to a large number of foreign words that make reading comprehension difficult. The second reason is the limited reading sources both printed and online sources. However, if

EFL learners want to get some information and knowledge they must always read many books or texts. Patahuddin et al., (2017) says that the second option for EFL learners in terms of English vocabulary acquisition was to read a book such as a novel, comic, short story, etc. It is widely acknowledged that reading is the most effective way for students to learn new words and review words they already know. It is beneficial for students to memorize vocabulary. Furthermore, reading is a viable method to work. Students can read at any time in their daily lives. It means that EFL learners can use reading as the manner of learning English because EFL learners can get new English vocabularies from reading activity.

One of other problems for EFL learners is anxiety. Anxiety is one of the problems in learning English, the definition of anxiety is feeling afraid that someone has when he or she confronts for doing something. Usually, someone who has feelings profuse about something owns anxiety. Anxiety can appear when someone gets an unwanted thing and it makes feeling afraid. Everyone has anxiety, but the difference ways of level of their anxiety. They have high or low anxiety. Purba (2021) Showed that 6 students have low reading anxiety, while ten students have medium anxiety. High anxiety level, on the other hand, has a high score with 11 students. It can be deduced that the majority of students experience anxiety when reading English.

Most of the universities, especially in the English education program, have some courses, and one of them is reading course. Reading III is a compulsory subject by students with a major in English education University of Islam Malang.

Before taking reading III course, students must take reading 1 and 2 first. In reading class, the goals of the lecturer are focusing on English proficiency such as TOEFL, and a little introduction about IELTS and TOEIC. So, for Reading III it concluded that focuses on TOEFL, IELTS, and a little extensive reading, and several long articles.

The strategy of the teacher in reading III are reviewing the material in reading III, reviewing to the TOEFL, what are the media, introduction to various kinds of skills in TOEFL, and then discussing TOEFL in each skill by doing exercises. The teacher gives more understanding to students who are less and unfamiliar with the reading in the TOEFL, and the teacher provides some new vocabulary to students who are still lacking in this course.

After knew the cases above, the condition of the students in Reading III, most of the students experienced some anxiety in terms of reading English texts, one of which might be because in Reading III there were a lot of new vocabulary and reading levels increased so as to create anxiety. From that statement, the researcher aims to investigate students' reading anxiety at the University of Islam Malang. This research will use narrative inquiry because this study will investigate students' experiences.

1.2 Research Problem

Based on the background of study, the researcher formulates the problem as follow.

1. Did EFL learners experience different levels of reading anxiety?
2. What are the factors influence of EFL learners' reading anxiety?
3. How do EFL learners overcome their reading anxiety?

1.3 Objectives of the Study

Based on the research of the problem above, the researcher aims the study as follow.

1. This study aims to describe levels of EFL learners' reading anxiety.
2. This study aims to list and discuss the contributing factors EFL learners' reading anxiety.
3. This study aims to describe how EFL learners overcome their reading anxiety.

1.4 Significance of the Study

Theoretically, this research is expected to give information about students' reading anxiety based on their experience when they are doing the reading activity in Reading III that can be useful for education development.

Practically, the result of this study is hoped for teacher and students to know about EFL learners' reading anxiety feeling when they join Reading III course at University of Islam Malang. It is based on students' experience in reading English.

For academic readers, this study provides some information and knowledge about some aspects of reading anxiety from students' experience. This research

gives way to know overcome anxiety for EFL learners reading anxiety at University of Islam Malang.

For the researcher, from the result of this research, the researcher will get facts about EFL learners' anxiety the influence factor, and how strategies to handle reading anxiety-based on EFL learners' experience.

1.5 Scope and Limitations

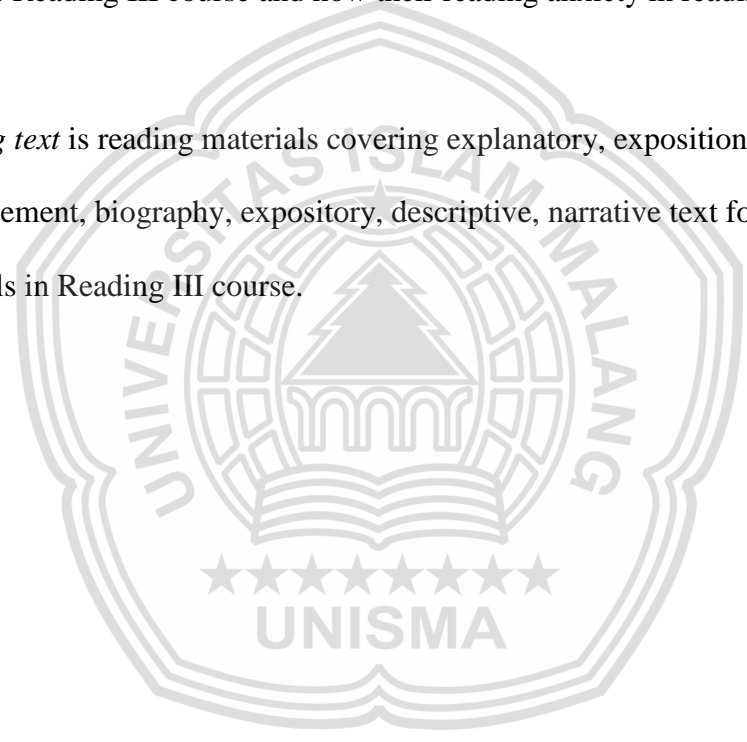
The researcher investigated four English students who are following the Reading III in the third semester at the University of Islam Malang. The research conducted using interviews and focused to investigate the experience of their reading anxiety when they followed Reading III. The experience would explored by the researcher to investigate how students feel in reading anxiety, the causes of reading anxiety, and how to reduce EFL learners' reading anxiety. The data is conducted at the University of Islamic Malang.

The limitation of this study is the interview conducted in online interview because of pandemic situations Covid-19, so the researcher cannot meet with students face to face.

1.6 Definitions of the Key Terms

There are some terms used in this research. To explain the meaning of that terms, the definition of the terms clarified as follows.

1. *Reading Anxiety* is anxious feeling of the 3rd semester students who take Reading III course covering personal and text features factors.
2. *EFL Learners* is students at English Education Department at University of Islam Malang who were joining Reading III course.
3. *Narrative Inquiry* is a research design used to collect the experience of students Reading III course and how their reading anxiety in reading English text.
4. *Reading text* is reading materials covering explanatory, exposition, news, advertisement, biography, expository, descriptive, narrative text for the materials in Reading III course.





CHAPTER V

CONCLUSION AND SUGGESTION

After describing the discussion in the previous chapter, this chapter explains the conclusion and suggestion. in data presented in the finding, prior research and theories in the discussion.

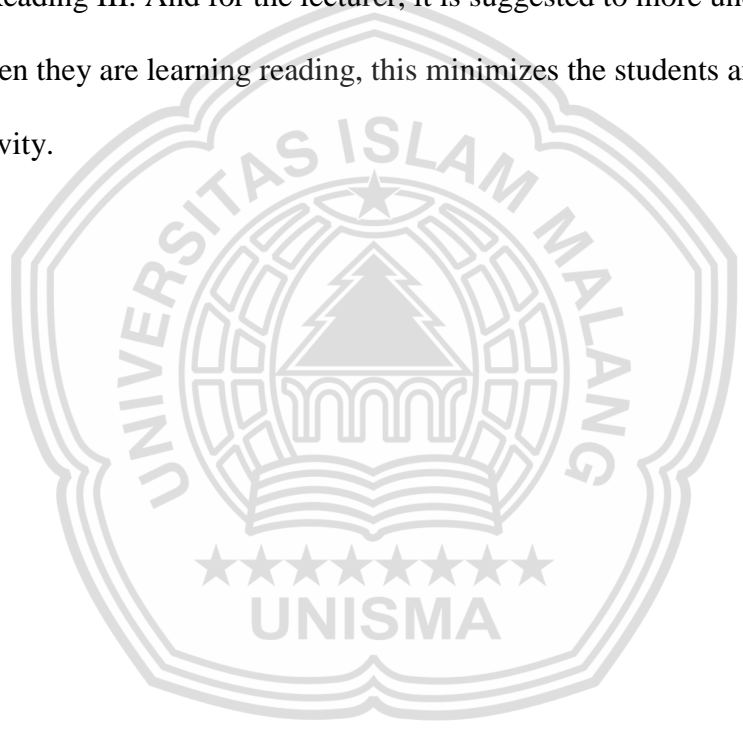
5.1 Conclusion

In this research, the researchers concluded that the result based on students' experiences when joining the English Reading III Course was all of the participants were anxious feeling when they read English texts. All the participants view that they were medium and high anxious levels feeling. The second result showed that the participants have two factors that made them have an anxious feeling when reading English texts. Those were text features and personal factors. Text features consists of unfamiliar vocabulary and unfamiliar topic. Then, personal factors include lack of motivation and afraid of making mistake.

In terms of strategies, the participants had strategies for coping with their reading English anxiety, which was preparation, relaxation, and peer seeking. This research used a narrative inquiry research design. The participants were interviewed using semi-structured questions.

5.2 Suggestion

Based on the conclusion, the researcher it is suggests that for the next research, the researchers should more detailed with use quantitative to know the effective result levels of students anxiety (high an low) in University of Islam Malang especially Reading III. And for the lecturer, it is suggested to more understanding students when they are learning reading, this minimizes the students anxiety in their reading activity.





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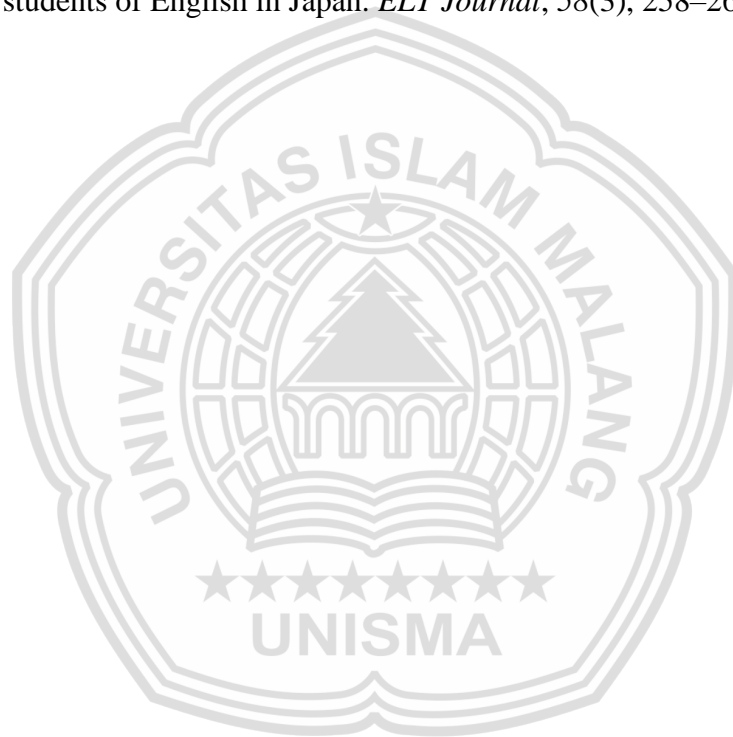
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