UNDERGRADUATE STUDENTS' READING ANXIETY IN AN EMI-BASED PROGRAM

A Thesis

Presented to the Department of English Language Education as Partial Fulfilment of the Requirements to Obtain the *Sarjana* Pendidikan Degree in English Language Education

Conveyed by:

Sonia Handini Lubis

17322017

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

UNIVERSITAS ISLAM INDONESIA YOGYAKARTA

April 2021

APPROVAL SHEET

A SURVEY ON EFL STUDENTS' READING ANXIETY IN AN EMI-BASED PROGRAM

By

Sonia Handini Lubis

17322017

Approved on April 9th, 2021

By

Supervisor

Ista Maharsi, S.S., M.Hum

NIP. 056130501

RATIFICATION SHEET

A SURVEY ON EFL STUDENTS' READING ANXIETY IN AN EMI-BASED PROGRAM

By

SONIA HANDINI LUBIS

17322018

Defended before the Board of Examiners in April 2021 and Declared

Acceptable

Board of Examiners

Chairperson : Ista Maharsi, S.S., M.Hum.

First Examiner : Astri Hapsari., S.S., M. TESOL

Second Examiner : Irma Windy Astuti, S.S., M.Hum.

Yogyakarta, April 2021

English Language Education Department

Faculty of Psychology and Social-Cultural Sciences

Universitas Islam Indonesia

Head of Department

Irma Windy Astuti, S.S., M.Hum.

NIP. 062216005

STATEMENT OF WORK'S ORIGINALLY

I honestly declare that this thesis is originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, April 2021

The writer,

Sonia Handini Lubis

17322017

MOTTO

"With every difficulty there is relief"

(Q.S Al-Insyirah: 5)

"Keep going and do not give up"

DEDICATIONS

I dedicate this thesis to myself, my beloved parents, all my lectures and my friends who always support and guide me during my thesis writing.

ACKNOWLEDGEMENT

بِسْـــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Alhamdulillahirobbil'alamin. Prays and thanks unto Allah *Subhanahu wa Ta'la*, the lord of world who has been giving mercies and blessings so that the author could finish this thesis patiently.

My Endless gratitude to all the following people who always help and support the author in any condition from beginning and until now, also their contribution in making this study possibly finish.

A special thanks and gratitude to my beloved supervisor, **Mrs. Ista Maharsi, S.S., M.Hum**. who patiently guide and support me in completing this study. I also would like to say genuinely big appreciation to these following people:

1. My Parents especially my dearest **mother** as a figure who always supports me through ups and down and my father who also helps me financially.

2. **Mrs. Irma Windy Astuti, S.S., M.Hum.** as the head of English Language Education Department

3. **Mrs. Rizki Farani, S.Pd., M.Pd.** as my academic supervisor, thank you for always helping me during my every academic requirement since I was freshman at university.

4. **Mr. Willy Prasetya, S.Pd., M.A.** as my role model to become a good teacher for future, sincerely thanks to him for being my motivator, friend and human diary rather in academic life and daily life.

5. All of my dearest lectures of English Language Education Department who patiently teach me and all of the staff who help me since my first years at university and until now.

6. My lovely sister and brother from another mother **Adinda Kartika Putri** and **Jasman** who always support, help and stand by me through ups and down during my gap year until now.

7. Association of IKAMABAR (*Ikatan Mahasiswa Aceh Barat*) who helped me a lot during my preparation to start my journey in Yogyakarta.

8. All my closest friends who never get tired support and help me through my journey at university: Chika, Monik, Devi, Alfira, Ninik, Muthia, Naomi, all members of Jupiter House and others in the 2017 batch that cannot mention.

Yogyakarta, April 2021

Sonia Handini Lubis

TABLE OF CONTENTS

LIST OF TABLES

# LIST OF FIGURES

LIST OF APPENDICES

UNDERGRADUATE STUDENTS' READING ANXIETY IN AN INTERNATIONAL PROGRAM USING ENGLISH AS A MEDIUM OF INSTRUCTION

By
Sonia Handini Lubis
17322017

ABSTRACT

Currently, many Indonesia higher education or universities use English as a medium for instruction, usually, this university has a special program called the international program. In other words, international program students are often exposed to English, so it is possible for those who use EMI to feel anxiety, one of which is anxiety in reading. This study was conducted to find out what aspects influence the learners' anxiety in reading English. Data were gathered by conducting the FLRAS (foreign language reading anxiety scale) questionnaires, adapted from Saito 1999 and there are 20 items with one domain feeling about reading English. The respondents are the international communication science students program batch 2020, consisting with 45 students. The result of this study yields aspects that affect students' reading anxiety are uncommon script and writing system and unfamiliar cultural background. The highest score revealed X8 with mean (M=2.925) and standard deviation (SD=1.022) hence the lowest score presented in X15 with mean (M=2.0) and standard deviation (SD=0.905).

Keywords: English Foreign Language, Foreign Language Reading Anxiety, English as A Medium for Instruction
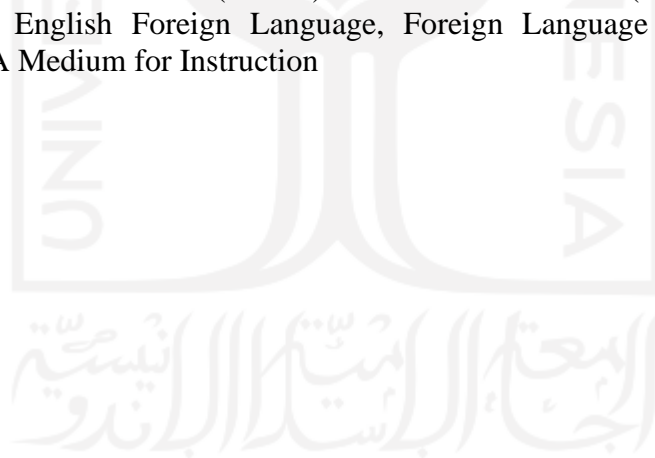
CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significance of the study.

1.1   Background of study

Foreign language anxiety is an important issue, especially for foreign language learning. Horwitz, Horwitz, Cope (1986) argued that the impact of language anxiety is limited to their capability to perform successfully in the class. Other studies also have the same thought as Horwitz et al. (1986); Phillips (1992); Elkhafaifi et al. (2004) compiled that language anxiety is the cause of poor performance in the class. Anxiety itself is a subjective feeling consisting of nervousness, worry, apprehension, and tension which is connected with an arousal of the autonomic nervous system (Horwitz et al., 1986). Language anxiety can appear in every stage of English skill such as speaking, listening, reading, and writing. The same value is reflected in Chow, Chiu & Wong (2018) cited in (Cheng, Horwitz & Schallert, 1999; Horwitz, 2001; Pae, 2013) believe anxiety may occur in some students when applying particular language skills.

Reading anxiety could happen in foreign learners because of two factors. The underlying source of FL reading anxiety Saito, Garza & Horwitz (1999) examined that those are unknown scripts and writing systems and different cultural

material. The readers can be easily expected to be anxious while reading a text when they face several systems of corresponding sound-symbol dances. Also, different cultural concepts give more impact on the reading process constantly than the unfamiliar script and writing system. The researchers explain it goes when the reader finds the symbols then interpret them into sounds and correlate the sounds with words and try to process the meaning of a text. At this stage, the readers realize the words that have been decoded are not comprehensible or reasonable for them, it makes anxiety sets in. To anticipate, the readers translate it word by word to get the meaning. It does not make sense, because of lacking knowledge of the culture (Saito et al., 1999). Refers to Zhao, Guo & Dynia (2013) cited in (Shi and Liu 2006) showed that students with a high FL read anxiety appeared to score lower on a performance reading test. They also argue that The FL reading anxiety rates were found to be negatively associated with scores of both a large-scale English test and an English reading test among Chinese EFL learners.

On the other hand, (Sellers 2000) cited in Zhao et al. (2013) more local techniques such as concentrating on vocabulary are used by highly anxious students, and the less anxious students remembered less passage material. These ambiguities conclude that the reading task type and reading text difficulty stimulus the correlation between FL reading anxiety and reading performance. Other researchers state that because the task reading was simple so that there is no significant connection between FL reading anxiety and FL reading performance. Other studies find significant negative associations were also observed between a

particular language anxiety measure (French class anxiety) and vocabulary learning results (MacIntyre & Gardner, 1989).

Refers to Dearden (2016) EMI is largely stated as "The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English". In many contexts, EMI takes some places, including higher education, secondary school, primary school, preschool, and in areas with various historical backgrounds in which an oppressor's language can be used as English (Coleman, Kristina, Li, Tsui, and Shaw 2018). There is an increasing need for English as a key to global communication, interactions, and information. It is noticeable in universities all over the world. Hence, many colleges have recently accepted English as a medium of instruction, recognizing the significant benefits that can be gained from using the language (Ibrahim, 2001). On the other hand, students are more exposed with English, and it turned out them to feel anxious because English is not their mother tongue however English as a foreign language. Individual differences (IDs) such as aptitude, motivation, beliefs, anxiety, and personality, among others, are known to influence foreign language acquisition. A corpus of research has studied how IDs affect foreign language learning processes in various circumstances during the past three decades (Aslan & Thompson, 2021). Foreign language anxiety is also related tolerance of ambiguity (TA) relates to how an individual (or group) sees and processes information regarding ambiguous circumstances when presented with a variety of new, complicated, or incongruent cues (Furnham & Ribchester, 1995). In the same vein, Ghaith & El-Sanyoura (2019) one of the most significant issues

that educational institutions confront is enabling EFL learners to grasp academic materials. This is because reading is a complicated psycholinguistic process influenced by a variety of reader-related, text-based, and context-specific aspects, such as text processing automaticity and fluency, vocabulary, and background knowledge, as well as motivation, positive self-concept, and reading confidence (Ghaith, 2020).

As mentioned above the researchers mostly done a study about speaking anxiety but EFL reading anxiety is limited and the researchers frequently use the theory from Zhogi (2012) as their conceptual framework. It is presented varieties of EFL reading anxiety such as Top-down Reading Anxiety, Bottom-up Reading anxiety, and Classroom Reading Anxiety. Meanwhile, in Indonesia rarely finds the same topic of study using the conceptual framework from (Saito et.al 1999). Therefore, there should be more studies to examine reading using conceptual framework from Saito et.al 1999 to know what factors affect students' anxiety in English reading. The setting of this research is in the international program (IP) students of communication sciences study program in a private university in the academic year 2020. The participants were not English major students, but they used English as a Medium Instruction (EMI), which was the regulation from the university.

1.2 Formulation of the problem

Based on the background mentioned above, the problem of this research is formulated in the following questions: first, what are the factors causing EFL reading anxiety among International Program students of communication sciences?

1.3 The Objective of the study

Thus, this research is to identify the factors of EFL reading anxiety in IP students of communication sciences study programs 2020 using the theory from Saito et al., 1999).

1.4 Significance of the study

The result of this study aims to give a contribution to the English language education field theoretically, empirically, and practically. Theoretically, this study is an introduction to the notion of EFL reading anxiety, what factors that affect the international program (IP) students of communication sciences study program. Empirically, the study increases the readers' knowledge of conducting a quantitative study to identify factors of EFL reading anxiety. Practically, it helps the lecturer and students who used English as EMI and to identify factors of EFL reading anxiety.

CHAPTER II

LITERATURE REVIEW

This chapter is divided into certain parts. Namely: literature review, review on relevant studies, and theoretical framework of the research.

2.1 Foreign Language Reading Anxiety in English as a Foreign Language (EFL) context

Foreign language reading anxiety (FLRA) is a distinct phenomenon that has been identified as having a negative impact on the metacognitive processing and comprehension of foreign language readers (Saito et al., 1999). A researcher Muhlis (2017) reported that in general reading anxiety is a distinct condition from foreign language anxiety. In other words, reading always belongs to an oral activity as the learners display their acts to communicate with a text.

Other studies also demonstrate the factors of reading anxiety, Zoghi (2012) observed there are several factors related to EFL reading anxiety: (a) Top-down Reading Anxiety; (b) Bottom-up Reading Anxiety; and (c) Classroom Reading Anxiety. According to Ahmad, Al-Shboul, Rahman, Burhan & Madarsha (2013), there are two factors influence reading anxiety, it consists of personal factors and text features. Personal factors consist of worry about reading effects and fear of making errors. Text features consist of an unfamiliar culture, unfamiliar topic, and unfamiliar vocabulary. An Indonesian researcher conducted the similar topic in

UIN Sunan Gunung Djati Bandung, and the result turns two types that can influence Indonesian students EFL learning context, those are text features and personal factors which are divided into 5 sources, namely: unknown vocabulary, unfamiliar topic, unfamiliar culture, afraid of making errors, and worry about reading effect. From all those sources, the most difficult factors are an unfamiliar topic (Kulsum, Azis, Hayati & Mansyur 2018).

Besides, reading anxiety is often more difficult to identify because, unlike speaking, it does not require immediate reactions (Chow et al., 2018). It causes reading is an individual act in that the "success" of reading does not rely on a collective understanding by two or more speakers, while a speaker who communicates with an uncooperative or incompetent conversational partner may have trouble even if he or she is a very competent and responsive conversational participant (Saito et al., 1999). They also pointed out that two factors can affect reading anxiety: uncommon writing system and script and unfamiliar culture material. When the readers face an unfamiliar writing system such as symbol-symbol they should decode it into a text when they cannot process it and the anxiety sets in. Next, after they decode it into a text and processing the meaning does not constitute an intelligible or logical message entity, it is called unfamiliar. The condition of anxiety in reading does exist and is researchable, it is as recognized by Wu (2011) found reading is one of the anxiety-provoking skills to the students who study a foreign or second language.

2.2 English as A Medium Instruction

As one of a language policy's most applied products, the popularity of EMI has risen in the last few centuries and has also been identified in several educational institutions, including but not limited to the level of higher education. The use of EMI is likely to be applied on a primary and secondary level, it depends on a particular situation (Dearden, 2014).

Related to Ducker (2019) EMI can be used by stakeholders such as parents, teachers, colleges, and other educational institutions as an accessible and successful way to improve the English of learners. Some claim that EMI has the dual advantage of developing English and simultaneously having awareness of content. Additionally, many governments (e.g., China, South Korea, Japan) have released guidelines to explicitly promote universities to partly incorporate EMI courses into their curriculum to build a globally competitive EMI workforce as an extension of this conviction.

Dearden (2014) pointed that approximately 62% of countries have registered improvements in the EMI program over the last ten years. Surveys terminated by British Council staff there are over 55 countries in which non-anglophone have been used in universities, secondary school, and primary school for academic subjects. As explained above the surveys that have been conducted, (Dewi, 2017) conveyed Indonesia is also part of a non-anglophone country that uses EMI for academics. Although there is no clear EMI policy has been enforced, the undergraduate curriculum, larger colleges provided double models of distribution, "international programs" and "regular programs," the distinction being the MOI

(Medium of Instruction). As examples are programs offered at major universities in Yogyakarta, Indonesia's so-called "student city," when delivered in English, similar programs are defined as "international programs." The situation is that international students attend "international programs," while local students attend "regular programs." Normally, based on their particular language interests, their ability to pay higher tuition fees for such a program, and most notably, their level of English competence, as shown by the TOEFL test results, both programs are attended by domestic students.

2.3   Conceptual Framework

This study concerns English as a foreign language reading anxiety. In the meantime, it uses questionnaires as the instrument to find the factor of EFL reading anxiety in IP students of communication sciences study programs. According to Saito et al. (1999), two factors that cause reading anxiety, are the uncommon writing system and unfamiliar culture material. The instrument adapted from Saito et al. (1999) known as Foreign Language Reading Anxiety Scale (FLRAS).

Figure 2. 1 Conceptual Framework

Foreign Language Classroom Anxiety Horwitz, Horwitz & Cope (1986)

Two Factors of EFL Reading Anxiety

Saito et al (1999)

unfamiliar scripts and writing systems

unfamiliar cultural material

Adapted by Chow, Chiu & Wong (2018)

Undergraduate Students' Reading in An International Program Using English as A Medium of Instruction
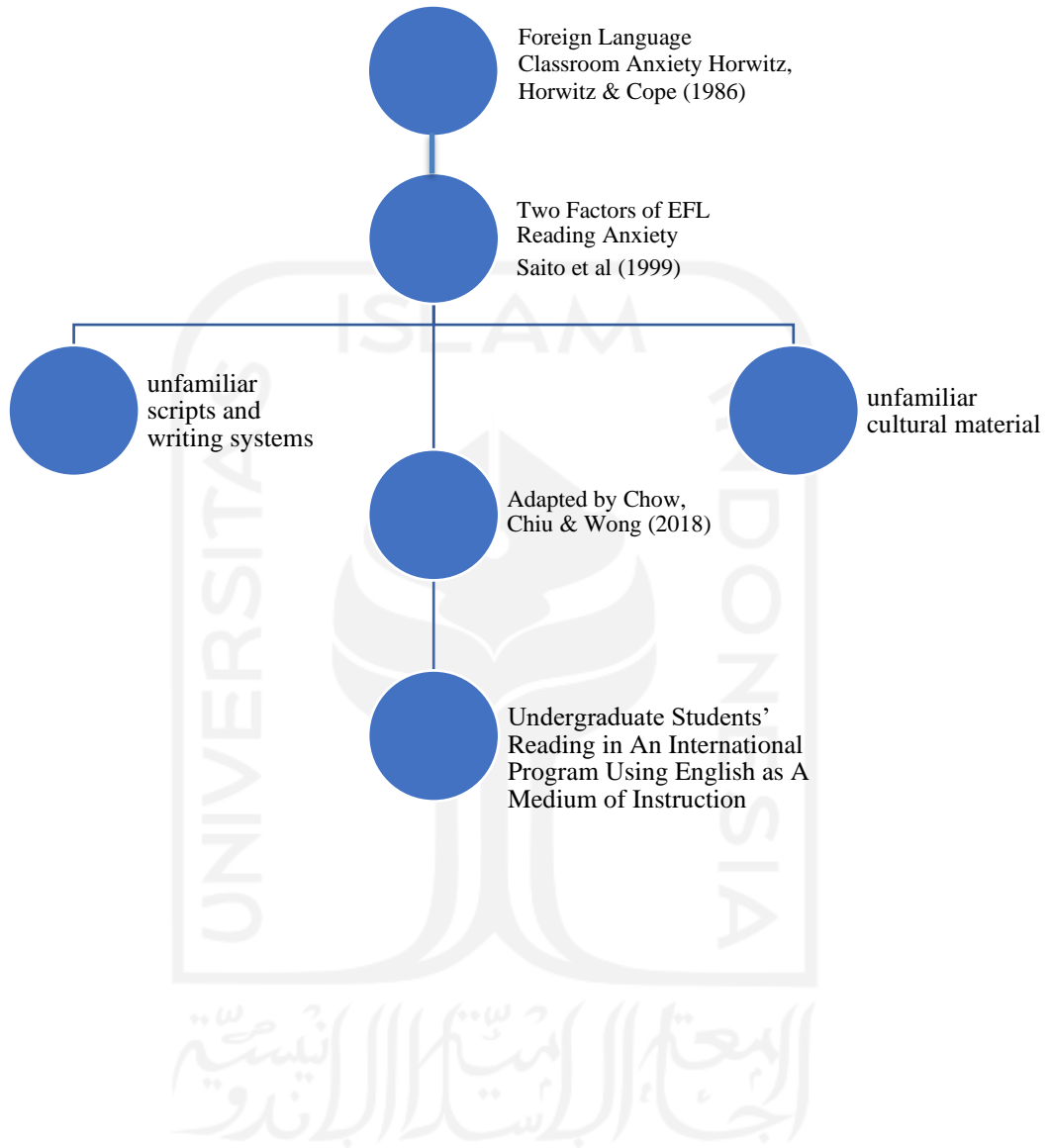
CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology of the study. It contains the research design, participant, and data collection techniques.

3.1 Research Design

This present study used surveys. Marvasti (2018) pointed out that quantitative research contains data collection and analysis data, and it is usually numeric and using mathematical models. This approach used a survey research method that provides a quantitative description of trends, opinions, or attitudes, of a population by studying its sample (Creswell, 2014). The type of instrument used for this approach is questionnaires. Furthermore, the data of students' EFL reading anxiety analyzed by using SPSS 25 (Statistical Package for Social Science) and Microsoft Excel.

This study was proposed to identify the factors of EFL reading anxiety experienced by the students consist of 45 students in a private university IP students of communication sciences study program academic year 2020.

3.2 Population and Sample

The population of this study was IP students of communication sciences study programs 2020 and consists of 45 students, in the line with Cohen, Manion & Morrison (2007) confirmed that many people believe that a sample size of thirty

cases is the minimum number of cases that should be used if researchers plan to do statistical analysis on their results, but this is a very limited number, and we will recommend far more.

3.3 Data Collecting Technique

This chapter explains data collecting techniques which are instruments, validity, and reliability.

3.3.1 Instrument

In this study, the researcher used a questionnaire to collect the data. The instrument was developed by Saito et al. (1999) which is called the Foreign Language Reading Anxiety Scale (FLRAS). Therefore, there is one domain for 16 items that are related to reading English.

Table 3.1

Distribution of Questionnaire Item

Items	Statement	Sub-factor
1.	I get upset when I am not sure whether I understand what I am reading in English	
2.	When reading English, I often understand the words but still can't quite to understand what the author is saying.	

3.	When reading English, I get confused. I can't remember what I am 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.	Feeling about reading English
7.	When reading English, I get nervous and confused when I don't understand any words.	
8.	It bothers me to encounter words I can't pronounce while reading English	
9.	I usually end up translating word by word when I am reading English	
10.	By the time I get past the funny letter and symbol in English, it is hard to remember what you are reading about.	

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

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

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

14.   I don't mind reading to myself, but I feel very uncomfortable when I have read English.

15.   Reading culture and ideas seem very foreign to me.

16.   I have to know so much about English history and culture to read English.

Note. See Appendix 2 for Indonesia translation

The FLRAS consists of 16 items and each item is answered on a five-point Likert-type scale, ranging from one point 'strongly disagree'' to four points "strongly agree". The scale of data used in this questionnaire is the Likert scale with the scoring technique below:

Table 3.2

The Score for Likert-scale

Likert-scale	Score
Totally Agree	4
Somewhat agree	3
Somewhat disagree	2
Totally disagree	1

The instrument (Foreign Language Reading Anxiety Scale) was distributed using an online questionnaire. The researcher provided a google form link to potential participants. Due to COVID-19 researchers joined ZOOM meeting class, then a few minutes before class ended, the writer sent them the link through a chat box. Before asking potential participants to fill out an online questionnaire, the researchers asked the potential participants' willingness to participate in the study.

3.3.2 Validity and Reliability of The Instrument

The validity of instruments was measured using SPPS 25, a measurement tool is then tested for validity, which in this study uses a

questionnaire. The questions posed are valid in answering the questions in this question. Researchers used the validity test by comparing r arithmetic and r tables with a significance level of 5 percent of degrees of freedom (df) = n – 2 where n is the number of samples. If the r count is greater than the r table then it is a valid indicator. By using this method, it can find out about the question or ask which is used on valid questions or not (Haidari and Tileng, 2018). The value estimated (Pearson Correlation) > R-table of 0.312 (N=40) is used to make the validity determination. Since the value of the Corrected Item Total Correlation / r-count reaches the r-table 5 percent (N = 40) max, out of 20 items 4 items were considered not accurate.

Reliability Test, to determine the reliability of a measuring instrument or the extent to which it is reliable, a reliability test is performed. If a measuring instrument is used twice to measure the same symptoms and the measurement results obtained are relatively consistent, then the measuring instrument is reliable (Wahyuni, 2014). SPSS 25 was used to measuring reliability test of the instrument. A measuring instrument is said to be reliable if:

If the Cronbach's alpha value> 0.90 then the reliability is perfect,

If the Cronbach's alpha value is between 0.70 – 0.90 then the reliability is high,

If the Cronbach's alpha value is between 0.50 - 0.70 then the reliability is moderate,

If the Cronbach's alpha value <0.50, the reliability is low

SPSS 25 was used to calculate the reliability of the instruments; the result

showed the test reliability of the instruments was high. It performed in the

table 3.3:

Table 3.3 Reliability Test

Case Processing Summary

		N	%
Cases	Valid	40	100.0
	Excluded[a]	0	.0
	Total	40	100.0

a. Listwise deletion based on all

variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.904	16

3.3.3 Data Analysis Technique

The data analysis technique uses Microsoft Excel 2010 and the computational calculation program of SPSS Statistics 25. Descriptive figures were used to assess the percentages, frequencies, means, and vector standard deviations. The data were analyzed in the following steps:

a. Reviewed the FLRAS questionnaires

b. Adapted FLRAS as the instrument

c. Checked the items

d. Checked the validity

e. Checked the reliability

f. Distributed the 16 items questionnaires to 45 IP students of communication sciences study programs through a link of Google Form

g. Used Microsoft Excel 2010 and SPSS 25 to evaluate the data from the Statistical Package questionnaires to find Standard Deviation and Means.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This part defines the findings taken from the questionnaire to investigate the factor of EFL reading anxiety in an EMI learning context in Indonesia International Program (IP) students of communication sciences study programs 2020.

4.1 Research Finding

The questionnaire involves participants' personal information and the factor of EFL reading anxiety. The data result of participants' personal information will be presented below:

Figure 4. 1 Chart of Participants' Gender
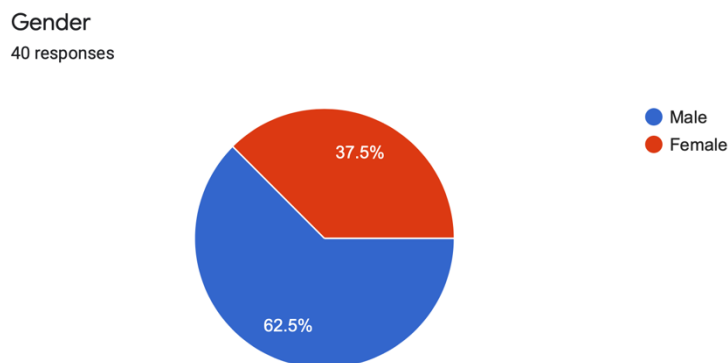
Signified to the pie chart above the total of participants that are involved to fill the questionnaire is 40 students. Figure 4.1 shows that 62.5% or 25 responses were dominated by females and males with 37.5% or 15 responses from the total.

Subsequently, a descriptive statistic was enforced to classify factors of EFL reading anxiety experienced by the EMI students of International Program (IP) students of communication sciences study programs 2020 at Islamic University of Indonesia. The mean and standard deviations were computed on the participants' responses to the items and are presented in figure 4.2.

Figure 4. 2 Factors of EFL Reading Anxiety
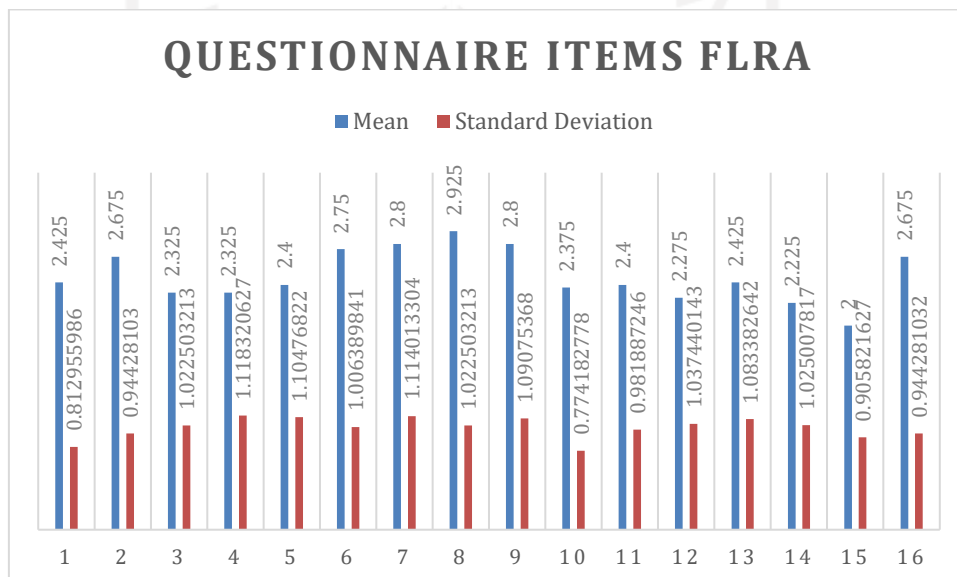
Based on the result above, the instrument of FLRAS has 16 items which are labeled as X and have one domain only that is Feeling About Reading English. It presents the highest score is in X8 with mean (M=2.925) and standard deviation (SD=1.022) *(It bothers me to encounter words I can't pronounce while reading English).* Secondly, it founds in X7 *(When reading English, I get nervous and confused when I don't understand any words)* with mean (M=2.80) and standard deviation (SD=1.114) and the third one shows in X9 with mean (M=2.80) and

standard deviation (SD=1.090) *(I usually end up translating word by word when I am reading English)*. At the same time, the least score appearances in X15 with mean (M=2.0) and standard deviation (SD=0.905) *(Reading culture and ideas seem very foreign to me)*.

Some points showed that they feel anxious when they face unfamiliar words and unfamiliar topics. It proven in several items; X8 *(It bothers me to encounter words I can't pronounce while reading English)* with mean (M=2.925) and standard deviation (SD=1.022), X7 *(When reading English, I get nervous and confused when I don't understand any words)* with mean (M=2.80) and standard deviation (SD=1.114) and the last X9 with mean (M=2.80) and standard deviation (SD=1.090) *(I usually end up translating word by word when I am reading English)*. Furthermore, in X6 *(I get upset whenever I encounter unknown grammar when reading English)* with (M=2.75) and (SD=1.006) also in X2 *(When reading English, I often understand the words but still can't quite to understand what the author is saying)* with (M=2.675) (SD=0.944).

4.2 Discussion

The primary purpose of the current study was to examine the factor of EFL reading anxiety in IP students of communication sciences study programs. The result revealed that there was reading anxiety among the students. Nonetheless, it indicated the participants may experience a substantial amount of EFL reading anxiety. It was found in items (X8, X7, X9, X6, and X2). These findings are

consistent with the theory from Saito et al. (1999) argued that uncommon script and writing system and unfamiliar culture material sources of reading anxiety.

As Gonen (2005) sought that students can experience anxiety as a result of topics that are not exciting or challenging for them. To support Gonen's statement the finding shown in X5 *(I am nervous when I am reading a passage in English when I am not familiar with the topic)* with mean (M=2.40) and (SD=1.104). Thus, reading anxiety that is experienced by the students is caused because they are not familiar with the topic. In a similar vein, it concluded that they would feel anxious when they face unfamiliar topics and different cultural backgrounds because they are used to the topic so that they do not feel anxious. In the line with the previous investigator, Wallece (2001) quoted in (Gonen 2005) mentioned if a learner does not find the subject of a text fascinating, it is almost impossible for that learner to read for fun and, as a result, to become a successful reader. Moreover, when a text has a large number of unfamiliar words or abstract structures, students are concerned that they may not comprehend it.

On the basis of the findings, it appeared that the participants would experience anxiety when they encounter unknown vocabulary. Gonen (2005) also conveyed that students' diaries and interviews revealed that unfamiliar language in a reading text was another cause of anxiety. The findings also showed that when students encounter dynamic linguistic systems in a reading text, they experience some anxiety. As shown from the finding X7 *(When reading English, I get nervous and confused when I don't understand any words)* with mean (M=2.80) and standard deviation (SD=1.114), and X9 with mean (M=2.80) and standard deviation

(SD=1.090) *(I usually end up translating word by word when I am reading English).* These two results were categorized into unfamiliar script dan writing system.

As the investigation has emphasized earlier, Isler & Yildrim (2017) also represented the source of reading anxiety that participants whose past awareness or familiarity with the reading topic is one of the key reasons for FL reading anxiety, their reading comprehension is influenced by their background knowledge or familiarity with the reading topic. According to their findings, students explained that when confronted with a text on which they have no prior details, they become nervous and that this fear may also prevent them from understanding the text. Hence, the same researchers alleged that affording to some participants, reading a text containing so many unknown words produce holes in the interpretation of the text, making it impossible to derive the meaning from context. They could not make sense of the text because they are building inadequate amounts of context, and they tend to feel anxious. It was proven by the findings in X6 (*I get upset whenever I encounter unknown grammar when reading English)* with (M=2.75) and (SD=1.006) also in X2 *(When reading English, I often understand the words but still cannot quite to understand what the author is saying)* with (M=2.675) (SD=0.944). Result showed in X6 and X2 was classified in uncommon cultural material. These sources are coherent with the findings, in which students have experienced anxiety because of the two factors of EFL reading anxiety Saito et al (1999) unfamiliar script and writing system and unfamiliar cultural material.

On the whole, the students have a low levels of reading anxiety. It calculated via Microsoft Excel with the formula = SUM (B99: P99) and the total mean scores were 37,125 with a standard deviation of 15,0442114. Likely Gonen (2007) remarked that to evaluating low, medium, and high anxiety thresholds was added to the overall FLRAS ratings, scores between 1-42 suggested a low level of FL reading anxiety, scores between 43-57 indicated a medium level of FL reading anxiety, and scores greater than 58 indicated a high level of FL reading anxiety.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In response to the research questions of this approach conclude that IP students of communication sciences study programs would feel anxious. It revealed in X8 with mean (M=2.925) and standard deviation (SD=1.022) *(It bothers me to encounter words I can't pronounce while reading English).* Secondly, it founds in X7 *(When reading English, I get nervous and confused when I don't understand any words)* with mean (M=2.80) and standard deviation (SD=1.114) and the third one shows in X9 with mean (M=2.80) and standard deviation (SD=1.090) *(I usually end up translating word by word when I am reading English),* X6 *(I get upset whenever I encounter unknown grammar when reading English)* with (M=2.75) and (SD=1.006) also in X2 *(When reading English, I often understand the words but still can't quite to understand what the author is saying)* with (M=2.675) (SD=0.944). Yet, the total of means was 37.125 with SD= 15.0442114, subsequently it yields that they have a low reading anxiety, the findings consistent with Gonen (2007) scores between 1-42 suggested a low level of FL reading anxiety, scores between 43-57 indicated a medium level of FL reading anxiety, and scores greater than 58 indicated a high level of FL reading anxiety. The outcome showed the factors of students' reading anxiety experienced by text features, those are unfamiliar topics, unknown vocabulary and different cultural backgrounds.

5.2 Suggestions

The results of this study not only informed the teachers about the existing reading anxiety, but the teachers were asked to understand the students' state when it happened by helping them. Many things can be done, such as providing strategies for how to read or strategies for translating it into Indonesian, it could also be done by improving the way teachers teach in the field of reading. Research by Roos & Roos (2019) delivered making text readable, it entails using language in a way that makes content more understandable. Hence, selecting texts that are relevant to the situation of students and creating a comfortable learning atmosphere and the teacher must understand how they respond to students who have anxiety in reading so that students will be calmer in handling their anxiety. For further researchers, it would be great to add more participants that investigated and try to identify weather FL reading anxiety has a correlation with other fields or may affect another substance.

REFERENCES

Ahmad, I. S., Al-Shboul, M. M., Rahman, Z. A., Burhan, M., & Basha Madarsha, K. (2013). The potential sources of foreign language reading anxiety in a Jordanian EFL context: A theoretical framework. *English Language Teaching*, *6*(11), 89–110. https://doi.org/10.5539/elt.v6n11p89

Aslan, E., & Thompson, A. S. (2021). The interplay between learner beliefs and foreign language anxiety: insights from the Turkish EFL context. *Language Learning Journal*, *49*(2), 189–202. https://doi.org/10.1080/09571736.2018.1540649

Chow, B. W. Y., Chiu, H. T., & Wong, S. W. L. (2018). Anxiety in reading and listening English as a foreign language in Chinese undergraduate students. *Language Teaching Research,* *22*(6), 719–738. https://doi.org/10.1177/1362168817702159

Cohen, L., Manion, L., & Morrison, K. (2007). Research Methods in Education. In *Research Methods in Education*. https://doi.org/10.4324/9780203029053

Coleman, Jim, Kristina Hultgren, Wei Li, Cheng Fang Cynthia Tsui, and Philip Shaw. 2018. 'Forum on English-Medium Instruction'. *TESOL Quarterly* 52(3):701–20. Doi: 10.1002/tesq.469

Dearden, Julie. 2016. 'English Medium Instruction: A Growing Global Phenomenon'. *Going Global 2016.* Doi: 10.13140/RG.2.2.12079.94888

Dewi, A. (2017). *English as a Medium of Instruction in Indonesian Higher Education: A Study of Lecturers' Perceptions*. 241–258. https://doi.org/10.1007/978-3-319-51976-0_13

Elkhafaifi, H., Box, D. H., & Elkhafaifi, H. (2004). *ELKHAFAIFI-2005-The_Modern_Language_Journal (1)*. *2002*.

Furnham, A., and T. Ribchester. 1995. Tolerance of ambiguity: a review of the concept, its measurement and applications. Current Psychology 14, no. 3: 179–199. doi:10.1007/BF02686907.

Ghaith, G., & El-Sanyoura, H. (2019). Reading Comprehension: The Mediating Role of Metacognitive Strategies. *Reading in a Foreign Language*, *31*(1), 19–43.

Ghaith, G. M. (2020). Foreign language reading anxiety and metacognitive strategies in undergraduates' reading comprehension. *Issues in Educational Research*, *30*(4), 1310–1328.

Gonen, S. I. K (2005). Sources of Foreign Language Reading Anxiety of Students. *Reading*,5055.http://www.wseas.us/elibrary/conferences/2009/lalaguna/EDU TE/EDU E-06.pdf

Gonen, S. I. K. (2007). L2 reading anxiety: Exploring the phenomenon. *JALT Conference 2006*, *2000*, 1029–1038.

Haidari, M. B., dan Tileng, K. G. 2018. "Analisa Faktor-Faktor Berpengaruh pada Penggunaan Go-Pay." JUISI 04 (01): 10-15.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, *70*(2), 125. https://doi.org/10.2307/327317

Ibrahim, J. (2001). the Implementation of Emi (English Medium Instruction) in Indonesian Universities: Its Opportunities, Its Threats, Its Problems, and Its Possible Solutions. *K@ta: A Biannual Publication on the Study of Language and Literature*, *3*(2), 121–138. https://doi.org/10.9744/kata.3.2.121-138

Isler, C., & Yildrim, O. (2017). Sources Of Turkish Efl Lear 1(56· Foreign Language Reading Anxiety Cemre Isler & Ozgur Yildirim Anadolu University, Faculty of Education, Turkey. *JEELS (Journal of English Education and Linguistics Studies)*, *4*(3), 1–18. https://doi.org/https://doi.org/10.30762/jeels.v4i1.328

Kulsum, E. M., Azis, W. D. I., Hayati, T., & Mansyur, A. S. (2018). *The Sources of Foreign Language Reading Anxiety in an Indonesian EFL Context*. *1*(Icse 2017), 446–451. https://doi.org/10.5220/0007099904460451

MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and Second-Language Learning: Toward a Theoretical Clarification. *Language Learning*, *39*(2), 251–275. https://doi.org/10.1111/j.1467-1770.1989.tb00423.x

Marvasti, A. (2018). Research methods. *The Cambridge Handbook of Social Problems*, *1*(3), 23–37. https://doi.org/10.1017/9781108656184.003

Muhlis, A. (2017). Foreign Language Reading Anxiety Among Indonesian EFL Senior High School Students. *ENGLISH FRANCA: Academic Journal of English Language and Education*, *1*(1), 19. https://doi.org/10.29240/ef.v1i1.160

Roos, C., & Roos, G. (2019). *Real science in clear English: A guide to scientific writing for the global market*. Singapore: Springer. doi:https://doi.org/10.1007/978-981-13-7820-1

Saito, Y., Garza, T. J., & Horwitz, E. K. (1999). Foreign language reading anxiety. *Modern Language Journal*, *83*(2), 202–218. https://doi.org/10.1111/0026-7902.00016

Wahyuni, N. 2014. Uji Validitas dan Uji Reliabilitas Binus Quality Management Center.

Wu, H.-J. (2011). Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annals*, *33*(5), 512–521.

Zhao, A., Guo, Y., & Dynia, J. (2013). Foreign language reading anxiety: Chinese as a foreign language in the United States. *Modern Language Journal*, *97*(3), 764–778. https://doi.org/10.1111/j.1540-4781.2013.12032.x

Zoghi, M. (2012). An instrument for EFL reading anxiety: Inventory construction and preliminary validation. *Journal of Asia TEFL*, *9*(1), 31–56.

Phillips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes. *The Modern Language Journal, 76*(1), 14-26. doi:10.1111/j.1540-4781.1992.tb02573.x

APPENDIX

1. **Validity Test**

Items	Pearson Correlation	Sig.	R-Table 5% (N=82)	Criteria
X01	0.606	0.000	0.294	Valid
X02	0.709	0.000	0.294	Valid
X03	0.552	0.000	0.294	Valid
X04	0.729	0.000	0.294	Valid
X05	0.655	0.000	0.294	Valid
X06	0.642	0.000	0.294	Valid
X07	0.727	0.000	0.294	Valid
X08	0.511	0.001	0.294	Valid
X09	0.643	0.000	0.294	Valid
X10	0.788	0.000	0.294	Valid
X11	0.814	0.000	0.294	Valid
X12	-.204	0.206	0.294	Invalid
X13	-.128	.427	0.294	Invalid
X14	.742	.650	0.294	Invalid
X15	.515	0.001	0.294	Valid
X16	.500	0.001	0.294	Valid
X17	.639	0.000	0.294	Valid
X18	.099	.543	0.294	Invalid

Items	Statement	Scale			

X19	.527	0.000	0.294	Valid
X20	.485	0.002	0.294	Valid

2. Questionnaires of Foreign Language Reading Anxiety Scale (FLRAS)

Direction: Choose one of the scales below which describes your feelings about reading English:

1) Strongly Disagree

2) Disagree

3) Agree

4) Strongly Agree

Items	Statement	Scale			
X1.1	Saya marah ketika saya tidak yakin apakah saya mengerti apa yang saya baca dalam bahasa Inggris.	1	2	3	4
X1.2	When reading English, I often understand the words but still can't quite to understand what the author is saying.	1	2	3	4

X1.3	Saat membaca dalam bahasa Inggris, saya jadi bingung. Saya tidak ingat apa yang saya baca.	1	2	3	4
X1.4	Saya merasa terintimidasi setiap kali saya melihat satu halaman penuh dalam bahasa Inggris di depan saya.	1	2	3	4
X1.5	Saya gugup saat membaca sebuah bacaan dalam bahasa Inggris ketika saya tidak terbiasa dengan topiknya.	1	2	3	4
X1.6	Saya merasa kesal setiap kali menemukan tata bahasa yang tidak diketahui saat membaca dalam bahasa Inggris.	1	2	3	4
X1.7	Saat membaca dalam bahasa Inggris, saya menjadi gugup dan bingung ketika saya tidak mengerti satu kata pun.	1	2	3	4
X1.8	Saya merasa terganggu ketika menemukan kata-kata yang tidak dapat saya ucapkan saat membaca dalam bahasa Inggris.	1	2	3	4

X1.9	Saya biasanya berakhir menerjemahkan kata demi kata ketika saya membaca dalam bahasa Inggris.	1	2	3	4
XI.10	Pada saat saya melewati huruf dan simbol lucu dalam bahasa Inggris, sulit untuk mengingat apa yang Anda baca.	1	2	3	4
XI.11	Saya khawatir tentang semua simbol baru yang harus saya pelajari dalam bahasa Inggris.	1	2	3	4
X1.12	Bagian tersulit dalam belajar bahasa Inggris adalah belajar membaca.	1	2	3	4
X1.13	Saya akan merasa senang jika hanay belajar berbicara dalam bahasa Inggris daripada harus belajar membaca juga.	1	2	3	4
X1.14	Saya tidak keberatan membaca untuk diri saya sendiri, tetapi saya merasa sangat tidak nyaman setelah membaca bahasa Inggris.	1	2	3	4
X1.15	Budaya membaca dan ide sepertinya sangat asing bagi saya.	1	2	3	4

X1.16	Saya harus tahu banyak tentang sejarah dan budaya Inggris untuk membaca bahasa Inggris.	1	2	3	4