

THE CORRELATIONAL STUDY OF INDONESIAN ENGLISH MAJOR STUDENTS'
READING ANXIETY AND SELF-EFFICACY IN READING ACADEMIC SOURCES

SKRIPSI



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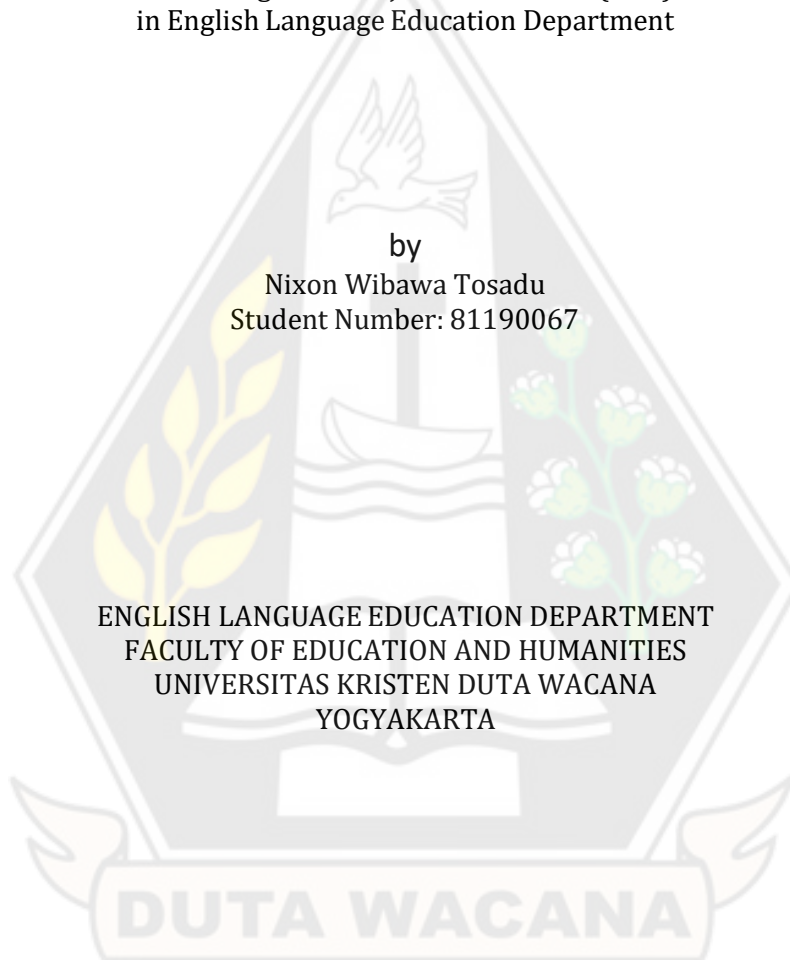

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SKRIPSI

presented as partial fulfilment of the requirements
for the degree of Sarjana Pendidikan (S.Pd)
in English Language Education Department

by
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APPROVAL PAGE

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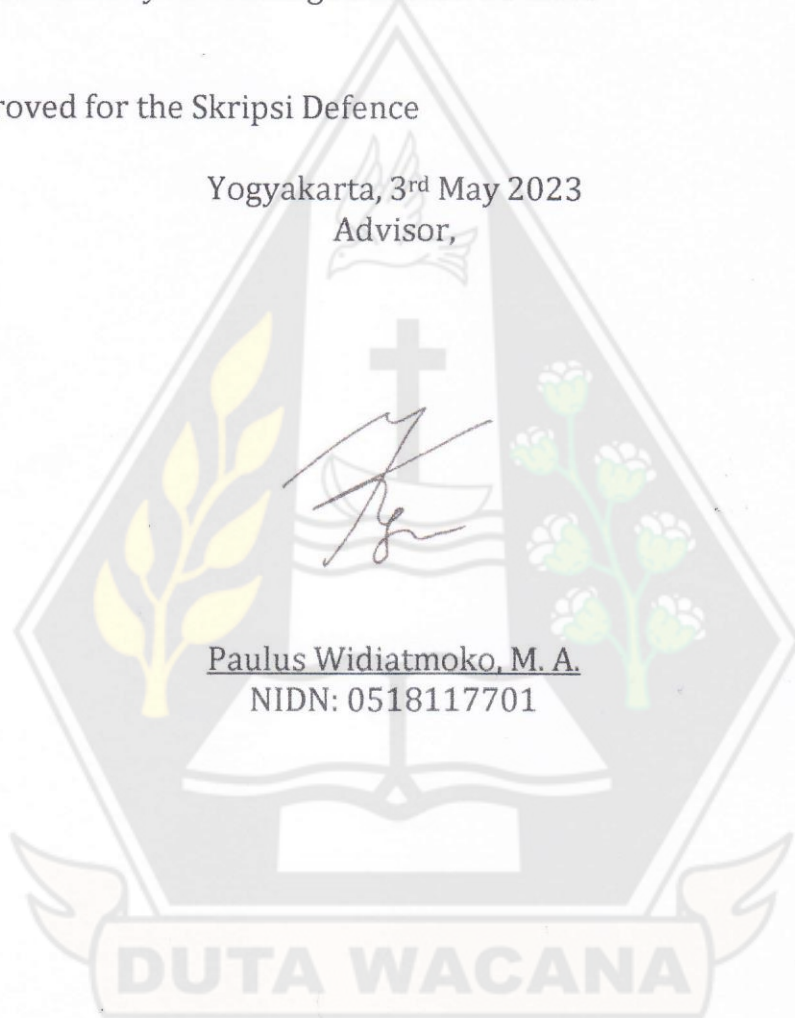
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THE CORRELATIONAL STUDY OF INDONESIAN ENGLISH MAJOR
STUDENTS' READING ANXIETY AND SELF-EFFICACY READING
ACADEMIC SOURCES

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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 references.

Yogyakarta, 3rd May 2023
Author



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DUTA WACANA

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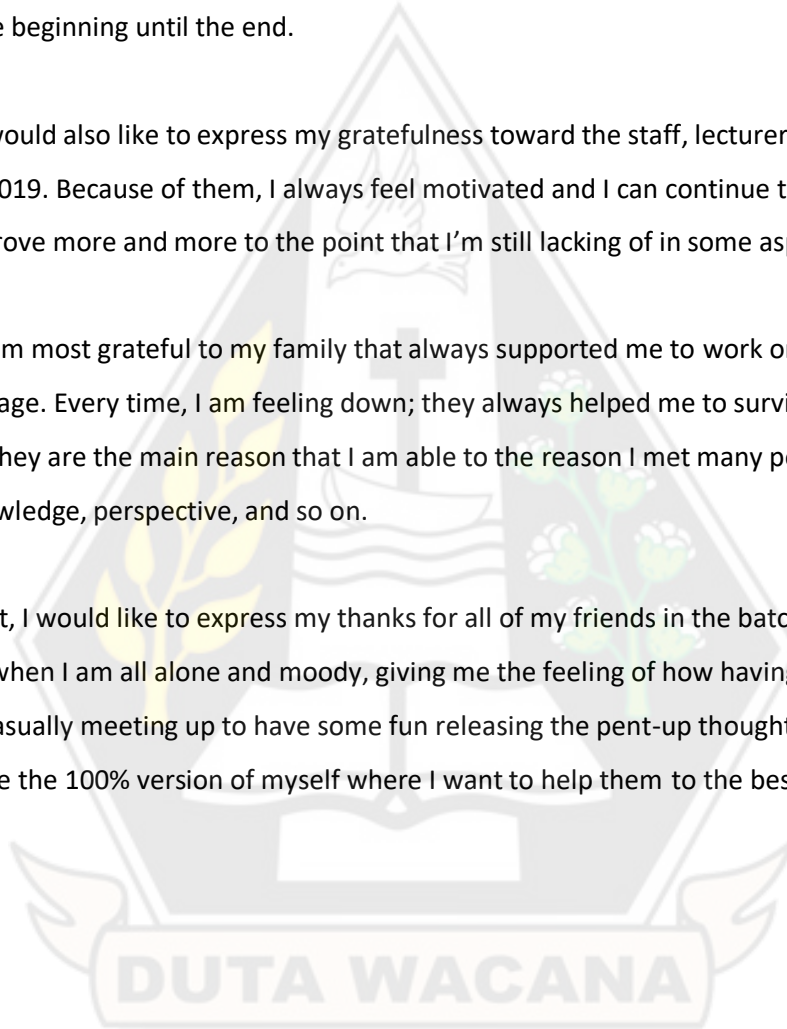


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ABSTRACT

Tosadu, N. (2023). The Correlational Study of Indonesian English Major Students' Reading Anxiety and Self-Efficacy in Reading Academic Sources (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia

This study aims to find the extent of English students' level of Foreign Language Reading Anxiety (FLRA) and investigate the extent of English students' level of self-efficacy (SE) in reading academic sources. This study also tried to seek the empirical evidence of connection toward FLRA and SE. This study was conducted using quantitative method through the distribution of online questionnaire, which involved 120 participants among English university students who were participating in this study. Moreover, the data collected from the participants were processed using descriptive analysis in SPSS; revealed the level of FLRA and self-efficacy. First, English students' FLRA have the connecting factors that were related to each other, such as reading enjoyment had an effect from reading motivation, and motivation got the effect from reading behaviour. Nevertheless, self-efficacy had the same effect that affect self-efficacy itself, which are motivation and ability awareness. Furthermore, the result of this study was to examine the relationship between FLRA and SE; in which, revealed a positive moderate correlation between FLRA and self-efficacy that is an opposite finding to the previous research. Especially, when the students are getting high-level of anxiety in reading academic sources, the students are also having the high-level of self-efficacy in reading academic sources This study also suggested that reading class that is covering extensive and intensive reading should be implemented. Moreover, this study recommended for future studies to investigate the role of parents in developing learners' habit at their young age.

Keywords: Foreign Language Reading Anxiety (FLRA), self-efficacy, parents' role, alertness

INTISARI

Tosadu, N. (2023). *The Correlational Study of Indonesian English Major Students' Reading Anxiety and Self-Efficacy in Reading Academic Sources* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia

Penelitian ini bertujuan untuk menemukan sejauh mana tingkat Kecemasan Membaca Bahasa Asing (FLRA) pada mahasiswa dan mahasiswi Pendidikan Bahasa Inggris dan mencari tahu sejauh mana tingkat self-efficacy (SE) mereka dalam membaca sumber akademik. Penelitian ini juga bertujuan untuk menemukan bukti empiris tentang hubungan antara FLRA dan self-efficacy. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif melalui penyebaran kuesioner online yang melibatkan 120 peserta mahasiswa dan mahasiswi Bahasa Inggris. Selain itu, data yang dikumpulkan dari para peserta melalui analisa deskriptif dalam SPSS mengungkapkan bahwa ada beberapa factor yang mempengaruhi FLRA maupun self-efficacy. Faktor-faktor tersebut antara lain adalah motivasi membaca, kepuasan membaca, perilaku membaca, motivasi dan sadar akan kemampuannya sendiri merupakan hal yang mempengaruhi baik itu FLRA maupun self-efficacy. Terlebih lagi, hasil penelitian ini menunjukkan adanya korelasi positif sedang antara FLRA dan self-efficacy, yang berlawanan dengan penelitian yang telah ditemukan sebelumnya. Terutama, ketika mahasiswa dan mahasiswi mengalami tingkat kecemasan yang tinggi dalam membaca sumber akademik, mereka juga memiliki tingkat self-efficacy yang tinggi dalam membaca sumber akademik. Penelitian ini juga merekomendasikan agar kelas membaca yang mencakup membaca ekstensif dan intensif harus dilaksanakan. Selain itu, penelitian ini juga merekomendasikan penelitian selanjutnya untuk menyelidiki peran orang tua dalam pembentukan self-efficacy mahasiswa dan mahasiswa Bahasa Inggris diusia muda.

Kata Kunci: Kecemasan Membaca Bahasa Asing (FLRA), self-efficacy, peran orang tua, kesiapsiagaan

CHAPTER I

INTRODUCTION

This chapter consist of four parts. Those are research background, research question, research objectives, and research benefits.

1. Research Background

Many English learners assumed that reading in English can be quite challenging. Since learners' ability to read is one of the requirements for the development of career opportunity and their academic achievements (Rajab et al., 2012). Along with the requirements for opportunity and achievement, reading can be somewhat rewarding instead of challenging in some perspective; especially in academic levels. Which mean that English learners has to deal with new reading materials that they have not encountered before, where they also need to have some of background knowledge and linguistics abilities to comprehend the context of each reading passages (Day & Bamford, 2002; Smith et al., 2021). Rajab et al. (2012) also mentioned similar statement where "the learner finds it difficult to make meaning from text that have different rhetoric's or text that require cultural background knowledge." It means that English learners have to deal with linguistics competence, such as unfamiliar sentence structure, syntax, also the relations in context of pragmatics and semantics.

Furthermore, in relation with previous discussion; anxiety was defined as an emotion of fear and panic, where it is also one of the filters in Affective-Filter Hypothesis in second language acquisition. Affective-Filter Hypothesis referred to the mental barrier of certain individual that could be increased or lowered in language learning through several factors; such as anxiety, self-confidence and stress (Chorpita & Barlow, 1998; Krashen, 1982). Therefore, if such feelings occur, it might be understandable if the students are starting to find that reading is somewhat anxiety-provoking. Even the learners will start to know that they feel not confident enough, lack of experience in reading academic sources, and reading speed rate is decreased (Ismail, 2015).

Furthermore, it is important to explore the factors about what is affecting English learners in reading academic sources at academic levels. In a previous study, the terms of anxiety were divided into two parts, namely State Anxiety and Trait Anxiety. Franzoi et al. (2020) mentioned that State Anxiety refers to how a person in a present situation react to the considered on the current threat, meanwhile for Trait Anxiety referred on how stable the propensity to attend, experience and divulge negative emotions such as fears, worries, and anxiety in many situations. However, in the aspect of reading academic sources, anxiety has its own term and it is referred as Foreign Language Reading Anxiety (FLRA) (Saito et al., 1999).

Nevertheless, aside FLRA as one of the main factors influencing English learners in reading, there is another main factor that generally influencing English learners' as well which is learners' self-efficacy itself. In general, self-efficacy defined as a belief of an individual's extent assessing their ability in working a task or an action that people must achieve (Bandura, 1997). As a result, Mills et al. (2006) supported Bandura's statement with his statement that individual's behaviour are not happening without having a second thought. Instead, individuals are having a system of self-beliefs that make them able to take control of their own feelings, thoughts, and actions. Specifically, Mills' concept of self-beliefs had its own relation in Ayzen (1991) theory of planned behaviour in the aspect of perceived behavioural control which elaborated that individuals' behaviour is influenced within their intentions, attitude, yet their perceptions to control their behaviour. However, through several studies about self-efficacy that has been previously conducted, the result revealed that when English learners' are actually having a low self-efficacy, their anxiety will arise and affect learners' performance in any corresponding academic demands (Abrar & Humaira, 2020; Aydin et al., 2020; Meigouni & Shirkhani, 2020; Mills et al., 2006). Hence, it is interesting to discover English learners' self-efficacy along with its relation to the arousal of anxiety in reading academic sources.

There are several studies in the field of Foreign Language Reading Anxiety (FLRA) and self-efficacy. However, in the scope of FLRA and self-efficacy's studies, there is a

difference in the category of selected participants. For example, Hasanah et al., (2021); Novinta and Partana (2021) are choosing junior and senior high-school students as their participants. Another example, Limeranto and Subekti (2021); Wester et al. (2021) are choosing non-English department students as their participants. Lastly, Gok et al. (2021); Hermagustiana et al. (2021) are choosing English department students as their participants. Yet, to the extent of my knowledge, it is not that difficult to find a study that covers about the correlation between FLRA and self-efficacy especially in Indonesian context and foreign context. However, in terms of the correlational study specifically discussed about reading academic sources is quite rare. Thus, the present study was conducted among undergraduate students that was selected over several universities around Yogyakarta.

In conducting this study, quantitative method was used to gather the data from the participants. Generally, the previous study that is conducted by several researchers about FLRA and self-efficacy mostly are using quantitative method (e.g.: Fitri et al., 2019; Gok et al., 2021; Hasanah et al., 2021; Hermagustiana et al., 2021; Limeranto and Subekti, 2021; Mardianti et al., 2021; Zarei and Roustai, 2020). Moreover, in using quantitative method by spreading questionnaire to gather the data, there is one main disadvantage in using questionnaire to gather data, which is the participants can choose to fill or not to fill the questionnaire (Ary et al., 2006). Nevertheless, this study has one difference with the previous study in terms of participants. Specifically, this study tried to seek on the extent of college students' anxiety in Yogyakarta. Based on the findings, some of previous study shown that participants for their study that is taken in Yogyakarta, but, the involved participants is among senior high school students (e.g.: Agustin, 2021; Muhlis, 2017; Sumarsono & Mbato, 2021). Additionally, if the questionnaire spread across the majority of English student in a huge number of responses, it will help the researchers. Thus, the generalization of the data will become more detailed in terms of understanding students' individual and their perceptions on the FLRA and self-efficacy.

2. Research Questions

In relation regarding to the rationale of the research background stated on the paragraph above, the following research question were addressed below:

1. To what extent is English major students' level of anxiety in reading academic sources?
2. To what extent is English major students' level of self-efficacy in reading academic sources?
3. Is there correlation between students' reading anxiety and self-efficacy in reading academic sources?

3. Research Objectives

By conducting this research study, this study is purportedly to investigate three points, which are:

1. To find the extent of English major students' level of anxiety in reading academic sources.
2. To investigate the extent of English major students' level of self-efficacy in reading academic sources.
3. To seek the empirical evidence of relationship between students' reading anxiety and students' self-efficacy in reading academic sources

4. Research Benefits

Hopefully, the result of this study will become something beneficial for the students, teachers, and researchers as the following points:

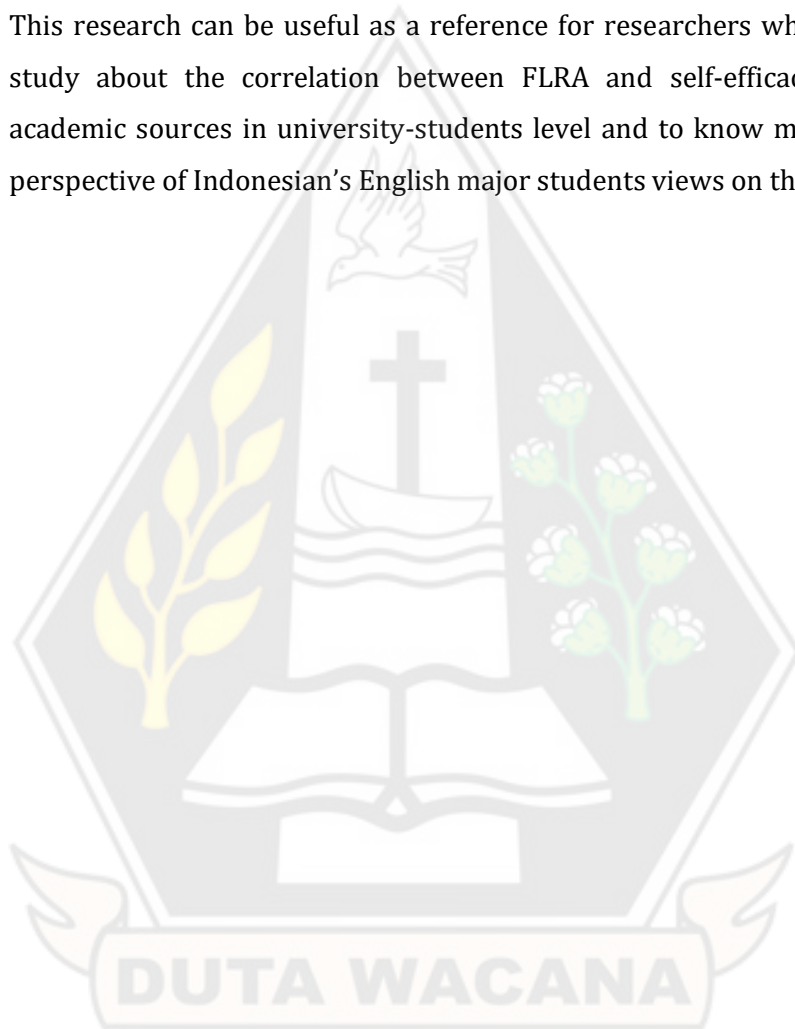
1. Students
By knowing the reason about why reading is anxiety-provoking, hopefully the students can decrease their anxiety a bit by bit and increased their confidence on their reading skills. But also, helps English learners to realize for their own potential in reading performance.

2. Teachers

With the result of the study, teachers who taught reading classes can widen their perspective about learners' reading anxiety and discover the extent of learners' self-efficacy in reading an academic-based literature sources.

3. Researchers

This research can be useful as a reference for researchers which conduct a study about the correlation between FLRA and self-efficacy in reading academic sources in university-students level and to know more about the perspective of Indonesian's English major students views on the topic.



Second, the finding on reading interest will become a challenge either for the students or the teacher; since there should be an activity or a subject in the class that focused purely on reading as a fun activity along with a wide-choice of book so that the students are able to choose freely the book that take their interest. Furthermore, a constructive or supportive web-based project for reading (e.g.: M-Reader, or the other platform to take the quiz from the book they are reading with is available) in which later on, the teacher could check their understanding of texts or passage very well or not. Lastly, the teacher needs to give the students a prior experience of how success feels like. To elaborate, in a certain extent; there is a student who have not realized their reading skill and when a teacher gives the students a task to read, they afraid because of failure. In which, teachers' role to encourage takes place for the students to make sure that they received help and support from the teacher by asking question from the book they have read and when they answered correctly; it slowly boosts their confidence to the extent for a higher difficulty of texts or passage.

As well as connected to the previous discussion; overall, there are some of possible implications for the teacher to develop students' reading ability and improving their self-efficacy. First, the teacher should develop students' reading habits; on the previous discussion there is a statement that "reading as a fun activity" knowing that students had their own preferences such as take a liking on reading comics, short panel story, or anything that they found it fun when they are reading it. By taking the advantage of their hobbies, the teacher could use the chance to adjust or guide their liking toward several reading materials that they could choose on their own (e.g.: magazine, graded readers book). Second, the teacher could encourage their students in literature activities; especially, by giving them a reading text related to the materials. Moreover, the literature activities are beneficial on its own way when the teacher could engage their students by having a discussion in the group, by giving them a chance to interpret from what they have read before, or asking about a question which could trigger their critical thinking ability. In which, the idea is not only

improving students' ability on reading literacy but they could develop their critical thinking skill also.

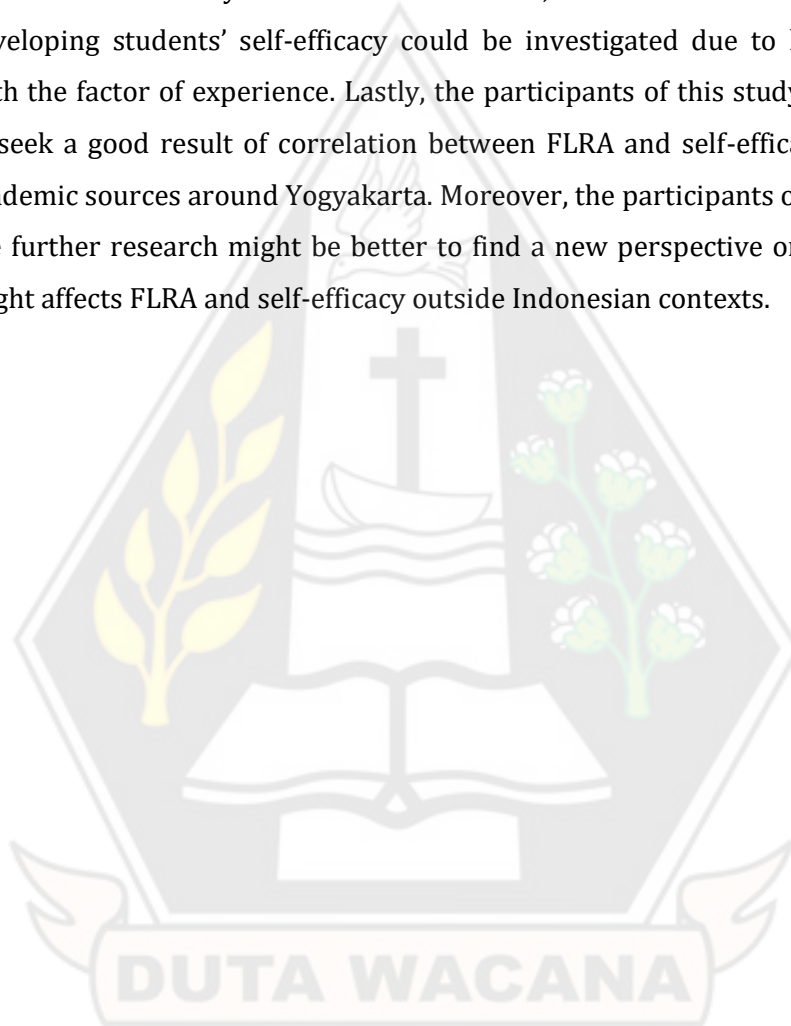
Furthermore, this present study contributed to the literature of FLRA and self-efficacy. Due to its rarity in Indonesian context, the involved participants of this study are 120 participants and it was chosen across seven universities around Yogyakarta; in which, the students have the familiarity in academic texts or passages. This study also provided detailed information about the factors that generally considered to cover FLRA and also self-efficacy; moreover, the correlational study of FLRA and self-efficacy in reading academic sources is rarely encountered and specifically discussing about it (academic sources). This study may become references for other researchers who would like to investigate further about the covered topic.

C. Limitations

The present study that has been conducted also have some limitations. First, the distributed questionnaire to gather the data was given via WhatsApp; therefore, the number of the data from the distributed questionnaire in seven universities were not balanced. However, in the process of gathering the data; the researcher could not able to reach the total number of ten universities in Yogyakarta who have the English department in the university, due to the factor of time limits. Furthermore, the total number of responses acquired might not be able to represent a general perspective of university students' level of FLRA and self-efficacy in Yogyakarta. Yet, the data for this study was taken by offline and online process; that it might affected the balance of the participants filling the data in which the highest were 41 participants and the lowest is one participant. Lastly, is the research gap that affects the variables (FLRA and self-efficacy) in a branch variable (motivation, interest, enjoyment) cannot be explored further. This might be considered to be investigated further on the future studies.

D. Future Studies

There are several recommendations for the future studies regarding to the variable of FLRA and self-efficacy. First, the expressed statements that they don't mind reading academic texts or passage as long as the topic is interesting which could be investigated further by using qualitative method to directly ask the opinion of university students. Furthermore, the involvement of emotion in developing students' self-efficacy could be investigated due to how it relates with the factor of experience. Lastly, the participants of this study were limited to seek a good result of correlation between FLRA and self-efficacy in reading academic sources around Yogyakarta. Moreover, the participants of the study for the further research might be better to find a new perspective or variable that might affects FLRA and self-efficacy outside Indonesian contexts.



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