

**INVESTIGATING INDONESIAN EFL STUDENTS' READING ANXIETY
AND WRITING ANXIETY ACROSS GENDER**

SKRIPSI



By

Gracela Gloria Melodia

Student Number: 81200102

**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND HUMANITIES
UNIVERSITAS KRISTEN DUTA WACANA
YOGYAKARTA**

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

by

Gracela Gloria Melodia

Student Number: 81200102

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FACULTY OF EDUCATION AND HUMANITIES
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APPROVAL PAGE

The Skripsi written by:

Name : Gracela Gloria Melodia

NIM : 81200102

Title : Investigating Indonesian EFL Students' Reading Anxiety and
Writing Anxiety Across Gender

Has been approved for the Skripsi Defence.

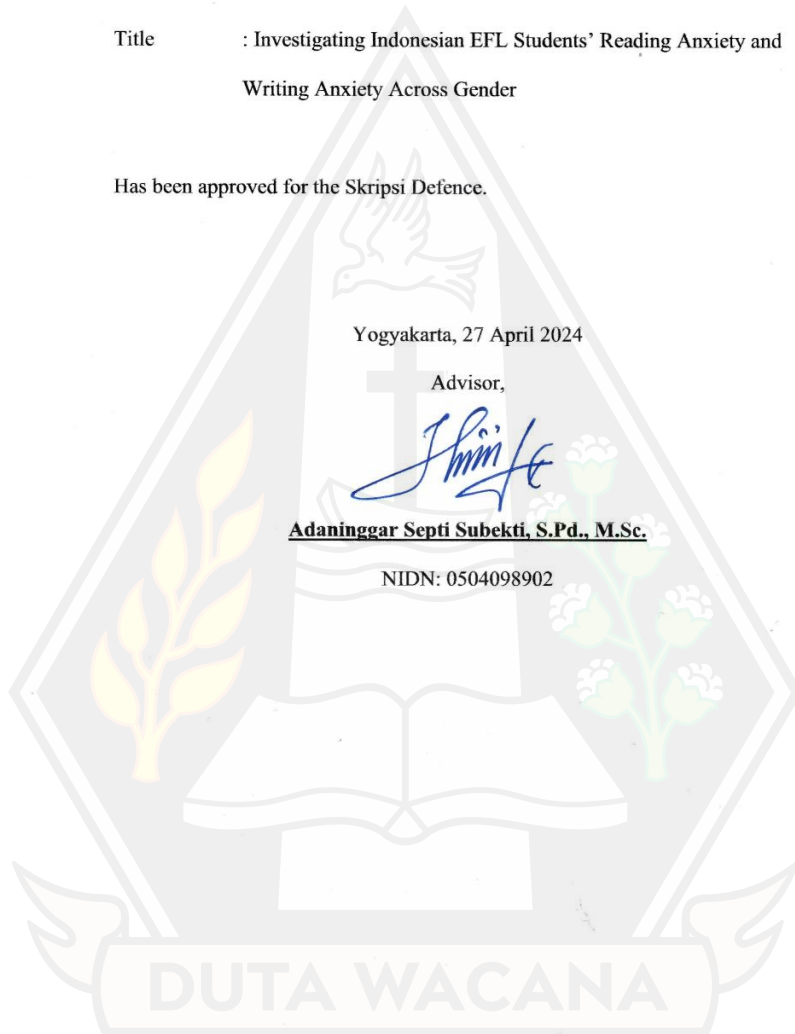
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Advisor,



Adanings Septi Subekti, S.Pd., M.Sc.

NIDN: 0504098902



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Nama : Gracela Gloria Melodia
NIM : 81200102
Program studi : Pendidikan Bahasa Inggris
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(Gracela Gloria Melodia)

81200102

**INVESTIGATING INDONESIAN EFL STUDENTS' READING ANXIETY
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By

Gracela Gloria Melodia

Student Number: 81200102

Defended before the board examiners

On May 16, 2024

and Declared Acceptable

Chairperson : Arida Susyentina, S.S., M.A.



Examiner I : Adaninggar Septi Subekti, S.Pd.,
M.Sc.



Examiner II : Paulus Widiatmoko, S.Pd., M.A.



Yogyakarta, 12 Juni 2024

The Head of the English Language Education Department



Ignatius Tri Endarto, S.Pd., M.A

NIDN: 0521039101

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.

Yogyakarta, 13 June 2022

Author,



Gracela Gloria Melodia

NIM 81200102



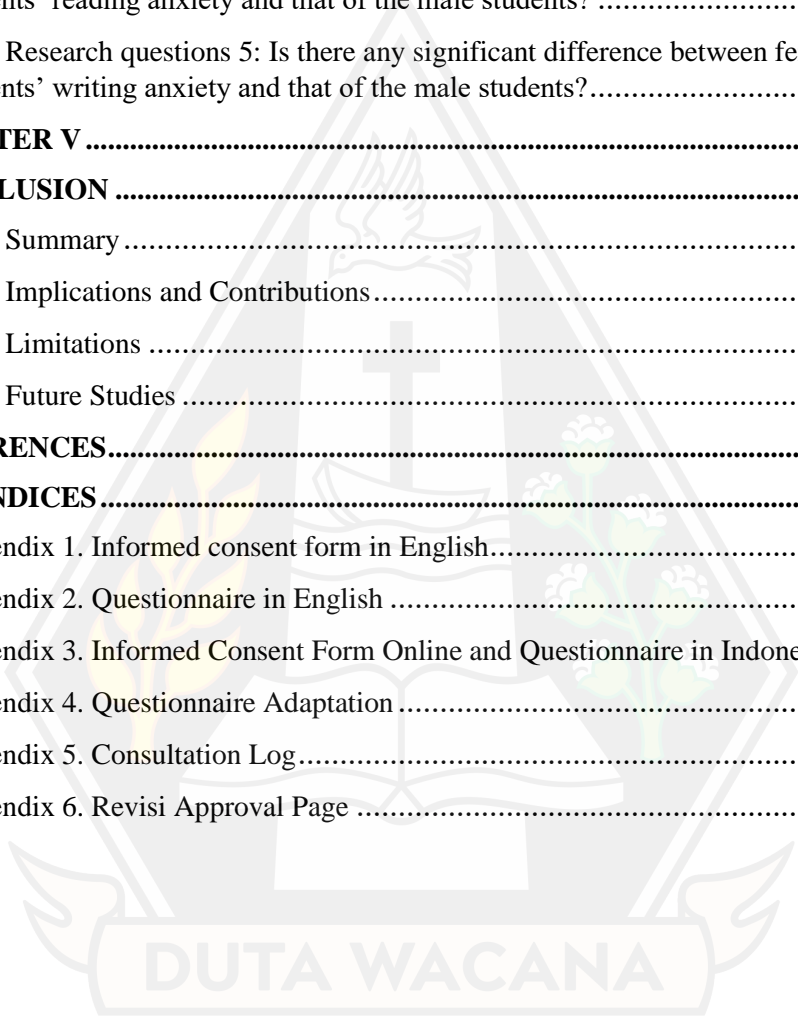
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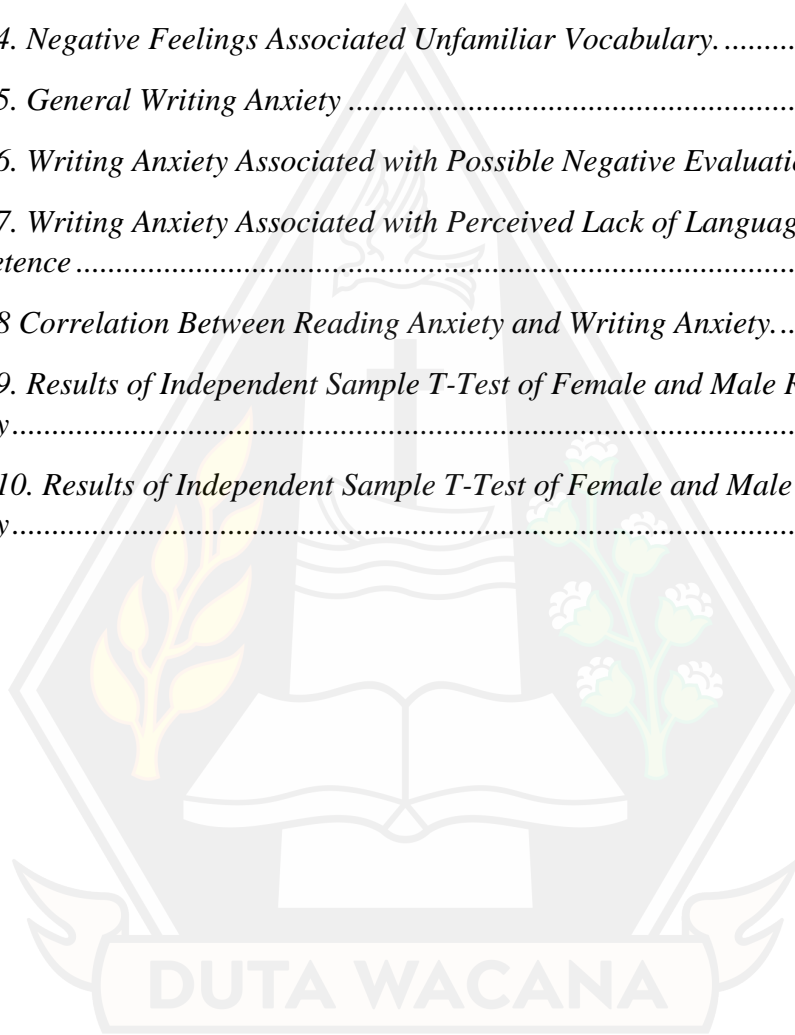
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ABSTRACT

Melodia, G. G. (2024). Investigating Indonesian EFL Students Reading Anxiety and Writing Anxiety Across Gender (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Previous research has rarely examined reading and writing anxiety concurrently. The purpose of this study is to look into the relationship between reading anxiety and writing anxiety among Indonesian English students, in relation with gender. This quantitative study used a questionnaire to investigate how students experience reading and writing anxiety. English students from Indonesian universities took part in the study. According to the data collected, some causes of reading anxiety include: 1) negative feelings associated with perceived mastery of the topic, and 2) negative feelings associated with unfamiliar vocabulary. Some causes of writing anxiety include: 1) writing English compositions in a short period of time, 2) writing anxiety associated with potential negative evaluations, and 3) writing anxiety associated with perceived lack of language competence. This study found a significant link between anxiety about reading and writing. Female students reported similar reading anxiety as male students. There was no significant difference in female and male students' writing anxiety levels.

Keywords: reading, writing, anxiety, and gender

INTISARI

Melodia, G. G. (2024). Investigating Indonesian EFL Students Reading Anxiety and Writing Anxiety Across Gender (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Penelitian sebelumnya jarang meneliti kecemasan membaca dan menulis secara bersamaan. Tujuan dari penelitian ini adalah untuk melihat hubungan antara kecemasan membaca dan kecemasan menulis di kalangan siswa bahasa Inggris Indonesia, tanpa memandang jenis kelamin. Penelitian kuantitatif ini menggunakan kuesioner untuk menyelidiki bagaimana siswa mengalami kecemasan membaca dan menulis. Mahasiswa bahasa Inggris dari universitas di Indonesia mengambil bagian dalam penelitian ini. Menurut data yang dikumpulkan, beberapa penyebab kecemasan membaca meliputi: 1) perasaan negatif yang terkait dengan penguasaan topik yang dirasakan, dan 2) perasaan negatif yang terkait dengan kosakata yang tidak dikenal. Beberapa penyebab kecemasan menulis meliputi: 1) menulis komposisi bahasa Inggris dalam waktu singkat, 2) kecemasan menulis terkait dengan evaluasi negatif potensial, dan 3) kecemasan menulis terkait dengan kurangnya kompetensi bahasa yang dirasakan. Studi ini menemukan hubungan yang signifikan antara kecemasan tentang membaca dan menulis. Siswa perempuan melaporkan kecemasan membaca yang sama dengan siswa laki-laki. Tidak ada perbedaan yang signifikan dalam tingkat kecemasan menulis siswa perempuan dan laki-laki.

Kata kunci: membaca, menulis, kecemasan, dan gender

CHAPTER I

INTRODUCTION

This chapter is divided into four sections. These are the research context, research questions, research objectives, and research benefits.

A. Research background

Language anxiety, which is described as a type of subjective feeling of tension, apprehension, nervousness, and worries that frequently arises automatically from the nervous system, has emerged as one of the main issues Indonesian learners are dealing with in their attempts to master English (Hartono & Maharani, 2020). Horwitz et al. (1986) claimed that, despite the fact that students with language anxiety study more diligently, their level of learning achievement does not correspond to the amount of effort they set in. According to Andrade and Williams (2009) anxiety has a negative effect on English as a Foreign Language (EFL) students' performance, according to studies on the effect of anxiety on foreign language learning. Many studies have since been conducted to investigate the relevance of language anxiety, especially in students. Reading and writing anxiety are generating more research interest, possibly as a result of their growing significance in the study of foreign languages. Studies on reading anxiety have been conducted in Indonesia, previous research has demonstrated that anxiety about reading a foreign language has a negative impact on learning and performance (Abubakar & Hairuddin, 2020; Limeranto & Subekti, 2021; Muhlis, 2017;

Rajab et al., 2012). Reading is an essential skill for most people, especially university students who must read constantly due to their heavy academic workload. It is necessary to be able to read because reading allows us to transfer and develop science, technology, and culture (Sinaga, 2019). Poor reading is regarded as a 'threat' to learning achievement Arnbak (2004) and while a strong reliance on reading appears to lead to poor readers struggling at university, worrying about reading could worsen the problem. As a result, this study looked into how much reading anxiety students experience.

Studies on writing anxiety have been conducted in Indonesia, the research shows that anxiety about writing has negative impacts on learning and performance (Jawas, 2019; Mulyono et al., 2020; Wahyuni & Umam, 2017). According to Toba et al. (2019), writing is a beneficial English skill for students of English as a foreign language (EFL) in Indonesia should be proficient in for written communication and academic writing purposes. Reading and writing are both essential abilities for academic success, and challenges in either can lead to frustration, anxiety, and poor academic results.

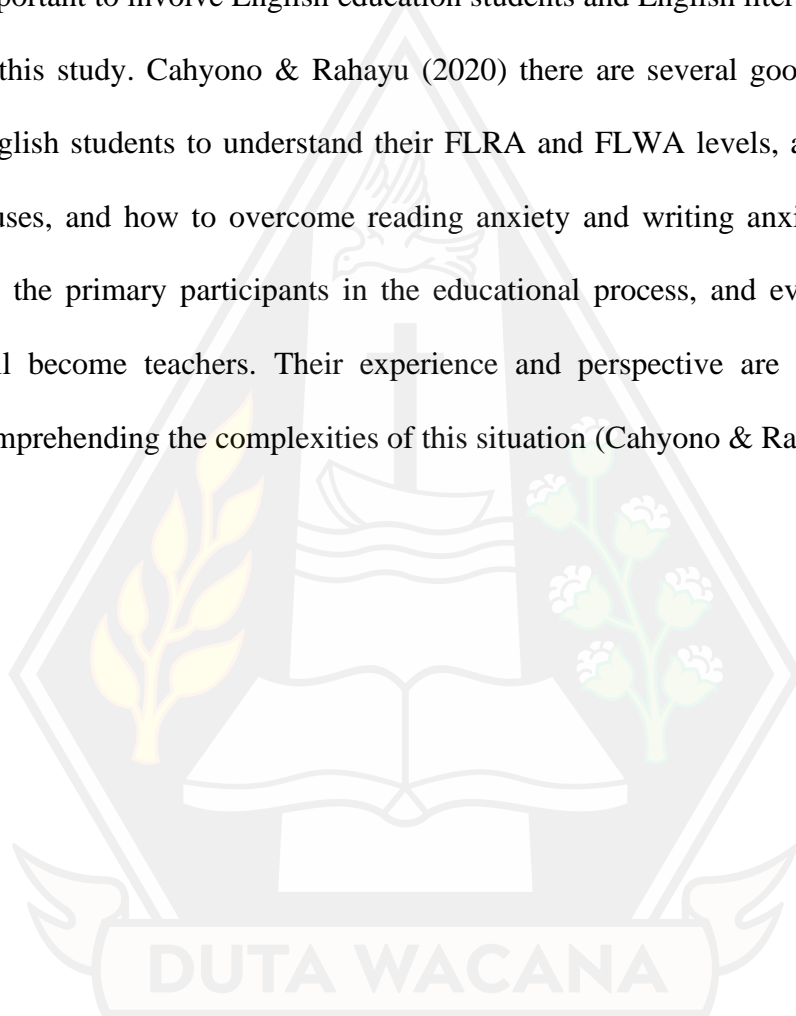
Writing and reading are language skills that students must master when learning a language. Language barriers, cultural differences, performance pressure, fear of making mistakes, and a lack of support can all cause anxiety in students learning English as a foreign language. Understanding the nature of reading and writing anxiety can help teachers and mental health professionals develop focused on techniques and approaches to help students who have difficulties in these areas. Furthermore, discussing reading and

writing anxiety can help reduce the stigma associated with anxiety disorders and encourage students to seek support and treatment as needed (Macintyre & Gardner, 1994). Several previous studies in Indonesia have investigated reading anxiety (Abubakar & Hairuddin, 2020; Limeranto & Subekti, 2021; Muhlis, 2017; Rajab et al., 2012). Several previous studies in Indonesia have investigated writing anxiety (Jawas, 2019; Mulyono et al., 2020; Wahyuni & Umam, 2017). In this study, reading and writing anxiety were carried out simultaneously to find a correlation between reading and writing anxiety. It may be necessary to investigate the link between reading anxiety and writing anxiety. That is because reading and writing are inextricably linked Altunkaya (2018). Research on language anxiety has found a negative correlation between reading and writing anxiety and reading skills and comprehension, but a positive correlation with negative affectivity such as anxiety and depression (Bonifacci et al., 2008; Schechter et al., 2017). Relationship between reading and writing anxiety is complex and can be impacted by various factors, including language skills. Research has established a link between reading and writing, with theories such as rhetorical relations, procedural connections, and shared knowledge and cognitive processes explaining the relationship between linguistic factors and reading and spelling. The purpose of this study is to investigate the levels of reading and writing anxiety among English education and English literature students, as well as the relationship between reading and writing anxiety.

Furthermore, this study is distinct from earlier studies in that it focuses on gender comparisons. Studies on gender on anxiety have been conducted and the research shows that gender differences can impact students' learning performance. (Alsowat, 2016; Genç, 2016; Sabti et al., 2016; Taghinezhad et al., 2016). Gender anxiety research in EFL may provide strategies for effective teaching practices that take into account the various needs and experiences of male and female learners.

The previous studies collected data from participants using a method that was quantitative. Several studies on FLRA that uses quantitative studies (Al-Sohbani, 2018; Muhlis, 2017; Zhao et al., 2013). Several studies on FLWA that used quantitative studies (Jawas, 2019; Wahyuni & Umam, 2017; Zhang, 2011). This present study will employ the same quantitative methodology as earlier ones, in which a questionnaire was given to more than 50 participants in order to conduct a survey and collect data. Apuke (2017) argues that the quantitative research method places a strong emphasis on quantifying and analyzing variables in order to produce results. It involves applying specific statistical methods to numerical data and using that data to interpret questions. Participants in the current study received questionnaires as part of survey research. The purpose of this is to gather data regarding the opinions and practical knowledge of the students regarding anxiety related to reading and writing. Compared to other methods of data collection, questionnaires are generally acknowledged to have some advantages. These benefits include low costs for data collection and processing as well as little need for training on

the part of the person in charge of them. They have the ability to reach a much larger proportion of a target population (Jones et al., 2008). This present study involved Indonesian university students enrolled in an Essay Writing class at an English Department at an Indonesian university. Furthermore, it is important to involve English education students and English literature students in this study. Cahyono & Rahayu (2020) there are several good reasons for English students to understand their FLRA and FLWA levels, as well as the causes, and how to overcome reading anxiety and writing anxiety. Students are the primary participants in the educational process, and eventually they will become teachers. Their experience and perspective are invaluable in comprehending the complexities of this situation (Cahyono & Rahayu, 2020).



B. Research Questions

The following five research questions were addressed in an effort to determine how much anxiety Indonesian EFL students encounter when reading and writing in English:

1. To what extent do English department students experience reading anxiety?
2. To what extent do English department students experience writing anxiety?
3. Is there any correlation between the student's reading anxiety and writing anxiety?
4. Is there any significant difference between female students' reading anxiety and that of the male students?
5. Is there any significant difference between female students' writing anxiety and that of the male students?

C. Research Objectives

This study investigates Indonesian EFL Students anxiety literacy skills Across Gender. This study intends to:

1. Find the extent of Indonesian EFL students experience reading anxiety.
2. Find the extent of Indonesian EFL students experience writing anxiety.
3. To see whether there is a correlation between the student's reading anxiety and writing anxiety.

4. To see whether there is a significant difference between female students' reading anxiety and that of the male students'
5. To see whether there is a significant difference between female students' writing anxiety and that of the male students'

D. Research Benefits

This study's research benefits were focused on three audiences: teachers, students, and readers or other researchers.

a. Teachers

Teachers can differentiate between female and male students' reading and writing anxiety. As a result, teachers can identify effective interventions and strategies for assisting students with reading and writing anxiety. Teachers can help students gain confidence and motivation in order to reduce reading and writing anxiety.

b. Students

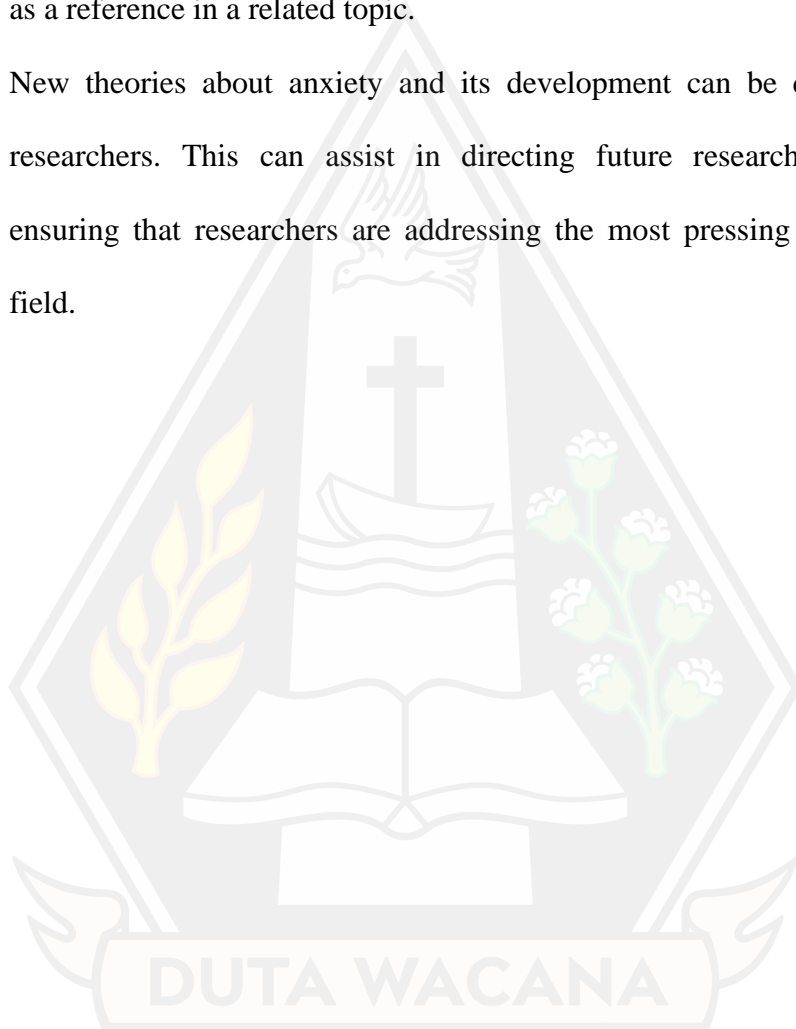
Enable students in better understanding the nature of anxiety and how it can affect their reading abilities and academic performance.

encourage students to feel more self-assured and influenced in their academic endeavours. In addition to reducing stress and anxiety, raising one's self-esteem, and improving relationships with peers and teachers, dealing with reading, and writing anxiety can also improve one's general well-being.

c. Researchers

In Indonesia, there were few studies on gender differences in writing and reading anxiety. As a result, this study may be useful to other researchers as a reference in a related topic.

New theories about anxiety and its development can be developed by researchers. This can assist in directing future research efforts and ensuring that researchers are addressing the most pressing issues in the field.



CHAPTER V

CONCLUSION

a. Summary

The results of this study showed that the participants had written, and experienced anxiety related to reading. Although males and females are generally similar, gender differences exist. This study used a questionnaire to assess the correlation between reading and writing anxiety. The questionnaire's results indicate that students' motivation for learning is impacted by foreign language reading anxiety and foreign language writing anxiety.

The causes of foreign language reading anxiety unfamiliar vocabulary, unfamiliar vocabulary was identified as the leading contributor to reading anxiety in the text feature concept. Unfamiliar topic, unfamiliar topics were found to be the least significant factor in reading anxiety. Last, reading English when one word relates to another and changes its meaning. As a result, overcoming reading anxiety is critical because it can impair students' ability to learn.

The causes foreign language writing anxiety in these studies is writing under time constraints, negative comments and evaluation of the teacher, absence of language proficiency, including grammatical proficiency, and language awareness. Students' grammatical errors in writing should be corrected to improve their academic performance. Anxiety has been shown to be detrimental to learning and performance.

Nonetheless, foreign language reading anxiety and foreign language writing anxiety are typical learning emotions brought on by the new language, most of the students' reading anxiety is closely related to their writing anxiety. These results indicate that although there is no significant difference between students' gender and their reading anxiety and writing anxiety level. Reading anxiety levels and writing anxiety among male and female students in these literacy domains are comparable. More research in this area should be conducted because the inconsistent results reflect the nature of foreign language reading anxiety and foreign language writing anxiety. Are important for deepening our understanding of the subtle connection between gender and foreign anxiety levels, particularly reading anxiety and writing anxiety, which have a significant relationship.

b. Implications and Contributions

This study has implications, according to its findings. To begin, according to the findings, reading anxiety and writing anxiety have an impact on EFL students' learning motivation. Teachers can implement strategies to create a supportive and empowering learning environment that supports students in overcoming reading and writing anxiety and developing confidence and literacy competence. This research invites students to consider how they read and write, as well as the part that anxiety plays in their language learning process. Students can learn metacognitive coping mechanisms to handle anxiety better by developing self-awareness.

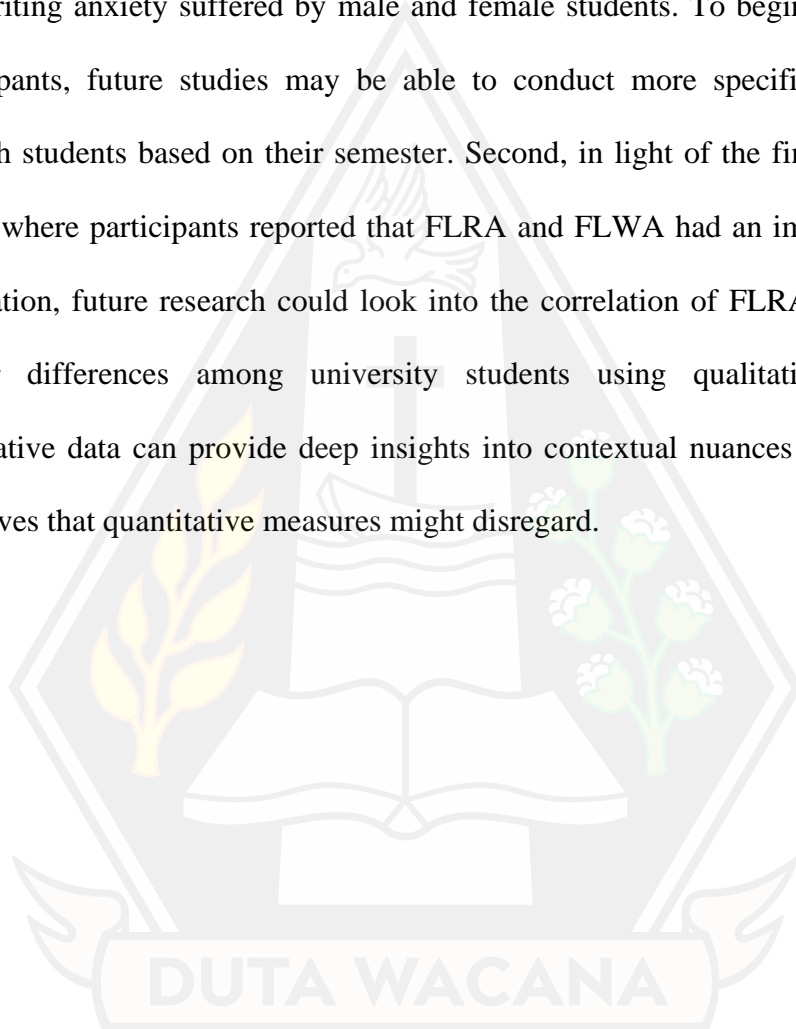
Secondly, related to the findings the relationship between reading and writing anxiety across genders not only advances our theoretical understanding but also has practical implications for enhancing reading and writing skills. Knowing how reading and writing anxiety differs in male and female students can be an input to targeted interventions aimed at reducing this anxiety and encouraging literacy acquisition. academic results and enhanced literacy abilities for each student.

c. Limitations

Aside from the implications and contributions, this study also has limitations. First, the limitations of this study are limited to the discussion of the impact, extent, and perceptions of students, so it does not go beyond that scope. Second, the study's limitations stem from the participants; despite the fact that the target participants are English education students and English literature students from Indonesian universities. Third, the study's limitations stem from a lack of reference sources from outside Indonesia, particularly those pertaining to the relationship between reading anxiety and writing anxiety experienced by male and female students. As a result, the comparison of this study to previous ones in terms of student perceptions is limited.

d. Future Studies

Based on the reflection of the limitations and findings in this study, there are several recommendations for future studies on the correlation of reading anxiety and writing anxiety suffered by male and female students. To begin, in terms of participants, future studies may be able to conduct more specific studies for English students based on their semester. Second, in light of the findings of this study, where participants reported that FLRA and FLWA had an impact on their motivation, future research could look into the correlation of FLRA and FLWA gender differences among university students using qualitative methods. Qualitative data can provide deep insights into contextual nuances and personal narratives that quantitative measures might disregard.



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