

**AN ANALYSIS OF FIRST YEAR STUDENTS' ANXIETY IN  
READING CLASS AT EDUCATION DEPARTMENT  
OF IKIP PGRI BOJONEGORO**

**SKRIPSI**



**Presented to Partial Fulfillment of Requirements  
for the Degree of Sarjana in the English Education Department**

**By**

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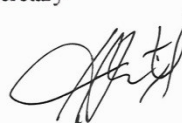
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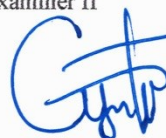
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I solemnly declare that the thesis that I have written is really my own writing and does not constitute plagiarism either in part or in whole.

If in the future it is proven or can be proven that this thesis is the result of plagiarism, either partially or wholly, then I am willing to accept sanctions for such actions with the applicable provision.

Bojonegoro, 31 July 2024

The Researcher



Lusiana Vernanda

## ABSTRACT

Vernanda, Lusiana. 2024. An Analysis of First Year Students' Anxiety in Reading Class at Education of IKIP PGRI Bojonegoro. Skripsi, English Education Department, Faculty of Language and Art Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Moh. Fuadul Matin, S.S., M.Pd (II) Oktha Ika Rahmawati, S.Pd., M.Pd

**Keyword:** Anxiety; Reading; Students' Anxiety

The purpose research is an analysis of students' anxiety in reading english of the first semester students english education study program of ikip PGRI bojonegoro. This research uses qualitative descriptive techniques, and the instrument used by researchers in collecting data is interviews. This research consists of 3 keywords, 1). Anxiety, is commonly seen as related to self-focus, negative feelings and nervousness that occur during the interaction process. 2). Reading, is a process of obtaining messages that are conveyed by the author through media in the form of words or written language. 3). Students' anxiety disorders is among the most common of all mental disorders and brief anxiety caused by a stressful event (such as speaking in public). From this definition it is clear that speaking in public can cause anxiety. Speak in first language can make some people feel anxiety. The results of research from 10 students showed that there were concerns in class when reading. Factors within students are being laughed at by other people, students' beliefs in language learning, and lack of preparation.

## ABSTRAK

Vernanda, Lusiana. 2024. An Analysis of First Year Students' Anxiety in Reading Class at Education Department of IKIP PGRI Bojonegoro. Skripsi, English Education Department, Faculty of Language and Art Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Moh. Fuadul Matin, S.S., M.Pd (II) Oktha Ika Rahmawati, S.Pd., M.Pd

**Kata Kunci:** Kekhawatiran; Membaca; Kecemasan Siswa

Tujuan dari penelitian ini adalah untuk mengetahui faktor dan jenis kekhawatiran mahasiswa dalam membaca di semester satu program studi bahasa Inggris di IKIP PGRI BOJONEGORO. Penelitian ini menggunakan teknik deskriptif kualitatif, dan instrument yang di gunakan oleh peneliti dalam mengumpulkan data adalah interview. Penelitian ini terdiri dari 3 kata kunci, 1). Kecemasan, umumnya dipandang berkaitan dengan fokus pada diri sendiri, perasaan negatif dan kegugupan yang terjadi selama proses interaksi. 2). Membaca, merupakan suatu proses memperoleh pesan yang disampaikan penulis melalui media berupa kata-kata atau bahasa tulis. 3). Kecemasan merupakan salah satu gangguan mental yang paling umum dan kecemasan singkat disebabkan oleh peristiwa yang menegangkan (seperti berbicara di depan umum). Dari definisi ini jelas bahwa berbicara di depan umum dapat menyebabkan kecemasan. Berbicara dalam bahasa ibu dapat membuat sebagian orang merasa cemas. Hasil penelitian dari 10 siswa menunjukkan adanya kekhawatiran dalam kelas saat membaca. faktor dari dalam diri mahasiswa yaitu 1). Ditertawakan orang lain, 2). Keyakinan mahasiswa terhadap pembelajaran Bahasa,3). Serta kurangnya persiapan.

## **MOTTO**

*“Hatiku tenang karena mengetahui bahwa apa yang melewatkanmu tidak akan pernah menjadi takdirku, dan apa yang ditakdirkan untukku tidak akan pernah melewatkanmu”.*

**-Umar bin Khattab-**

“Oranglain ga akan bisa faham *struggle* dan masa sulit nya kita yang mereka ingin tahu hanya bagian *success stories*. Berjuanglah untuk diri sendiri walaupun tidak ada yang tepuk tangan. Kelak diri kita dimasa depan akan sangat bangga dengan apa yang kita perjuangkan hari ini. Tetap semangat ya!”

*“Gunakan senyummu untuk merubah dunia, jangan biarkan dunia merubah senyummu.”*

**-Kim Taehyung-**



## **DEDICATION**

By expressing gratitude to Allah SWT for His blessings, enabling the timely completion of this thesis. The researchers dedicate this work to:

1. My first love and my role superhero, my father Rofi'i. Although he did not have the opportunity to experience education up to university level, he was able to educate, motivate, provide support until I completed my studies to earn a bachelor's degree.
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May Allah grant blessings and ease. For further improvement, the researcher gladly accepts suggestions and criticism. Finally, the researcher entrusts everything to Allah SWT, hoping it will be beneficial for the researcher and all of us.

The last, the researcher thanks their parents for their love, education, and support. Thanks to friends who have provided encouragement until the completion of this thesis.

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The Researcher

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

In today's globalized world, it is crucial to have a good command of foreign languages (Hulaifah, 2019). English, being a common language used for communication between countries with different native languages, holds significant importance (Iriance, 2018). Many Southeast Asian nations have designated English as the primary foreign language taught across various educational levels (Handayani, 2016). In Indonesia, English is the main foreign language taught in secondary schools and universities, as stated in the Minister of Education's Decree No. 060/U/1993 dated February 25, 1993. Despite advancements in English teaching methods and curriculum, Indonesian learners often struggle to use English even in basic conversations.

According to an article by Hilda Irach (2023), proficiency in foreign languages, particularly English, is a crucial factor in enhancing workers' competitiveness. However, Indonesians have been observed to lack fluency in English. The EF Education First's 2022 English language skills index revealed that Indonesia is positioned at 81 out of 111 countries and ranks 15th among 24 Asian nations.

Indonesia's EPI score falls below the global average, standing at 469 points compared to the worldwide average of 502, placing the country in the "low" category for English proficiency. Yoshua Yanottama, the Head of Learning at Cakap, highlighted that the primary reason for Indonesia's low English proficiency is the education system's emphasis on reading and writing



skills. He noted that the ability to speak with international colleagues, engage in debates, and innovate products holds more significance in the professional world than just focusing on grammar and tenses. Therefore, the importance of speaking and listening skills is undervalued in the Indonesian education system.

During the “Emtek Career & Education Festival 2023” talk show organized by Emtek in partnership with Karier.mu at Emtek City, Studio Indosiar, Yoshua discussed the inadequacy of teaching English through grammar and translation, known as the Grammatical transactional approach. He emphasized the importance of teaching language in context and function rather than focusing solely on grammar rules. Yoshua highlighted that the grammatical transactional method instills fear of making mistakes in students, hindering their ability to effectively communicate in English. This approach leads to a reliance on formulas and fear of errors, ultimately impeding the learning process.

A recent survey by the Program for International Student Assessment (PISA) in 2022 revealed that Indonesian students’ reading skills lag behind those of other ASEAN countries. Scoring 359 points in reading proficiency, Indonesian students fall significantly below the OECD member countries’ average scores, which typically range from 472-480 points. Indonesia currently ranks 62nd out of 70 countries in terms of literacy levels, placing it among the bottom 10 countries with low reading proficiency. The nation’s low literacy levels are attributed to a historical lack of emphasis on cultivating a strong reading culture. This deficiency has contributed to Indonesia’s weakened competitiveness, low human development index, limited innovation, low per capita income, and inadequate nutrition levels. To address this challenge, there is

a growing need for interventions on the societal level, including government initiatives to provide accessible and relevant reading materials across the country, even in remote regions.

Education plays a crucial role in cultivating skilled human resources, especially in today's globalized world where English proficiency is highly sought after for international competitiveness. Within English language proficiency, reading skills hold particular importance as a fundamental language skill. Reading goes beyond understanding words; it involves grasping context, interpreting meaning, and acquiring knowledge.

Horwitz and colleagues (1986) define foreign language anxiety as the perception, confidence levels, emotions, and attitudes that arise during the intricate process of learning a new language. This anxiety manifests in three forms: communication apprehension, test anxiety, and fear of negative evaluation.

Anxiety is commonly associated with self-awareness, negative emotions, and uneasiness experienced during social interactions. Learning English may not always be enjoyable for some individuals, as it requires them to communicate using unfamiliar words or expressions. Within English classes, students are often tasked with articulating their thoughts using vocabulary they are not accustomed to.

Arnold and Brown (1999) highlight anxiety as a significant obstacle that can impede the teaching and learning process. Anxiety is described as a subjective feeling of stress, characterized by apprehension, nervousness, and concern, often linked to heightened nervous system activity triggered by

imagined fears or negative projections (Atkinson, 1996), particularly in the context of learning a foreign language.

The issue of anxiety in English reading poses a significant concern that warrants serious attention. Various elements, including curriculum design, teaching approaches, and individual characteristics, can influence students' levels of anxiety. Hence, the objective of this research is to pinpoint and examine the factors influencing students' anxiety levels when reading English.

Within the English education program, the primary emphasis is on enhancing reading comprehension and skills. Nevertheless, it is important to acknowledge that certain students encounter anxiety when confronted with English reading assignments. This anxiety can pose a notable hindrance to both the learning journey and the improvement of students' English language proficiency. As a result, it is crucial to conduct a comprehensive examination concerning students' anxiety levels in English reading, specifically among first-semester students enrolled in the English education program at IKIP PGRI Bojonegoro.

IKIP PGRI Bojonegoro is a higher education institution in Indonesia offering an English education program. First-year students enrolled in this program encounter initial hurdles in honing their English reading abilities. The educational process during the first semester plays a pivotal role in establishing the fundamental groundwork for students' English language proficiency.

## **B. Research Problem**

Based on this background, the research question is

1. How is the reading anxiety of first semester IKIP PGRI Bojonegoro students in English reading skills?

## **C. Research Objective**

The purpose of this study is to identify the anxiety of reading English on first semester students of IKIP PGRI Bojonegoro.

## **Research Significant**

This research categorizes its significance into two aspects

### 1. Theoretically

This research is also expected to be a source of deep insight, particularly into the psychological factors that can affect the English reading learning of IKIP PGRI Bojonegoro students.

### 2. Practically

#### a. For Students

1.) More effective learning strategies can be created to help students overcome anxiety and improve their reading skills.

#### b. For the next research

As a base or guide for the further research and students in the area of the English reading ability of IKIP PGRI Bojonegoro students.

## **D. Definition Of Key Terms**

### **1. Anxiety**

As per Freud (cited in Alwisol, 2005: 28), anxiety serves as a mechanism of the ego to alert individuals about potential dangers, prompting the development of suitable adaptive responses. Post (1978) defines anxiety as an uncomfortable emotional state characterized by subjective sensations like tension, fear, and worry, along with heightened activity in the central nervous system.

Drawing from the insights of these experts, anxiety is deemed a crucial element of an individual's character, forming the core of self-development and influencing behaviors known as neurotic behavior and psychosis. Some students exhibit varying personalities while reading in English, indicating their experience of anxiety in this context.

### **2. Reading**

In a book from 1960, F. M. Hodgson described reading as the act of receiving messages from an author through written words or language mediums. In a book from 1972, R. C. Anderson defined reading as a process of encoding and decoding symbols or written language to understand the message.

According to the experts' definitions, reading involves conveying an author's message through written words to a broad audience, fostering imagination and understanding. Reading enhances knowledge, skills, and concentration for students, boosting confidence in public reading engagements.

- Different Characteristics

The essential qualities identified as significant for novice language instructors include linguistic and communicative proficiency, effective communication and presentation abilities, the skill to inspire students to learn, and the capacity to select suitable teaching methods.

- English Skills

When the various language skills are intricately integrated during teaching, the skill aspect of language learning can enhance effective communication in English as a Foreign Language (EFL). This integration of language skills is crucial for fostering communicative competence among EFL students.

- Classroom Conditions

The focus of foreign language education has transitioned from prioritizing the outcomes of teaching to emphasizing the teaching and learning processes, alongside the classroom environment. This evolution in foreign language teaching methodology highlights the significance of the learning environment in improving individuals' learning preferences and drive to acquire language skills and components.

It is recommended that educators utilize various reading strategies tailored to their students' diverse characteristics, English proficiency levels, and classroom environments. Nurdianingsih (2021) suggests that factors affecting reading comprehension encompass attention, background knowledge, language skills, cognitive abilities, and reading objectives. Hence, EFL instructors are advised to employ suitable reading techniques based on individual student backgrounds. This

approach aims to enhance teaching objectives, promote reading comprehension, and boost students' English text comprehension skills.