

**FOREIGN LANGUAGE READING ANXIETY AMONG INDONESIAN EFL
SENIOR HIGH SCHOOL STUDENTS**

A Research Paper

**Submitted to the English Education Department of Faculty of Language and Arts
Education of Indonesia University of Education as a Partial Fulfillment of the
Requirements for *Sarjana Pendidikan* Degree**



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2014

PAGE OF APPROVAL

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School Students**

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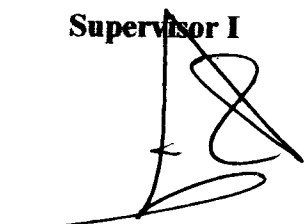
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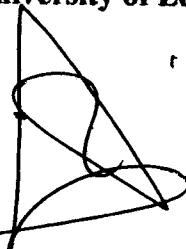
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STATEMEMENT OF AUTHORIZATION

I hereby certify that this research entitled *Foreign Language Reading Anxiety among Indonesian EFL Senior High School Students* is all my own work. All of the quotations are acknowledged and stated properly. This paper does not contain material which has been submitted for the award of any other degree in any university or institution except where due references are used in the present research paper.

Bandung, October 2014

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PREFACE

Alhamdulillah rabbil aalamiin, by the mercy and the blessing of Allah SWT, I finally completed this research paper as a partial fulfillment of the requirements for *Sarjana Pendidikan* degree. May peace and serenity be always upon the prophet Muhammad SAW.

The present study entitled *Foreign Language Reading Anxiety among Indonesian EFL Senior High School Students* presents an investigation of the phenomenon of foreign language reading anxiety in EFL senior high school including the level of reading anxiety perceived by students, the potential factors of reading anxiety and the reading strategies used by student to reduce their reading anxiety.

Writing this research paper was hard, but in the process of writing, the researcher learned a lot and his initial conception of looking the phenomenon of language anxiety which mostly correlate with speaking certainly changed. The researcher dealt with a lot of subjects and studies, in attempt to give this research paper a broad perspective toward anxiety in foreign language reading, by considering many aspects of reading process and also learners' personal factor during the reading process itself. Hopefully this present study will give contribution to the related literature and help English teachers with beneficial insights toward foreign language reading anxiety in EFL classroom.

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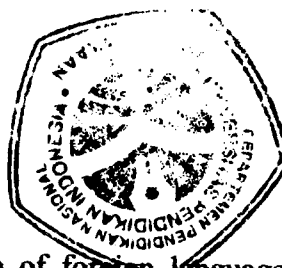
My beloved parents, Drs. Muhadi, M.Si and Leli Suryanti, B.B.A. thank you for your love, affection, motivation, and endless prayer, so that I could finally finish my study. Nothing can pay back what you have given to me. I love you so much.

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been spent together. And thank you very much for everyone who has helped, and supported me in completing this research paper.



ABSTRACT



This study aims to investigate phenomenon of foreign language reading anxiety among Indonesian EFL Senior High School students. Thirty two students of grade eleven in a senior high school in Bandung were involved as the participants. This study employed a survey research design. The primary data source was collected by three types of questionnaires and the secondary data source was gained by an interview. The findings revealed that reading anxiety does exist. Most of the students perceived anxiety in medium level (71, 9%). Unknown vocabulary was considered as the most potential factor of reading anxiety under the aspect of text features (49%). Subsequently, fear of making error was nominated as the highest potential factor of reading anxiety under the aspect of personal factors (39%). The existence of reading anxiety was also supported by inefficient reading strategies employed by students. Two Problem Solving Strategies and one Support Reading Strategies were considered as the most used reading strategies. Those strategies mostly reflect bottom-up processing in reading. Meanwhile, the use of Global Reading Strategies which reflect top-down processing was ignored by students. The students are suggested to use interactive processing which combines elements of bottom-up and top-down models in order to reduce their reading anxiety.

Keywords: *Reading, Reading Anxiety, Problem Solving Strategies, Support Reading Strategies, Global Reading Strategies*



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