

THE CORRELATION BETWEEN COLLEGE STUDENTS' READING ANXIETY AND THEIR READING STRATEGIES

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi lebih lanjut tentang tingkat kecemasan membaca siswa dan menyelidiki bahwa kecemasan membaca masih ada di tingkat universitas, serta menemukan strategi membaca yang paling banyak digunakan oleh mahasiswa. Selanjutnya, penelitian ini juga menyelidiki korelasi antara kecemasan membaca dan strategi membaca yang digunakan siswa. *Foreign Language Reading Anxiety Scale (FLRAS)* dan *Survey of Reading Strategies Questionnaire (SORS)* telah dilakukan terhadap 60 mahasiswa tingkat dua jurusan Bahasa Inggris di salah satu perguruan tinggi negeri di Surabaya. Hasilnya menunjukkan bahwa kecemasan membaca masih ada di tingkat universitas, dengan rincian 10 siswa (17%) dari peserta kategori tinggi, 28 siswa (47%) kategori Sedang, dan 22 siswa (36%) kategori kecemasan rendah. Penelitian ini juga melaporkan bahwa, *Problem-Solving Reading Strategy (PROB)* adalah strategi membaca yang paling sering digunakan ($M=3.702$), diikuti strategi membaca *Global Reading Strategy (GLOB)* ($M=3.63$) dan strategi membaca yang paling sedikit digunakan *Support reading strategy (SUP)* ($M=3.39$). Selain itu, hasilnya menemukan tidak ada hubungan antara kecemasan membaca mahasiswa dan strategi membaca secara total $p=0,99$, $PROB p=.255$, $GLOB p=.238$, $SUP p=.522$

Kata kunci: Bahasa Inggris sebagai Bahasa Asing,, Kecemasan dalam membaca, Strategi dalam membaca.

Abstract

This research aims to explore further about students reading anxiety level and investigate that reading anxiety still exist in university levels, also, finds the most used reading strategy of college students. Subsequently, this present study also investigates the correlation between reading anxiety and the reading strategy students used. The Foreign Language Reading Anxiety Scale (FLRAS) and SORS (The Survey of Reading Strategies Questionnaire) has been conducted on 60 sophomore students in the English department at one of the state universities in Surabaya. The result reported that reading anxiety still exists at university levels, with details 10 students (17%) of the participant are categorized as high groups, 28 students (47%) are categorized as Medium, and 22 students (36%) categorized as low anxiety groups. This research also reports that, Problem-Solving reading strategy (PROB) is the frequently used reading strategy ($M=3.702$), followed by the Global reading strategy (GLOB) ($M=3.63$) and the fewest used reading strategy Support reading strategy (SUP) ($M=3.39$). Additionally, the result shows that there is no correlation between college students reading anxiety and reading strategy in total $p=0.99$, $PROB p=.255$, $GLOB p=.238$, $SUP p=.522$.

Keywords: EFL, Reading Anxiety, Reading Strategy

INTRODUCTION

Oxford (2013) reading anxiety is a condition when a person feels stress, tension, and nervousness caused by reading unfamiliar words in the EFL context. Reading anxiety is highly related to the intrapersonal and interpersonal of the students in the learning process. In secondary and primary schools' levels, foreign language reading anxiety appears that feels humiliating and fear making a pronunciation error while reading aloud in front of their peers becomes the source of reading anxiety (Ahmad et al., 2013) Those

condition appears students becomes a high anxiety level person. The high anxiety level person has caused students poor understanding of reading foreign language textbooks. Length (2014) found that learners with high-level anxiety levels have less focus on the main idea of the books they read.

Reading anxiety becomes one of the factors that are linked with students reading strategy (Guo et al., 2018) reading anxiety can be provoking learners who have

difficulties in reading because of not having an appropriate reading strategy (Cakici, 2016). Reading strategies have just been determined as plans and behaviors to solve problems in constructing meaning (Iwai, 2016).

Reading strategies is the broad term used to describe the planned and explicit actions that help readers to translate print into their understanding (Küçüköğlü, 2013). Many strategies are taught in the learning process such as the metacognitive reading strategy. The metacognitive is the higher-order thinking process that helps students to get a better understanding of the books they read (Iwai, Y. 2016). There are four components in metacognitive strategy, 1) the metacognitive information which refers to the person's memory or expectations about the variables (i.e. person, function, strategy) affecting cognitive activities; 2) the metacognitive impressions which refer to the individual's mental or emotional responses relating to any cognitive activity; 3) the aims/objectives which refer to the intent or aim of any cognitive undertaking; and 4) the behaviors/strategies that apply to the task assigned by learners in order to achieve their goal or metacognitive goals (Iwai, 2011). The metacognitive strategy has 3 methods which are PROB (Problem-Solving), GLOB (Global), and SUP (Support) Reading Strategy, these reading Strategy is affected by reading anxiety with high level-anxiety will create a low metacognitive outcome.

The previous study found that there is a correlation between student's reading anxiety their reading strategies. In Marashi & Rahmati, (2017), the research found that there is a correlation between reading anxiety and reading strategies of secondary school students. The research finds ($t = 2,718$, $p = 0.02 < 0.05$), indicating a significant correlation between reading anxiety and reading strategies.

In another research with secondary school students as a subject Petrus, and Shah. (2020) found that there is a weak negative correlation between reading anxiety and reading strategies. the result shows $r = -0.041$, $n = 139$, $p = 0.326$ ($p < 0.05$).

Another research found that there is a positive relationship between reading anxiety and students' reading strategies (Cakici, 2016). This research was conducted at secondary school with the main reason finding the correlation the foreign language anxiety can affect students reading strategies also their comprehension. The result found there was a significant correlation between students' FLA and reading strategies. This Following statement is based on the t-test results; that find a high score relation and high mean score from a female rather than male subject.

However, the previous research did not explore more on higher-level education or university levels regarding university students needs to read more about academic books, academic journals. Because of the difficulties of the text, they will read, there is a possibility that reading anxiety exists at university levels (Petrus, and Shah, 2020; Marashi & Rahmati, 2017; Cakici, 2016). To fill the gap the researcher assumed this research is important to conduct, in order to investigate and explore further college students reading anxiety level and reading strategy that has been used. The result of this study is expected to gain students' awareness about their reading anxiety levels and the reading strategy they used.

Moreover, with general information that has been explained so far, this research has the purpose of explaining more details about: (1) What are the levels of reading anxiety experienced by the students? (2) What are the reading strategies used by the students? (3) Is there a correlation between students reading anxiety and reading strategy?

For the correlation, this research proposed two hypotheses: a). There is no correlation between reading anxiety and reading strategies (H_0), b). There is a correlation between reading anxiety and reading strategy (H_1)

METHOD

Based on the aim of this study, the researcher used a correlational study as the research design, which has a purpose to determine the correlation between the two variables, students' reading anxiety, and reading strategy. This study involved 60 participants who fulfilled the online questionnaire. The subjects of this research were sophomore students majoring in English at one of the state universities in Surabaya. The data was collected using purposive sampling in order to measure a particular subject especially in reading anxiety and reading strategy of university students.

There were two instruments used in this study; they are FLRAS and SORS. Both instruments are Likert scale questionnaires ranging from 1 (never/strongly disagree) and 5 (always/ strongly agree). The first instrument was used is FLRAS (foreign language reading anxiety scale), FLRAS is an instrument to determine the scale of students' reading anxiety levels. FLRAS has 20 questions that related to interpersonal feelings about how students feel when they read a book. The second instrument was used for this study is SORS (the survey of reading strategy), SORS is an instrument to determine the most used reading skills of the

college students which has 30 questionnaires with different reading strategy categories which consisted of GLOB (global reading strategy), PROB (problem-solving reading strategy), and SUP (support reading strategy)

The questionnaire was distributed online by sending a google form link through WhatsApp, by sending the online questionnaire will prevent physical contact with the correspondent due to Corona Virus (Covid-19) pandemic.

To analyze the consistency of the questionnaire this study employs a Cronbach Alpha test.

Questionnaires	Cronbach's Alpha	N of Items
FLRAS	.628	20
SORS	.629	30

Table 1. Reliability Statistic

The reliability test was measured with IBM SPSS 26 with a value of .628. for reading anxiety and .629 for reading strategy. According to (Taber, 2018), a questionnaire is acceptable or reliable if the value is >0.60 or 0.70 therefore, both questionnaires were considered reliable.

Moreover, to answer the first research question the result of the questionnaire was analyzed by using descriptive statistics which include mean, median, frequency and std deviation. Reading anxiety levels is divided into low (<68), medium (68 – 75), high (>75) anxiety group based on the calculation of Mean + Standard deviation score from FLRAS questionnaire (Kuru-Gonen, 2007)

For answering the second research question, the result of the questionnaire which includes specific reading strategies from GLOB, PROB, and SUP was also analyzed by using a descriptive statistic to find the most used reading strategy of university students based on the highest mean score.

Subsequently, to measure the correlation, this research also employs a normality test distribution with One-Sample Kolmogorov-Smimov. The distribution test has a purpose to know the distribution data whether is normal or not because the participant was involved in this research is more than 50. The test showed that the p= value of the normality test was 0.099, which means the data were distributed normally. Based on Cohen (2007) if the p= value of the data >0.05, the data were considered normal.

Thus, the researcher used Pearson correlation product-moment, which has a purpose to find the correlation between reading anxiety and reading strategy of college students based on FLRAS and SORS scores. It can be

stated that both variables are correlated if the (p) value is more than 0.05. Cohen (2007). Next, the effect size of the correlation was measured into three strengths of association; small, medium, and large association, the effect size shows how strong the correlation between reading anxiety and reading strategy is.

Strength of Association	Coefficient, <i>r</i>	
	Positive	Negative
Small	.1 to .3	-0.1 to -0.3
Medium	.3 to .5	-0.3 to -0.5
Large	.5 to 1.0	-0.5 to -1.0

Table 2. Effect size of Pearson correlation

RESULTS AND DISCUSSION

Results

Reading anxiety level of college students

This section showed the relevant data according to the FLRAS questionnaire that has been answered by 60 sophomore students. These questionnaires present the reading anxiety of students. The reading anxiety categorizes into three-level groups; low, medium, and high-level anxiety.

	Total Score	Std. Deviation
Student 1	70	1.19
Student 2	81	0.60
Student 3	55	1.02
Student 4	66	0.86
Student 5	67	0.88
Student 6	70	1.50
Student 7	72	0.68
Student 8	78	1.33
Student 9	59	0.94
Student 10	70	0.89
Student 11	60	0.65
Student 12	73	0.49
Student 13	78	0.79
Student 14	71	0.76
Student 15	72	0.75
Student 16	66	1.08
Student 17	67	1.27
Student 18	59	1.00
Student 19	64	1.44
Student 20	58	0.85
Student 21	69	1.10
Student 22	63	0.88
Student 23	61	1.44

Student 24	78	0.85
Student 25	59	1.10
Student 26	68	0.88
Student 27	62	1.43
Student 28	52	0.79
Student 29	59	1.05
Student 30	53	0.75
Student 31	72	0.88
Student 32	75	0.79
Student 33	81	0.76
Student 34	71	1.32
Student 35	71	1.10
Student 36	71	1.10
Student 37	71	0.94
Student 38	75	0.85
Student 39	68	1.14
Student 40	76	0.95
Student 41	77	1.04
Student 42	69	0.94
Student 43	76	1.06
Student 44	73	0.81
Student 45	75	1.07
Student 46	66	1.17
Student 47	65	1.02
Student 48	66	0.86
Student 49	66	1.03
Student 50	69	1.36
Student 51	77	0.99
Student 52	68	1.14
Student 53	73	1.04
Student 54	73	0.81
Student 55	77	0.81
Student 56	69	1.00
Student 57	66	0.73
Student 58	70	0.83
Student 59	68	0.88
Student 60	75	0.72
Total Score	68.82	6.736

Table 3. Total FLRAS score of students Reading Anxiety

Level	Range
Low Level	<68
Medium Level	68-75
High Level	>75

Table 4. Levels of Reading Anxiety

Certain students are classified as high-level groups when the FLRAS score was higher based on a calculation of Mean score + Standard deviation score Kuru-Gonen

(2007). Therefore, the sixty students were classified into three different groups, if the students have a score >75 categorized as high-level anxiety and if the students have a score <68 will be categorized as low anxiety level.

Subsequently, the researcher measures the frequency in order to determine student's anxiety level, the result shows that 10 students (17%) of the participant is categorized as high groups, 28 students (47%) categorize as Medium, and 22 students (36%) categorized as low anxiety groups.

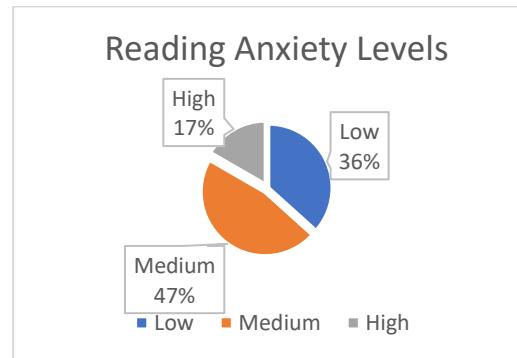


Chart.1 Reading Anxiety Distribution

The FLRAS shows that the high-level students tend to feel anxious when they encounter reading problems such as remembering a new vocabulary in journals and books, low groups feel the opposite, while the medium groups feel mild anxiety. Based on the chart the majority of reading anxiety of college students categorize as medium groups which answers the first question that reading anxiety still exists at university levels.

Reading strategies

Based on the SORS questionnaire there are 3 major metacognitive reading strategies that most students used which are PROB (Problem-Solving Reading Strategy) GLOB (Global Reading Strategy), and SUP (Support Reading Strategy).

No.	Strategies	Mean	Std. Deviation
1	PROB	3.70	1.029
2	GLOB	3.61	0.937
3	SUP	3.39	1.142

Table 5. Descriptive statistic of SORS

Based on the result collected from the Survey of Reading Strategies (SORS) students most used reading strategies was PROB (Problem-Solving Reading Strategy) with Mean 3.7, followed with GLOB (Global Reading Strategy) with a mean of 3.61 and SUP (Support Reading Strategy) becomes the fewest reading strategy students used. Next to the mean details of each reading strategy from the SORS questionnaire:

PROB (Problem-Solving Reading Strategy)

Items	Statements	Means
1	I try to picture or visualize information to help me remember what I read.	4.20
2	When text becomes difficult, I re-read it to increase my understanding	4.07
3	When I read, I guess the meaning of unknown words or phrases.	3.90
4	I read slowly and carefully to make sure I understand what I am reading.	3.88
5	I try to get back on track when I lose concentration	3.85
6	I adjust my reading speed according to what I am reading	3.73
7	I stop from time to time and think about what I am reading	3.33
8	When text becomes difficult, I pay closer attention to what I am reading	2.65
Total Means		3.70

Table 6. Students Problem-solving reading strategy score

PROB (Problem-Solving) reading strategies have 8 items in total, from the result of the three main strategies based on the SORS questionnaire, this reading strategy becomes the most ideal for the participant in college levels with a total mean score of 3.7. the most used strategy in PROB is item number 1, students often picture or visualize the information from the books in order to gain more understanding and remembering the information from the books or journals. The second strategy that students used is item 2, which means students often re-read the books or journals in order to gain more understanding about what they read.

GLOB (Global Reading Strategy)

Item	Statements	means
9	"I think about what I know to help me understand what I read (skimming)"	4.07
10	I try to guess what the content of the text is about when I read (skimming)	4.07
11	I use the typographical feature (Bold, Italic) to identify the key information	3.90
12	I check my understanding when I come across new information	3.78
13	I check to see if my guesses about the text are right or wrong	3.83
14	I use context clues to help me better	3.75

	understand what I am reading	
15	I have a purpose in mind when I read	3.70
16	I think about whether the content of the text fits my reading purpose	3.68
17	I use table, figure, and pictures in a text to increase my understanding	2.65
18	I go back and forth in the text to find relationships among ideas in it	3.60
19	I review the text first by noting its characteristics like length and organization	3.27
20	"I take an overall view of the text to see what it is about before reading it. "	3.18
21	I use table, figure, and pictures in a text to increase my understanding	2.65
Total mean		3.55

Table 7 Students Global reading strategy score

Based on Table 7. GLOB becomes the second most used reading strategy in the SORS questionnaire, GLOB has 13 specific questionnaires that mostly explain students' general acknowledge before reading books or journals. The highest mean in the Global reading strategy is item number 9 (4.07) which means students tend to think beyond the books or journals or even visualize when they are reading. Item number 10 also has the highest mean score (4.07) same as number 9 and is related to number 9 that students intend to guess the content they read. on the other side, item number 21 becomes the lowest strategy in the global reading strategy category (2.65). it showed that the learners occasionally use tables, figures, and pictures in a text to extend understanding about the text they read. besides, the GLOB reading strategy is still an effective strategy at the university level.

SUP (Support Reading Strategy)

Items	Statements	means
22	I underline or circle information in the text to help me remember it.	4.30
23	I take notes while reading to help me understand what I read	3.90
24	I use reference materials (e.g., a dictionary) to help me understand what I read	3.72
25	When text becomes difficult, I read aloud to help me understand what I read.	3.55
26	I ask myself questions I like to have answered in the text	3.17

27	When reading, I think about information in both English and my mother tongue	3.17
28	I go back and forth in the text to find relationships among ideas in it	3.05
29	I paraphrase (restate ideas in my own words) to better understand what I read	2.90
30	When reading, I translate from English into my native language.	2.77
Total Means		3.39

Table 8. Students Support Reading Strategy score

Support reading strategy (SUP) has 9 items in total. Mostly this reading strategy helps students by supporting their understanding by adding some activity such as item number 22 (mean 4.30) where students often underline or circle the important information while reading which this strategy becomes the most used strategy in the SUP category. But on the other hand, the Support reading strategy becomes the fewest strategy that has been used by 60 participants with a total mean of 3.39. the rare strategy that has been used by the students is item number 30, in fact, this subject of the research is English education students in a foreign country which means they are already acquaintance with the English language.

The relationships between college students’ reading anxiety level and reading strategy

In order to measure the correlation between the two variables, the researcher used the Pearson Product Moment Correlation. The researcher correlated student reading anxiety levels based on the FLRAS score with the three reading strategies; PROB, GLOB, SUP based on the SORS questionnaire.

		PROB	GLOB	SUP	TOTAL
ANXIETY	Pearson correlation	.149	.155	-.084	.099
	Sig (2 tailed)	.255	.238	.522	.451
	N	60	60	60	60

Table 9. Pearson Product Moment Correlation

Based on the correlation table above, the result showed that there is no correlation between students’ reading anxiety level and the reading strategy that has been used, it stated that the p= value is higher than 0.05, for each

dimension of each strategy shows that all of the categories of reading strategy don’t correlate with reading anxiety, PROB p=.255, GLOB p=.238, SUP p=.522. therefore, this study is accepting the null hypothesis (H₀) that there is no correlation between reading anxiety and reading strategies that students used.

Discussion

College students’ reading anxiety

(Oxford, 2013) states that reading anxiety condition caused by reading unfamiliar words, this statement has the same result as this research. This research found that unfamiliar words become one of the factors that contribute to the reading anxiety of college students. The FLRAS questionnaire found that the “unfamiliar word” item has a 3.80 mean score which is also the highest mean in the FLRAS score. This problem may happen because sophomore students are still in the learning process, they need to adapt to read English journals or textbooks. (Zhou, 2017) also support this finding based on their result that reading becomes a challenge when the material and vocabulary is unfamiliar, therefore when students encounter unfamiliar vocabulary it affects their reading anxiety.

Moreover, previous research found that in secondary and primary schools’ levels, reading anxiety appears when students feel humiliating and fear making a pronunciation error (Ahmad et al. 2013), these findings also have a similar result to this research. Based on FLRAS reading aloud becomes another factor that contributes to reading anxiety in university levels, with a total mean score of 3.55 that can be included as a high score category from the SORS. this may happen because of the lack of confidence, afraid making pronunciations error while reading aloud also, sophomore students are still in a transition learning process which they need time to adjust their knowledge with university requirements.

College students’ reading strategies

This research yields that student already implements the reading strategies when they read an English textbook such as assumptions, summarizing, visualizing, underlining, and circling the words. The possible explanation because sophomore students have already taken several reading classes which means they already implement several reading strategies.

However, The SORS shows that the three major reading strategies with total means score of 3.39- 3.70 which means is a high mean score.

PROB (Problem-Solving Reading Strategy)

This research shows that most of the students intend to use problem-solving reading strategies. based on the SORS questionnaire result shows a total mean score of 3.70 which is the highest among the 3 categories of reading strategies, which have the same statement with (Mokhtari & Sheorey, 2015) their result that most learners intend to visualizing while reading a book. This may happen in college students, based on students' way of learning before and after they enroll in university while they read English textbooks in an EFL context they need to visualize what happened based on the context then they need to transform it into their understanding.

GLOB (Global Reading Strategy)

Based on the result of the SORS questionnaire, it found that the learners already prepare their minds and have a plan before they reading an English journal or textbook, such as skimming and scanning method. (Iwai, 2016) stated that this reading strategy becomes the most common reading strategy, it's true that skimming and scanning are the most common reading strategies people used however, this research found that GLOB has become the second most used reading strategy of university students.

This occurs, that most university students intend to visualize the text or re-read the text to get a better understanding, based on the SORS questionnaire skimming and scanning has 4.07 mean score which is the highest mean score in GLOB strategy but compares it to "visualize" strategy PROB it has 4.20, this means that students mostly perform visualizing the information from the books rather than skimming and scanning.

SUP (Support Reading Strategy)

This supporting reading strategy becomes the fewest strategy that college students used. Based on the SORS questionnaire shows that SUP reading strategy has a 3.39 total mean score. this happens because most all SUP need more time to takes such as taking notes, based on (Mokhtari & Sheorey 2015) Problem-Solving Strategies are used for solving problems of understanding that arise during the reading of a text by connecting the information from textbooks to get better comprehension which means by connecting the information students need to take more time by underlining, and taking a note.

However, underlining or circling the information becomes the most used technique that university students used. SORS questionnaire found that underlining and circling becomes the most used technique with a means

score of 4.30. that is the highest score from the SORS questionnaire. This is happened because underlining and circling the word is the most common technique that students already do before and after they enroll in the university.

Correlation college students reading anxiety and reading strategy

In table 9 shows that there is no correlation between college students reading anxiety and reading strategy. the table shows that there is a very low correlation between the three reading strategies is GLOB, PROB, and PROB, which means this research accepting the null hypothesis.

This research result was inconsistent with (Rajab et al., 2012; Calciki, 2016) findings about the positive correlation between reading anxiety and reading strategy. The possible explanation to support this is because the subject of the previous study is different from secondary school students to college students, especially sophomore English department students regarding the university students already involved several reading classes which mean they are in process to be an effective reader. Although the college students categorize as medium reading anxiety groups, they are mixed result that some of the groups feel the same anxiety as high-level groups.

In previous research found that there is a negative relationship between reading anxiety and reading strategy (Sari, et al., 2018), it stated that the higher reading anxiety is felt by students few strategies are chosen, or the more learning strategies students used during the reading process the lower anxiety degree Although, the relationship exists, the degree of the relationship is not strong enough. Which in line with this research, this research found that two reading strategies do not correlate with reading anxiety which is PROB and GLOB but there is one reading strategy that has a low correlation that is SUP however the relationship is not strong enough.

CONCLUSION

This research study has a purpose to explore further about students' reading anxiety at the university level, with the result of the majority of students categorize as medium reading anxiety groups (47%) even though they are English department students. This research finds that reading anxiety still exists in university students.

Also, the college students are aware of their use of reading strategy, this research shows that the most used reading strategy at university levels is Problem Solving reading strategy (PROB).

Moreover, this study indicates that there is no correlation between students reading strategy and the reading strategy they used which accepting the null hypothesis. The researcher finds that $(p)=.099$ as the correlation between reading anxiety and reading strategy in total, also the three main reading strategy shows there is no correlation (PROB) $p=.255$ (GLOB) $p=.238$, (SUP) $p=.522$.

Suggestions

The researcher would like to give several suggestions regarding the result of this study, show that college students' reading anxiety levels don't correlate with reading strategy. The best suggestion is that students can study and be aware of their reading anxiety level. Not only that, students can explore more about their reading strategy not only on the 3 main metacognitive strategies.

Moreover, this current study is also limited on several aspects, future researchers are suggested to research with different subjects., this study is limited only to sophomore students at the university level, the future research may select larger participants in university or another.

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