

**STUDENTS' READING ANXIETY AND READING STRATEGIES
IN COMPREHENDING INTRODUCTION SECTION
OF JOURNAL ARTICLE**

THESIS

Presented to

State Islamic Institute of Kediri

In Particular Fulfillment of the Requirements

For the Degree of *Magister* in English Language Education



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2022

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MOTTO

لَا حَوْلَ وَلَا قُوَّةَ إِلَّا بِاللَّهِ

“There is no power nor strength except with Allah.”

DEDICATION

I dedicate this thesis to:

- My God (Allah SWT) for giving me His mercies, His bless and His answer for my prayers.
- My beloved parents Bapak (Jonaidi) and Ibuk (Siti Umay Saroh) for your love, support, and struggle for my success. My beloved elder brother (Ahmad Ashifa) for your motivations and helps for me. And all my families, thanks for your help.
- My advisors Nur Afifi, M. App. Ling, Ph.D. and Dr. Toyyibah, SS., M.Pd. for your help and advice for me in accomplishing this thesis.
- Dr. Mukhammad Abdullah, M.Ag. and Muhammad Afifi, S.Hum., M.Pd. for your motivation, help and advice.
- My best friend Fadilatul Fauziah, Wisna Rahma, and Viky Marlia, thank you for helping, praying, motivating and accompanying me until this time and always supporting me to do a positive thing in my life.
- My dongseng Binti for always walking together to finish this thesis.
- My supporter Adi for always helping everything I need, reminding me to finish this thesis, and always sending me my favourite snacks.
- All of my friends at TBI, thanks for all your supports.

ACKNOWLEDGEMENT

All thank to the almighty Allah SWT, the most merciful and beneficent. Peace and blessing be upon to the messenger Muhammad SAW.

I also would like to send my gratitude to the people who have given their supports and helps related to the writing this thesis.

1. Dr. Wahidul Anam, M.Ag., the rector of IAIN Kediri
2. Prof. Dr. Moh. Asror Yusuf, M.Ag., the director of Pascasarjana of IAIN Kediri
3. Dr. Toyyibah, SS., M.Pd., the chief of English Department IAIN Kediri
4. Nur Afifi, M. App. Ling, Ph.D., and Dr. Toyyibah, SS. M.Pd., my respected advisors for giving the researcher guidance, help, constructive, and suggestion in writing the thesis
5. All my lecturers in Pascasarjana IAIN Kediri
6. All the staffs in master office, academic office, library of IAIN Kediri who let support the researcher in the process of finishing this thesis.
7. My beloved father Jonaidi and my respectable Siti Umay Saroh thank you for everything
8. All my friends in English Language Department of Pascasarjana IAIN Kediri
9. All People who help the researcher to complete this thesis, thank you so much for your attention, support, help, and guidance in finishing this thesis.

Finally, the researcher hopes this thesis will be useful for all readers. Because the researcher realizes that this thesis is far from perfect. Therefore criticism and suggestion are gratefully accepted.

Kediri, May 22nd 2022

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ABSTRACT

Riana Arum Sari. 2022. Students' Reading Anxiety and Reading Strategies in Comprehending Introduction Section of Journal Article, School of Graduate Program State Islamic Institute of Kediri. Advisors: (I) Nur Afifi, M. App. Ling, Ph.D., (II) Dr. Toyyibah, SS. M.Pd.

Keywords: reading anxiety, reading strategies, reading comprehension, think aloud method, introduction section of journal article

Numerous studies on examining the reading anxiety sources and the reading strategies have been conducted separately; however what possible sources of reading anxiety experienced by high achievers and low achievers and the different reading strategies they use have not been investigated. The objectives of this study are investigating and describing the sources of reading anxiety experienced by high and low achievers, as well as finding the difference in reading strategies used by high and low achievers in comprehending introduction section of journal article.

To achieve those purposes, a total of 8 students from the fourth semester in English department major at IAIN Kediri participated in this study. This research used a qualitative method that employed a case study as the research design. The data were collected using observation notes which was to write down important points that participants did or commented during the think aloud session, two questionnaires that measured students' anxiety as well as the sources of the anxiety, English Foreign Language Reading Anxiety Inventory by Zoghi (2012) , and their reading strategies, Survey of Reading Strategies by Mokhtari and Sheorey (2002), and interview notes.

The result showed that two participants (25%) experienced in the high level, five participants (62.5%) experienced in medium level, and one participant (12.5%) experienced in the low level with the potential sources were general reading anxiety (22.5%), background and cultural knowledge (20.5%), vocabulary (20.3%), grammar (19.6%), and teaching method (17.4%). This shows that reading anxiety is indeed experienced by both groups of participants and breaks the assumption that high achievers generally experience anxiety not as high as low achievers. The remarkable fact was having a certain level of anxiety might be beneficial rather than harmful. It could assist students in maintaining their learning efforts. It was also revealed that high achievers used reading strategies more often than low achievers and the way they used the strategy was also different.

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