

Exploring the Indonesian EFL Students' Reading Anxiety and Attitude Before and After Covid-19 Pandemic

Erna Iftanti

UIN Sayyid Ali Rahmatullah Tulungagung. e-mail: erna.iftanti@iain.tulungagung.ac.id

ARTICLE INFO	ABSTRACT
<p>Keywords: Reading anxiety, reading attitude, reading performance</p> <p>DOI: http://dx.doi.org/10.21093/ijeltal.v7i2.1441</p> <p>How to cite: Iftanti, E. (2023). Exploring the Indonesian EFL Students' Reading Anxiety and Attitude Before and After Covid-19 Pandemic. <i>Indonesian Journal of English Language Teaching and Applied Linguistics</i>, 7(2), 439-464</p>	<p><i>The shifting mode of teaching reading comprehension from offline to online due to Covid 19 pandemic has changed the EFL students' anxiety and attitude toward reading. Studies on this topic particularly in the context of Islamic Higher Education have not been much explored. This paper is then aimed at revealing the EFL students' anxiety and attitude toward reading and the implication to their reading performance. This descriptive quantitative was done by distributing an online questionnaire to seventy-five students of an English Department at a state Islamic University in Tulungagung East Java Indonesia, who attended reading courses online mode dan had ever joined offline reading comprehension classes. The online survey was carried out from Mei -June 2021 when the pandemic was at its peak. The collected data which were qualitatively analyzed and interpreted exposed three important points. Firstly, the pandemic that leads to physical and social distancing is believed to be able to reduce anxiety among EFL undergraduate students when they are reading English. It is also believed to improve their positive attitude toward reading English, even though reading is not anymore perceived as their hobby. Moreover, their reading anxiety and attitude after the pandemic implicates reducing their performance reading for some conditions, i.e., the increasing number of school tasks, the time limitation, boredom, and the decreasing focus on online reading. The research results are pedagogically implemented to build a positive attitude and reduce anxiety in online or offline reading.</i></p>

1. Introduction

Reading as one of the literacy practices is believed to be the key to get success in life and an indicator of being literate. As a non-innate skill, reading should be taught, trained, and developed. People usually start to teach their kids various strategies as early as possible so that they grow with good skills in reading. The skills of reading are even taught formally at school from elementary to tertiary levels of education, they can extend social networks,

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widen knowledge, open mind, and keep up to date with information, technological advancement, and innovation. This fact indicates that reading skills play a vital role in this life. The joy of reading is then necessary to be built. People who can read fluently and automatically for any purpose receive the advantages of reading. On the contrary, those who cannot enjoy reading and encounter either psychological constraints like anxiety, demotivation, fear, and hatred or instrumental problems such as lack of reading materials could be left behind from any vast advancement and innovation.

Studies have proved the significant role of reading in people's life. Reading improves cognitive abilities (Hutton et.al., 2015), promotes empathy and social skills (Kidd & Castano, 2013), enhances academic performance (Krashen, 2011; Whitten, Labby, & Sullivan, 2019), reduces stress, and improves mental health (Joslin, & Rosselli, 2017; Kircaburun, Griffiths, & Billieux, 2019), expands knowledge and vocabulary (Guthrie, Wigfield, & You, 2012; Feng, & Webb, 2020), influences the way people think and act (Rintaningrum, 2019), improves communication skills (Alvermann, 2010), and promotes lifelong learning (Guthrie, Wigfield, & Perencevich, 2004; Bursali, & Yilmaz, 2019). Thus, having good reading performance will help people to improve their quality of life. Still, EFL students experience some psychological constraints like attitude, anxiety, and motivation which impede their reading performance.

Studies about reading attitude and anxiety have so far been done in three areas. The first, reading attitude, anxiety, and motivation done in a separate manner like the ones done by Ramirez, et.al. (2019) who investigated children's reading anxiety and achievement; Namaziandost, et.al. (2020) who investigated reading motivation and attitude; and Zaccoletti, Altoè, & Mason, (2020) who revealed that anxiety as one of the predictors of reading comprehension. The second is related to strategies to reduce reading anxieties. Studies found that English reading comprehension strategies had a positive effect on reducing the EFL students' English reading anxiety (Valizadeh, 2021) and contextual inferencing strategies changed reading attitudes (Sadeghi & Marzban, 2019). The third area is reading and covid 19 pandemic which focused on the EFL students' reading difficulties during Covid 19 (Alasmari, 2021; Hayati, & Puspitaloka, 2022) and the effect of digital text on reading comprehension (Wadi et. al., 2022), Online learning during the pandemic has affected students' motivation, anxiety, and attitude (Jiang et.al. 2022). However, a specific study exploring the EFL students' perception of their reading attitude and anxiety in the Indonesian context is under-researched. Therefore, to fill in this gap, a study about the attitude and anxiety of the EFL students between pre and post-Covid 19 at which the sudden and massive shift to using online mode needs to be further investigated.

Exploring the reading attitude and anxiety of the EFL students is essential not only to give a contribution to the previous related research results about reading attitude and anxiety, but it is also significant for three reasons. The first is by identifying their attitude and anxiety about reading as the source of need analysis for people who are responsible for helping students like parents or teachers or tutors to build their students' or children's reading literacy. Second, by investigating the students' attitudes and anxiety about reading, teachers can better plan their teaching practice by determining appropriate techniques for teaching reading, selecting appropriate teaching materials and media, and using correct techniques for assessing their students' reading skills. The last, by doing a study that focuses on the EFL students' reading attitude and anxiety, teachers and parents can manage their strategies to help their students and children to avoid experiencing reading anxiety. So, they can build a

positive attitude and the joy of reading which can further help them build good habits of reading. Thus, this article answered these questions: How is the students' reading anxiety before and after Covid 19 pandemic? How is the students' reading attitude before and after Covid 19 pandemic? What is the implication of the EFL students' reading anxiety and attitude toward their reading performance before and after Covid 19 pandemic?

2. Literature Review

2.1 Reading Anxiety

Reading anxiety was first described as an emotional and/or unpleasant physical reaction when children perform or think of reading activities (Wallbrown et al. 1978). EFL reading anxiety refers to the feeling of fear, uneasiness, nervousness, and tension that some English as a Foreign Language (EFL) readers experience while reading in English. It has different levels among different EFL learners (Mudra & Mckinnon, 2022). It is a common phenomenon among EFL learners that can experience such a feeling and it further affects their reading comprehension, motivation, and overall language proficiency. As found by Valizadeh (2021). English reading comprehension strategies had a positive effect on EFL learners in terms of reducing their English reading anxiety. A study by Mardianti, Wijayati, & Murtadho, (2021) found that the most potential sources of reading anxiety among Indonesian ESP learners were bottom-up reading anxiety and unclear meaning of vocabulary in English written text. Yet, Chen, Du, Wang, & Yang (2022) in their study revealed that learning motivation had an indirect effect on Chinese undergraduates' reading anxiety and Chen (2019) found that reading anxiety and extrinsic reading motivation had direct effects on English reading comprehension. The anxiety of FL reading was proved to be positively correlated with text features- unfamiliar vocabulary and culture (Aisyah, 2017), unknown topics, long and complicated text structure- and personal factors- the fear of making mistakes, but it was negatively correlated with reading strategy use among Taiwanese EFL learners (Tsai & Lee, 2018). This indicates that the more reading strategies a learner employs, the lower the FL reading anxiety level he/she will experience.

There are some potential causes of EFL reading anxiety as exposed in some studies. For example, Al Faruq (2019) found that the sources of reading anxiety among undergraduate students in Indonesia were the material features- unknown vocabulary and unfamiliar culture- and personal factors such as fear of making errors which are less than worry about the reading effect. Meanwhile, in the Saudi tertiary EFL context, the predicted FL level of reading anxiety covers a lack of satisfaction with one's reading ability, worry about comprehension, and unfamiliarity with phonic rules (Bensalem, 2020). Moreover, a study by Gao and Zhang (2020) proved that EFL reading anxiety was influenced by learners' previous academic experience, reading proficiency, and the use of reading strategies. Instructional approaches as revealed in some studies indicate their effectiveness towards EFL reading anxiety. For example, a study by Liu & Jiang (2021) found that explicit instruction in reading strategies can help reduce EFL reading anxiety and improve reading comprehension among Chinese EFL learners. Furthermore, Choi and Lee (2021) in their study found that guided reading instruction with a focus on vocabulary and comprehension strategies can improve reading motivation and self-efficacy among Korean EFL learners. To sum up that EFL reading anxiety is a common issue among language learners which might have negative effects on their language development. However, there are various instructional approaches that can

help mitigate their reading anxiety and support their reading comprehension, motivation, and overall language proficiency.

2.2 Reading Attitude

Reading attitude according to Reeve (2002) as quoted by Yamashita (2004) covers three components, namely cognitive (personal, evaluative beliefs), affective (feelings and emotions), and conative (action readiness and behavioral intentions). It refers to a state of mind, accompanied by feelings and emotions that trigger reading probable and further proved as a stable dimension of reading (Cecil Smith, 1990) positively and significantly predict reading habits, metacognitive awareness of reading strategies, and tendency to think critically (Ulu, 2019). It also makes reading more or less probable (Alexander and Filler 1976). This indicates that attitude towards reading can change as the students' psychological condition. There are some factors that might influence students' reading attitude, for example, L1 reading attitude, extensive reading, media, and motivating learning atmosphere. Yamashita (2007) found that although L1 reading attitude is not proven to increase the higher level of reading proficiency, L1 reading attitude is revealed to be one of the factors affecting L2 reading attitude. In addition, extensive reading was found to positively affect the L2 learners' attitude toward reading that foster their internal motivation (Yamashita, 2013 and Salameh, 2017). Meanwhile, in the context of young learners' reading attitude, Kotaman (2020) in his study ferreted out that using dialogical storybook reading significantly affects their reading attitude and increases vocabulary number. In addition using media, like picture-book read-aloud has brought about a positive classroom environment which enabled learners to improve their reading attitude (Sun, 2020).

On the other hand, reading attitude is important for some reasons. Akbari, Ghonsooly, Ghazanfari, & Shahriari (2017) who investigated the connection between reading attitudes of L2 and L1 and the contribution of degree L2 reading attitude towards L2 reading achievement in the Iranian EFL context found that L1 and L2 reading attitudes were highly correlated; L1 reading attitude significantly explained the variance in L2 reading attitude, but between the L1 and L2 reading attitudes, only L2 reading attitude that made a uniquely significant contribution to L2 reading achievement. Even though female students were specifically proved to have a more positive attitude toward reading than male students (Liu, 2020). Studies have noted that a positive reading attitude was not only associated with more extensive reading behavior (Choi & Lee, 2020) but also correlated with reading achievement (Kim & Lee, 2019; Yu & Lee, 2020) and motivation (Zhang & Elder, 2020). Still, Smith, S. A., & Li, Z. (2022) who studied motivation and reading attitudes among Chinese-American children portrayed that L1/L2 reading attitudes and motivation were negatively correlated. This means that the more enjoyable reading in English, the less enjoyable reading in Chinese. There is a transfer of reading attitudes, EFL learners' positive feelings toward L2 reading likely originated from their positive attitude toward L1 reading (Yamashita, 2004). In a nutshell, the attitude of reading which does not only cover the dimensions of affective and cognitive but conative is essential for facilitating their joy of reading and more importantly for improving their reading motivation and achievement. A positive attitude toward reading can be nurtured through some ways like building a positive L1 reading attitude, extensive reading, using interactive media, and creating a motivating learning atmosphere.

2.3 Reading Performance

Recent studies about EFL (English as a Foreign Language) reading performance have focused on a variety of factors that contribute to successful reading comprehension that include vocabulary knowledge, background knowledge, reading strategies, and motivation. One study by Qian & Schedl (2019) found that both vocabulary knowledge and background knowledge were significant predictors of EFL reading comprehension. In addition, some studies have proved that morphological knowledge either directly or indirectly affects EFL reading comprehension (Zhang, & Lin, 2021; Brooks, Clenton, & Fraser, 2021; Manihuruk, 2020). Besides, the use of cognitive and metacognitive reading strategies, such as predicting and monitoring comprehension, was also an important factor in EFL reading performance (Zhou, 2020). Similarly, Al-Kiyumi, Seyabi, & Hassan, (2021) in their study found that metacognitive strategies significantly affect EFL students' reading comprehension. Additionally, a study by Wang, Zhang, and Yin (2020) found that motivation played a significant role in EFL reading performance, particularly when it came to sustained attention and perseverance.

In terms of theories, one prominent framework in the field of EFL reading is the Simple View of Reading (Gough & Tunmer, 1986) suggesting that reading comprehension is a product of both decodings (the ability to recognize words) and language comprehension (the ability to understand the meaning of language). According to this theory, successful reading comprehension requires both of these components to be functioning effectively. Another theory that has been applied to EFL reading is the Schema Theory (Rumelhart, 1980) stating that readers use their prior knowledge and experiences to make sense of new information. In the context of EFL reading, this means that background knowledge and cultural familiarity can play an important role in successful comprehension. Overall, recent research and theories suggest that a combination of factors contribute to successful EFL reading performance, including vocabulary and background knowledge, reading strategies, motivation, decoding ability, and language comprehension.

2.4 Covid 19 pandemic

The term Covid 19 pandemic in this context is used not only as an indicator showing an era in which people in the world have suffered from a deathly disease but also as an underlining reason for a shifting mode from offline-based activity to online-based activities. It is widely known that this pandemic era has led to releasing some worldwide policies, namely physical distancing and social distancing. With these policies, people keep their distance socially and physically to do their activities, including educational practices. In the Indonesian context, students have also been regulated to attend teaching and learning online from home (Circular Letter of Indonesian Ministry of Education and Culture Number 4 the Year 2020). They have done all their activities at home. English teaching and learning which are also done through online platforms was affected. Take, for example, students who perform reading practices independently at home. Research has exposed that this pandemic has impacted students' attitudes and anxiety toward reading. Studies revealed that their reading attitudes were negatively affected by the pandemic due to a decline in their reading motivation (Gokhan et al. (2021). Another study conducted by Yuksel and Celik (2021) found that the Covid-19 pandemic has negatively impacted EFL students' reading attitudes, particularly for students who have had limited access to reading materials during the pandemic. In addition, Akarsu et al. (2021) in their study found that online learning has created a less supportive learning

environment for EFL students, which has led to increased anxiety levels. The Covid-19 pandemic has increased EFL students' reading anxiety, particularly for students who have had limited opportunities to interact with their peers and teachers (Suleiman, 2021).

In short, recent research suggests that the Covid-19 pandemic has negatively impacted EFL students' reading attitudes and anxiety. The shift to online learning has created a challenging environment for EFL students to maintain their reading habits and attitudes, which has further impacted their motivation to read. Additionally, the less supportive learning environment created by online learning has led to increased levels of reading anxiety for EFL students. Therefore, it is important for educators to consider these factors when developing strategies to support EFL students during the Covid-19 pandemic.

3. Research Methodology

3.1 Research Design

This research was conducted by employing descriptive quantitative- through an online survey. This design was selected for two reasons, The first is that the reading class which has been carried out via online learning due to Covid 19 pandemic has inhibited the researcher to meet the respondents physically to collect data about the focus of this research because of the government policy about Social and physical distancing. The second is through an online survey, the data can be collected in a relatively effective way in terms of the number of data and time effectiveness. It is quite possible to collect abundant data in a relatively short time because respondents can fill in the questionnaire survey simultaneously. This Survey was done from May to June 2021.

3.2 Participants

The survey was participated by EFL students who were available and willing to take part in this survey. They were 75 students of the English Department from UIN Sayyid Ali Rahmatullah Tulungagung. They were all experiencing attending reading classes through online learning which was never been done before Covid 19 pandemic. Thus, the participants of this survey are the ones who attended reading classes through online mode.

3.3 Instruments

The survey instrument was developed by reviewing some references related to theories on reading anxiety (Jalongo and Hirsh, 2010; Aghajani & Gholamrezapour (2019) and reading attitude (Yamashita, 2004). The section on reading anxiety comprises 12 closed-ended items stating indicators of anxiety. They are classified into two sections: *physical reactions* such as sweating, having a stomachache, getting dizzy, and feeling shaky or faint, and *cognitive reactions* namely feeling helpless and public humiliation. Meanwhile, reading attitude is divided into three sections showing its indicators. They are what learners think (value), what they feel (anxiety, comfort), and self-perception. The first was developed into a number of closed-ended statements for example "I think reading is interesting"; "I think reading is boring"; "I think reading is entertaining"; "I think reading is my hobby". The second was developed into some closed-ended statements showing anxiety i.e. "I feel anxious while reading", "I feel stressful while reading"; "I feel comfortable while reading"; "I feel at ease while reading"; "I feel relaxed while reading". The last section was developed into several closed-ended statements, namely "I perceived reading English as entertaining"; "I perceived reading English as advantageous"; "I perceived reading English as tiring"; and "I perceived reading English as boring".

3.4 Data Analysis Procedures

The data of this research was collected by distributing the questionnaire survey to 75 students of the English Department UIN Sayyid Ali Rahmatullah Tulungagung through Google form (<https://forms.gle/cguhp2wFYjwEgww57>). The link to the Google form was shared with several groups of students who had been taking the Reading Comprehension Course. It was carried out from May to June 2021. The respondents taking part in this online survey were of their own interest. This indicates that what they filled in the questionnaire is the truth concerning their reading anxiety and attitude mainly during Covid 19 pandemic. The collected data were then analyzed quantitatively to find its percentage. This percentage was then analyzed descriptively to find out the tendency of the respondents toward their reading attitude and anxiety specifically during this pandemic era. This is significant to be portrayed as a reference to set a more joyful teaching of Reading so that such states can be reduced during online reading classes. Such an expectation is beneficial to support learners' reading performance and competence as well. This further leads to academic success.

4. Findings

4.1. Students' Anxiety in Reading English Before and After Covid 19 Pandemic

Referring to Jalongo and Hirsh (2010), anxiety is a negative emotion that impairs learning and a feeling of helplessness focused on future threats or threats to self-esteem. Aghajani & Gholamrezapour (2019) mentioned that at present, there is an increasing recognition of anxiety in receptive skills, reading, and listening. Reading anxiety, a specific phobia, a situational type, and an unpleasant emotional reaction toward reading which has physical and cognitive reactions are relatively less explored. Thus, reading anxiety in this context of research is identified by either physical or cognitive reactions.

4.1.1 Students' Physical Reaction towards Reading in English Before and After Covid 19 Pandemic

The physical reaction experienced by the students when reading in English as mentioned by Jalongo and Hirsh (2010) are indicated by some physical symptoms, such as sweating, feeling shaky or faint, a pounding heart, rapid breathing, "butterflies" in the stomach, a tension headache, a stomach-ache, or even throwing up. This survey found that before Covid 19 pandemic 15 % of the respondents agree that they feel sweaty when reading English text and 8% strongly agree that they feel sweaty. However, most of the respondents (42.7%) are in a neutral state indicating that they, on the one hand, are sweating and on the other hand they are not sweating while reading in English (See Diagram 1a). In addition, 19.4% in total who state that they are not sweating while reading in English.

Diagram 1a. Sweaty as Students' physical reaction while reading before Covid 19 Pandemic

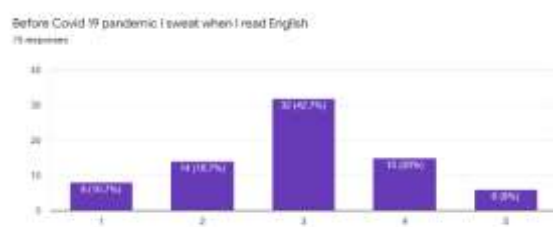
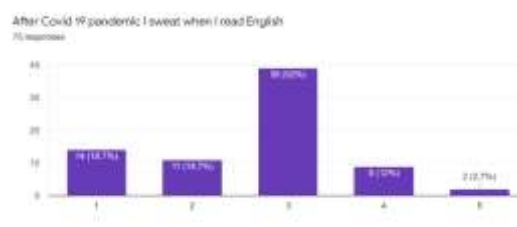


Diagram 1b. Sweaty as Students' physical reaction while Reading after Covid 19 Pandemic



By comparing the students' physical reactions while reading English after the pandemic (See Diagram 1b), it was found a decreasing percentage of those who agree with the statement "After Covid 19 pandemic, I sweat when I read English" from 23% to 11%. The 12% different percentage shows a significant change in the student's physical reaction while reading English. It was supported by the finding showing that 33.4% of respondents disagree/strongly disagree with the statement. This demonstrates that they are experiencing such a physical reaction while reading English after the pandemic. These percentages indicate two important findings, namely (1) the absence of the effect of Covid 19 pandemic on the EFL students' reading anxiety, and (2) the positive impact of the pandemic on EFL students' reading enjoyment.

Another physical symptom of reading anxiety is having stomach aches. Diagram 2a showed that there are only 17 out of 75 respondents (22.7%) strongly disagree and 19 out of them (25.3%) disagree with the statement stating "Before Covid 19 pandemic, I have a stomachache when I read English). This finding shows that they do not experience a such physical reaction while reading in English which implies that they are not anxious while reading in English. This is supported by the data that 33.3% of respondents were in a neutral position which means that they might or might not have any stomach aches while reading English. However, there are 18.6% of respondents declared that they experienced such physical reactions while reading. This indicates that even though most of them are anxious while reading English, few of them feel anxious about reading English before Covid 19 pandemic. There has been an increasing number of respondents from 48 % to 53.3%, (See Diagram 2a and 2b) who disagree with having stomach aches while reading in English. At another point, there is also an increasing percentage from 25.33% of the total respondents before Covid 19 pandemic to 33.3% of the respondents who are in a neutral position. This fact implies that the respondents do not experience anxiety while reading English.

Diagram 2a. Having Stomachache as Students' physical reaction while reading before Covid 19 Pandemic

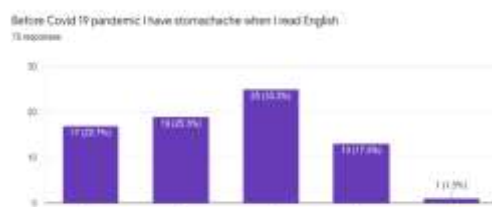
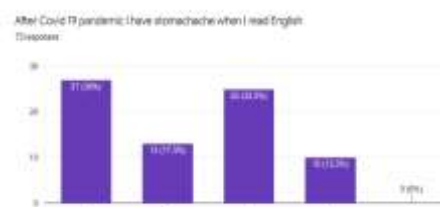


Diagram 2b. Having Stomachaches as Students' physical reaction while reading after Covid 19 Pandemic



Feeling shaky or faint is another symptomatic reaction to reading anxiety. This survey found that before Covid 19 pandemic, there were 32.7 % of respondents (See Diagram 3a) disagree with such symptoms while reading English. Meanwhile, after the pandemic, the number of respondents who disagree with feeling shaky or faint while reading increases to 42.7% (See Diagram 3b). Moreover, this survey presents the comparison between the number of respondents who agree and strongly agree with the feeling of faint or shaky while reading English text before and after the pandemic is decreasing from 18.7% to 13.3%. This fact indicates that the pandemic which leads to social distancing and physical distancing is believed to contribute to reducing anxiety among EFL students when they are reading English.

Diagram 3a. Feeling shaky or faint as Students' physical reaction while reading English before Covid 19 pandemic

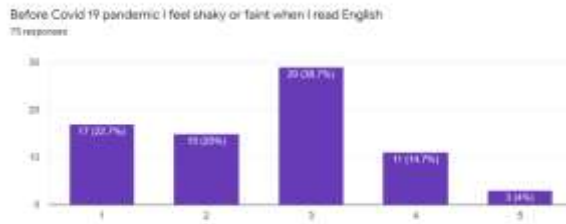
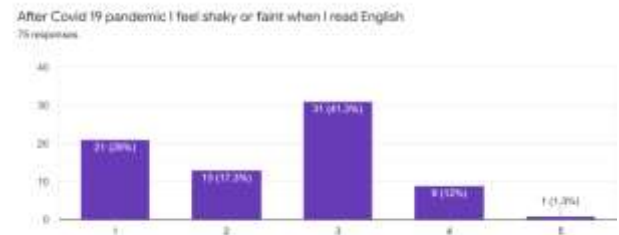


Diagram 3b. Feeling shaky or faint as Students' physical reaction while reading English after Covid 19 pandemic



The last physical reaction of reading anxiety is getting dizzy while reading. It is found that before the pandemic, there were 14.7% strongly disagree and 21.3% disagree with the statement saying that "Before Covid 19 pandemic, I get dizzy when I read English" (See Diagram 4a). These percentages are getting increased to 20% of respondents who strongly disagree and 22.7% who disagree with the statement after the pandemic (See diagram 4b). This fact implies that the respondents do not experience anxiety when they read English. This fact is confirmed by the finding of this survey showing that only 16% of the respondents strongly agree and 2.7% of them disagree with such a physical reaction of anxiety. Meanwhile, the respondents who are in a neutral position which can be defined as either experiencing or not experiencing such a symptomatic reaction decreased from 45.3% to 40%. Then, when comparing with those who agree with getting dizzy while reading English, this survey discovers that there is an increasing percentage from 18.7% to 17.3%. These numbers indicate that Covid 19 pandemic might bring about a decrease in students' reading anxiety. This fact has shown the positive impact of the pandemic on building entertainment and the joy of reading.

Diagram 4a. getting dizzy as Students' physical reaction while reading English before Covid 19 pandemic

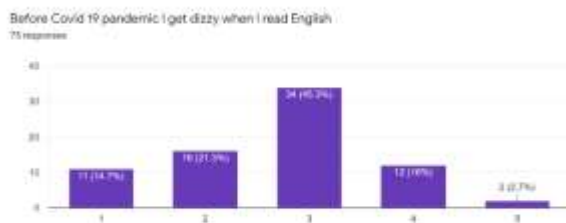
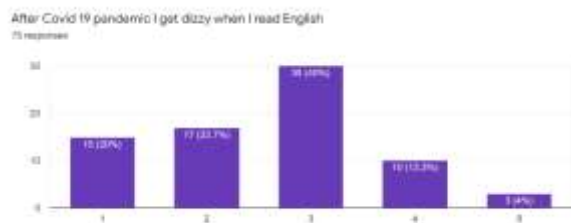


Diagram 4b. Getting dizzy as Students' physical reaction while Reading English Before Covid 19 Pandemic



4.1.2 Students' Cognitive Reaction Towards Reading in English during Covid 19 Pandemic

As stated by Jalongo and Hirsh (2010) that among the cognitive reactions to anxiety are feelings of helpless and expectations of public humiliation. This questionnaire survey found that before Covid 19 pandemic, 22.7 % of respondents strongly agree that they feel helpless while reading English and 8 % agree (See Diagram 5a). Yet, this number is getting significantly decreased to 15.5% of the respondents who strongly agree and 4 % of them agree (See Diagram 5b). Moreover, it is found that 33.4% of the respondents disagreed with the statement stating "Before Covid 19 pandemic, I feel helpless when I read English". Then after Covid, the percentage of respondents who disagree with feeling helpless while reading

increased from 33.4 to 40%. This demonstrates that the pandemic is assumed to have a positive impact on reducing EFL students' reading anxiety.

Diagram 5a. Feeling Helpless as Students' cognitive reaction towards reading English Before Covid 19 Pandemic

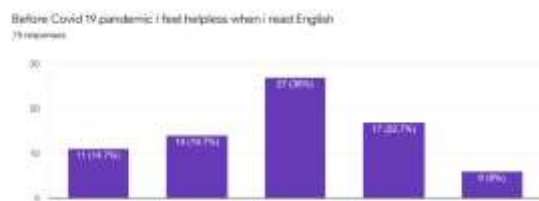
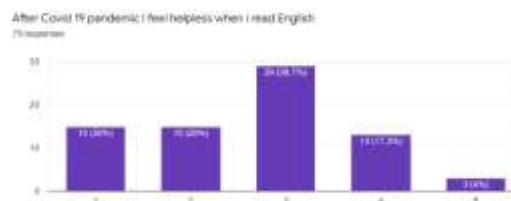


Diagram 5b. Feeling Helpless as Students' cognitive reaction towards reading English After Covid 19 Pandemic



Another cognitive reaction to reading anxiety found in this survey is the students' expectation of public humiliation. Diagram 6a and 6b displays that there is a different percentage of respondents who disagree with such cognitive reaction of reading anxiety from 28 % to 30.6%. However, the percentage number of those who agree to expect public humiliation while reading remains the same, 24%. It is less than one-third of 100%. This finding implies that reading English practices after Covid 19 pandemic is more relaxed than the ones done before the pandemic.

Diagram 6a. Expecting public humiliation as Students' cognitive reaction towards reading English Before Covid 19 Pandemic

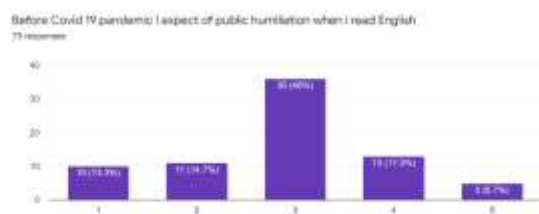
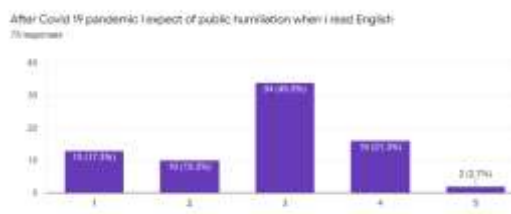


Diagram 6b. Expecting public humiliation as Students' cognitive reaction towards reading English after Covid 19 Pandemic



4.2. Students' Attitude towards Reading English Before and After Covid 19 Pandemic

Reading attitude covers what students perceive about reading (Values) and what they feel such as anxiety, comfort, and self-perception about reading (Yamashita, 2004). This survey found such elements which are presented in percentages indicating EFL students' reading attitude towards reading English before and after Covid 19 pandemic.

4.2.1 Students' Perception of Reading in English Before and After Covid 19 Pandemic.

This survey found that most of the respondents (50.6%) declare that reading English is interesting. Yet, this number decreases to 46.7% of respondents who claimed reading as interesting. This survey also features that 8% of the respondents disagree with the statement stating that "Before Covid 19 pandemic, I think reading is interesting". This percentage increases to 12% presenting those who disagree that reading is interesting. This shows that the pandemic changes students' attitudes towards reading English as less interesting.

The following item of this survey asks whether the respondents think that reading is boring. It was found that 20% of the respondents agree that before the pandemic, reading is boring and 22.7% of them agree that after the pandemic reading is boring. There is a 2.7% difference percentage which can be assumed that for some of them, the pandemic has made their attitude toward reading English. However, most of them- 40%- do not think that before Covid 19 pandemic reading is boring. Meanwhile, there is an increasing percentage number of respondents with 45.3% declaring that after the pandemic, reading is not boring. This implies that the pandemic is considered changing the EFL students' attitude that reading is not boring anymore to be performed.

This survey also found that most of the respondents, 49.3% of respondents claimed that before the pandemic they were in a neutral position indicating that they are somehow thinking reading as entertaining. Yet, it was found that only 42.7% of respondents are in a neutral position. This means that the number of respondents who clarify their attitude towards reading after the pandemic is increasing. This demonstrates a more positive attitude towards reading after the pandemic. In addition, 46.7% of respondents claimed that before the pandemic they thought reading entertaining. However, the survey shows that 48% of them agree that after Covid 19 pandemic reading is entertaining. This finding describes that the pandemic is assumed to improve the students' positive attitude toward reading English as the shift to remote learning has increased the amount of time students spend reading online materials and interacting with digital resources.

The other interesting finding related to the students' value of reading is that there is a changing neutral position of the respondents from 38.7% to 43.7%. This finding indicates their uncertain attitude about whether reading is their hobby after the pandemic. This finding is reinforced by the decreasing number of percentages from 42.7% of respondents who think reading was their hobby before Covid to 36% of respondents who think of reading as their hobby. This indicates a changing attitude that after the pandemic, reading is not assumed to be their hobby anymore.

4.2.2 Students' Feeling towards Reading in English Before and After Covid 19 Pandemic

Students' feeling towards reading in English is reflected in five forms namely anxiety, stressfulness, comfort, at ease, and relaxation. The finding of this survey shows that most of the respondents (44%) declared themselves as in a neutral position presenting that they are somehow feeling anxious to read English before the pandemic. The number increases to 53.3% of respondents who are not sure whether they feel anxious to read English after the pandemic. Yet, it was found that 28% of the respondents agreed with the statement stating that "Before Covid 19, I feel anxious to read English" and 24.7% of them disagreed with the statement. This indicates the decreasing number of respondents who feel anxious to read English after the pandemic.

The other finding of this survey (See Table 1) shows that the changing attitude reflected in the students' feeling stressed toward reading English before and after Covid 19 pandemic. It was found that before the pandemic, 16% of the respondents agree that they feel stressed reading English. Meanwhile, it was found that 22.7% of them agree that after the pandemic, their feeling stressed to read English. This 6.7% difference of percentage indicates that the pandemic contributes to changing students' attitudes toward reading English into a more stressful stand. It is confirmed that there are 46,7 % disagree with the statement stating

"Before Covid 19 pandemic, I feel stressful to read English" and 38.7% disagree that after the pandemic they feel stressed to read English. The 8% difference of decreasing percentage implies that the pandemic changes their attitude toward reading English to be more stressful. With the transition to online learning and increased reliance on technology for communication, many individuals may feel additional pressure and anxiety when reading in English.

Table 1. Students' Attitude Towards Reading English

No.	Students' attitude toward reading English before and after Covid 19 pandemic	SD (%)	D (%)	N (%)	SA (%)	A (%)
1.	Before Covid 19 pandemic, I feel anxious to read English	8%	20%	44%	13.3%	14.7%
2.	After Covid 19 pandemic, I feel anxious to read English	12%	12%	53.3%	16%	6.7%
3.	Before Covid 19 pandemic, I feel stressed to read English	16%	30.7%	37.3%	9.3%	6.7%
4.	After Covid 19 pandemic, I feel stressed to read English	14.7%	24%	38.7%	16%	6.7%
5.	Before Covid 19 pandemic, I feel comfortable to read English	4%	6.7%	54.7%	26.7%	8%
6.	After Covid 19 pandemic, I feel comfortable to read English	2.7%	16%	49.3%	18.7%	13.3%
7.	Before Covid 19 pandemic, I do not feel at ease reading English	10.7%	17.3%	54.7%	12%	5.3%
8.	After Covid 19 pandemic, I do not feel at ease to read English	10.7%	21.3%	46.7%	16%	5.3%
9.	Before Covid 19 pandemic, I feel relaxed to read English	1.3%	13.3%	49.3%	24%	12%
10.	After Covid 19 pandemic, I feel relaxed to read English	2.7%	17.3%	42.7%	24%	13.3%

This survey found that there are 10.7% altogether showing that the respondents disagree with the statement mentioning that before Covid 19 pandemic they feel comfortable to read English. Yet, this percentage increases to 18.7% of respondents who disagree that after the pandemic they feel comfortable to read English. There is an 8% difference. This portrays that the pandemic might contribute to make the respondents feel less comfortable while reading English. It is supported by the other data showing that the percentage of respondents who agree to feel comfortable to read decreased by 3.4% which is from 34.7% to 31.3%.

Another indicator of reading attitude, feeling at ease, is also found to be changed. Most of the respondents 54.7% declared to be in a neutral position toward the statement stating "Before Covid 19, I do not feel at ease reading English". Then it decreases to 46.7%. This 8% decrease clarifies their position about their attitude. As can be seen from Table 1 28% of respondents disagree that before the pandemic, they do not feel at ease. Then, this

percentage increases to 32% claiming that they disagree with the previous mention statement. These data indicate that their feeling at ease while reading English might be affected by the pandemic.

The last finding related to the EFL students' attitude toward reading English is that most of the respondents, 49.3%, are in a neutral position when they were asked about their feeling relaxed while reading English before and after the pandemic. However, this number decreases from 6.6% to 42.7% which shows their changing attitude because of the pandemic. Table 1 clearly mentions that there is a 1.3% increase in the percentage number of respondents from 36% to 37.3% who that after covid 19 pandemic they feel relaxed to read English. This shows that the pandemic might contribute to the positive reading attitude of EFL students. With face-to-face classes disrupted, students must rely on online resources and materials to continue their learning. This shift in learning modality allowed them to engage with different types of texts and genres, and to read for enjoyment and leisure. Consequently, students reported their increased interest, motivation, and confidence in reading.

4.2.3 Students' Self-Perception Towards Reading in English Before and After the Covid-19 Pandemic

The other criterion of reading attitude is students' self-perception which portrays how they perceive reading before and after the pandemic. This survey found that before Covid 19 pandemic, most of the respondents (50.7%) were in a neutral position. Meanwhile, after the pandemic, it was ferret out that there is 49.3% claimed that there are not either disagree or agree with the statement stating that "..., I perceive reading English as advantageous". The 1.4 % difference implies their changes in reading perception which might be resulted from the pandemic. This finding is supported by the data (see Table 2) showing that there is also a difference in percentage from 3.4% to 5.4% who disagree with the statement. There is an increasing number of respondents who disagree with it. This shows that the pandemic is assumed to be the reason for changing the respondents' perception of proofreading English. In addition, the number of respondents who perceived reading as advantageous decreased after Covid 19 pandemic. The survey found that Covid 19 pandemic has affected the students' perception of reading English as less advantageous.

This survey also found that the student's perception of reading before Covid 19, most of the respondents, 54.7 %, are they are not sure whether reading English is tiring. Yet, after Covid 19, this number decreases to 53.3%. More importantly, the number of respondents who perceive reading English as tiring getting increased from 20% before Covid 19 Pandemic to 22.7% after Covid 19 pandemic. This data is supported by the percentage number of those who think reading English is tiring from 25.3% before Covid 19 into 22% after the pandemic. This indicates that Covid 19 pandemic is assumed to lead to the student's perception of reading English as tiring. A recent study by Nguyen et al. (2021) found that the COVID-19 pandemic has led to a decrease in the motivation to learn English among Vietnamese university students. The authors argue that the pandemic has caused students to experience increased stress and anxiety, which has made it more difficult for them to engage with English-language materials. In short, the survey shows that the pandemic is found to be the affecting factor influencing students' perception of reading English. This makes them improve their reading performance. On the other hand, Covid 19 pandemic has led students to perceive reading English as less advantageous and more tiring.

Table 2. Students' Perception towards reading English Before and After Covid 19

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Before Covid 19 pandemic, I perceive reading English as advantageous	0 %	4 %	50.7 %	24 %	21.3 %
2.	After Covid 19 pandemic, I perceive reading English as advantageous	1.3 %	5.3 %	49.3 %	20 %	24 %
3.	Before Covid 19 pandemic, I perceive reading English as tiring	8 %	17.3 %	54.7 %	13.3 %	6.7 %
4.	After Covid 19 pandemic, I perceive reading English as tiring	9.3 %	11.7 %	53.3 %	14.7 %	8 %

4.3 The Implication of the EFL Students' Reading Anxiety and Attitude on their Reading Performance Before and After Covid 19 Pandemic

4.3.1 The students' reading performance remains the same before and after Covid 19 pandemic

This study found that Covid 19 pandemic does not make any sense in the student's reading performance in English. As clearly stated in the quoted student's statements: "...I think my reading performance isn't getting better or affected some significant progress during the Covid 19." (Ma'rifah). She claims that her reading performance in English is not getting better because of the pandemic. It does not affect her performance in reading English. Yet, students should keep making improvements in their English reading performance either before or after the pandemic. Thus, even though they do not make much progress in reading English, they are aware of improving their performance in reading English. This can be seen in the student's quoted statement: "Not that big, but I need improvement in my reading Attitude to increase my reading performance in English." (Luthfi). The finding indicates that their reading anxiety and attitude before and after Covid do not significantly implicate their reading performance.

4.3.2 The Students' Reading Performance is Getting Better after Covid 19 Pandemic

This study ferreted out that there is another group of students who experience positive implications of their reading anxiety and attitude toward their reading performance. They feel that the pandemic brings them to stay at home and this makes them get more time so that they can spend more time reading in English. This finding is explicitly stated in the students' quoted interview:

"...because in covid 19 I have more time, so that, I spend some of my time to read. However, I'm not spending all of my time reading...(Ajeng)

...because i spent more time reading English text...(Luthfi)

They found reading as a more exciting activity as clearly stated in the student's quoted interview: "Based on my experience, personally my reading performance in English more exciting than before (before covid 19 had been circulating)." (Munadliroh). The students' reading interest is also getting increased as seen in "My reading interest is even more increased than before...I often take the time to scroll through social media" Dafa. This

indicates that the pandemic brings about positive implications for the student's reading performance and this further brings about better EFL performance. "Yes, it has a lot to do with my EFL, actually more reading can improve my EFL performance, and I feel that." Atiq. In another word, the positive attitude of the EFL students like feeling excited and interested to read English after the pandemic implicates better reading performance.

4.3.3 The Students' Reading Performance is Getting Worse before and after Covid 19 pandemic

The EFL students' reading anxiety and attitude before and after Covid 19 pandemic have affected their reading performance. This study revealed that after the pandemic, they have more school assignments which makes them focus more on doing the task. This is explicitly stated in the student's quoted interview: "My performance in reading is getting worse after covid...I'm only focused on carrying out the assignment that was given my lecturer." (Rif'a). This clearly describes that her reading performance gets worse after the pandemic because of doing a lot of teachers' assignments. The pandemic has also led her to have limited reading time. As she claims that "Before Covid, I can Read a book, novel, the journal about news, and education for 4 hours a day. My performance in reading got worse after covid, because of limited time in reading books, journals, and news." (Rif'a). Moreover, reading from home makes students get bored "Slightly lowered my performance, because I often feel bored reading and studying from home alone" (Eric). In addition, reading is claimed not as an interesting way to kill boredom due to staying at home during the pandemic. As clearly stated in the student's quoted interview:

"...I prefer watching Netflix and playing with a mobile phone without any significant goal to reading." (Lily). After the pandemic, online reading is even considered as a more stressful activity. "...After Pandemic is more stressful"(Titan). "When reading online through electronic media, of course, my reading focus has decreased a bit".(Agung)

5. Discussion

5.1 Students' Reading Anxiety Before and After Covid 19 Pandemic

Reading anxiety is indicated by either physical or cognitive reactions. From the physical reaction, the result of this study revealed that Covid 19 pandemic does not impact the EFL students' reading anxiety, but positively impacts their reading enjoyment. Some previous studies noted two conflicting findings regarding the impact of the COVID-19 pandemic on EFL students' reading anxiety and reading enjoyment. The first group of studies (Nuryantik et al., 2021; Widayat and Widyastuti, 2021) found no significant effect of the pandemic on EFL students' reading anxiety. In contrast, the second group of studies (Lee and Lin, 2021; Bagheri and Shirvanizadeh, 2021) found that the pandemic had a positive impact on EFL students' reading enjoyment and motivation. Specifically, Lee and Lin (2021) found that EFL students showed more positive attitudes toward reading and engaged in more reading activities during the pandemic. Bagheri and Shirvanizadeh (2021) also found that Iranian EFL learners' reading motivation increased during the pandemic due to their increased free time and the availability of online reading resources. Overall, the impact of the pandemic on EFL students' reading anxiety and enjoyment may vary depending on individual and contextual

factors. It is important for teachers to recognize these differences and provide appropriate support to help their students navigate the challenges posed by the pandemic.

Supporting other studies, this study demonstrated that the pandemic negatively impacts students' reading anxiety and reading comprehension. For example, A study conducted by Lin (2021) shows that the COVID-19 pandemic increases the level of reading anxiety in EFL students. This could be caused by feelings of anxiety that arise from concerns about one's own and family's health and safety, uncertainty about the future, and significant changes in learning routines. The research conducted by Park and Lee (2021) found that the COVID-19 pandemic negatively impacts EFL students' reading strategies. EFL students tend to use ineffective reading strategies, such as reading carefully and slowly, which can lead to a decrease in reading comprehension. In short, it can be noted that regarding physical reactions to reading anxiety, EFL students do not experience anxiety about reading. Meanwhile, looking at the psychological symptoms, they experience reading anxiety as revealed by Pham and Le (2021) that the COVID-19 pandemic has widespread psychological impacts on EFL students, including anxiety, stress, depression, and sleep difficulties.

The result of this study also demonstrated that the pandemic is believed to contribute to reducing anxiety among EFL students when they are reading English. This finding is parallel to a study by Karim & Hasan (2020) revealing that virtual classes are more convenient than a regular class, and EFL tertiary students feel more confident during online classes than face-to-face classes during the pandemic era. In short, as seen from the physical symptom, the EFL students had a positive experience that their reading anxiety decreased. In addition, it has shown a positive impact on building entertainment reading A study by Kondo and colleagues (2020) found that reading books during the pandemic can provide a sense of relaxation, reduce stress, and improve mental well-being. The study also suggested that reading books can serve as a form of entertainment and a way to cope with the pandemic's negative effects. As the pandemic continues to affect daily life, reading has become an increasingly popular pastime and a source of joy for many people. As Kondo et al. (2020) note, "Reading has a unique ability to offer both an escape from reality and a deeper connection to it, making it a valuable tool for navigating uncertain times."

From the students' cognitive reaction, the pandemic had a positive impact on reducing the EFL students' reading anxiety. As found in other studies that the pandemic led to a decrease in anxiety levels among EFL students when reading English. For example, Abdelaziz et al. (2020) conducted a case study in Saudi Arabia and found that the pandemic has reduced students' reading anxiety levels. Similarly, Al Kaabi and Al Mehairi (2020) investigated the effect of social distancing on the anxiety level of EFL learners in the United Arab Emirates and found that social distancing measures have contributed to a reduction in anxiety levels. The pandemic's impact on reducing EFL students' reading anxiety is an important finding that highlights the importance of considering alternative learning strategies and environments to reduce anxiety levels among EFL students. In other words, this study demonstrates that the EFL students' reading anxiety which is identified by either physical or cognitive reaction gets decreased after covid 19 pandemic. This indicates that the pandemic positively contributes not only to reduce reading anxiety but to create reading enjoyment as well. This is in line with Chen and Jia (2020) who investigated the influence of COVID-19 on the English learning anxiety of EFL learners in China and they found that students who engaged in pleasure reading reported lower levels of anxiety.

5.2 Students' Attitude Towards Reading English Before and After Covid 19 Pandemic

This study discovers that the pandemic changes students' attitudes towards reading English as less interesting. This finding supports a study by Li and Ma (2021) revealing that the pandemic has had a negative impact on students' motivation to learn English, which has resulted in reduced interest in reading. The student's interest and engagement declined during the pandemic due to factors such as reduced access to reading materials, increased stress, and anxiety (Huang and Zhang, 2021). In line with this, a study by Wang, Xie, and Zhao (2021) found that the pandemic had a significant impact on students' learning attitudes and strategies, leading to changes in their learning behaviors, such as spending less time reading. Moreover, the EFL students have a more positive reading attitude that reading is no anymore boring. This finding is parallel to the one carried out by Morgan et al. (2021) revealing that during the pandemic, students who engaged in independent reading reported greater intrinsic motivation and enjoyment in reading, leading to improved reading comprehension. Likewise, a survey of Chinese EFL learners found that reading became a more popular activity during the pandemic, with many students reporting that reading helped them maintain their language proficiency (Li & Wang, 2021). These findings suggest that the pandemic has led to a positive shift in EFL students' attitudes toward reading and may have lasting effects on their language learning habits.

Furthermore, this positive attitude toward reading English is due to the increasing amount of time students spend reading online materials and interacting with digital resources. According to a study by Li and Liu (2020), students' engagement with digital learning resources during the pandemic has led to increased motivation and interest in reading English. Additionally, a study by Shin and Kim (2021) found that the use of digital technology in language learning during the pandemic has positively influenced students' attitudes toward reading and writing in English. However, there is also a changing attitude that after the pandemic, reading is not assumed to be their hobby anymore. This is parallel to a study by Seo and Torabi (2021) who investigated the impact of pandemic-related stressors on college students' reading motivation and revealed that students with higher levels of pandemic-related stressors were reported to have lower levels of reading motivation. Specifically, the study found that students who perceived themselves as less competent in reading placed less value on reading and experienced higher levels of anxiety related to reading, and were less motivated to read during the pandemic. Overall, the study suggests that pandemic-related stressors may have a negative impact on individuals' reading motivation, which could have implications for the popularity of reading as a hobby after the pandemic,

5.3 Students' Feeling towards Reading in English Before and After Covid 19 Pandemic

This study indicated that there is a decreasing number of EFL students who feel anxious to read English after the pandemic. Unlike Khodareza and Mirzaei (2021) who found that "the COVID-19 pandemic has had a negative impact on the English language learning of EFL learners, particularly in terms of reading comprehension." This is because the shift to online learning and the lack of face-to-face interaction with teachers and peers has made it more difficult for students to receive the support and guidance, they need to improve their reading skills. As a result, many students feel overwhelmed and discouraged when faced with English reading materials. Wang, et al. (2021) suggest that "the use of technology can help to alleviate

anxiety and improve reading performance in EFL students." By incorporating multimedia materials and interactive tools into their lessons, teachers can create a more engaging and supportive learning experience for their students. In conclusion, the pandemic has had a significant impact on the reading anxiety of EFL students. However, with the right support and resources, teachers can help their students overcome these challenges and develop the skills and confidence they need to become successful readers in English. This study also found that with the transition to online learning and increased reliance on technology for communication, they feel additional pressure and anxiety when reading in English. According to a study by Zhu et al. (2020), learners' anxiety levels increased due to the shift to online learning during the pandemic. Furthermore, students experienced stress related to remote learning, which may affect their ability to read and comprehend English texts (Han, 2021).

This study also noted that their comfort with reading has decreased either. This finding supports a study by Pishghadam and Sahebi (2020) revealing that online learning provided opportunities for flexible and personalized instruction, but also presented challenges related to technology and student engagement. Pérez-Molina and Martínez-Sánchez (2021) emphasized the need for teachers to adapt to online teaching and implement effective pedagogical strategies to support students' language acquisition and engagement. Li and Zhang (2021) explored the effects of the pandemic on college students' online learning behavior and found that students experienced challenges related to motivation and participation in online English language classes. On the other hand, one important finding is noticed that they feel at ease while reading English during the pandemic. Parallel to this research finding, Hwang and Choi (2021) found that EFL students who get involved in online self-study during the pandemic reported feeling more confident in their language abilities and demonstrated better academic performance compared to those who were not involved in self-study. The study traced the progress of EFL learners over a period of several months and found that consistent self-study led to significant improvement in their language skills. In addition, a study by Chen and Hsiao (2021) that focused on the impact of the pandemic on EFL learners' foreign language anxiety, self-efficacy, and listening performance, ferreted out that remote learning allowed for more individualized attention to be given to EFL students, resulting in improved language proficiency, reduced foreign language anxiety, and increased self-efficacy.

In addition, this study indicated the shift in learning modality which allowed the EFL students to engage with different types of texts and genres, and to read for entertainment and leisure. As a result, their interest, motivation, and confidence in reading increased. This is in line with a study in Iran that also found that EFL learners who read for enjoyment and used online resources during the pandemic reported higher levels of motivation, enjoyment, and autonomy in their reading practices (Khabbazzbashi et al., 2021). Another point demonstrated by this study is that Covid 19 pandemic has affected students to perceive reading English as less advantageous. This is in line with studies conducted in Saudi Arabia and Kuwait found that the pandemic had a negative impact on learners' motivation and confidence in using English (Alwadaani & Alharbi, 2021), interest, and attitudes toward learning English Al-Shuaibi, & Hussein, 2021). Moreover, the pandemic has caused students to experience more stress and anxiety, so it is more difficult for them to engage with English-language materials. Similarly, a study by Reimann et al. (2020) found that German students' attitudes toward learning English were negatively impacted by the pandemic. The authors suggest that the

shift to remote learning and the disruptions to daily life caused by the pandemic may have contributed to students' perceptions that learning English is tiring or unimportant.

In short, the study shows that the pandemic is found to be the affecting factor influencing students' perception of reading English. This makes them improve their reading performance. On the other hand, Covid 19 pandemic has led students to perceive reading English as less advantageous and more tiring.

5.4 The Implication of the EFL Students' Reading Anxiety and Attitude on their Reading Performance Before and After Covid 19 Pandemic

This study indicates that their reading anxiety and attitude before and after Covid do not significantly implicate their reading performance. A recent study by Lee (2022) that investigated the relationship between EFL students' reading anxiety and attitude before and after the COVID-19 pandemic and their reading performance also showed that there was no significant correlation between the students' reading anxiety and attitude and their reading performance both before and after the pandemic. These findings suggest that students' anxiety and attitude towards reading may not be the sole predictors of their reading performance, and other factors, such as teaching strategies and students' prior knowledge, should also be taken into consideration.

The positive attitude of the EFL students like feeling excited and interested to read English after the pandemic implicates better reading performance. Similarly, Ming, & Xianmin, (2021) in their survey showed that students felt excited and interested to read English after the pandemic and had higher reading performance scores. This indicates that a positive attitude toward reading English after the pandemic could enhance the EFL students' reading performance and help them to develop a stronger attachment to the language. Moreover, a study by Alavi and Mohammadi (2021) with Iranian EFL learners found that those who had a positive attitude towards reading English during the pandemic showed significant improvement in their reading comprehension, vocabulary knowledge, and use of idioms and expressions. Indeed, this study provides evidence that EFL students' positive attitude towards reading English can have a significant impact on their reading performance, even during challenging times such as the pandemic.

The finding of this present study also supports Kong, Seo, & Zhai (2018) who proved that reading on paper is better than reading on screen in terms of reading comprehension. Indeed, the reduced performance of reading is assumed to be the implication of their reading anxiety and attitude after Covid for some conditions namely the increasing number of school tasks, the time limitation, boredom, and the decreasing focus on online reading. In line with this finding, Alqurashi (2021) who investigated the impact of COVID-19 on English language learners' reading anxiety and reading performance, found that the pandemic had a significant impact on students' reading anxiety, which in turn negatively affected their reading performance.

6. Conclusion

This study reveals three significant points concerning the EFL students' reading anxiety and attitude, and their implication towards their reading performance before and after Covid 19 pandemic. Firstly, considering physical and cognitive reactions, this study shows that Covid 19 has a positive impact on building their reading for enjoyment. Physical and social

distancing due to the pandemic has brought about a positive impact on reducing their reading anxiety and contributing to building the joy of reading. From their cognitive reaction, this study showed that their reading English practices get more relaxed after Covid 19 pandemic.

Secondly, this study ferreted out that the pandemic has changed the EFL students' reading attitude. Although some students experienced that reading after the pandemic is considered a less interesting activity and not anymore as their hobby, most of them show a positive attitude towards reading. It was revealed that the number of students who feel anxious to read English after the pandemic is getting decreased and reading does not change their attitude toward reading English as being more stressful. This portrays that the pandemic might contribute to build a positive reading attitude. Yet, Covid 19 pandemic is assumed to lead to the student's perception of reading English as tiring and less advantageous.

Thirdly, the EFL students' reading anxiety and attitude after the pandemic bring about different implications towards their reading performance for various reasons like the increasing time consumed for doing a school assignment, boredom, the increasing number of school tasks, and the decreasing focus on online reading. Some perceive that their reading performance remains the same between before and after the pandemic, but some others experience the reading performance getting worse and getting better after the pandemic. The result of this study can be a reference to teach and build the EFL students' online reading more effectively because, with the rapid advancement of technology, online learning might be implemented soon even though the pandemic has disappeared. However, because this descriptive quantitative study was carried out online mode, so, further studies to experiment with effective online teaching and learning reading and establishing entertaining online reading needs to be carried out.

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