

**THE CORRELATION BETWEEN STUDENTS' READING ANXIETY
AND THEIR READING COMPREHENSION OF THE EIGHTH GRADE
STUDENTS IN SMP NEGERI 1 PRINGSEWU**

(Undergraduate Thesis)

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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' READING ANXIETY AND THEIR READING COMPREHENSION OF THE EIGHT GRADE STUDENTS IN SMP NEGERI 1 PRINGSEWU

By

Maula Zaki Bunayya

The research aims to find out whether or not there was any significant correlation between students' reading anxiety and their reading comprehension. This study was a quantitative research with sample consisted of 22 students in class VIII.3 of SMP Negeri 1 Pringsewu. The instruments were the Foreign Language Reading Anxiety Scale (FLRAS) questionnaire developed by Saito, Horwitz and Garza (1999) and reading comprehension test. *Pearson Product-Moment Correlation* was used through SPSS 25 version to analyze the data. The results of this research revealed that there was a significant correlation between students' reading anxiety and their reading comprehension since $r\text{-value } -0.678 > r\text{-table } 0.423$. The data showed that students' reading anxiety and reading comprehension scores correlates with each other, and the correlation is negative. It means students with higher reading anxiety, associated with lower reading comprehension. And the lower reading anxiety, tend to be followed by the higher reading comprehension.

Keywords: Correlation, Reading Anxiety, Reading Comprehension, FLRAS.

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By:

MAULA ZAKI BUNAYYA

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Teacher Training and Education



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ARTS AND LANGUAGE EDUCATION DEPARTMENT
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2026

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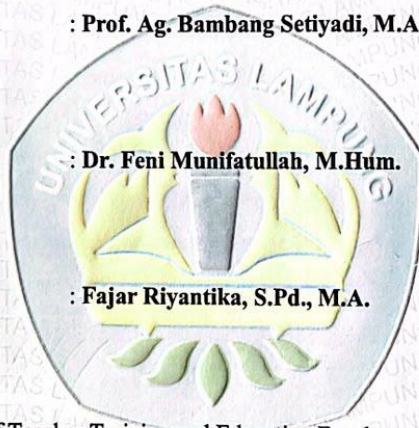
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Menyatakan bahwa skripsi ini adalah hasil karya saya sendiri. Sepanjang sepengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yang membuat pernyataan,



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CURRICULUM VITAE

The writer's full name is Maula Zaki Bunayya. Her name is Mola to her family and some friends. She was born on July 30, 2001, in Pringsewu. She is the first daughter of three children, from her beloved parents Rusnandar and Marlina. She has a twin, Mauly Zain Bunayya, and one little sister, Maudy Atta Zafira.

She started her education at TK Aisyiah Wonokarto in 2006. She continued her education at SDN 1 Wonodadi and graduated in 2013. She entered her Junior High School at SMPN 1 Gadingrejo, and graduated in 2016. Then, she graduated from Senior High School at SMAN 2 Gadingrejo in 2019. In the same year, she registered as a freshman in English Education Study Program at the University of Lampung.

She did KKN at Jabung Village in 2022, East Lampung, and conducted PLP at SMAN 1 Natar, South Lampung in the same year. To finish her study, she conducted the research at SMPN 1 Pringsewu.

MOTTO

“For indeed, with hardship [will be] ease”

“Indeed, with hardship [will be] ease”

(Q.S Al-Insyirah 95 : 5-6)

DEDICATION

This script is sincerely dedicated to:

My dearest parents, Rusnandar and Marlina

My beloved sisters, Mauly Zain Bunayya and Maudy Atta Zafira

My honorable lecturers of the English Education Study Program

My almamater, University of Lampung

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All praise to Allah Subhanahu Wa Ta'Ala by saying Alhamdulillahirobbil'alamiin for His abundance of grace, so that the writer can complete the thesis entitled "The Correlation between Students' Reading Anxiety and Their Reading Comprehension of The Eighth Grade Students in SMP Negeri 1 Pringsewu". This script is presented to English Education Study program of Teacher Training and Education Faculty, University of Lampung to fulfill the requirements for S1 degree.

This script would never have come into existence without any support, encouragement, and assistance from several generous people. The writer would like to express her respectful gratitude and sincere to:

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Finally, the writer believes that her work is still far from perfection, because there may be flaws in this research. Therefore, comments, suggestions, and feedbacks will be accepted for better research. The writer hopes that this script will make a good contribution beneficial for readers, or those who want to carry out further research.

Bandar Lampung, April 2026
The Writer

Maula Zaki Bunayya

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I. INTRODUCTION

1.1. Research Background

Reading is an important and inseparable activity for learners. This skill is no less important than the other learning skills. Reading can increase language intuition in an appropriate way. Reading is a life-long skill to be used both at school and throughout life (Kocukoğlu, 2013). A person's reading comprehension can determine how well they can absorb the information they get from written texts. According to (Harianto, 2020) reading is the activity of pronouncing words and acquiring words from written materials.

However, in reading English, there are also many obstacles that make it difficult for some English Foreign Language (EFL) learners. This is caused by many factors, such as habits, reading culture, incorrect learning process, mental barriers, laziness, boredom, sleepy while reading books, difficulty understanding the contents of books, and other personal reasons.

In the field of education, there are many factors that cause difficulties and low learning achievement. One reason is anxiety. Anxiety that students have is one of the factors that gives a large enough contribution in determining whether English lessons are acceptable or not (Alvarici, 2021). Factors that affect anxiety are divided into two, textual factors and personal factors.

Every day in school, students are faced with various situations or events that can trigger anxiety. For example, when the teacher suddenly gives an exam, presentation assignments, late coming to class, has assignment deadlines, takes grades, and so on. Foreign language anxiety is defined as a negative emotional response or feeling, such as worry that experienced by non-native speakers when learning and using a foreign language. Foreign language anxiety is an anxiety with recognizable symptoms, such as being nervous, speaking with a messy grammatical arrangement, not knowing the meaning and unfamiliar with the words and texts, and so on. The learning effect will be low during learning when students experience anxiety in the classroom. Meanwhile, foreign language

reading anxiety refers to the feelings of nervousness, worry, and fear when students try to read and understand a foreign language text.

(Horwitz, Horwitz, & Cope, 1986) in their research findings stated that anxiety has negative impact on the learning process for the students' performance. When a student with reading anxiety is called upon to read in the front of class, their mind is immediately full of worry. For example, in reading an English text, students make pronunciation mistakes, then laughed at by their friends, and the way the teacher corrects their mistakes, that it seems to hinder students' opportunities to read English. These emotions become so overwhelming that the student starts to associate reading with negative experiences and negative emotions. Reading can be an unpleasant activity for students when every word they read becomes a difficult task to get through. Unfortunately, some teachers are not aware of the anxiety that students experience when learning to read English. In the process of reading, anxiety occurs when a learner tries to understand the meaning or interpret a text in a non-native language.

Based on the statements above, the researcher is interested in conducting this research with the aim of investigating and understanding the students' reading anxiety, especially in English classroom. The Junior High School was chosen because at that level, students have a limited vocabulary in English, feel less motivated and feel intimidated in learning English. Junior High School students often feel nervous and pressured, especially when reading English texts so that it becomes an obstacle in learning English, and it is possible that anxiety could be high. In this study, the research is focused on identifying the students' reading anxiety, and investigating whether it affects their English comprehension.

According to the statements above, the researcher would like to find out the correlation between students' reading anxiety and students' reading comprehension. The researcher proposed the research title: "The Correlation between Students' Reading Anxiety and Their Reading Comprehension of the Eighth Grade Students in SMP Negeri 1 Pringsewu"

1.2. Research Questions

Based on the background mentioned above, the researcher formulated the problem in the research as follows:

Is there any significant correlation between students' reading anxiety and their reading comprehension?

1.3. Research Objectives

Based on the research questions above, the objectives of this research is:

To find out a significant correlation between students' reading anxiety and their reading comprehension.

1.4. Research Uses

Hopefully, the findings of this research can be helpful both theoretically and practically.

1. Theoretically

The result of this study is hopefully can gives contribute to and benefit English language teaching and learning to develop knowledge of students' reading anxiety.

2. Practically

- a. For the English teacher, hopefully it can make teachers aware of the existence of reading anxiety in students during the learning process so they can understand the difficulties of their students, and find the best solution to this problem.
- b. For the students, this research is expected to help them increasing their motivation to learn English, especially in reading skills.
- c. For other researchers, this can be useful for future researchers who want to conduct the same topic or related studies.

1.5. Research Scope

The scope of this study is to know and find out the correlation between students' reading anxiety and their reading comprehension for eighth grade students in SMPN 1 Pringsewu academic year 2022/2023. This study is a quantitative design. For the instruments in this study, the researcher adopted a FLRAS (Foreign Language Reading Anxiety Scale) questionnaire designed by Saito, Horwitz, and Gaza (1999), and a reading comprehension test as the tests to find out the correlation between students' reading anxiety and their reading comprehension. The tests were used to collect the data in this research without any treatment. The researcher only focuses on finding whether or not students' reading anxiety has a significant correlation with students' reading comprehension of eighth-grade students in SMP Negeri 1 Pringsewu.

1.6. Definition of Key Terms

There are some terms that were used by the researcher in order to avoid misunderstanding of the readers, as follows:

1. Reading Anxiety

Reading anxiety is the feel of anxious that experienced by students during the process of reading a foreign language, and related to certain language reading skills (Zhao, Guo, & Dynia, 2013).

2. Reading Comprehension

Reading comprehension is the level of students' ability to understand what they have to read from the text.

II. REVIEW OF LITERATURE

This chapter presents: definition of reading, definition of anxiety, reading anxiety, factors and aspects of reading anxiety, definition of reading comprehension, aspects of reading comprehension, previous research, theoretical assumptions, and hypotheses.

2.1. Definition of Reading

Reading means the process or activity of understanding written or printed words. This is a part of language skills that has an important role in the learning process, and one of the language skills in lifelong learning in the context of developing knowledge. According to (Rani & Jayachandran, 2015) Reading requires different skills, such as skimming, summarizing, scanning, and identifying, which will help improve the language learning process in reading.

Reading is an activity in the form of interpretation and understanding. It is a two-way communication between writer and reader, which aims to obtain or understand information from written texts. The more reading material we read, the more information and knowledge we will get.

Reading not only increases knowledge, but can also be a fun hobby. Reading has a role in contributing to the generations that bring progress, and surely, reading will increase intelligence and knowledge. Comprehension is determined by the reader's interaction with the text. But when the students who had difficulties in reading got their attention and started to feel anxious while reading. As reading difficulties increase the anxiety of individuals, it makes reading comprehension lower.

2.2. Anxiety

Anxiety is a complex psychological condition characterized by feelings of worry, fear, concern, and discomfort. It is a natural emotional reaction to stress or perceived threats, and plays an important role in human survival. In daily life, anxiety can help people to stay alert and ready to face challenges. However,

when anxiety becomes too intense, continues for a long time, or is not based on clear reasons, it can disturb daily activities and negatively affect a person's mental and physical health. According to (Spielberger, 1983), anxiety can be categorized into trait anxiety and state anxiety. Trait anxiety refers to a stable tendency to experience anxiety across various situations, while state anxiety refers to a temporary emotional response to specific situations. In addition, researchers have identified situation-specific anxiety, which occurs consistently in certain contexts such as public speaking, examinations, or learning a foreign language.

Beyond these general classifications, anxiety can also develop from deeper psychological experiences, including trauma and long-term stress. Trauma-related anxiety arises from distressing or life-threatening events, such as accidents, natural disasters, violence, or abuse. A person who has experienced trauma may become more sensitive to certain triggers, which can cause strong feelings of fear or anxiety even in situations that are actually safe. This condition is often associated with Post-Traumatic Stress Disorder (PTSD), in which individuals may experience flashbacks, nightmares, and persistent anxiety related to past events.

Another type of anxiety is generalized anxiety, which is characterized by excessive and difficult to control worry about different areas of daily life, such as health, school, family, or future events. Social anxiety is also a common type, characterized by fear of being judged, embarrassed, or negatively evaluated by others. Furthermore, anxiety can be influenced by environmental, and personal factors include family background, past experiences, academic pressure, peer relationships, and self-esteem.

Based on the explanation above, it can be concluded that anxiety is a complex condition that can arise from both current situations and deeper psychological factors such as past trauma.

2.3. Reading Anxiety

Anxiety is a natural reaction that can be experienced by anyone and anywhere, including students at school. In general, students experience anxiety when faced with lessons that are considered difficult, try to get high grades, the teachers are firm in teaching, and worry or afraid when facing exams. Language anxiety is one of the problems in learning foreign languages, for example, in English reading classes. Reading anxiety is one form of anxiety in foreign language learning that appears when individuals deal with written texts. According to Saito et. al (1999), reading anxiety is a specific type of anxiety that is directly related to reading activities and is different from general language anxiety. This anxiety is influenced by various factors, one of which is the linguistic aspects of the target language. The linguistic aspects refer to the components that form a language, such as phonology, morphology, syntax, and semantics. These components play an important role in the process of understanding a text. When learners have limitations in these aspects, the comprehension process can be disrupted and may lead to anxiety during reading.

One of the most dominant linguistic aspects influencing reading anxiety is vocabulary. Vocabulary is part of the semantic aspect, as it is closely related to the meaning of words. A strong vocabulary helps readers understand texts more effectively. In contrast, limited vocabulary makes it difficult for readers to identify word meanings, which can hinder overall comprehension.

(Hasemi & Abbasi, 2013) In their research, participants mentioned some of the Foreign Language Reading Anxiety signs, such as flushed faces, headaches, sweating, abnormal verbal behavior, like a trembling voice, too fast or too slow, fidgeting, touching objects, poor performance, and less eye contact with others. The effects of anxiety can occur in the classroom. Foreign language educators have to recognized the existence of reading anxiety by learners and the potential significant disruption to language (Puspita, 2007).

2.3.1 Factors of Reading Anxiety

Anxiety has some effects on foreign language reading performance. Usually, reading anxiety is caused by several factors, it can be from their less of understanding of English itself, especially not knowing how to pronounce words in English, less of vocabulary mastery, do not understand English even if it is from the basic, not knowing the meaning of the words they said or the writer, afraid of being judged badly by the teacher or friends, unconfident, afraid to read aloud, and afraid of being appointed to read in front of the class.

According to Saito et. al (1999) in their research, there were two indicators of reading that would seem to have great potential for provoking anxiety: unfamiliar scripts and writing systems and unfamiliar cultural background. However, Ahmad et al. (2013) stated that reading anxiety is caused by unfamiliar vocabulary, unfamiliar topics, unfamiliar cultures.

a. Unfamiliar vocabulary

When students find many unfamiliar words in a text, they feel they cannot understand the text, and it makes students feel anxious while reading.

b. Unfamiliar topics

Ahmad et al. (2013) explain an unfamiliar topic containing new, uninteresting or difficult topics. When the topic of a text is unfamiliar, students may find it harder to understand the meaning. This situation can increase their anxiety while reading.

c. Unfamiliar cultures

The majority of students are worry that they cannot understand the full meaning of the text because they do not understand the culture. Students will realize that the meaning given to the text is illogical because of a cultural misunderstanding, which causes anxiety while reading.

d. Unfamiliar writing script

According to Saito (1999), it refers to writing systems or scripts that are unfamiliar to language learners, meaning they have no prior experience or knowledge of the forms, a specific system of sound-symbol correspon-

dences, rules, or how to read them, that cause more anxiety to experience in reading.

e. Afraid of making mistakes

Reading a text in a foreign language can cause anxiety, especially when students are asked to read aloud. Reading aloud often makes students feel nervous and afraid if they make mistakes, which creates a negative reaction. Most students find it hard to hide their anxiety when reading a foreign language out loud.

2.3.2 Aspects of Reading Anxiety

Aspect of reading anxiety means the way how the anxiety appears while reading. (Horwitz, Horwitz, & Cope, 1986) described there are three aspects of reading anxiety. They are the emotional aspect, cognitive aspect, and physiological aspects.

1. Emotional Aspect

The emotional aspect refers to someone's feelings while reading, such as fear, worry, nervousness, or being unconfident. Students feel afraid, worried, and nervous when they cannot understand the words or text meaning and it can cause reading anxiety and affect their reading comprehension.

2. Cognitive Aspect

Cognitive aspect refers to someone's mental difficulties, the effect of anxiety that disturb someones' thinking processes while reading, including their capability to think and process the information and understand a text. The examples are: lack of concentration, cannot remember what text they just read, and inability to understand or remember the meaning of some words.

3. Physiological Aspect

Physiological aspect refers to the automatic physical responses of the body reactions that occur when someone feels anxious while reading. For examples: increased heart rate, shaking or trembling, feeling dizzy, or shortness of breath.

2.4 Reading Comprehension

Reading is an activity, which readers usually interact with a text and must be studied from elementary school to university level. Reading comprehension is the ability to process text, understand its context, or the process of making meaning from text. It is always connected with comprehension. Therefore, it should not be called reading if there is no comprehension process.

Furthermore, (Anastasiou & Giva, 2009) define reading comprehension as a cognitive skill that involves their skill to incorporate text information into the reader's prior knowledge.

From the previous explanation, it can be concluded that reading comprehension more than just reading with aloud voice, but it is also understanding the meaning of the words, sentences, and paragraphs as well. Whenever a student reads loudly but cannot understand the content of the text, it indicates that the comprehension has not been achieved.

2.4.1 Aspects of Reading Comprehension

Reading comprehension also has some aspects. (Nunan, 1991) states that there are four aspects of reading comprehension including:

a. Main idea

The main idea of a paragraph is the central point or message, or key concept that the author wants to communicate to the readers about the topic; the point of the paragraph. It is the most important thought about the topic. Main ideas are often found at the beginning of paragraphs. Determining the main idea is the most important piece of information the author wants you to know about the concept of that paragraph.

b. Specific information

Specific information refers to a clear and precise detail about something mentioned in the text. Finding the specific information involves knowing the information we are looking for.

c. Vocabulary

Vocabulary refers as the collection of words that known and used by a person. It can also be defined as a list of words that alphabet arranged and defined or explained. Vocabulary is someones' words knowledge.

d. Reference

Reference generally means a source of information that we use to support, explain, or prove something. They usually refer back to ideas that have already been expressed. Thus, in order to see the connection between items of information, we need to find the reference of the substituted word. Understanding the references on your reading list will allow you to easily search and find the specified items.

e. Inference

Inference is the process of drawing conclusions based on available evidence, data, or clues, even if those conclusions are not stated directly.

2.5 Previous Research

There are several studies that are related to foreign language reading anxiety. One of them was conducted by Kilinc & Yenen (2016). The study aimed to find out students' perception about reading anxiety, according to variables of gender and grade levels of the students and socio-economic level of the schools among three secondary school students in a city center in the Central Anatolia Region in Turkey. They were showed that students sometimes had anxiety in reading comprehension, and rarely had anxiety in the reading process and factors supporting reading. And there was no significant difference between genders in the use of reading support factors, but males showed significantly higher scores in planning the reading process and in reading comprehension and analysis.

The second study was conducted by Ahmad, Al-Shboul, Nordin, Rahman, Burhan, and Madarsha (2013) about the potential sources of foreign language reading anxiety in a Jordanian EFL context. The study aimed to proposed a theoretical framework that represents the sources of foreign language reading anxiety and to measure the extent of those sources in the Jordanian EFL context among 1500 undergraduate students who were taking Basic English courses. The

researchers found that there were two aspects of foreign language reading anxiety, namely personal factors and textual factors. The personal factor is afraid of making errors. Meanwhile, under the concept of text factors, there were three primary causes of foreign language reading anxiety; unknown vocabulary, unfamiliar topic, and unfamiliar culture.

The third study was conducted in Indonesia by Lubis (2021) explained about undergraduated students' reading anxiety in an international program that uses English as the instruction. It aimed to know what factors influence the students' anxiety when reading English by IP students enrolled in the communication sciences study program in a private university. The findings indicated that unfamiliar writing systems and scripts, as well as unfamiliar cultural backgrounds, had an impact on students' reading anxiety.

The last study was conducted by Puspita (2007) about the reading anxiety by the Sanata Dharma University students in Management Economics Faculty. It was aimed to find out the reading anxieties experienced by the students, and to what extent reading anxieties affect students' reading achievement. The findings explained that the reading anxiety of the students was at a slightly low level, both psychologically and physically. And there was no significant correlation between reading anxiety and students' reading comprehension.

According to the previous studies, it can be concluded that several researchers have focused their findings on students' views on reading anxiety regarding gender difference, the aspects of foreign language reading anxiety, and the aspects that affect students' reading anxiety. The goal of this study was to determine whether students' reading anxiety and their reading comprehension has a correlation. On the other hand, the difference came from the subject and the instruments of the research. The researcher conducted the research at SMP Negeri 1 Pringsewu. It employed a quantitative method, and the instruments used in this study contain the FLRAS (Foreign Language Reading Anxiety Scale) questionnaire, adapted from Saito et al. (1999), and a reading comprehension test.

2.6 Theoretical Assumption

Based on the explanation above, we can conclude that reading is one of the skills that must be mastered by learners in English. Students could explore and get more information from reading, and also increase their knowledge. In reading, there are also many obstacles that make it difficult for some English Foreign Language learners. One of them is anxiety experienced by students in reading class. As previously explained, anxiety is one of the factors that can block reading comprehension. Anxiety that occurs in students can lead to failure in learning and reading comprehension.

Some students are not interested in reading because some reasons, such as because they do not know the text they are reading, are not familiar with the words, cannot say how to pronounce the words, they do not like or cannot read, or cannot even speak basic English. Considering the problem explanation, the researcher would like to conduct the research to find out the students' reading anxiety, and whether the reading anxiety affects their reading comprehension.

2.7 Hypothesis

The hypotheses of this study are formulated as follows:

(Ho) : There is no significant correlation between students' reading anxiety and students' reading comprehension.

(Ha) : There is a significant correlation between students' reading anxiety and students' reading comprehension.

III. RESEARCH METHODOLOGY

This chapter showed the research methodology, consist of research design, populations and sample, research instruments, validity and reliability of the instruments, data collecting technique, and data analysis techniques, normality testing and hyphotesis testing.

3.1 Research Design

This research aimed to find out the correlation between students' reading anxiety and their reading comprehension, with a quantitative method. The researcher used two instruments in this study. The first is FLRAS (Foreign Language Reading Anxiety Scale), which a questionnaire form, and the second instrument is a reading comprehension test. The questionnaire was adopted from Saito, Horwitz, and Garza's (1999) research about Foreign Language Reading Anxiety. Meanwhile, the reading comprehension test was in the form of multiple-choice questions. The researcher then correlated the results of each instrument used Pearson Product-Moment Correlation in SPSS 25 version. The research design is formulated as follows:



Where:

T1 : Reading Anxiety as variable (X)

T2 : Reading Comprehension as variable (Y)

—————> : Correlates

3.2 Population and Sample

According to Creswell (2014), a population refers to a group of individuals who have similar characteristics. The population of this research was grade eight students of SMPN 1 Pringsewu in the academic year 2022/2023. There were six

classes of the eighth grade, and the researcher chose one class, which the class of VIII.3 as the sample. There were 31 total active students in that class. However, only 22 students participated, and the others were absent when conducting this study. The researcher used convenience sampling. (Setiyadi, 2006) defines convenience sampling as determining a sample by looking for situations or activities that involve many people. Moreover, (Etikan, Musa, & Alkassim, 2016) stated that convenience sampling as a type of non-probability sampling where the participants are selected based on their accessibility, available at the time, or willing to participate to take part in the study.

3.3 Research Instruments

The researcher used a questionnaire and a reading comprehension test in collecting the research data.

3.3.1 Questionnaire

The first instrument is a questionnaire. A questionnaire is a list of questions or items used to collect data from respondents regarding their attitudes, experiences, or opinions. Based on Creswell (2012), a questionnaire is a kind of survey that participants in a study fill out and give it back to the researcher.

In this research, the questionnaire is used to find out the students' reading anxiety. The questionnaire will be distributed to the 22 respondents to know their reading anxiety. The researcher adopted the FLRAS (Foreign Language Reading Anxiety Scale) questionnaire developed by Saito, Horwitz, and Gaza (1999), and later revised by (Farihah, 2017) It consists of 20 Likert-scale items, with four alternative answers that consist of negative and positive statements. The negative statements in the number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 19 and 20. The value of 1 represents "strongly disagree", the value 2 represents "disagree", the value of 3 represents "agree", and the value of 4 represents "strongly agree". Meanwhile, for positive statements in the numbers 12, 13, 14, and 18, the value of 4 represents "strongly disagree", the value 3 represents "disagree", the value of 2 represents "agree", and the value of 1 represents "strongly agree". (See appendix 2)

The items were completed and answered by selecting and marking it with a tick in the space provided. The possible range of total score is from a minimum 20 to maximum 80. The higher of the FLRAS score, the higher the level of the participants' anxiety when reading in English.

The questionnaire consists of 20 items, which obtain students' self-reports about reading anxiety, and their views on reading difficulties in their English as the target language. Moreover, to help the students better understand the questionnaire items, it were written in Bahasa Indonesia. Therefore, the FLRAS questionnaire from Saito et al. (1999) was used by many previous researchers to measure students' reading anxiety such as (Capan & Pektas, 2013; Rajab et.al, 2012; Ghonsooly & Loghmani,2012; Capan & Karaca, 2012; Al-Shboul, 2013; Zhou, 2017; Sellers, 2000; Sabti et.al, 2016). This questionnaire was valid. It was conducted by Saito, Horwitz, and Gaza (1999) and proven in their research and was used to find out the existense of reading anxiety of French, Japanese, and Russian students.

The specifications of the Foreign Language Reading Anxiety Scale are in the table below.

Tabel 1. Questionnaire Spesification

Indicators	Number of items	
	Positive	Negative
Students' feelings of anxiety when facing different challenges in reading the target language.		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Students' perceptions of how difficult reading is compared to other language skills.		15, 16
Students' views on several aspects of reading.	12, 14	19, 20
The feeling of worry and nervousness when reading in class		17
Self-confidence in reading English	13, 18	
Total	20	

3.3.2 Reading Comprehension Test

The second instrument is a reading comprehension test. A test is a series of questions or tasks that used to determine a person's ability or understanding of something, or to measure the learner's knowledge and skills. The test was given to measure the students' reading comprehension. The researcher used a multiple-choice form with 20 question items, based on reading comprehension aspects: main idea of the text, specific information, vocabulary, reference, test were taken and modified from Students' Work Sheets (LKS) for eighth grade and competency standards in the syllabus of the 2013 Curriculum about recount text. The researcher did a try-out test. As a result, from 22 questions, there were 2 questions must be dropped as a result of rater agreement. Each question included one correct answer and four incorrect answers. The researcher gave 5 points for each correct answer, and 0 point for the incorrect one. And the total score is 100 point for all correct answers.

3.4 Validity of the Instruments

Validity is a concept used to evaluate the quality of research. They indicate how successfully a method, technique, or test measures something. Fraenkel, Wallen and Hyun (2012) explain that validity is about whether the conclusions a researcher makes are appropriate, accurate, meaningful, and useful. Validity is about the accuracy of a measure, and reliability is about the consistency of a measure. Moreover, the researcher also conducted the try-out test with non-sample students as the participants to find out the validity of the instruments.

3.4.1 Validity of the FLRAS Questionnaire

The FLRAS questionnaire was valid. This was proven in a study conducted by Saito, Horwitz, and Garza (1999). The questionnaire was used to find out whether French, Japanese, and Russian students experienced reading anxiety. Moreover, although the instrument was adopted from previous research and considered as a valid, the researcher still needs to do revalidated because validity depends on the context, population, and conditions of the study (Sugiyono, 2014).

In this session, the researcher consulted the English teacher in SMP Negeri 1 Pringsewu to measure the questionnaire translation. The researcher then conducted a try-out to find out the validity of the questionnaire, using non-sample students as the participants. The researcher used *Pearson Correlation* in SPSS 25 to check the validity of the questionnaire and it could be stated that the questionnaire is valid if $r\text{-table} > r\text{-value}$. The result showed that all of the items of questionnaire considered as a valid (**appendix 10**).

Moreover, the researcher considered the validity of the questionnaire, considering the decision based on the three raters (English Teachers) at the school. The result of the raters' agreement of FLRAS questionnaire in the table below:

Tabel 2. Validity Test of FLRAS Questionnaire

Question Number	Rater 1	Rater 2	Rater 3
1	✓	✓	✓
2	✓	✓	✓
3	✓	✓	✓
4	✓	✓	✓
5	✓	✓	✓
6	✓	✓	✓
7	✓	✓	✓
8	✓	✓	✓
9	✓	✓	✓
10	✓	✓	✓

Question Number	Rater 1	Rater 2	Rater 3
11	✓	✓	✓
12	✓	✓	✓
13	✓	✓	✓
14	✓	✓	✓
15	✓	✓	✓
16	✓	✓	✓
17	✓	✓	✓
18	✓	✓	✓
19	✓	✓	✓
20	✓	✓	✓

Based on the raters' agreement result above, it could be concluded that all of raters agreed with all statements and the questionnaire was considered as valid.

3.4.2 Validity of Reading Comprehension Test

For the validity of the test, the researcher used two kinds of validity. Those are construct validity and content validity. The researcher measured the validity of the reading comprehension test used inter-rater validity. It refers to the level of agreement among the raters (Setiyadi, 2018). In this study, the raters evaluated whether the reading test was appropriate and matched the syllabus 2013 curriculum. The researcher applied inter-rater validity and considered the judgments of 3 raters (English teachers) at the school. It is used to determine whether the questionnaire is valid or not. The items must be dropped if two raters do not approved. The evaluation was based on several points: the reading test should follow the syllabus of Junior High School, the 2013 curriculum, the basic competencies, and the indicators required to produce a valid test.

Tabel 3. Validity of The Reading Comprehension Test

Question Number	Rater 1	Rater 2	Rater 3
1.	✓	✓	✓
2.	x	x	x
3.	✓	✓	✓
4.	✓	✓	✓
5.	✓	✓	✓
6.	✓	✓	✓
7.	✓	✓	✓
8.	✓	✓	✓
9.	✓	✓	✓
10.	✓	✓	✓
11.	✓	✓	✓
12.	✓	✓	✓
13.	x	x	x
14.	✓	✓	✓
15.	✓	✓	✓
16.	✓	✓	✓
17.	✓	✓	✓
18.	✓	✓	✓
19.	✓	✓	✓
20.	✓	✓	✓
21.	✓	✓	✓
22.	✓	✓	✓

Based on the table above, from 22 questions, there were 20 valid items and 2 items should be dropped. The researcher decided the valid items by considering the rater's appraisal because the item could be stated as valid if two raters

accepted it, and if two raters rejected the item, it means that the item is invalid and should be dropped. The invalid items were questions number 2 and 13.

All three raters agreed that all the items were in line with both construct and content validity, which was based on the 2013 curriculum and indicators of syllabus for the eighth-grade students of Junior High School and the reading comprehension indicators. However, the teachers suggested that the researcher should make the questions more difficult while still aligning with the reading comprehension indicators and the eighth-grade syllabus, to further train students' abilities and understanding of the material, which was a recount text. Additionally, the two items that were dropped and stated as invalid were made too easy and considered not to train students' thinking skills. Therefore, based on the discussion among all raters, the researcher excluded question items number 2 and 13.

a. Construct Validity

According to (Suryabrata, 2000) construct validity states the extent to which the scores measured by an instrument reflect the theoretical construct that underlies the preparation of the instrument. The researcher employed the reading comprehension test as the instrument, all the items were designed to assess aspects of reading, so it has fulfilled construct validity. The researcher used reading comprehension aspects such as determining main idea, finding references, understanding vocabulary, and detailed information.

b. Content Validity

Content validity refers to the content and structure of an instrument. Fraenkel, et. al. (2012). It is very important since it refers to how well a test measures the construct that is sets out to measure. In this research, the content validity of the reading test is based on the 2013 curriculum and indicators of the syllabus for the eighth-grade Junior High School students. The reading comprehension test specification includes: test materials, indicators, number of items, total questions, types of test, and answer keys. **(See on appendix 14 for the syllabus)**

Tabel 4. Specification of Content Validity of Reading Comprehension Test

Test materials	Indicators	Number of items	Total Questions	Types of test
Recount text	The students are able to: <ul style="list-style-type: none"> • Identify main idea • Identify voabularies • Identify reference • Identify specific information 	1, 6, 11, 16, 20 3, 8, 13, 18, 5, 9, 14, 19 2, 4, 7, 10, 12, 15, 17,	20	Multiple choices

Based on the table above, the reading test questionnaire contains all of the indicators of reading comprehension. As a result, each item was in line with the indicator aspects of reading comprehension theory proposed by Nunan (1991). Then, it concluded that the reading questionnaire has content validity.

3.5 Reliability of The Instruments

Reliability refers to the consistency of a method in measuring something. According to Fraenkel and Wallen (2012) reliability is about to the consistency of scores or answers from the instruments, whether repeated at another time or using different items. Basically, reliability refers to the extent to which a test consistently measures it is intended to measure.

In order to measure the reliability of the instruments, the researcher used the *Cronbach Alpha* technique in SPSS 25 version to find out the consistency reliability of the questionnaire and reading comprehension test. The result of the reliability test of the questionnaire is shown below:

Tabel 5. Reliability of The Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
,744	20

Based on the table above, it can be seen that the result of Cronbach's Alpha for the FLRAS questionnaire was 0.744. it means taht the FLRAS questionnaire has moderate reliability. Hatch & Farhady (1982) state that the score is considered reliable if the p-output was higher than r-table (0.70). Based on Hatch & Farhady (1982) criteria of reliability, the FLRAS questionnaire was in moderate reliability

Meanwhile, the result of the inter-rater validity was used to assess the reliability of the reading comprehension test. It is applied when test scores are evaluated by two or more raters. The raters fill in the rater agreement by giving points from 4 to 1 (4: Strongly Appropriate, 3: Appropriate, 2: Inappropriate, 1: Strongly Inappropriate) (see on appendix 15).

The scores from the three raters (English Teachers) were correlated to determined wheter the scores were acceptable or not. The result of the reliability test of the reading comprehension test is shown below:

Tabel 6. Reliability of Reading Comprehension Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,849	,848	3

From the table above, the result of reading comprehension test is 0.849, it means that it is in the high reliability. Since the score was higher than 0.70, it can be concluded that both the questionnaire and the reading test were reliable with sample (N) 22 students for this study.

Further, the criteria of reliability are as follows:

0.90 – 1.00 : Very high reliability

0.80 – 0.89 : High reliability

0.70 – 0.79 : Moderate reliability

0.60 – 0.69 : Low reliability

0.00 – 0.59 : Very low reliability

(Hatch & Farhady, 1982)

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3.6 Research Procedure and Data Collecting Technique

The researcher used several steps and techniques to obtain the data;

1. The researcher composed the FLRAS questionnaire by Saito et al. (1999) and designed a reading comprehension test in a multiple-choice format.
2. The researcher determined the population and sample and then distributed the instruments (questionnaire and reading comprehension test) to the sample of the study. The questionnaire consists of 20 items, and the reading comprehension test consists of 20 multiple-choice questions
3. After collecting the data on reading anxiety and reading comprehension, the researcher analyzed it. The research hypothesis was tested by calculating and examining the correlation between variable X and variable Y. The data were processed using SPSS 25 to determine whether there is a correlation between students' reading anxiety and their reading comprehension.
4. The researcher made a conclusion about the findings of the study after analyzing the data.

3.7 Technique for Analyzing the Data

To analyze the data, the results from the correlational research design were computed using SPSS (Statistical Package for the Social Sciences) version 25. The researcher also described several techniques, as described below:

1. FLRAS Questionnaire Analysis

To calculate the total score of FLRAS, each item in the questionnaire was first assigned a numerical value. The scoring rules for the questionnaire can be seen in table 3 below.

Tabel 7. The FLRAS Scoring Rules

Scale	Negative Statement Score	Positif Statement Score
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Next, the reading anxiety score for each student was calculated by summing all ratings from all 20 items. Furthermore, the level category of students' reading anxiety was categorized into high anxiety, medium anxiety, and low anxiety and it could be seen in Table 8 below:

Tabel 8. The Interval Score for Reading Anxiety

Score	Category
20 – 40	Low Anxiety
41 – 60	Medium Anxiety
61 – 80	High Anxiety

Source from : Kuru-Gonen (2007)

2. Reading Comprehension Test

The reading test consists of 20 multiple-choice questions. Each correct answer valued at 5 points. Therefore, students who answer all the questions correctly, they will get a total score of 100 points. The interval score was presented in table 5 below.

Tabel 9. Reading Test Score

Score	Category
91-100	Excellent
81-90	Vey Good
71-80	Good
61-70	Fair
<60	Poor

To calculate the students' test scores, the researcher used the formula proposed by Arikunto (1997) as shown below:

$$S = \frac{R}{N} \times 100$$

S = the score of the test

R = the right answer

N = the total of the items

3.8 Data Analysis

The researcher analyzed the data using Correlation in SPSS (Statistical Program for Social Science) 25 version. The researcher also employed *Pearson Product-Moment* Correlation. The test results were presented in the form of a score or interval data. After obtaining the results, the researcher analyzed the correlation between students' reading anxiety and their reading comprehension scores. The data were calculated using a regression formula. In addition, the researcher employed the *Pearson Product-Moment* Correlation Coefficient to analyze the data of the correlation between students' reading anxiety and their reading comprehension. The value of the Pearson correlation coefficient (r) ranges from -1 to 1. It can be concluded that there is no association between to variables if the value is 0. The value more than 0 indicates a positive correlation; as the value of one variable increases, the value of another variable also increases. On the other hand, a value less than 0 indicates a negative correlation; when the value

of one variable increases, the value of the other variable decreases, as explained by Sharma (2014)

The following are the guidelines to interpreting Pearson's Product-Moment Correlation Coefficient, as proposed by Sharma (2014)

Strength of Association	Coefficient (r)	
	Positive	Negative
Small (weak)	0.1-0.3	-0.1 to -0.3
Medium (moderate)	0.3-0.5	-0.3 to 0.5
Large (strong)	0.5-0.9	-0.5 to -0.9
Perfect	+1	-1

3.9 Normality Testing

A normality test is used to check if the data distribution is normal. In this research, the data are from a questionnaire and a test. The data can be considered normal if the result of the p-output is higher than 0.05 level, as stated by (Priyatno, 2008). The researcher used the *One-Sample Shapiro-Wilk Test* in analyzing the normality test because the sample was less than 50 participants.

3.10 Hypothesis Testing

The hypotheses of this research are presented as follows:

Ho : There is no significant correlation between students' reading anxiety and their reading comprehension.

Ha : There is a significant correlation between students' reading anxiety and their reading comprehension.

The criteria used are as follows:

- a. If $r_{value} > r_{table}$ = Ha is accepted.
- b. If $r_{value} < r_{table}$ = Ha is rejected.

V. CONCLUSIONS AND SUGGESTIONS

In this section presents the conclusions of the research and suggestions based on the data presentation and analysis from the previous chapter.

5.1. Conclusions

Based on the data analysis and discussion in the previous chapter, it was found that there is a significant correlation between reading anxiety and reading comprehension scores with negative direction of the students in class of VIII.3 at SMP Negeri 1 Pringsewu academic year 2022/2023. Negative sign means between students' reading anxiety and students' reading comprehension has an opposite relationship. It means that when students' reading anxiety increases, their reading comprehension tends to decrease. Meanwhile, when students experience lower reading anxiety, tend to have the higher reading comprehension.

Furthermore, the results of students' responses to the FLRAS questionnaire shows most of them agreed that the main factors contributing to students' reading anxiety are 'unfamiliar vocabulary' and 'afraid of making mistakes'. It means that students' difficulty in understanding texts due to limited vocabulary knowledge, which leads to feelings of anxiety while reading. In addition, students tend to feel anxious because they are afraid of making mistakes while reading, which may reduce their confidence and negatively affect their comprehension performance.

5.2. Suggestions

Based on the findings and conclusion of the study, students agreed that unfamiliar vocabulary and afraid of making mistakes were the main factors of reading anxiety, several suggestions were proposed as follows:

1. For Students

Due to the findings of students' responses, the researcher suggested for students to improve their vocabulary mastery in order to reduce reading anxiety, especially when dealing with unfamiliar words in a text. They should also try to build confidence in reading by not being afraid of making mistakes because that is a natural part of learning process. Practicing reading regularly and using strategies such as guessing meaning from context can help students become more comfortable and improve their reading comprehension. They can start learning to read English from the basics, for example: practice reading from an easy English textbook. It is also suggested that students should respect, create a supportive and positive classroom environment, and support each other, especially those who lack of confidence.

2. For Teachers

Based on the research findings, which students agreed that unfamiliar and afraid of making mistakes were the main factors of reading anxiety, due to these factors, the researcher suggested for the teachers to provide more vocabulary-building activities for students. Teachers can introduce new words through some strategies with interesting ways so the students not feel bored or anxious while learning, such as using games; online vocabulary quizzes and scrabble.

Furthermore, if students are afraid making mistakes, the teachers should create a supportive and non-threatening classroom environment to reduce students' reading anxiety. They should help students overcome unfamiliar vocabulary by providing pre-reading activities or provide vocabulary lists and discuss it together. In addition, teachers should encourage students to participate actively without fear of making mistakes, for example by giving positive feedback and avoiding excessive correction that may increase their anxiety in reading. Allow students to read in pairs or small groups before reading individually, or ask them to read aloud in groups instead of individually to reduce pressure.

3. For Future Researchers

This study has several weaknesses, such as the small number of participants with only 22 samples. A limited sample size may affect the generalizability of the findings, meaning that the results of this study cannot be widely applied to other classes, schools, or different educational contexts.

Therefore, for future researchers who want to conduct the same topic are suggested to conduct research with a larger and more sample in order to obtain more reliable and generalizable results. A bigger sample size may provide more accurate and representative results. They can also conduct the research with different educational level classes of participants, or considering other possible influencing factors of reading anxiety such as vocabulary mastery, motivation, teaching methods, educational background, different age, or gender. This can help researchers gain more detailed and in-depth data about participants' experiences and difficulties in reading.

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