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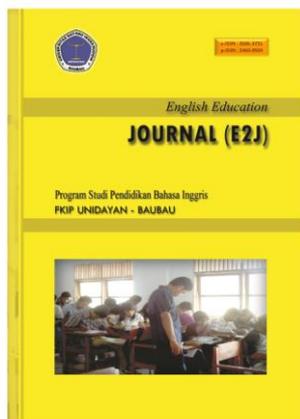
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READING ANXIETY AND ITS EFFECT TOWARDS READING COMPREHENSION ON GRADE EIGHT STUDENTS OF SMP NEGERI 1 BAUBAU

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Abstract

Problem statement of this research was whether there are any significant correlation of reading anxiety towards reading comprehension on grade eight students of SMP Negeri 1 Baubau. Objective of the research was to find out whether there was the correlation reading anxiety towards reading comprehension on grade eight students of SMP Negeri 1 Baubau. The data collection in this research was carried out using a research instrument in the form of a questionnaire to determine the student's reading anxiety and a test to determine student's reading comprehension. The data obtained were analysis by descriptive statistical analysis and inferential statistical analysis. The results of this research showed that the correlation coefficient value of students reading anxiety towards students reading comprehension was 0.037 with a significant level of 0.798. Because the sig.(2-tailed) > 0.05 the hypothesis H_0 is accepted and H_1 was rejected. It means that there was not any significant and correlation classroom reading anxiety towards reading comprehension on grade eight students of SMP Negeri 1 Baubau.

Keywords: classroom reading anxiety, reading comprehension.

Abstrak

Rumusan masalah dalam penelitian ini adalah apakah ada hubungan yang signifikan antara kecemasan membaca terhadap pemahaman membaca pada siswa kelas delapan SMP Negeri 1 Baubau. Tujuan penelitian ini adalah untuk mengetahui apakah ada hubungan kecemasan membaca terhadap pemahaman membaca pada

siswa kelas delapan SMP Negeri 1 Baubau. Pengumpulan data dalam penelitian ini adalah dilakukan dengan instrument penelitian ini berupa angket guna mengetahui kecemasan membaca siswa dan tes untuk mengetahui pemahaman membaca siswa. Data yang diperoleh dianalisis menggunakan analisis statistik deskriptif dan analisis statistik inferensial. Hasil penelitian menunjukkan bahwa nilai koefisien korelasi kecemasan membaca terhadap pemahaman siswa adalah 0,037 dengan tingkat signifikan 0,798. Karena $\text{sig. (2-tailed)} > 0,05$ maka hipotesis H_0 di terima dan H_1 ditolak. Dengan demikian dapat disimpulkan bahwa tidak ada hubungan yang signifikan antara kecemasan membaca di kelas terhadap pemahaman membaca pada siswa kelas delapan SMP Negeri 1 Baubau.

1.INTRODUCTION

Learning English in this era must be more challenging. Some factors can affect the students' achievement, such as strategy, anxiety, motivation, and many more. Learning strategies are applied by students to improve their studies [1]. While anxiety is defined as a subjective feeling of tension, fear, nervousness, and worry experienced by a person, resulting in increased activity of the autonomic nervous system that accompanies these feelings [2]. At a low level, anxiety helps a person prepare to take action to prevent harm or minimize the effects of harm. To some extent, anxiety can lead to increased performance and productivity. For example, wanting to get good grades, making students study hard, and preparing for exams. This type of anxiety is facultative anxiety. However, if anxiety is very high, it will be very worrying. For example, excessive anxiety when students will read a written foreign language text in front of the class will feel nervous and unable to understand the contents of the text in the reading. This is known as debilitating anxiety. It can be concluded that anxiety is an unpleasant emotional state characterized by subjective feelings such as stress, fear, worry, and is also characterized by an active central nervous system. anxiety is indicated as one of the problems most students experience in reading, so this is a major highlight because anxiety in reading is also seen when students are asked to read foreign language texts, they

tend to spend too much time on things, which is not related to reading activities. For example, spending a lot of time thinking about vocabulary words that are difficult to pronounce while reading, can take much mental energy to complete a reading task and can be frustrating. In simple terms it can be said that in many cases, very anxious readers cannot understand their reading such as guessing the meaning of unknown vocabulary, reading the text to improve comprehension.

Based on this phenomenon and preliminary observations done by researchers in grade eight students of SMP Negeri 1 Baubau, the researcher found that students still have an understanding of English, especially in reading comprehension, when students have to answer a test from the teacher, the result is that the student is a student got bad marks. They read a paragraph, students do not understand what they are reading and they do not know how to pronounce a word. And also the students felt worried when the teachers ask them about reading comprehension questions. All these facts are very likely to make students face anxiety in understanding the reading. Anxiety serves as a mechanism to protect the ego because it signals to us that there is danger and if it is not done properly the danger will increase until the ego becomes be defeated. Additionally, reading anxiety is a certain type of foreign language anxiety that is associated with spoken performance. Based on the above problems, reading anxiety is very important to solve because it can affect their reading comprehension and the researcher intends to conduct a research entitled "Reading Anxiety and Its Effect on Reading Comprehension in Grade Eight Students of SMP Negeri 1 Baubau".

Based on the foregoing, the research question was whether there was a significant correlation of reading anxiety towards reading comprehension on grade eight students of SMP Negeri 1 Baubau. The purpose of this study was to see if there was a significant correlation of reading anxiety towards reading comprehension on grade eight students of SMP Negeri 1 Baubau.

1.1 Reading Anxiety

According to [3] reading anxiety is a specific phobia, situational type, toward the act of reading. It has been defined as an unpleasant emotional reaction either toward reading that results when the student's intellectual drives of curiosity, aggression, and independence become associated singularly or in combination with significant other disapproval and the reading process. Significant other is defined as a person or persons who have a significant emotional influence over the student's behavior or belief system.

According to [4] there are three reading anxiety categories which are:

1) Top-Down Reading Anxiety

The majority of students are highly anxious most especially when they: (a) cannot recognize minor ideas (details) of the text, (b) cannot get the gist of the text, and (c) cannot spot the main idea of a certain paragraph. These are findings mean that the students' high reading anxiety is caused by the lack of understanding and synthesizing details and main ideas of the text.

2) Bottom-Up Reading Anxiety

In bottom-up reading, students on average are highly anxious when they: (a) cannot figure out the meaning of a word that they feel they have seen before, (b) encounter a lot of words whose meanings are unclear, and (c) find it difficult to pronounce unknown words. At this juncture, vocabulary is the issue. Together with details, knowledge of word meanings is a basic necessity in reading comprehension.

3) Classroom Reading Anxiety

As to classroom reading, students disclosed that they are highly anxious when the teacher corrects their pronunciation or translation mistakes. Clearly, for them, correcting mistakes is the most anxiety-inducing situation inside the classroom.

1.2 Level of Anxiety

Consistent with [5], tension has four degrees: mild, moderate, severe, and panic. Each degree reasons both physiologic and

emotional adjustments inside the person. Mild anxiety is a sensation that something is specific and warrants special attention. Sensory stimulation increases and enables the man or woman's attention interest to analyze, solve problems, suppose, act, feel, and defend him or her. Moderate anxiety is the disturbing feeling that something is truly wrong; the man or woman will become frightened or agitated. Because the character progresses to severe tension and panic, extra primitive survival abilities take over, protecting responses turn up, and cognitive skills lower considerably.

- 1) Mild anxiety includes: (a) wide perceptual subject, (b) elevated motivation, (c) powerful trouble fixing, (d) ability, and (d) Irritability.
- 2) Slight anxiety consists of (a) The perceptual subject narrowed to on the spot assignment, (b) Selectively attentive, (c) cannot join thoughts or events independently, and (d) improved use of automatisms.
- 3) Severe anxiety includes: (a) Perceptual field reduced to one detail or scattered info, (b) cannot whole duties, (c) can't solve troubles or research efficiently, (d) conduct geared in the direction of anxiety alleviation and is typically useless, (e) Does now not reply to redirection, feels awe, dread, or horror, (f) Cries, and (g) Ritualistic conduct.
- 4) Panic consists of (a) Perceptual field decreased to recognition on self, (b) cannot technique any environmental stimuli, (c) Distorted perceptions, (d) loss of rational thought, (e) Does no longer understand the potential risk, (f) can't talk verbally, (g) viable delusions and hallucination, and (g) may be suicidal.

1.3 Reading Comprehension

The process of understanding, the text is a called reading comprehension. Reading is not a simple process, not only opening the book, reading the book, and then closing the book, but also the reader must understand what the author is talking. [6] say that reading comprehension is a multi-component, highly complex process that

involves much interaction between readers and what they bring to the text as well as variables related to the text itself. In other terms, the reader and the author combine into one mind, and the ideas are passed on from one individual to the next. At least two individuals are involved in reading comprehension: the reader and the authors. The reader uses his or her context information to create the writer's messages after decoding the writer's sentences.

According to [7] the letters of FIVES represent a competency or skill for understanding concepts, the message, and vocabulary in the text. They also represent making personal connections with background knowledge and experiences as well as elaborating and expanding to construct personal meaning and express it succinctly and accurately.

- 1) *F* stands for facts. Before readers can move to higher levels of thinking on Bloom's revised taxonomy, they need to initially acquire facts to work with as grist for engaging in deeper levels of meaning-making. The Fact level is expressed as a verb (remembering) rather than as a noun (knowledge) in the revised taxonomy the revisions appreciate that each level involves a cognitive process performed from recalling facts to higher levels of thinking.
- 2) *I* represent inference. Readers read between the lines, adding what's in the text content (tc) to what's in their mind (background knowledge [bk] and experience [e] to construct an inference.
- 3) *V* is for vocabulary. "Words are important; they have power". Authors use precise words to clarify their message, lessening the potential for misunderstanding. Some words may be new or unfamiliar in the context in which they are found. It is incumbent on the reader to fully understand words, terminology, and expressions as used in the context of the text read. Students who have limited vocabularies struggle to understand grade-level text, particularly informational selections.
- 4) *E* stands for experience. Readers elaborate, expand, evaluate, and make

connections based on experiences (from background knowledge and life). If we went to the Guggenheim Museum of Modern Art and looked at an abstract painting, we could similarly list the shapes, colors, and medium observed in abstract painting the text content. However, our interpretations would differ. The work would evoke personal emotions, memories, and associations; such variations are accepted and respected.

- 5) *S* is for a summary. In a summary, the reader rephrases the gist of the text with a modicum of inference or none at all. Readers reveal the accuracy, extent, and depth of their comprehension, ability to discern main ideas and significant details, and degree of clarity in expressing what they have gleaned from the text. Effective summaries involve much more than merely lifting details from the text.

1.4 Level of Reading Comprehension

There are three elements in reading comprehension, amongst others:

- 1) The reader who is doing the comprehending
To realize, the reader has a wide variety of capacities and skills. these include cognitive capacities (e.g., interest, memory, essential analytic potential, 1nferencing, visualization ability), motivation (a purpose for studying, an interest in the content being study, self-efficacy as a reader), and numerous varieties of understanding (vocabulary, domain and topic know-how, linguistic and discourse information, expertise of precise comprehension).
- 2) The textual content this is to be comprehended
The functions of the text have a massive impact on comprehension. Comprehension does no longer arise through certainly extracting meaning from text. all through reading, the reader constructs a one-of-a-kind representation of the text that is crucial for comprehension.
- 3) The activity wherein comprehension is a component.

A studying hobby entails one or more purposes, a few operations to manner the text to hand, and the effects of acting the interest, all of which occur in some unique context. The preliminary reason for the interest can change because the reader reads. Processing the textual content entails decoding the text, higher-degree linguistic and semantic processing, and self-monitoring for comprehension. These three sizes (reader, textual content, pastime) defines a phenomenon that takes place inside a larger sociocultural context that shapes and is fashioned with the aid of the reader and that interacts with each of the three factors.

1.5 Narrative Text

There are two main categories of texts, literary and factual. Within these, there are various text types. Each type has a common and usual way of using language. In this paper, the writer will only discuss one of the texts that are being used for this research, which is narrative text. A narrative is a text that tells a story and, in doing so, entertains the audience. Besides that, narrative purpose is mainly to inform often contains large passage arranging the events in a story strictly in chronological order. Narrative can be imaginary or factual (fairy tales, mysteries, fables, romances and adventure stories, myths and legends). [8] describe many different types of narrative; namely humor, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary novel, and adventure. Narrative text is a story occurred in past time which it is social function is to entertain the readers. It is written with certain characteristics and its language features.

2. METHOD OF THE RESEARCH

2.1 Design of The Research

This research used a quantitative research approach with applying the ex post facto method. This research used two different variables, they were independent and dependent variable. For this study, the independent variable was the reading anxiety and the dependent variable was the reading comprehension of the students. The research used simple random sampling. The population of the research randomly selected

consisting of 53 students from the total population of this research was 342 students in the eighth grade of SMP Negeri 1 Baubau.

2.2 Technique of Data Collection

The instruments used in this research were questionnaire and test. The questionnaire of reading anxiety was adopted from [4]. The test was multiple choices that consisted of 30 items. Questionnaire informed to participants in the classroom. Before giving questionnaire to students, first the researcher explained how to answer the questionnaire and explain for what the questionnaire about. 90 minutes after applying the questionnaire, the researcher gave the test to students to determine whether the reading anxiety had an effect on the students' reading comprehension.

2.3 Procedures of Data Collection

The researcher informed the English teacher of SMP Negeri 1 Baubau that the researcher conducted a research by given questionnaires to students. With various conditions from the school, the data collection was held online via Google Meet, WhatsApp and Google Form. The researcher made a WhatsApp group that consisted of the researcher, the English teacher and 53 eighth grade students from different eleven classes. Before the researcher distributed the questionnaires, the researcher held online meeting via Google Meet on purpose to introduce themselves and describe their intent to 53 eighth grade students. After that, researcher explained how to fill the questionnaire as clear as possible and then given time to students to ask a question if there is something that they cannot understand. After ended the online meeting, the researcher share the Google form links to all students via WhatsApp group. The google form link for the reading anxiety questionnaire is <https://forms.gle/Nj7DVENoNWwaZWREA> and the google form link for the reading comprehension test is <https://forms.gle/iG55fGuB-hNd2aHfo7>. The researcher gave 90 minutes to students to fill the questionnaire.

2.4 Technique of Data Analysis

In analyzing the data, the researchers applied descriptive statistics and inferential

statistics. Descriptive statistics was aimed to indicate general tendency (mean, mode, and median) the spread of scores (variable standard, deviation, and range) of the test result while inferential statistics was used for testing the hypothesis. In descriptive statistic, the researcher described the state of the data as it is through parameters such as mean, median, mode, frequency distribution and other statistical measures. [9] states that descriptive statistic is required to indicate general tendency (mean, mode, and median) the spread of scores (variable standard, deviation, and range). The test in this research used multiples choice test, and the scoring criteria is as follows:

- a. If the answer wrong, it score 0
- b. If the answer obtained by using the raw scores which are than converted to the final score using scale of 100 using the following formula:
- c. Final Score= $\frac{\text{Raw Score} \times 100}{\text{Ideal Maximum Score}}$

3. RESULT AND DISCUSSION

3.1 Results

3.1.1 Descriptive Statistics

a. Students' Reading Anxiety

The students' reading anxiety used score was obtained from the reading anxiety questionnaire for eight grade at SMP Negeri 1 Baubau. The questionnaire was distributed to 53 students to find out their perceptions about reading anxiety. The questionnaire consist of 23 items statements. The result of the statistical analysis for students' reading anxiety was presented in the following table:

Tabel 1. Descriptive Statistics of Reading Anxiety

No	Items	Score
1	Mean	2.71
2	Median	2.60
3	Mode	2.60
4	Variance	0.12
5	Std. Deviation	0.35
6	Minimum	1.90
7	Maximum	3.60

From the table above, it can be explained that mean score was 2.71, median was 2.60, mode was 2.60, variance is 0.12, standard deviation was 0.35, minimum score was 1.90 and maximum score was 3.60.

The frequency of each category of students' reading anxiety was display on the following table:

Table 2. Criteria of Students' Reading Anxiety

No	Criteria	Mean Range	Freq	%
1	Very Low Anxiety	1.00 - 1.74	0	0
2	Moderate Anxiety	1.75 - 2.49	9	17
3	High Anxiety	2.50 - 3.24	39	73.7
4	Very High Anxiety	3.25 - 4.00	5	9.3
Total			53	100

Based on the table above, it can be described that there were 0 students or 0% was in very low anxiety category, 9 students or 17% were in moderate anxiety category, 39 students or 73.7% is in high anxiety category, 5 students or 9.3% is in very high anxiety category. Based on the table above, it can was concluded that the students' reading anxiety was high anxiety.

b. Students' Reading Comprehension

The students' reading comprehension score was obtained from the reading comprehension test for eight grade at SMP Negeri 1 Baubau. The test was distributed to 53 students to find out their perceptions about reading anxiety. The test consist of 30 items numbers. The result of the statistical analysis for students' reading comprehension was presented in the following table:

Table 3. Descriptive Statistics of Reading Comprehension

No	Items	Score
1	Mean	40
2	Median	40
3	Mode	30
4	Variance	184

5	Std. Deviation	13.60
6	Minimum	10
7	Maximum	70

Of the table above, it can be explained that mean score was 40, median was 40, mode was 30, variance is 184, standard deviation was 13.60, minimum score was 10 and maximum score was 70.

The frequency of each category of students' reading comprehension was display on the following table:

Table 4. Criteria of Students' Reading Comprehension

No	Criteria	Mean Range	Freq	%
1	Very Good	86 – 100	0	0
2	Good	71 – 85	0	0
3	Moderate	56 – 70	10	18.1
4	Poor	≤ 55	43	81.1
Total			53	100

Based on the table above, it can be described that there were 0 students or 0% was in very good category, 0 students or 0% were in good category, 10 students or 18.9% is in moderate category, 43 students or 81.1% is poor category. Based on the table above, it can be concluded that the students' reading comprehension was poor category.

3.1.2 Inferential Statistics

The inferential statistics presented the data as the result of hypothesis testing using SPSS version 21.0 by using the analysis of simple correlations Analysis It was used to prove whether the hypothesis is rejected or accepted.

The results of the Pearson Correlations for all research samples with a total sample of 53 respondents. In the table it can be seen that the correlation of reading anxiety towards reading comprehension has a significant relationship, respectively, with the results of the analysis were following table:

Table 5. Correlations of reading anxiety towards reading comprehension

Correlations			
		Anxiety	Compre hension
Anxiety	Pearson Correlation	1	-0.037
	Sig.(2-tailed)		0.794
Compre hension	Pearson Correlation	-0.037	1
	Sig.(2-tailed)	0.794	

Based on the table, the correlations of reading anxiety towards reading comprehension of -0.037 with a Sig level. (2-tailed) 0.794. The rejection limit for H_1 is if $Sig > 0.05$; based on these data is $0.794 > 0.05$ this means that H_1 was rejected and H_0 was accepted, this indicates that the partial index r is -0.037 with the sig.(2-tailed) 0.794. Based on score interpretation criteria in chapter previous, the r score implies that the correlation of reading anxiety towards reading comprehension was in positive and very low correlation category. It can be concluded that there is not significance correlation.

3.2 Discussion

Based on the finding of research, it is obtained the score distribution of reading anxiety is 2.71 and it accounted for 73.7%. It was concluded that the students' reading anxiety was high anxiety category. While the score distribution of reading comprehension is 40 and it accounted for 81.1%. It was concluded that the reading comprehension was poor category. Besides, it is obtained the score of correlations between reading anxiety towards reading comprehension is -0.037 this score indicates that there is a negative and very low correlation. This means that reading anxiety in learning English has contribution as many 3% towards reading comprehension. Meanwhile, 97% the rest was influenced by other factor, which is not observed in this research. Therefore, there is not significant correlation of reading anxiety towards

reading comprehension on grade eight students of SMP Negeri 1 Baubau.

The researcher concludes from the previous description that anxiety was not the most effective issue that affects reading comprehension on grade eight students of SMP Negeri 1 Baubau. However, the trainer ought to not dispose of anxiety inside the study room due to the fact being aware of several mental elements together with anxiety could be very crucial, because if college students have immoderate tension, it is able to create a pupil's preference to run faraway from gaining knowledge of, but if the tension is immoderate. Moreover, anxiety also no longer simplest has a poor effect on students but also has a superb have an impact on along with college students turning into greater privy to the responsibilities given by means of studying hard or working towards more. Instructors can help students conquer issues in interpreting the contents of the analysis. Alternatively, students might also enjoy the opportunity to practice controlling and coping with diverse psychological problems that may have an effect on their knowledge.

4. CONCLUSSION

Based on the finding of the research and the data analysis, this research concluded that there was not any significant and very low positive correlation towards reading comprehension on grade eight students of SMP Negeri 1 Baubau, as evidenced by the correlation coefficient value of 0.037 with a significant level of 0.798, because the sig.(2-tailed) > 0.05 the alternative hypothesis H_0 is accepted and H_1 was rejected.

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