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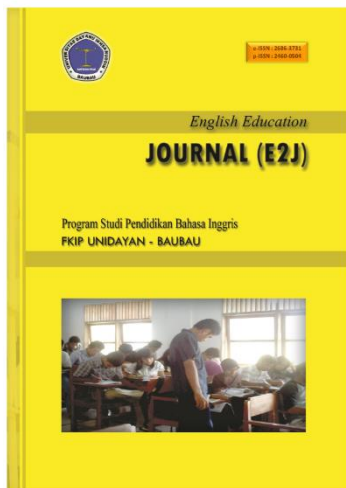
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# THE CORRELATION BETWEEN READING ANXIETY AND READING COMPREHENSION AT SMA NEGERI 3 BAUBAU

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## Abstract

The formulation of the problem in this research is whether there is a significant relationship between students' reading anxiety and reading comprehension at SMAN 3 Baubau. The aim of the research is to find out whether there is a significant relationship between reading anxiety and reading comprehension at SMAN 3 Baubau.

This research is quantitative research. The population in this study was all class XI, totaling 95 students. The sample was taken using a side random technique, totaling 30 students, consisting of 3 classes, namely class XI Merdeka 1, XI Merdeka 2, XI Merdeka 3. Data collection in this research was carried out using research instruments in the form of questionnaires and tests, to determine the effect of reading anxiety on reading comprehension in the use of English. The data obtained was analyzed using descriptive statistical analysis, prerequisite analysis, and inferential statistical analysis.

Based on the research results, it was concluded that there was no significant relationship between reading anxiety and reading comprehension. This conclusion is based on statistical analysis. Because  $F_{count}$  is 0.307 with a significance value of 0.584,  $F_{count}$  is lower than  $F_{table}$  and the significance value is greater than (0.05). This means that the hypothesis  $H_0$  is accepted and the alternative hypothesis is rejected.

Keywords: anxiety, comprehension, reading,

## Abstrak

Rumusan masalah dalam penelitian ini adalah apakah terdapat hubungan yang signifikan antara kecemasan membaca siswa terhadap pemahaman membaca di SMAN 3 Baubau. Tujuan penelitian adalah untuk mengetahui apakah terdapat hubungan yang signifikan antara kecemasan

membaca terhadap pemahaman membaca di SMAN 3 Bauhau.

penelitian ini merupakan penelitian kuantitatif. populasi pada penelitian ini adalah seluruh kelas XI yang berjumlah 95 siswa. pengambilan sampel menggunakan teknik random sampling yang berjumlah 30 siswa yang terdiri dari 3 kelas yaitu kelas XI merdeka 1, XI merdeka 2, XI merdeka 3. pengumpulan data dalam penelitian ini dilakukan dengan menggunakan instrumen penelitian berupa angket dan tes, untuk mengetahui pengaruh kecemasan membaca terhadap pemahaman membaca dalam penggunaan bahasa Inggris. Data yang diperoleh dianalisis dengan analisis statistik deskriptif, analisis prasyarat, dan Analisis statistik inferensial. Berdasarkan hasil penelitian disimpulkan bahwa tidak terdapat hubungan yang signifikan antara kecemasan membaca terhadap pemahaman membaca. Kesimpulan ini didasarkan pada analisis statistik. Karena Fhitung sebesar 0,307 dengan nilai signifikansi sebesar 0,584 maka Fhitung lebih rendah dari Ftable dan nilai signifikansinya lebih besar dari (0,05). Artinya hipotesis H<sub>0</sub> diterima dan hipotesis alternatif ditolak.

Kata kunci: kecemasan, pemahaman, membaca

## 1. INTRODUCTION

In a language, reading is the most important thing, which is an activity of looking at reading writing and the process of understanding the contents of the text aloud or silently. According to Guimba [1]. reading is a process of being able to recognize words and combining them into words, meaning, sentences and reading structures. According to Rashid [2] who stated that reading important skills as requirements to have interaction between reader and text. By reading, students can obtain information and knowledge. many things are necessary. Students notice that in reading they are less fluent in using foreign languages, especially English. fluent in a foreign language, students must struggle with the language at anytime and anywhere.

Additionally, it appears that English learning is related to awareness from one difference. The difference can be in terms of beliefs, attitudes, talents, motivation and affective state of students. Among them, language, especially anxiety considered an affective state student. This greatly hinders achievement in language learning (Gardner [3]). Problems like this could result students lack English language skills, especially students' understanding of reading. What's more, it was discovered Reading

anxiety is positively correlated with text features and personal factors (Guimba, [1]). Next it is assumed that students those who are worried will get into trouble during reading comprehension process.

From the results at SMA Negeri 3 Baubau after observations obtained by research, students' ability to understand reading is very poor, namely a lack of vocabulary, their ignorance of reading and a lack of understanding in interpreting a sentence. This can affect their lack of understanding in reading. Apart from that, it is also caused by students' concerns about their ability to understand the text they are reading, students are uncomfortable and not confident. This will stimulate anxiety. it will solidify his concentration. The consequences may affect their performance in reading. Apart from that, students' reading anxiety is also influenced by students' lack of memorizing vocabulary and students who are introverted, or lack confidence in reading, whether reading with friends in class or in front of the class. The facts that founded at SMA Negeri 3 Baubau, especially in the class eleventh are students lack of understanding of reading, students find it very difficult to interpret reading, students lack of vocabulary and lack of motivation or enthusiasm for learning. This is the basis for students lack of interest in english lesson in particular on reading comprehension. From the background above, the research is interested in conducting further research to determine the significant relationship between student anxiety and understanding of English reading skills at SMA Negeri 3 Baubau.

## 1. Literature Review

### 1.1 Definition of Anxiety

Basically, anxiety is a person's full psychological condition with fear and worry, where feelings of fear and worry about something things that are not certain will happen. Anxiety comes from Latin (anxius) and from German (anst), which is a word used for describe negative effects and physiological stimulation Aisyah, J. [4]. According to the American Psychological Association (APA) in Mulyasari [5] anxiety is an emotional state that appears when an individual is experiencing anxiety stress, and is characterized by feelings of tension, thoughts that make the individual feel worried and

accompanied by a physical response (fast heartbeat, increased pressure blood, etc.).

Based on the opinion of Brantmeier [6] anxiety is a feeling of worry, fear that is not clear reason. The influence of anxiety on achieving maturity is important issues in personality development. Anxiety is great power in movement. Both his behavior is normal and deviant behavior, disturbed behavior, both are a statement, an appearance, an embodiment of the containment of that anxiety. It is clear that in emotional disorders and behavioral disorders, anxiety is a complicated problem.

According to Chen [7], anxiety is a disturbance in the nature of feelings marked by deep and ongoing concern, but not yet experiencing disturbances in assessing reality, personality is still intact and behavior can be disturbed, but still within normal.

Based on the several definitions above, it can be concluded that Anxiety is a long-standing feeling of fear and worry about something that is not clear (subjective) or that it is not certain that it will happen and be related with feelings of uncertainty and helplessness.

## 1.2 Kinds of Anxiety

Actually, there are three types of anxiety according to Guimba [1], namely neurotic anxiety, moral anxiety, and realistic anxiety.

1. Neurotic anxiety is known to be anxiety that appears without any danger threatening it. Someone may feel anxious when meeting their lecturer, even though they have no experience or have heard of unpleasant experiences with the lecturer. This anxiety can originate from unconsciousness.
2. Moral anxiety originates from the conflict that occurs between the ego (principle of reality) and the superego (moral and ideal conditions). This moral anxiety can occur when a child feels that he has failed to carry out the morals he adheres to, such as feeling like he has failed in caring for his elderly parents.
3. Realistic anxiety is an anxiety that is closely related to fear. Anxiety is defined as an unpleasant, non-specific feeling involving the possibility of danger. An example of realistic anxiety is feeling anxious about driving in heavy rain, so that your eyes become unclear.

## 1.3 Anxiety Factors and Symptoms

### a) Anxiety Factor

According to Cabansag, J. N. [8]. several factors can influence a person's feelings anxiety are:

1. Excessive self-prediction of fear
2. Irrational beliefs
3. Too sensitive to threats
4. Anxiety sensitivity
5. Wrong attribution body signal
6. Low self-efficacy.

### b) Anxiety Symptoms

1. Emotional Symptoms
  - a. Feelings of Tension
  - b. Fear
2. Cognitive Symptoms
  - a. Worried
  - b. Thoughts of in ability to cope
3. Psychological Symptoms.
  - a. Increased heart rate
  - b. Muscle tension
  - c. Other autonomic arousal symptoms.
4. Behavioral Symptoms
  - a. Avoidance of feared situations
  - b. Decreased task performance
  - c. Increased startle response.

## 1.4 Effects of Learning Anxiety

Learning anxiety has been associated with a large number of negative outcomes that can be classified as physical, psychological, and social (Andrade & Williams, [9]).

- a. Physical symptoms can include rapid heartbeat, muscle tension, dry mouth, and excessive perspiration.
- b. Psychological symptoms can include shame, feelings of helplessness, fear, going blank, and poor memory recall and retention among others.
- c. Negative social behavior may be manifested in such ways as inappropriate silence, and willingness to participate, and withdrawal from the course.

## 1.5 Factor Reading Anxiety

Factors that can influence students' reading anxiety include individual factors, learning environment, and teaching methods according to (Cabansag John N., [8]) are :

1. Individual factors include students' level of reading ability, motivation and self-confidence.

2. A non-conducive learning environment or social pressure can also cause reading anxiety.
3. Teaching methods that are inappropriate or do not support the development of reading skills can also be a factor that influences students' reading anxiety.

The result of students who feel anxious in reading are without understanding in reading, students will read quickly without paying attention to reading correctly because they feel nervous or anxious.

### 1.6 The Understanding of Reading

Reading is one of the basic skills that must be done when students learn English. So that we know exactly what is meant by reading, here are several definitions of reading according to experts as follows:

According to F. M. Hodgson in a book entitled Learning Modern Languages [10], reading is a process of obtaining messages conveyed by writers through the media in the form of words or written language. reading is a process carried out and utilized by readers to obtain the message that the writer wants to convey through the medium of words or written language. According Jean F. Mooney define "Reading is a process of moving through printed language to meaning.

### 1.7. Aim of Reading

According to Dalman [11] there are various purposes of reading, that are :

- a. Understand in detail and thoroughly the content of the reading
- b. Capture the main idea/main ideas of the book quickly.
- c. Get information about something.
- d. Recognize the meaning of difficult words.
- e. Want to know important events that occur throughout the world.
- f. Want to know about important events that occur in the surrounding community.
- g. Want to get enjoyment from works of fiction.
- h. Want to obtain information about job vacancies.
- i. Want to find suitable goods or products to buy.
- j. Want to assess the truth of the author's/author's ideas.
- k. Want to get a certain tool.
- l. Want to get information about someone's

opinion (expert) or definitional information about a term.

### 1.8. Types of Reading

According to Tarigan [12] differentiates between types of reading two types, namely: 1)reading aloud and 2) reading silently. For comprehension skills, the most appropriate is reading silently, which consists of from:

- a. Read Extensively, and
- b. Intensive Reading.

Extensive reading means reading widely. The objects include as many as possible text in the shortest possible time. Demands for reading activities breadth is to understand important content quickly so that in this way efficient reading can be carried out (Henry Guntur Tarigan, [12]). Reading at length includes survey reading, skimming, and comprehension. Intensive reading prioritizes comprehension and comprehension in-depth and detailed Apriliani, [13] Intensive reading the top part reads the content review and language study. Reading has included contents close reading, comprehension, critical reading, and reading ideas while research reading language consists of reading language and literature. Based on types of reading as explained above, this research focuses on types reading comprehension.

### 1.9. Reading Comprehension

According to Woolley [14] reading comprehension is the process of making meaning from text Therefore, the goal is to gain a thorough understanding of what is explained in text rather than deriving meaning from individual words or sentences. So, it can be concluded that reading comprehension is a goal of reading activities that involve processes understand words, sentences and connected text. Moreover, becoming a good reader is not easy only identify words, but also understand the text.

Reading comprehension is the activity of reading, absorbing information from reading material and understanding or knowing the meaning or implied meaning of the reading so that it can be conveyed well to the reader. A person who carries out reading comprehension activities must master the language or writing used in what they read and be able to capture the information or content of the reading. According to Tampubolon [15]

states that reading comprehension is a reading activity to develop reasoning power.

From the explanation above we can draw conclusions Reading comprehension is the activity of reading, absorbing information from reading material and understanding or knowing the meaning of reading. A person may read for various purposes and these purposes help to better understand what the person is reading. If he reads for pleasure or reads for recreation and pure enjoyment, he can read fast or slow based on his preferences or feelings. However, if he reads to learn or obtain information such as news, science or a line, which is part of his learning or assignment, he does it very slowly and carefully and generally the purpose of reading is to find information from the text. The purpose of reading is for students to understand written language. In other words, how students obtain information or messages from the creator of the symbol. One of the most important tasks of a reader is to find out and find out what the author wants to convey.

### **1.10 Strategy of Reading Comprehension**

Strategies that students can understand in reading

#### **1. Preview**

Preview is a reading technique that involves understanding what is in a particular work without reading the contents of the text. By previewing you can provide a general overview and find parts that need to be reading. The following are preview techniques for reading.

- a. Read the title
- b. Read the abstract (if any)
- c. Read the main sentence of each paragraph
- d. Pay attention to diagrams, pictures, tables and the like.

#### **2. Skimming**

Skimming is a technique of reading small amounts of the entire text. The main benefit of Skimming is the ability to retrieve main ideas quickly. Even though you read quickly, you still need to remember in sequence starting from the abstract, to the end of the page which has the conclusion.

#### **3. Scanning**

Scanning is a technique of skimming reading material with the aim of getting an overview and looking for certain information. This technique is used when it is necessary to find specific details on a topic for a set task.

#### **4. Reading**

in detail Reading in detail is an intensive reading technique that focuses on important parts. Such as main chapters, books, poems and pages to gain a complete understanding of a reading material. This reading technique is usually the last step after previewing, skimming and scanning. When using this technique, you are expected to read more than once and note down important and detailed material.

### **1.11 Factors that Influence the Reading Comprehension Process**

According to Somadayo [16], there are factors that influence on reading ability, namely: (1) Intelligence level, (2) Language skills, (3) Attitudes and interests, (4) Reading condition, (5) Habits reading, (6) Knowledge about how to read (7) Social background, economics and culture, (8) Emotions.

### **1.12 Determining Factors of Reading Ability**

In reading, students' abilities are very important success in achieving learning goals. Which is the goal The main thing is to achieve maximum reading ability, ability 8 Readings are determined by several factors stated by Tampubolon [15]:

- a. Linguistic competence: mastery of language (in this case language Indonesia) as a whole, especially grammar and comprehension, including various meanings and nuances as well as spelling and punctuation, and word grouping. In Indonesian hold a very important role, because it is part of this grammar needs to be completely mastered.
- b. Eye abilities: eye skills in making movement efficient reading. The movements in question especially namely the range of vision and the range of understanding.
- c. Determine the information needed in advance starting to read can generally increase efficiency read.
- d. The most efficient and effective ways of reading to discover necessary focus information. Common techniques include: read-select, read-jump, read-flit, read-face. In reading studies, there are two methods that are usually used, namely: CATU (search, write return, repeat) and (survey, ask, read, say, repeat).
- e. Ability to adapt reading strategies to reading conditions. What is meant by reading strategies are techniques and methods reading, reading speed and

reading style (relaxed, serious, concentrated, etc.). And the reading condition is the purpose of reading is focused information, and reading material in meaning legibility.

- f. Reading habits: interest (desire, ability and motivation) and good and efficient reading skills, which have developed and entrenched to the maximum within a person.

### 3. METHOD

#### 3.1 Design of the Research

The research use quantitative method by applying correlation approach. According to Arikunto [17] states that correlation research is research conducted by researchers to determine the level of relationship between two or more variables, without making changes, additions or manipulation of existing data. This research has two variables are independent variable and dependent variable. Which is reading anxiety as independent variable and reading comprehension as dependent variable. The population is all elevent grade students at SMA Negeri 3 Baubau. The total population are 95 students. where class XI consists of three classes, namely class XI and the research will use random sampling. merdeka 1 are 10 students, merdeka 2 are 10 students and merdeka 3 are 10 students. According to Sugiyono [18]. random sampling is an area sampling technique used to select samples if the research object or source is large. The instrument used Questionnaire and test.

#### 3.2 Data Collection Techniques

The data collection technique in this research is by giving tests to students. The test was given to students after the researcher provided a brief explanation of the research objectives and procedures for filling out the instrument.

- 1) Give a questionnaire test to students and the researcher explains how to answer the test. Research also allows time to complete their tests.
- 2) Give a reading test to students and the researcher explains the procedure for answering the test. Researchers also provide time to complete the test.
- 3) Student test results include a tabulation and analysis process using statistical calculation methods.

### 3.3 Data Analysis Techniques

For data analysis techniques, researcher used quantitative analysis. According to Creswell [19], quantitative research describes research problems through the description of trends or the need to explain relationships between variables by collecting numerical data from large numbers of people using instruments with predetermined question responses.

#### 1. Descriptive Statistics

Descriptive analysis aims to provide an overview or describe research data to determine the characteristics of certain variables consisting of mean median, mode, standard deviation, variance, minimum and maximum scores.

#### 2. Prerequisite Analysis

Prerequisite analysis is carried out before testing the hypothesis. If each variable meets the analysis prerequisites, then the rest can be continued. The remaining prerequisite analysis includes normality tests and linearity tests.

#### 3. Inferential Statistics

Inferential statistics presents data from hypothesis testing using simple linear regression analysis. Hypothesis testing in this research is used to prove whether the hypothesis is rejected or accepted.

## 4. RESULT AND DISCUSSION

### 4.1 Result

The finding of the result at SMA Negeri 3 Baubau

Table 1. Criteria for reading anxiety

No	Criteria	Scoring range	Frequency	percentage
1	Low anxiety	10-20	5	16.67
2	Moderate anxiety	21-24	12	40
3	High anxiety	25-26	5	16.67
4	Very High anxiety	27-31	8	26.67
	Total		30	100

Table 2. Criteria for reading comprehension

No.	Criteria	Scoring range	Frequency	Percentage
1	Very good	80-100	5	16.67
2	Good	71-85	5	16.67
3	Moderate	56-70	21	70
4	Poor	≤ 55	6	20
	Total		30	100

#### 4.2 Discussion

Based on the findings above, the average value of reading anxiety is 24.50. Based on the average value above, it can be concluded that the reading anxiety of eleventh grade students at SMAN 3 Baubau is in the criteria for moderate anxiety. Apart from that, the average reading comprehension score is 64.00, which can be concluded that the teaching competence of class students at SMAN 3 Baubau is at moderate criteria.

Based on the conclusions above, the student correlation score between reading anxiety and reading comprehension is obtained 0.104. This score shows that there is a positive and very low correlation between reading anxiety and their reading comprehension. Apart from that, a score for the contribution of reading anxiety to reading comprehension was also obtained 0.011. This means that students' reading anxiety in learning English contributes 2% to reading comprehension. Meanwhile, the remaining 98% is influenced by other factors not observed in this study. Then, based on the findings above, the calculated F value is 0,307 lower than Ftable of 17.175, which means there is no relationship between reading anxiety and reading comprehension. Apart from that, the significance value is 0,584 which is greater than a (005). So it can be stated that there is no significant relationship between reading anxiety and reading comprehension in class students at SMAN 3 Baubau in the 2024/2025 academic year.

#### 5. CONCLUSION

Based on research findings and data analysis. The students' score on reading anxiety and reading comprehension was 0.104, that there was a very low correlation between

students' reading anxiety and their reading comprehension, some of the Fcount scores were 0.307 and Ftable at 17.175 with a significance value of 0,584. Because Fcount is lower than Ftable and the significance value is greater than (0.05), the hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected, so it can be concluded that there is no significant relationship between the two. Reading anxiety on reading comprehension in class students at SMAN 3 Baubau in the 2023/2024 academic year

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