

ENGLISH EDUCATION JOURNAL(E2J)

Research Journal

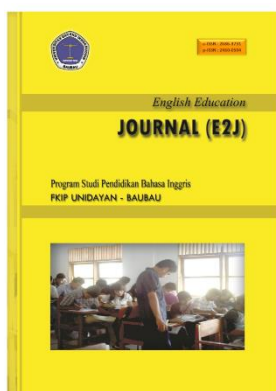
<https://www.ejournal.lppmunidayan.ac.id/index.php/english>

E-ISSN: 2686-3731

P-ISSN: 2460-0504

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Publisher:

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THE RELATIONSHIP OF READING ANXIETY TOWARD READING STRATEGY ON GRADE EIGHT STUDENTS AT SMP NEGERI 3 BAUBAU

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Article Info

Article history:

Received: 14/09/2024

Received in revised form: 16/09/2024

Accepted: 18/09/2024

Abstract

Problem statement of this research was whether there was a significant and positive relationship of reading anxiety toward reading strategy on grade eight at SMP Negeri 3 Baubau. Objective of the research was to find out whether there was a significant and positive relationship of reading anxiety toward reading strategy on grade eight at SMP Negeri 3 Baubau. Data collection in this research was carried out using a research instrument in the form of questionnaire to determine the types of reading anxiety and reading strategy. The data obtained were analyzed by descriptive statistical analysis and inferential statistical analysis. The result of this research showed that there was not any significant and positive relationship between students' reading anxiety and students' reading strategy. This conclusion is based on statistical analysis. Where the calculated F value of 0.004 with a significant value of 0.949. Because the calculated F value was greater and the F table and significant value was greater than α (0.05). This meant that the null hypothesis was accepted and the alternative hypothesis was rejected.

Keywords: reading anxiety, reading strategy.

Abstrak

Rumusan masalah Penelitian ini adalah apakah ada hubungan yang signifikan dan positif dari kecemasan membaca terhadap strategi membaca pada siswa kelas VIII di SMP Negeri 3 Baubau. Adapun tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dan positif antara kecemasan membaca terhadap strategi membaca pada siswa kelas VIII di SMP Negeri 3 Baubau. Pengumpulan data dalam penelitian ini dilakukan dengan menggunakan instrumen penelitian berupa kuesioner guna mengetahui jenis-jenis kecemasan

membaca dan kategori strategi membaca siswa. Data yang diperoleh selanjutnya dianalisis menggunakan analisis statistik deskriptif dan analisis statistik inferensial. Hasil penelitian ini menunjukkan bahwa tidak ada hubungan yang signifikan dan positif antara kecemasan membaca siswa dan strategi membaca siswa. Kesimpulan ini didasarkan pada analisis statistik, dimana nilai F hitung sebesar 0,004 dengan nilai signifikansi sebesar 0,949. Karena nilai F hitung lebih besar dan nilai F tabel serta nilai signifikansi lebih besar dari α (0,05). Dengan demikian, dapat disimpulkan bahwa hipotesis nol diterima dan hipotesis alternatif ditolak.

Kata kunci: kecemasan membaca, strategi membaca

1. INTRODUCTION

Learning strategies, which are defined as steps or actions taken by language learners to enhance any aspect of their learning Oxford [1], seem to be more than a reflection of learning style. It seems difficult to categorize whether certain learning strategies of an individual are originally his/her own, or developed and adapted from certain external factors. Oxford's definition implies that learning strategies are conscious activities because students are learning a language while they are conscious of the process.

More productive schemes on language learning strategies have been proposed by O'Malley and Chamot [2], who considered psychologically-based issues in their taxonomies. They introduced categories that involved self-awareness. Processes in this category were introduced under the name "metacognitive". O'Malley and Chamot [2] the type consists of three classes, specifically: metacognitive strategies, cognitive strategies, and social strategies, while in Oxford's study [1] language learning strategies are categorized into direct strategies and indirect strategies. The direct strategies are subdivided into memory strategies, cognitive strategies, and compensation strategies. The indirect strategies are subdivided into metacognitive strategies, affective strategies, and social strategies. Even though the two taxonomies have similar categories, which include metacognitive strategies, the ways of collecting data in their studies were different O'Malley [2]. Collected data by interviewing students and teachers and by conducting observations, whereas Oxford used a language learning questionnaire, which

she called the Strategy Inventory for Language Learning (SILL). It can be a source for students to know what kind of learning strategies and what dominant strategies they employ in the learning process.

According to [3] anxiety is quite possibly the affective factor that most pervasively obstructs the learning process. It is an emotional situation where a person experiences a psychological disorder that is characterized by nervousness, feelings of anxiety, and fear while studying. High levels of anxiety can interfere with concentration and memory, which are critical to students' academic success. Therefore, a study on learning anxiety is needed to find out how it affects the learning strategy since it is a part of the learning process.

Meanwhile, study anxiety is feelings of anxiety experienced by someone while studying. The increased students' anxiety levels while the study process makes students have a bad experience and they will keep the experience for the next situations. Based on the statement above, learning anxiety will affect reading ability.

1.1 Reading Anxiety

Anxiety is a type of emotion. Hence the topic of anxiety in the second language (L2) learning has been a source of concern for language educators and researchers for many years. Anxiety is a significant role in learning a second language. Anxiety, which includes feelings of being uneasy, frustration, apprehension, or worry, is a powerful tool for language learning based on Brown [4].

Reading anxiety is a situation when someone feels worried when doing reading activities based on Zbornik [5]. This is characterized as a terrible emotional response to reading. This situation occurs whilst a learner highbrow motivation of aggression, curiosity, and independence end up associated either singularly or in mixture with vast other disapproval and the reading process.

Saito [6] two features of overseas language reading can be taken into consideration because of the possible resources of anxiety: (a) unaccustomed text and writing system, and (b) unaccustomed material of culture. In this case of an unknown writing system, it appears that the less a student can rely upon the accuracy of a sure certain system of sound-symbol correspondences, the greater anxiety she or he is likely to feel when doing reading activities. In

this example, the learner could be anxious when they attempted to decode the text since the learner could have problems in the process of the material.

According to Guimba and Alico [7], there are three reading anxiety categories such as:

1) Top-Down Reading Anxiety

Most of the learners become worried when they: (a) are unable to notice small concepts (details) in the text, (b) are unable to get the main idea in the passage, and (c) are unable to distinguish the main idea of a particular passage. These findings imply that the learner with high anxiety in reading because of their inability to comprehend and synthesize the text's details and main ideas.

2) Bottom-Up Reading Anxiety

Learners are generally nervous when they: (a) are unable to remember the word's meaning that they have ever seen before, (b) find some words with ambiguous meanings, and (c) discover it tough to pronounce an unfamiliar word. The difficulty at this point is vocabulary. Collectively with details, information of word meanings is a key requirement for reading comprehension.

3) Classroom Reading Anxiety

Learners said they get nervous when the teacher corrects their translation or pronunciation errors. Correcting mistakes is the most anxiety-inducing situation in the lecture room for them.

1.2 Level of Anxiety

Videback [8] stated that there are four levels of anxiety: mild, moderate, severe, and panic. Each level affects a person's physiology as well as their emotions. Mild anxiety is a feeling that something is not quite right and has to be addressed. Sensory stimulation helps someone awareness their interest to study, break the issues, think, act, sense, and secure themselves. Moderate anxiety is characterized by the unsettling sensation that something is wrong; the individual will become uneasy. Individual progresses to intense panic and anxiety, greater primitive survival abilities take over, defensive responses happen, and cognitive abilities lower drastically.

1) Mild anxiety includes (1) a huge perceptual discipline, (2) increase motivation, (3) Sharpened senses, (4) multiplied learning ability (5), effective problem solving, and (6) Irritability.

2) Moderate anxiety includes (1) unable connect mind or activities independently, (2) Selectively attentive, (3) Perceptual area narrowed to an instant undertaking, and (4) multiplied use of automatisms.

3) Severe anxiety includes (1) unable complete tasks, (2) Perceptual field reduced to at least one detail or scattered information, (3) unable to break issues or study successfully, (4) behavior geared closer toward anxiety relief and is normally useless, (5) Ritualistic behavior, feels, aware, horror, or dread, (6) Cries, and (7) does not respond to redirection.

4) Panic includes (1) being unable to communicate verbally, (2) unable to process any environmental stimuli, (3) Distorted perceptions, (4) loss of rational thought, (5) does not apprehend capacity danger, (6) Perceptual field reduced to focus on self, (7) Possible delusions and hallucinations, and (8) Maybe suicidal.

1.3 The Cause of Anxiety

Paul [9] anxiety is, therefore, one of a range of emotions that serves the positive function of alerting us to things we might need to worry about: potentially harmful things.

1) Nearly half of the people who said they feel anxious in their everyday life said that financial issues are a cause of anxiety, but this is less likely to be so far older people (those over 55 years).

2) Women and older people are more likely to feel anxious about the welfare of loved ones.

3) Four in every ten people who are currently employed said they experience anxiety about issues to do with their work.

4) Around one-fifth of anxious people have a fear of unemployment.

5) Younger people are more likely to be anxious about growing old, the death of a loved one, and their death.

6) The youngest people surveyed (those aged between 18 and 24) were twice as likely to be anxious about being alone than the oldest people (aged 55 and over).

In childmind.org, there are many different kinds of anxiety, which is one of the reasons it can be hard to detect in the classroom. What they all have in common is that anxiety tends to lock up the brain, making school hard for anxious kids. Children can struggle with:

1) Separation anxiety: When children are worried about being separated from

caregivers. These kids can have a hard time at school drop-offs and throughout the day.

- 2) Social anxiety: When children are excessively self-conscious, making it difficult for them to participate in class and socialize with peers.
- 3) Selective mutism: When children have a hard time speaking in some settings, like at school around the teacher.
- 4) Generalized anxiety: When children worry about a wide variety of everyday things. Kids with generalized anxiety often worry particularly about school performance and can struggle with perfectionism.
- 5) Obsessive-compulsive disorder (OCD): while kids' minds are full of undesirable and worrying minds. Children with OCD attempt to alleviate their tension through appearing compulsive rituals like counting or washing their palms. Particular phobias: while kids have an immoderate and irrational worry of specific matters, like being scared of animals or storms.

1.4 Assessment of Anxiety

Creswell [10] younger humans with tension problems are not going to provide for assist independently, with mother and father generally elevating worries to preferred practitioners. The task in assessing for the presence of tension issues is distinguishing pathology from ordinary developmentally suitable fears and concerns. As anxiety issues constitute an intense presentation of ordinary activities, this difference is made primarily based on the severity and endurance of signs and the diploma of related impairment. Based interview schedules used for assessing the presence of anxiety issues commonly set up whether or not a toddler meets symptom standards for a particular tension analysis, in addition to the diploma to which those signs intrude with functioning.

The maximum extensively used diagnostic agenda is the tension problems Interview agenda for kids and mother and father (ADIS-C/P) which follows DSMIV standards. Questionnaire measures with normative information additionally offer a beneficial indication of whether signs are present at a scientific stage. Diagnostic and statistical guide of intellectual problems (DSM-IV), to reduce the over diagnosis of temporary fears for agoraphobia, particular phobia, and social tension sickness, the ones beneath the age of 18

are required to have had signs for as a minimum of 6 months. Even as there are not any short screening measures to be used with kids and younger humans, discern and toddler record measures together with the revised children's Anxiety and Despair Scale (RCADS) and the Spence children's Anxiety Scale (SCAS) include scales that extensively align with diagnostic classes. Those gear are precious in supporting to perceive scientific tiers of tension among younger humans (as diagnostic reduce-offs are to be had) and that they may be beneficial in tracking development through remedy. Even though the country-wide Institute of fitness and Care Excellence (best) suggestions referring to tension problems mainly relate to adults, the latest best tenet for the evaluation and remedy of social anxiety disease highlights numerous issues for evaluation with younger humans which may be carried out across the anxiety issues. it is mentioned, specifically, that after capability issues referring to tension were diagnosed in a younger character, a complete evaluation has to be performed by way of the appropriate healthcare expert. This has to consist of a possibility for interviewing the younger character on their person; and it must additionally contain interviewing a figure, career, or different adults who recognize the kid nicely and might record on contemporary and beyond conduct. Seeing that there may be an excessive stage of comorbidity in younger humans with anxiety problems, it is vital to evaluate for feasible co-present intellectual fitness troubles, neurodevelopmental situations, drug and alcohol misuse, and speech and language troubles.

1.5 Reading Strategy

In current years, varieties of strategies and outcomes on language studying had been drawn researchers' interest. One of the techniques is reading strategies. Anderson [11] posits that studying strategies are planned, cognitive steps that readers can take to help in obtaining, storing, and retrieving new statistics. it may be concluded that reading strategies are movements that readers implemented to recognize the textual content. O'Malley and Chamot [12] classify three categories in reading, namely: metacognitive strategies, cognitive strategies, and social strategies.

1) Metacognitive Strategy

In analyzing, the strategies below the

metacognitive class are (a) I check and recheck my understanding after analyzing a passage (b) I can not apprehend an analyzing passage, I strive to investigate what trouble I have, (c) I attempt to be aware of which phrases or grammar guidelines provide me the finest problem. In this manner, I can pay special interest to the phrases or guidelines at the same time as I read and exercise. The above strategies also involve self-awareness to plan or direct, monitor, evaluate or correct what has been done in learning English O'Malley & Chamot [12]. Strategy a involves evaluating, Strategy b evaluating, and Strategy c monitoring.

2) Cognitive Strategy

Exceptional from metacognitive strategies, cognitive strategies relate without delay to the project handy and the way linguistic data is processed Setiyadi [13]. The time cognitive strategies in language studying were utilized in some research. In Oxford [14], cognitive techniques include reasoning, analyzing, summarizing, and practicing while O'Malley and Chamot [2] consist of resourcing, repetition, grouping, deduction, imagery, auditory illustration, key-word technique, elaboration, switch, inference, notice-taking, summarizing recombination, and translation. Like metacognitive strategies, cognitive strategies also are typically used in widespread studying and those had been associated with particular strategies and abilities to cognitive responsibilities. In reading comprehension, cognitive strategies contain comprehending a passage, composing an essay, making a decision, fixing a hassle, growing a play, and so on Jones [15]. In language studying, cognitive strategies may additionally consist of many activities that take vicinity within the mind even as the language tasks are to hand by using cognitive strategies, language beginners use their intellectual processes whilst they may be studying a language. Those strategies consist of the four ability areas: speaking, listening, studying, and writing.

The cognitive class may be categorized into subcategories: deep level cognitive and surface level cognitive strategies. With deep-level cognitive strategies, college students discovered something by way of concerning it to preceding information, other subjects, and personal experience Setiyadi [13]

a) The deep level strategies in studying are (a) To recognize unusual English phrases at the same time as I am studying, I bet from

available clues, (b) I learn English with the aid of studying English books or magazines, (c) I try and understand sentences with the aid of studying their patterns, (d) I try to understand the passage through the usage of my well known knowledge and revel in, (e) while I examine a text, I try to expect the storyline, and (f) I study a text extra for ideas than phrases. strategies a, b and f have been grouped inside the deep stage cognitive category since the three strategies appear to contain comprehension, which is higher than remembering information (Bloom, 1956: 18). Using the usage of deep-level cognitive strategies, the students were concerned with comprehending texts, synthesizing components of sentences, studying sentences, and making use of policies. In using surface-level strategies, via comparison, they relied on the bottom ranks of intellectual approaches together with rote studying Setiyadi [13].

b) The surface level cognitive strategies in studying encompass (a) I study the passage aloud, (b) I take notes to do not forget the thoughts, (c) In analyzing, I choose out keywords and repeat them to myself, (d) I talk studying passages with my buddies, and (e) If I do now not recognize the content material of an analyzing passage, I ask my buddies or my teachers for assist. In analyzing, possibly the scholars had been worried about rote studying (a) and recalling information (b and c). Possibly, in discussing and asking (d and e) the scholars in this study simplest exercise for studying (rote learning) so that they did now not use their better intellectual strategies, which includes comprehension.

3) Social Strategy

O'Malley [2] additionally delivered the class of social strategy and categorized it below the heading social mediation. of their take a look at, this organization simplest contained one strategy, specifically, cooperation running with one or more friends to acquire remarks, pool records, or version a language. Social strategies have been additionally advanced by Oxford [1]. The strategies she added underneath this class were a) asking questions, b) cooperating with others, and c) empathizing with others, even as Wenden [16] categorized social strategies underneath "retrieving data" of cognitive strategies. The social class advanced on this observe includes now not simplest all methods

that take area in organizations, however, additionally consists of character activities in social settings aimed to gather some other language. An instance of this will be reading letters from buddies to having the possibility to exercise English.

2. METHODS

2.1 Design of the Research

This research used a quantitative approach by applying the *ex post facto* method. This research used two different variables, they were independent and dependent variables. For this study, the independent variable was the reading anxiety and the dependent variable was the reading strategy of the students.

The research used simple random sampling. The population of the research selected consisted of 50 students from the total population of this research was 278 students in the eighth grade of SMP Negeri 3 Baubau.

2.2 Technique of Data Collection

The instrument used in this research was questionnaire. This research used two kinds of questionnaires. The first questionnaire was used to find out categories of students' reading anxiety. The form of this questionnaire was adapted from Guimba and Alico [7], which consists of 23 items. They were top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety. The second questionnaire was used to find out strategies that students use while doing the reading activity. The form of this questionnaire was adapted from Language Learning Strategy Questionnaire by Setiyadi [13] which consists of 20 items. They were metacognitive strategy, cognitive strategy, and social strategy.

Questionnaire informed to participants in the classroom. Before giving a questionnaire to students, the researcher explained how to answer the questionnaire and explain what the questionnaire was about.

2.3 Technique of Data Analysis

The data analysis techniques applied in this research were descriptive statistics, pre-requisite analysis, and inferential statistics. The reading anxiety and reading strategy score for students was measured using SPSS software 21.0.

3. RESULT AND DISCUSSION

3.1 Results

3.1.1 Descriptive Statistics

a. Students' Reading Anxiety Questionnaire

The questionnaire is shipped to 50 students to discover the students' reading anxiety. The questionnaire consists of 3 categories top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety which consist of 23 items statements. The explanation of the reading anxiety statistics analysis is as follows table:

Table 1. Descriptive Statistics of Reading Anxiety

No	Item	Score
1	Mean	2.43
2	Median	2.40
3	Mode	2.30
4	Variance	0.163
5	Std. Deviation	0.403
6	Minimum	1.50
7	Maximum	3.10

From the table above, it can be explained that the mean score is 2.43, the median was 2.40, the mode is 2.30, variance is 0.163, the standard deviation is 0.403, the minimum score is 1.50, and the maximum score is 3.10. Based on the scoring category guidelines presented, the mean score implies that the students' reading anxiety was moderate.

The score distribution of students' reading anxiety is then presented into the category based on the criteria provided in the previous chapter. The frequency of each category of students' reading anxiety display in the following table 2:

Table 2. Criteria of Reading Anxiety

No	Criteria	Scoring Range	Freq	%
1	1.00 - 1.74	Low Anxiety	2	4
2	1.75 - 2.49	Moderate Anxiety	24	50
3	2.50 - 3.24	High Anxiety	24	46
4	3.25 - 4.00	Very High Anxiety	0	0
Total			50	100

From the table above, it can be described that there are 2 students or 4% was in the low anxiety category, 24 students or 50% were in the moderate anxiety category, 24 students or 46% were in the high anxiety category, and 0 students or 0% were in very high anxiety category. Based on the table above, it can be concluded that the students' reading anxiety was moderate.

b. Students, Reading Strategies Questionnaire

The questionnaire is shipped to 50 students to discover the students' reading strategy. The questionnaire consists of 3 categories metacognitive strategy, cognitive strategy, and social strategy which consist of 20 items statements. The explanation of the reading strategies statics analysis is as follows table:

Table 3. Descriptive Statistics of Reading Strategy

No	Item	Score
1	Mean	2.87
2	Median	2.90
3	Mode	3.00
4	Variance	0.167
5	Std. Deviation	0.408
6	Minimum	1.70
7	Maximum	4.00

From the table above, it can be explained that the mean score was 2.87, the median was 2.90, the mode was 3.00, the variance was 0.167, the standard deviation was 0.408, the minimum score was 1.70, and the maximum score was 4.00. Based on the scoring category guidelines presented, the mean score implies that the students' reading strategy was in the high category.

The score distribution of students' reading strategies is then presented into the category based on the criteria provided in the previous chapter. The frequency of each category of students' reading strategies was the display in the following table:

Table 4. Criteria of Students' Reading Strategy

No	Criteria	Scoring Range	Freq	%
1	3.6 - 4.0	Very High	2	4
2	2.9 - 3.5	High	26	52
3	2.2 - 2.8	Moderate	19	38
4	1.5 - 2.1	Low	3	6
5	1.0 - 1.4	Very Low	0	0
Total			50	100

From the table above, it can be described that there are 2 students or 4% is in Very High category, 26 students or 52% were in High category, 19 students or 38% is in Moderate category, 3 students or 6% is in Low category, and 0 student or 0% is in Very Poor category. Based on the table above, it can be concluded that the students' Reading Strategies were high. It was because most of the students chose the high category.

3.1.2 Prerequisite Analysis

Prerequisite analysis conduct with aim of

knowing whether the data collected met requirements for analysis with the planned technique. Tests on the classic assumption with SPSS version 21.0 were conducted in this study include:

a. Normality Testing

Normality checking out became implemented to discover whether or not the data were generally disbursed. In doing the statistical evaluation, the data were analyzed the usage of Kolmogorov-Smirnov (k-S) non-parametric analysis. The information was generally distributed if the Asymp. sig. (2-tailed) value was more than α (0.05). The summary of statistical evaluation become shown in table:

Table 5. Result of Normality Test

		Unstandardized Residual
N		50
Normal Parameters	Mean	.0000000
	Std. Deviation	.40834425
Kolmogorov - Sminorv Z		.973
Asymp. Sig. (2-tailed)		.301
a. Test Distribution is Normal		

Based on the table above the value of Kolmogorov-Smirnov Z was 0.973 and the Asymp. Sig. (2-tailed) was 0.301. Because of the value of Asymp. Sig. was greater than α (0.301 > 0.05), which means residual data had a normal distribution.

b. Linearity Testing

To find out whether the dependent variable had linear relation to the independent variables, it was applied the linearity testing. If the sig. deviation from linearity was greater than and equals to 0.05 (sig. \geq 0.05), the correlation between independent variable toward dependent variable was linear. The summary of Linearity testing statistical analysis was displayed on the following table:

Table 6. Result of linearity testing

No	Variable	N	Sig. Value	Result
1	X - Y	50	0.052	Linear

Based on the table above, the value of Sig. deviation from linearity was 0.052. Because of Sig. deviation from linearity was greater than α (0.052 > 0.05), which could be concluded that the data had a linear correlation.

3.1.3 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 linear regression. It was used to prove whether the hypothesis was rejected or accepted. The result of the statistics analysis contained the Model Summary.

Tabel 7. Model Summary of statistic

Model	R	R Square
1	.009	.000

Based on the Model Summary table above, it can be explained that the score of R was 0.009, which R was the symbol of correlation. Based on the table of correlation levels presented above, the score was low. It means that there was a positive and low correlation between reading anxiety toward reading strategy. Besides, it also obtained R Square that was 0.000.

Table 8. ANOVA

Model	df	F	Sig.
1 Regression	1	0.004	.949
Residual	48		
Total	49		

Based on the table of ANOVA above, it can be explained that the significance score was 0.949. it means that there was not any relationship of reading anxiety in students' reading strategies. Besides, the significance value was greater than α (0.05), it can be explained that the relationship is not significant. So that it can not be applying correlation coefficient because the significance value was greater than α (0.05) or 5%.

3.2 Discussions

Based on the finding above, it is obtained the score of students' correlation between reading anxiety toward reading strategy is 0.009. This score indicates that there is a positive and very low correlation between reading anxiety toward reading strategy. Besides, there is also obtained the score of the contribution of reading anxiety in students' reading strategy was 0.000. This means that reading anxiety has not contributed as much as 0% to students' reading strategy. While 100% of the rest is influenced by another factor that is not observed in this research.

After that, based on the result in the finding above, it is obtained the score of significance was 0.949. It means that there is no relationship

between reading anxiety toward reading strategy. Besides, the score of significance is 0.949 which is greater than α (0.05). Although the relationship exists, the degree of the relationship is not strong enough. So that, it can be stated that there was not any significant relationship between reading anxiety toward reading strategy in grade eight at SMP Negeri 3 Baubau.

The result above is supported by Lu and Liu [17], the finding related to the relationship between reading anxiety and reading strategy points out that most of the students were confident about their English reading skills and had no feeling of anxiety during their reading practices. Simultaneously, many students used various reading strategies during English reading practice.

In addition, the questionnaire was used to find out the type of use. The questionnaire contained some questions related to reading anxiety that were examined in this research namely Bottom-Up Reading Anxiety, Top-Down Reading Anxiety, and Classroom Reading Anxiety. The results of the questionnaire obtained the average score of reading anxiety is 2.4. It means that the reading anxiety is categorized as "moderate" since the average score was within the interval 1.00 – 4.00.

Second, related to the reading strategy. The questionnaire contained some questions related to 3 types of reading strategy that were examined in this research. Those were metacognitive strategy, cognitive strategy, and social strategy. It is found that the average score for reading strategy was 2.9. It means that the reading strategy is categorized as "high" since the average score was within the interval 1.0 – 4.0.

This finding supports the results of previous studies conducted by Saito [6] which state that most studies have recognized that anxiety is one of the main factors that can disturb second or foreign language reading process. It is reasonable since a student experiencing reading anxiety will have interfering thoughts that will reduce his or her working memory Eysenck [18]. So that a reduction in working memory may control students from using reading strategies, drawing on background knowledge, or monitoring comprehension.

Based on the above findings and discussion, it is implied that students reading anxiety has no significant relationship toward reading strategy. In the other words, moderate reading anxiety is

felt, few strategies are chosen by readers, or the more strategies learners use during their reading process. It is assumed that the relationship exists, but the degree of the relationship is not strong enough. It can be said that the negative relationship obtained from this study is because of the different learners of various levels. So that, it is possible that there may be actual differences in their reading ability. Then, this study indicated that there was no relationship and influence reading anxiety and reading strategies use of students grade eight at SMP Negeri 3 Baubau.

4. CONCLUSION

Based on the finding of the research and the data analysis, that there is no significant relationship between reading anxiety and reading strategies used by students in grade eight of SMP Negeri 3 Baubau. This conclusion has based on the result of statistical analysis which finds that the score significance value is 0.949. Because the score significance is greater than α (0.05), it means the null hypothesis is accepted and the alternative hypothesis is rejected.

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