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THE STUDENTS READING ANXIETY AND READING STRATEGIES AT SMP NEGERI 4 BAUBAU

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Abstract
The objective of the research was to examine students' reading anxiety and students' reading strategies to overcome reading anxiety at SMP Negeri 4 Baubau. Data Collection in this study was carried out using a research instrument in the form of questionnaires. There was research questionnaire "EFL Reading Anxiety Inventory (EFLRAI) consisting 23 items statements to find out the level of students' reading anxiety. There was also reading strategies questionnaire which consists of 20 items statements to find out the students' reading strategies. The data obtained were analyzed by using SPSS program 21.0. The results showed that students' reading anxiety was in the high category with the mean score 2.75 which was dominated by top-down reading anxiety and bottom-up reading anxiety, while the reading strategy was in the moderate category by the mean score 2.81 and the dominantly used was metacognitive strategy.

Keywords: reading anxiety, reading strategies.

Abstrak
Tujuan penelitian ini adalah untuk menguji kecemasan membaca siswa dan strategi membaca untuk mengatasi kecemasan membaca di SMP Negeri 4 Baubau. Pengumpulan data dalam penelitian ini dilakukan dengan menggunakan instrumen penelitian berupa angket. Angket EFL Reading anxiety (EFLRAI) yang terdiri dari 23 item pernyataan untuk mengetahui tingkat kecemasan mebaca siswa. Angket strategi membaca terdiri dari 20 item pernyataan untuk mengetahui strategi membaca siswa.. Data dianalisis dengan menggunakan program SPSS 21.0. Hasil penelitian

menunjukkan bahwa kecemasan membaca siswa berada pada kategori tinggi dengan skor rata-rata 2,75 yang didominasi kecemasan membaca top-down dan kecemasan membaca bottom-up sedangkan strategi membaca dalam kategori sedang dengan skor rata-rata 2,81dan yang paling banyak digunakan adalah strategi metakognitif.

Kata kunci: kecemasan membaca, strategi membaca

1. INTRODUCTION

In English, there are 4 skills that must be understood. There are those who observe, dialogue, read and write. Reading is a measure of the description. That means a lot of support the education of student. By reading students obtain data and expand their knowledge of what they learn and what they need to know. Reading is not only about setting the word or sound of the written word, but also mastering the message of mastering the written word. Gani et al. [1] commented that reading is an expanding knowledge of one, not only to find sources pleasure and data, but also to gain meaning. Reading is about mastering written reading.

Therefore, reading cannot be separated from the description. The text of the description itself is the process of mastering the words, sentences, and reading connected to master the data presented in written form. Not only that, the description of the text is the purpose of reading. This becomes is basic skill in the process of education, both in universal education and education in school. Text means a lot because it can improve the though process and help readers discover new things and new data. In effect, reading help increase knowledge. There are some aspects that contribute to a good description of the text. One of them is a reading strategy.

Reading strategies in its simple form, are procedural steps that learner use cognitively to help them to store new information and recall them when needed [2]. They are techniques that learners utilize to improve comprehension and overcome any obstacles they may encounter while reading passages in a foreign language. As result of not utilizing the proper reading strategy during reading practice, EFL learners sometimes have difficulties in comprehending foreign texts. Reading strategies are very important to help reader comprehend the text in the act of reading and the implementation of special reading strategies enable more efficient use of time. Reading strategies are the best effective ways to solve reading problem encountered by students while reading academic material. There are so many problems that student face in reading, one of the problems is anxiety.

In a basic, anxiety is associated with negative feeling such as apprehension, uneasiness, self-doubt, worry, and extreme fear [3]. Anxiety become one of the main factors can hamper second or foreign language reading process. A student experiencing reading anxiety will have interfering thoughts that will reduce his or her working memories [4]. As a result, a reducing in working memory may restrain student from using reading strategies, drawing on background knowledge, monitoring comprehension. Anxious students diminish their curiosity which decreases cognitive abilities and capacities like logical thinking, observation, and questioning.

When students are asked to read a new material, they tend to spend too much time on items that are unrelated to the reading tasks. For example, students may spend too much mental energy finishing the reading assignment because they spend too much time thinking about challenging vocabularies they encountered while reading rather than applying specialized reading methods required for efficient reading. Simply put, extremely nervous readers do not utilize enough tactics advantageous to their reading comprehension, such as guessing the meaning of unknown vocabulary, rereading the text to increase comprehension, or using supporting resources (such as a dictionary, taking notes, underlining, and highlighting). In another hand, Arnold [5] said that students must learn specific reading strategies since they are required and efficient for their reading; if they do not, reading problems may arise. Schiff and Calif [6] stated that EFL students may face reading difficulties if they lack understanding of reading methods and awareness of how to apply those skills in a text.

Based on the phenomenon, this research investigated the source of students' reading

anxiety and the use of reading strategies to overcome their anxiety on the grade eight students at SMP Negeri 4 Baubau. The purpose of this study was to find out whether there is a correlation and impact of reading anxiety towards reading strategies on the grade eight students at SMP Negeri 4 Baubau.

1.1 Language Learning Strategy

In recent, types of strategies and effect on language learning have been drawn researchers' attention. One of the strategies is reading strategies. Wang [7] posits that reading strategies are deliberate, cognitive, steps that readers can take to assist in acquiring, storing, and retrieving new information, it can be concluded that reading strategies are actions that readers applied to comprehend the text. Setiyadi [8] classified three categories in reading, namely: metacognitive strategies, cognitive strategies, and social strategies.

1.1.1 Metacognitive strategy

In reading, the strategies under the metacognitive category are (a) I check and recheck my understanding after reading a passage (b) I cannot understand a reading passage, i try to analyze what difficulty i actually have, (c) I try to be aware of which words or grammar rules give me the greatest trouble. In this way i can pay special attention to the words or rules while i read and practice. The above strategies also involve self-awareness to plan or direct, monitor, evaluate or correct what has been done in learning English Strategy a involves evaluating, strategy evaluating, and strategy monitoring.

1.1.2 Cognitive Strategy

Different from metacognitive strategies, cognitive strategies relate directly to the task at hand and how linguistic information is processed. The term cognitive strategies in language learning have been used in some studies. Cognitive strategies include resourcing, repetition, grouping, deducting, imagery, auditory representation, keyword method, elaboration, transfer, inferencing, note-taking, summarizing, recombination, and translation. Like metacognitive strategies, cognitive strategies are also commonly used in general learning and these have been related to specific strategies and skill to cognitive tasks. In reading comprehension, cognitive strategies involve comprehending a passage, composing an essay, making a decision, solving a problem, , creating a play, and so on. In language learning, cognitive strategies may include many activities that take place in the brain while the language tasks are at hand. By using cognitive strategies, language learners use their mental processes while they are learning a language. These strategic include the four skills areas: speaking, listening, reading, and writing.

The cognitive strategies can be classified into sub categories: deep level cognitive and surface level cognitive strategies. With deep level cognitive strategies, students learned something by relating it to previous knowledge, other topics, and personal experience.

1) The deep level strategies in reading are (a) to understand unfamiliar English word while I'm reading, I guess from available clues, (b) I learn English by read English book or magazines, (c) I try to understand sentences by analyzing their patterns, (d) I try to understand the passage by using my general knowledge and experience, (e) while i read a text i try to anticipate the story line, and (f) i read a text more for ideas than words. Strategies b and f were grouped in the deep level cognitive category since the three categories seem to involve comprehension, which is higher than remembering knowledge. By using deep level cognitive strategies, the student were involve in comprehending text, synthesizing parts of sentences, analyzing sentences, and applying rules. In using surface level strategies, by contrast they relied on the lowest ranks of mental processes such as rote learning.

2) The surface level cognitive strategies in reading include (a) I read the passage aloud, (b) I take notes to remember the ideas, (c) in reading, I pick out key words and repeat them to myself, (d) I discuss reading passages with my friend, and (e) if i do not understand the content of a reading passages, I ask my friend or my

teacher for help. In reading, the students were involved with rote learning (a) and recalling knowledge (b and c). In discussing and asking (d and e) the students in this study only practice for learning (rote learning) so that they did not use their higher mental processes, such as comprehension.

1.1.3 Social Strategy

Chamot and O'Malley [9] also introduced the category of social strategy and classified it under the heading social mediation. In their study, this group only contained one strategy, namely, cooperation working with one or more peers to obtain feedback, pool information, or model a language. Social strategies were also developed. The strategies she introduced under these categories were a) asking questions, b) cooperating with others, and c) empathizing with others, social strategies under "retrieving information" of cognitive strategies. The social category develop in this study includes not only all processes that take places in groups, but also includes individual activities in social settings aimed to acquire another language. An example of this would be reading letters from friends to having the opportunity to practice English.

1.2 Reading Anxiety

Reading anxiety is a specific phobia, situational type, toward the act of reading, it has been defined as an unpleasant emotional reaction toward reading that results when the student's intellectual drives of curiosity, aggression and independence become associated either 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.

Ghonsooly and Loghmani,[10] stated that two aspects of foreign language reading can be considered as potential sources of anxiety: (a) unfamiliar script and writing system and (b) unfamiliar cultural material. "With respect to the unfamiliar writing system, it seems likely that the less the learner can depend on the reliability of a specific system of sound symbol correspondences, the more anxiety he

or she would be expected to experience in the act of reading. In this case, the reader would experience anxiety as soon as he or she attempts to decode the script because the reader would immediately experience difficulty in processing the text". It can be imagined that learners feel anxious as soon as they start to extract meaning from the foreign language words, which are written in exotic symbols.

Guimba and Alico [11] stated that 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 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 in 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 clearly 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.

1.3 Level of Anxiety

Anxiety has four levels: mild, moderate, severe, and panic. Each level causes both physiologic and emotional changes in the person. Mild anxiety is a sensation that something is different and warrants special attention. Sensory stimulation increases and helps the person focus attention to learn,

solve problems, think, act, feel, and protect himself or herself. Moderate anxiety is the disturbing feeling that something is definitely wrong; the person becomes nervous or agitated. As the person progresses to severe anxiety and panic, more primitive survival skills take over, defensive responses ensue, and cognitive skills decrease significantly.

1) Mild anxiety consists of (a) Wide perceptual field, (b) Sharpened senses, (c) Increased motivation, (d) Effective problem solving, (e) Increase learning ability, and (f) Irritability.

2) Moderate anxiety consist of (a) Perceptual field narrowed to immediate task, (b) Selectively attentive, (c) Cannot connect though or events independently, and (d) Increase use of automatism.

3) Severe anxiety consist of (a) Perceptual field reduced to one detail or scattered details, (b) Cannot complete tasks, (c) Cannot solve problems or learn effectively, (d) Behavior geared toward anxiety relief and is usually in effective, (e) Doesn't respond to redirection, feels, awe, dread, or honor, (f) Cries, and (g) Ritualistic behaviors.

4) Panic consists of (a) Perceptual field reduced to focus on self, (b) Cannot process any environment stimuli, (c) Distorted perceptions, (d) Loss of rational thought, (e) Does not recognize potential danger, (f) Can't communicate verbally, (g) Possible delusions and hallucination, and (h) May be suicidal.

1.4 The Cause of Anxiety

In Living with Anxiety the role and impact of anxiety in our lives, 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: things that are potentially harmful.

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).

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

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

3) Around one-fifth of people who are anxious have a fear of unemployment.

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

5) 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).

There are many different kinds of anxiety, which is one of the reasons it can be hard to be detected 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: When children's minds are filled with unwanted and stressful thoughts. Kids with OCD try to alleviate their anxiety by performing compulsive rituals like counting or washing their hands.

6) Specific phobias: When children have an excessive and irrational fear of particular things, like being afraid of animals or storms.

1.5 Assessment of Anxiety

Young people with anxiety disorders are unlikely to present for help independently, with parents commonly raising concerns to general practitioners. The challenge in

assessing for the presence of anxiety disorders is distinguishing pathology from "normal" developmentally appropriate fears and worries. As anxiety disorders represent an extreme presentation of normal events, this distinction is essentially made on the basis of the severity and persistence of symptoms and the degree of associated impairment. Structured interview schedules used for assessing the presence of anxiety disorders typically establish whether a child meets symptom criteria for a specific anxiety diagnosis, as well as the degree to which these symptoms interfere with functioning.

The most widely used diagnostic schedule is the Anxiety Disorders Interview Schedule for children and parents (ADIS-C/P) which follows DSMIV criteria. Questionnaire measures with normative data also provide a useful indication of whether symptoms are present at a clinical level. Diagnostic and Statistical Manual of Mental Disorders (DSM-IV), in order to minimize the over diagnosis of transient fears for agoraphobia, specific phobia and social anxiety disorder, those under the age of 18 are now required to have had symptoms for at least 6 months.

While there are no brief screening measures for use with children and young people, parent and child report measures such as the Revised Children's Anxiety and Depression Scale (RCADS) and the Spence Children's Anxiety Scale (SCAS) contain scales that broadly align with diagnostic categories. These tools are valuable in helping to identify clinical levels of anxiety among young people (as diagnostic cut-offs are available) and they can be useful in monitoring progress through treatment.

Although National Institute of Health and Care Excellence (NICE) guidelines relating to anxiety disorders principally relate to adults, the recent NICE guideline for the assessment and treatment of social anxiety disorder highlights a number of considerations for assessment with young people which can be applied across the anxiety disorders. It is noted, in particular, that once potential concerns relating to anxiety have been identified in a young person, a comprehensive assessment should be conducted by an appropriate healthcare professional. This should include an opportunity for interviewing the young person on their own; and it should also involve interviewing a parent, carer or other adult who knows the child well and can report on current and past behavior. Since there is a high level of comorbidity in young people with anxiety disorders, it is essential to assess for possible co-existing mental health problems, neurodevelopmental conditions, drug and alcohol misuse, and speech and language problems.

2. METHOD OF THE RESEARCH
2.1 Design of the Research

This research used a quantitative research approach. There are two kinds of questionnaire used: questionnaire of EFL Reading anxiety (EFLRAI) adopted from Guimba and Alico [11] and questionnaire for reading strategies using Language Learning Strategy Question (LLSQ) (Naire in Setyadi [8]). The research used simple random sampling. The population of the research randomly selected consisting of 46 students from the total population of this research was 346 students in the eighth grade of SMP Negeri 4 Baubau.

2.2 Technique of Data Collection

The instruments used in this research were questionnaires. The questionnaire of EFL Reading anxiety (EFLRAI) was used to investigate the students' reading anxiety. The questionnaire consists of a series of statements about the students' behavior and feelings that they must answer. There were 23 statements about reading anxiety in this collection. Top-down Reading Anxiety (1-6), Bottom-Up Reading Anxiety (7-17), and classroom reading anxiety (18-23) were three types of reading anxiety described in the sentences. The questionnaire of Language Learning Strategy Question (LLSQ) was used to collect the data related to reading strategy. The questionnaire consists of a series of statements about the students' behavior and feelings that they must be answered. There were 20 statements about reading strategy in this collection. Cognitive strategies consist 11 items (1-11), metacognitive strategies consist 7 items (12-17), social strategies consist 3 items (18-20) are three types of reading strategy described in the sentences. Before

giving questionnaire to students, first the researcher explained how to answer the questionnaire and explain for what the questionnaire about.

2.3 Procedures of Data Collection

The researcher informed the English teacher of SMP Negeri 4 Baubau that the researcher would conducted a research by giving questionnaires to students. With various conditions from school, the data collection held online via Google Meet, WhatsApp, and Google Form. The researcher made a WhatsApp group that consists of the researcher, the English Teacher and 46 the eighth grade students from different 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 46 eighth grade students. After that, the researcher explained how to fill the questionnaire as clear as possible and then give time to students to asking question if there was something that they cannot understand. After ended the online meeting, the researcher share the Google form links to all students via WhatsApp group. 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. Descriptive statistics was aimed to indicate general tendency (mean, mode, and median) the spread of scores (variable standard, deviation, and range) of the research result. Klassen et al. [12] states that descriptive statistics is required to indicate general tendency (mean, mode, and median) the spread of scores (variable standard, deviation, and range). The questionnaire used in this analysis uses a four points of Likert scale with four potential response, they are 'totally agree', 'agree', 'disagree', and 'totally disagree'.

3. RESULT AND DISCUSSION
3.1 Results
3.1.1 Students' Reading Anxiety

The students' reading anxiety used score was obtained from the reading anxiety questionnaire for eighth grade at SMP Negeri 4 Baubau. The questionnaire was distributed to 46 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	2.75
2	Median	2.70
3	Mode	3.00
4	Variance	0.168
5	Std. Deviation	0.410
6	Minimum	2.00
7	Maximum	3.70

The table above showed that mean score was 2.75, median was 2.70, mode was 3.00, variance was 0.0168, standard deviation was 0.410, minimum was 2.00, and maximum was 3.70. It can be concluded that the Students' Reading Anxiety was high anxiety

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	10	21.8
3	High Anxiety	2.50-3.24	31	67.3
4	Very High Anxiety	3.25-4.00	5	10.9
	Total		**46**	**100**

Based on the table above, it can be described that there were 0 students or 0% was in Low Anxiety category, 10 students or 21.8% were in Moderate Anxiety category, 31 students or 67.3% were in High Anxiety category, and 5 students or 10.9% were in Very High Anxiety category.

The students' reading anxiety are shown in the following table:

Table 3. Students Reading Anxiety

No	Items	Mean score
1	Top-Down Reading Strategy	2.9
2	Bottom-Up Reading Strategy	2.9
3	Classroom Reading Anxiety	2.4

The main causes that affect students reading anxiety are Top-Down Reading Anxiety and Bottom-Up Reading anxiety with a mean score 2.9, followed by Classroom Reading Anxiety with a mean score 2.4.

3.1.2 Students' Reading Strategies

The questionnaire was distributed to 46 eight grade students of SMP Negeri 4 Baubau to find out their perceptions about Reading Strategies. The questionnaire consists of 3 category of reading strategies which consist of 20 items statements. The explanation of the Reading Strategies statistic analysis is as follows:

Tabel 4. Descriptive Statistics of Reading Comprehension

No	Items	Score
1	Mean	2.81
2	Median	2.80
3	Mode	2.60
4	Variance	0.235
5	Std. Deviation	0.484
6	Minimum	1.80
7	Maximum	3.70

From the table above, it can be interpreted that mean score was 2.81, median was 2.80, mode was 2.60, variance was 0.235, standard deviation was 0.484, minimum was 1.80, and maximum Score was 3.70.

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

Table 5. Criteria of Students' Reading Strategies

No	Criteria	Mean Range	Freq.	%
1	Very High	3.6 – 4.0	2	4.4
2	High	2.9 – 3.5	18	39.1
3	Moderate	2.2 – 2.8	22	47.8
4	Low	1.5 – 2.1	4	8.7
5	Very Low	1.0 – 1.4	0	0
	Total		**46**	**100**

Based on the table above, it can be described that there are 2 student or 4.4% was in very high category, 18 students or 39.1% were in high category, 22 students or 47.8% were in Moderate Category, 4 students or8.7% were in Low Category, and 0 students or 0 were in Very Low category. Based on the table above, concluded that the students' Reading Strategies were Moderate.

The reading strategies used by students are shown in the following table:

Table 6 . Students Reading Strategy

No	Reading Strategy	Mean Score
1	Cognitive Strategy	2.8
2	Metacognitive Strategy	2.9
3	Social Strategy	2.6

The table above shows that the dominant reading strategy used by students is metacognitive strategy by the mean score 2.9, followed by cognitive strategy, mean score of 2.8 and the last is social strategy with a mean score 2.6.

3.2 Discussion

3.2.1 Reading Anxiety

In this research, reading anxiety measured based on the indicators mentioned by Guimba and Alico [11] which are Top-Down Reading Anxiety, Bottom-Up Reading Anxiety, and Classroom Reading Anxiety. The questionnaire use to investigate the students' reading anxiety. The questionnaire consists of series of question about the students' behavior and feelings that they must answer. There were 23 statements about reading anxiety in this collection. The three types of anxiety are Top-Down Reading Anxiety (1-6), Bottom-Up Reading Anxiety (7-17), and Classroom Reading Anxiety (18-23). Based on the result of the research, it was found that the means score for students' reading anxiety was 2.75. There were 0 students or 0% was in Low Anxiety category, 10 students or 21.8% were in Moderate Anxiety category, 31 students or 67.3% were in High Anxiety category, and 5 students or 10.9% were in Very High. Based on the score above, it can was concluded that the Students' Reading Anxiety was high anxiety since the mean range for high anxiety category was 2.50-3.24.

Furthermore, reading anxiety which has the most effect on students is the Bottom-Up and Top-Down Reading Strategy with a mean score 2.9, the factor of Classroom Reading Anxiety is less affecting students reading anxiety with mean score 2.4.

3.2.2 Reading Strategy

In this research, reading strategy measured based on the indicators mentioned by Chamot and O'Malley [9] which are Metacognitive Strategies, Cognitive Strategies, and Social Strategies. The questionnaire used to investigate the students' reading strategy. The questionnaire consists of a series questions about the students' behavior and feelings that they must answer. There were 20 statements about reading strategy in this collection. Cognitive strategies consist 11 items (1-11), metacognitive strategies consist 7 items (12-17), social strategies consist 3 items (18-20) are three types of reading strategy described in the sentences. Based on the result of the research, it was found that the mean score of reading strategy was 2.81. there were 2 student or 4.4% was in very high category, 18 students or 39.1% were in high category, 22 students or 47.8% were in Moderate Category, 4 students or8.7% were in Low Category, and 0 students or 0 were in Very Low category. Based on the score above, it can was concluded that the students' Reading Strategies were Moderate since the average score was within interval 2.2-2.8.

Furthermore, the dominant reading strategies used by students in overcoming reading anxiety based on the sequence is metacognitive strategies with a mean score 2.9, cognitive strategies with a mean score of 2.8 and social strategies with mean score of 2.6.

4. CONCLUSION

Based on the finding of the research and the data analysis, it can be concluded that the students reading anxiety students of SMP Negeri 4 Baubau dominated by Bottom-up and Top-Down reading anxiety and the last one is Classroom reading anxiety. Reading strategies dominantly used by students in sequence are metacognitive strategies, cognitive strategies and social strategies.

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