# THE RELATION BETWEEN STUDENTS' ANXIETY AND READING COMPREHENSION

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## Abstract

This study aims to analyze the relation of Students' anxiety and reading comprehension  among senior high school students in Klari Karawang, West Java Province, Indonesia. Participants of this study were thirty students of twelve grade at  SMAN 1 Klari Karawang The study was conducted with a quantitative approach and performed in Klari, Karawang. Based on the findings, the result show there is no significant correlation in Students' anxiety because in the data show the significant is 0,051 more than 0,05 ($> 0,05$). The result also show there is no significant correlation in Reading comprehension because in the data show the significant is 0,051 more than 0,05 ($> 0,05$). Based on the data obtained from thirty participants showed that treat anxiety is 10% , state anxiety is 17%  and situation specific anxiety is 73%．Measurement of reading  anxiety was done by using Foreign Language Reading Anxiety Scale (FLRAS). Moreover, the researcher give a suggestion for teacher to make a preventive activity, for example to avoid students' anxiety in reading comprehension, the teacher can provide comfort environment in learning activity, it will help to decrease students' level of anxiety and it is necessary to motivate student to increase their desire to read more English text and understand the context.

**Keywords**: *Students' Anxiety, Reading Comprehension*

## INTRODUCTION

Anxiety is one of the problems always faced by the students while they learn English. Some students often feel anxious when they read a text in another language.  Saito & Sammimy (1996) had stated in their research that anxiety will influence student performance. The students often really nervous when they learn English, especially when they should comprehend the text and then read it. As Jafarigohar & Behrooznia (2012) said that Anxiety may be either helping; in a wisdom that it can influence learning and performance positively or incapacitating which obstructs learning and performance. Beside that, the effect of anxiety also emerge on students' performance. It can be seen, they always look nervous when they face big problem of their performance.

Based on the previous statement there are three basic interrelated aspects of anxiety are physiological, behavioral, and cognitive, but it is the cognitive aspect which has received the most attention in recent study Jafarigohar & Behrooznia (2012). Moreover, the aspect of cognitive is always related with comprehension. One of the factors that make the student really anxious is when they read a text and then trying to understand or comprehend it. The students feel nervous. It makes their performance is not as good as their expectation, it is happened although in high school student. Reading comprehension is always linked with students' anxiety. Because of that in reading comprehension the students are not only have to read it but they should really understand what the text is about.

Based on the statement above, the researchers decides this title "The Relation between Students' Anxiety and Reading Comprehension" to observe students' anxiety in learning process. The

researchers decided this title to be observed because students' anxiety are common occur in learning process, while the student learn foreign language in every skills. Especially in reading comprehension because the student have to read amount of text.

## Student Anxiety

Anxiety naturally occurs in human activity, especially in learning foreign language. The anxiety of students' performance in learning foreign language happened in the learning process. According to Qudsyi & Putri (2016) states that anxiety is a natural emotional state in humans, and occur in a variety of conditions. Anxiety the prime factor which is affected students' understanding in learning foreign language. From that definition, anxiety can be defined as a formation of fear which come from unclear resource. Even though anxiety is a normal thing in humans. On the other hand, if anxiety is constantly approved to held on in the learning process it will be able to influence individuals' own condition. The example shown from, anxiety that felt by students during read English text and they have to understand the meaning of the text and its' detail. It can has a negative effect on the ability of student to be able to establish optimal performance without anxiety. Students with high anxiety tend to be less than optimal in their performance compared with low anxiety students stated by Qudsyi & Putri (2016). From some findings which conclude that anxiety will affect students' pefomance in learning foreign language so anxiety must be influenced by students' performance. According to Brown (2007), anxiety takes a main affective role between the affective factors in second or foreign language acquisition. It is the most powerful predictor of students' performance among the affective factors (Liu & Huang, 2011). Anxiety can be defined as subjective feeling of stress, uneasiness, and fear which happened by a person as stated by (Spielberger *et al*, 1976). He also states that heightened activity of the autonomic nervous system that escorts these feelings reflect nervous and worry. Early studies on language anxiety had an obvious focus on the language skill of reading since reading was considered as the most anxiety skill.

## Kinds of anxiety

Students' anxiety has several types. This research focuses on two theoretical foundations. They are kinds of anxiety according to (Spielberger *et al*, 1976) and types of students' assignment with defined level of anxiety from Demir (2015).

First, according to Spielberger *et al* (1976) there are three differences of anxiety. They are trait anxiety, state anxiety and situation-specific anxiety. The information discussed as follow :

1. **Trait anxiety** is based on the statement that there is a rather constant predisposition of an individual to exhibit anxious feelings in every situation, whereas state anxiety is referred to as apprehension with a temporal reference point, i.e., apprehension of certain person which is developing at a given moment. The theory states that there is a kind of anxiety of student which is anxiety that occur in certain situation but most appear become nervousness.

2. **State anxiety**, on the other hand, refers to unease that happens in precise conditions and usually has a clear initiate. In the learning process not all students anxiety have high trait anxiety, but those who have high trait anxiety are more likely to experience state anxiety as well stated by Demir (2015). During the test, state anxiety may also have feeling toward trait anxiety. Therefore, if a learner feels extreme state anxiety, the learner most probably has high trait anxiety.

3. **Situation-specific anxiety** is the kind of anxiety that students are concerning with Situation specific anxiety is the type of anxiety that reappears again and again in certain circumstances, such as in the English classroom stated by Demir (2015).

Besides Spielberger *et al* (1976), Demir (2015) has three several types of Students' assignment task which can consider students' anxiety. First is assignment cause low anxiety. In this kind of anxiety, students can do matching and gap-filling activity. It can be used to assess vocabulary and grammar skills. Multiple choice also as another assignment, this assignment for assessing vocabulary and grammar skills, also reading and listening comprehension. Ordinary or modified true/false assignment to assess vocabulary and grammar skills. Second is assignment cause average anxiety. In this type of anxiety, students can answer short question to assess reading and listening comprehension, writing skills. Oral dialogue between two until three examinees activities to assess speaking skills. Writing a short paragraph activity can be used to assess writing skills. Oral presentation activity with slides for assessing speaking skills. Third is assignment cause high anxiety. In this last type of anxiety, students can do several activities, for example oral interview between teacher and student to assess listening and speaking skills. Prepared monologue activity with no visual support to assess speaking skills, and also essays for assessing writing skills, including their lexical and grammatical components.

## Reading Comprehension

Comprehension is very important in learning activity because the learner need to understand what it is about. Comprehension refers to the ability to go beyond the word and to understand the ideas and the relationships between ideas conveyed in a text McNamara (2010) Students' need to have an ability to understand the text to know what is the meaning of the whole text.

Understand the text while reading has a big impact when students learn a foreign language. Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text stated by Moore (2014). Also Breiseth (2006) stated that comprehension is a goal of reading but it can be the most difficult skill to master, especially for English language learner (ELLs). It means comprehension is the purpose when someone learn another language. Comprehension is a difficult skill to major and writer assumes it makes student get an anxiety when they try to understanding a text by reading it.

## Relationship between Reading Comprehension and Students' Anxiety

This research obtained that students' anxiety sort of affects their reading comprehension because when the student hesitating while reading some texts, they will not truly get the content of the reading or else the student might not catch the point of their concentration. The student's anxiety can influence their ability to understand the text while reading because when the student have big anxiety they will not focus on the text, if the student has a big anxiety they will get the effect of their anxiety such as tremble, uncontrolled heartbeat and another effect that makes the student will not understand the text. This usually happens because the student have no confidence since English is not their main language.

In other research conducted by Pradhita (2014) in her research entitled *The Relationship between Students' Anxiety and Their English Reading Comprehension*. The objectives of this study is to find the empirical evidence of the relationship between students' anxiety and their

English descriptive reading comprehension. The writer used survey method employing correlation study in which attempts to investigate whether or not anxiety has significant correlation which students' English descriptive comprehension by using *Pearson Product Moment* formula. The instruments of this study are questionnaire and test. The writer used questionnaire that is designed by Saito et al. namely Foreign Language and Reading Comprehension (FLRAS) that contain twenty items and made another twenty items questionnaire with same indicator as FLRAS. Based on the result, it can be concluded that there is no significant relationship between students' anxiety and their English descriptive reading comprehension. The difference between this research and Pradhita's research is the subjects of this research are students in XII grade of SMAN 1 Klari Karawang while Pradhita's research are students in VIII grade of SMP Islamiyah Ciputat

**METHOD**

In this research, the researchers used quantitative method. Quantitative method was research design which used numerical data to be observed. According to Suprijadi & Kaswan (2016) stated that Quantitative research design is an empirical theory based study process that focuses mainly on testing theories and specific study hypotheses that deliberate finding changes and relationship using numeric data and statistical methods to create specific conclusions about the occurrences. The researchers used correlational method as research method. This research used numerical data and statistical process to describe the findings of the research. It supported by Cresswell (2009) explanation that correlational research design in which the researcher are interested in the extent to which two variables or more co-vary, where changes in one variable are reflected in changes in the other. Population is participants which are considered as the whole subject in the research. As defined by Newby (2014), population is larger cluster to which one be expect to implement the result. The population of this research were students in XII grade of SMAN 1 Klari Karawang. In addition, Suprijadi & Kaswan (2016) said the whole group of individuals or person to which the findings of a study in intended to apply. Sample of this study were thirty students' of XII IPA 2 in SMAN 1 Klari Karawang.

**1. Instrument**

Questionnaires had been used to measure students' anxiety. In this research, the researchers adapted anxiety questionnaires constructed by Saito *et al* (1999) called Foreign Language Reading Anxiety Scale (FLRAS). The questionnaires in this research is a likert type questionnaires which provided the student with five responses option Strongly agree (*Sangat Setuju*, SS), Agree (*Setuju*, S), Neutral (*Netral*, N), Disagree (*Tidak Setuju*, TS), Strongly Disagree (*Sangat Tidak Setuju*, STS). The responses were scored by five as the highest score. The questionnaires used in Bahasa Indonesia to escape misunderstanding toward the statement. The questionnaires conducted by Google form. For calculating students' comprehension, the researchers used narrative text and question to measure students' reading comprehension. The participants of this study were the students of SMAN 1 Klari Karawang in XII IPA 2 grade in the first semester in 2017. The data were collected and will be analyzed by the researchers.

**2. Data Collection and analysis**

Data collection is process of collecting the data from the participants in the research. In this research the researchers obtained the data by giving reading comprehension test and questionnaire. Data Analysis is process in analyzing the data and describe into words. In this research, the researcher used SPSS version 23 to process the data and defined into description.

In the data analysis, the result will show the statistical table consist of coefficient of correlation and significant scale. According to Best & Kahn (1998) coefficient of correlation is a statistical table that shows the strength and instruction of the correlation or association between two variables. The instruction of the correlation has to do with whether the correlation is positive or negative, while the strength correlation indicates whether the correlation is negligible, low, moderate, substantial or high to very high. The coefficient of correlation will be describe in table as follow :

**Table 1**. **Coefficient of Correlation**

| Coefficient (r) | Relationship |
|---|---|
| .00 to .20 | Negligible |
| .20 to .40 | Low |
| .40 to .60 | Moderate |
| .60 to.80 | Substantial |
| .80 to 1.00 | High to very high |

## RESULTS AND DISCUSSION

### Results

After conducting the research, some findings were found. According to Satriani (2014) said that the data were allocated normally and the number of circumstances is thirty or more (N=40) and allocated randomly or without determination sampling. From the statement, the data in this research were categorized as the normal data. Then, the researchers processed the correlation between two variables using Pearson's Product Moment Correlation.

Based on the data obtained, they were process through SPSS. The result was describe by the table following:

**Table 2. Analysis the result of Pearson Product Moment Correlation Formula Correlations**

**Correlations**

|  |  | anxiety | reading |
|---|---|---|---|
| anxiety | Pearson Correlation | 1 | -.359 |
|  | Sig. (2-tailed) |  | .051 |
|  | N | 30 | 30 |
| reading | Pearson Correlation | -.359 | 1 |
|  | Sig. (2-tailed) | .051 |  |
|  | N | 30 | 30 |

Based on the findings in the table, the result show there is no significant correlation in Students' anxiety because in the data show the Number of significance (N.Sig) is 0,051 more than 0,05

(> 0,05). Based on the findings in the table, the result show there is no significant correlation in Reading comprehension because in the data show the Number of significance (N.Sig) is 0,051 more than 0,05 (> 0,05).

The table showed as the result of the correlation, the coefficient of correlations got r=-.359. From the r number (-.359), the writers know if the correlation of two variables low (table 3.1). The number of -.359 resided 0.20 – 0.40 that means the correlation is low.

In addition, the data also showed that from twenty questions which divided into three categories in the questions, they are trait anxiety, state anxiety and situation specific anxiety. Based on the data from thirty participants showed that treat anxiety is 10%, state anxiety is 17% and situation specific anxiety is 73%. To conclude the state statistics data most of student consist of twenty two students felt situation specific anxiety because the data showed 73% from the data process. It is because the student often feel situation specific anxiety when they tried to understand English reading text and got short answer assignment in reading comprehension test.

## Discussion

The purpose of this study is to find out the correlation between students' anxiety and students' reading comprehension. Questionnaire was used to test students' anxiety and test was used to conducted students' reading comprehension. Based on the result of students' anxiety questionnaires, almost all students who have high score in students' anxiety questionnaires showed that they have high level of anxiety. In reading comprehension test, students often faced the problem in answer the question and understand the detail information of the text. The problem might be affect the level of anxiety. The level of anxiety can be defined by three types based on Demir (2015) in this reading comprehension test, the researchers used shorts answer assignment.

## CONCLUSION

Students' anxiety was found as the factor which can affected students' ability in understand reading comprehension text. Based on the research findings, the researcher conclude that there is no significant correlation between students' anxiety and reading comprehension in XII IPA 2 grade of SMAN 1 Klari Karawang. The data show the significant is 0,051 more than 0,05 (> 0,05) which mean students' anxiety did not affect to students' reading comprehension. The data also show 73% of 30 students most of them feel situation specific anxiety. This study showed low relation between students' anxiety and reading comprehension because the data showed the r (Coefficient of Correlation) = -.359, this result showed low relation between two variables. Based on the conclusion, the researcher give a suggestion for teacher to make a preventive activity, for example to avoid students' anxiety in reading comprehension, the teacher can provide comfort environment in learning activity, it will help to decrease students' level of anxiety and it is necessary to motivate student to increase their desire to read more English text and understand the context. Therefore, further researchers can accomplish with different method of research in larger group or decide to focus on another skills.

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