

**THE CORRELATION BETWEEN STUDENTS' READING ANXIETY
AND THEIR READING COMPREHENSION ACHEVEMENT AT
THE EIGHTH GRADE OF SMPN 1 SEKAMPUNG
IN ACADEMIC YEAR 2023/2024**

A Thesis

Submitted as Partial Fulfilment of the Requirements for S1 -Degree

By :

NABILA RIZKIA PUTRI

NPM : 1811040338

Study Program : English Education



**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
2024**

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Advisor : M. Sayid Wijaya,M.Pd.

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2024

ABSTRACT

Reading anxiety, experienced by students, refers to the heightened sense of unease or apprehension when confronted with reading tasks, often stemming from fear of comprehension difficulties or performance evaluation. This anxiety can hinder students' reading fluency and comprehension, impacting their overall academic performance and confidence in literacy skills. This research aimed to know the correlation between students reading anxiety and their reading comprehension achievement of the eighth grades at SMPN 1 Sekampung.

This research used *Correlation research design* in quantitative, the technique of collected the data by shared the questionnaire and reading comprehension test as the instrument, this research used 59 students eighth grade at SMPN 1 Sekampung, in analyzing the data this researcher used hypothetical test to know the correlation between two variables.

Based on the data finding it can be concluded that all the students reading anxiety and reading comprehension were correlated with the hypothetical test it can be seen that the score of Sig 2 tailed were 0.041. as the criteria acceptance of hypothesis test if H_a is accepted if $\text{Sig.} < \alpha = 0.05$, H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$. based on the result the sig 2 tailed were $0.041 < 0.05$ were lower than the criteria, it can be concluded that the H_0 was rejected and H_a accepted, there is Significant Correlation between students' anxiety and their reading comprehension. It could be concluded that students reading anxiety gave significant correlation on students reading comprehension achievement. It indicated which is reading anxiety had essential contribution in successing students' reading achievement. This study may have some pedagogical implication for next researchers and students.

Keyword : , Correlation Research, Reading Comprehension Reading Anxiety

DECLARATION

The researcher students' with the following identify :

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Students Index Number : 1811040338
Thesis Title : The Correlation Between Students' Reading Anxiety And Reading Comprehension Achievement at The Eighth Grade of SMPN 1 Sekampung in Academic Year 2023/2024"

I declare this is definitely my own work that the best my knowledge and belief. No material previously published or written by another person or material which to substantial extent has been accepted for the award of any other degree of diploma from the university of other institute of higher learning and I'm fully aware that I have quoted some statement and theories from various source and they are properly acknowledge in the text.

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 COMPREHENSION ACHIEVEMENT AT THE
 EIGHTH GRADE OF SMPN1 SEKAMPUNG IN
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A thesis entitled: **“The Correlation Between Students’ Reading Anxiety and Their Reading Comprehension Achievement at The Eighth Grade of SMPN 1 Sekampung in Academic Year 2023/2024”** by **Nabila Rizkia Putri**, Students’ Number: **1811040338**, Study Program: **English Education**, has been successfully defended as thesis defence of the **Tarbiyah and Teacher Training Faculty State Islamic University of Raden Intan Lampung**. The thesis defence was held on: **Thursday, February 01st 2024**.

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MOTTO

أَتْلُ مَا أُوحِيَ إِلَيْكَ مِنَ الْكِتَابِ وَأَقِمِ الصَّلَاةَ إِنَّ الصَّلَاةَ تَنْهَى عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَلَذِكْرُ اللَّهِ أَكْبَرُ وَاللَّهُ يَعْلَمُ مَا
تَصْنَعُونَ

"Read the scripture (Al-Qur'an) that has been revealed to you (Muhammad) and pray. Indeed, prayer prevents from (deeds) vile and evil. And (know) remembering Allah (prayer) is greater (priority than other acts of worship). God knows what you do"¹

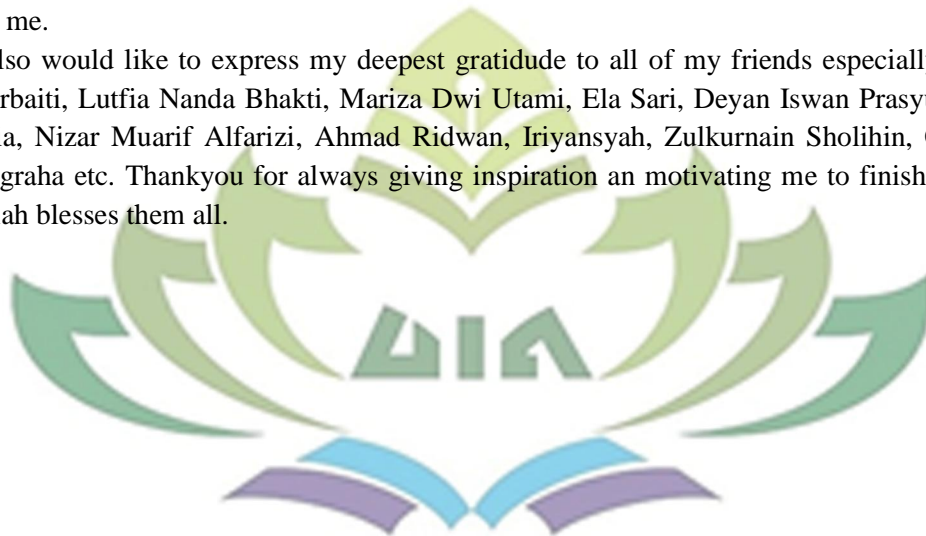


¹Departemen Agama RI *Al-Qur'an dan terjemahnya*. Jakarta Lintah Pentashihan Mushaf. (2019). Q.S Al-Ankabut:45

DEDICATION

I hereby certify that this undergraduate thesis is dedicated to :

1. My beloved parents, Mr. Supadi Wongso Negoro and Mrs. Sri Yanti who always give best prayed and supported me in my study and my life. Always give best motivation.
2. The amazing people during the process of finishing this thesis, Agneta Agustina, Arsyta Nurul Fadila as the best listener who have given positive advice and who have given wonderful day with their jokes this far.
3. Special thanks to my beloved friend, Silfi Meliana as the best friend who always accompanied me anytime and anywhere. Always making me laugh during finished this thesis and always be there for me.
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CURRICULUM VITAE

Nabila Rizkia Putri was born in Sibolga on February 26th2000. She is the first child of Mr. Supadi Wongso Negoro and Mrs. Sri Yanti.

She began her formal school in Kinder garden Darmawanita. After that, she continued her study at MIM Trimulyo, and her primary Education and graduated on 2012. Then, she continued to Junior High School of SMPN 1 Sekampung and finished on 2015. She continued her study in SMAN 1 Sekampung and graduated on 2018. She was register's a student on English Education Study Program at University Islam Negeri Raden Intan Lampung in 2018.



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Firs of all, praise to allah, the most merciful, the most beneficent, for His Blessing and mercy given to me during my study and in completing this final project. Then, the bset wishes and salutation be upon to the great messenger prophet Muhammad S.A.W, his family and followers.

This thesis entitled “The Correlation Between Students’ Reading Anxiety And Reading Comprehension Achevement at The Eighth Grade of SMPN 1 Sekampung in Academic Year 2023/2024 is submitted as acompulsoy fulfilment of the requiremaents for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from varioussides. Therefore, the researcher would sincerely thank :

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CHAPTER I INTRODUCTION

A. Title Confirmation

As the first step to understand the title of this proposal, and to avoid misunderstanding, this research feels the needs to explain key words which become the title “The Correlation Between Students’ Reading Anxiety And Reading Comprehension Achievement at The Eighth Grade of SMPN 1 Sekampung in Academic Year 2023/2024” those key words are :

1. Correlation

Correlation is the predictive relationship between two variables or more. One can find out the nature, direction, and strength of the association between two factors by using this measure of dependence.

²This research focused to know the correlation between students reading anxiety and reading comprehension achievement by conducting a correlational research.

2. Reading anxiety

Reading anxiety is a specific, situational phobia toward the act of reading that has physical and cognitive reaction.³ In this research reading anxiety refers to feeling of worry and apprehension when learners try to read and comprehend reading text.

3. Reading comprehension

Reading comprehension is an intentional active, interactive process that occurs before, during and after a person reads a particular piece of writing.⁴ In this research reading comprehension refers the students ability in comprehend specifically in reading activity.

Based on the explanation this research focused to know the correlation between students reading anxiety and their reading comprehension achievement in recount text of the eighth grade at SMPN 1 Sekampung in the academic year of 2023/2024..

B. Background of the problem

Reading is an essential skill for second or foreign language learners in academic context. It is a the skill that must be acquired by students in order to understand reading text. Language is very important tools to communicate with people. In this era English become the international language that can be used by every people in the world.⁵ Expressing the idea and opinion, comprehend what people talked is hard if the pupils do not understand the meaning and do not learn about English aspect. Although there are four skills that should be mastered by the students in English. One of four skills is reading. Gardner & Howard mentioned there are three aspects becoming research concern nowadays about foreign and second language teaching correlate individual differences in learning, the first is cognitive factors, which include intelligence, language attitude, language learning strategies and previous language learning and experience.

² Cash Kumar and Akash Gautam, *Correlation*. (Journal of Varansi India University. Vol.1.no.2.2018) URL : <file:///Users/user/Downloads/2020Correlation.pdf> accessed on 4 February, 2023

³ Jalongo, M. R., & Hirsh, R. A. (2010). Understanding reading anxiety: New insights from neuroscience. *Early Childhood Education Journal*, 37(6), 431- 435.

⁴Nunan, David. 2003. *Practical English language teaching*; first edition. New York, Mc graw hill.

⁵Amberg, Julie S & Vause, Deborah J. *American English:History,Structure, and Usage*.USA:Cambridge University Press (2009). P 23

Second, affective factors which includes attitudes, motivation,⁶ language anxiety, and self confidence about the language, Third, there are miscellaneous factors such as age and socio cultural. In the another side the low achievement of reading comprehension is caused by many factors. Psychological factors are playing a crucial part in the process of reading, Psychological factors consist of attitude, self-efficacy, motivation, and anxiety.⁷ Anxiety had a definite influence in reading.⁸ It means that the anxiety is one of the aspects that can be influenced a reading skills. In line Brown defined anxiety was one of the affective factors which play an important role in learning second or foreign language (It is the most powerful predictor on the students' performance among the affective factors.⁹ Based on those statement anxieties creates cognitive, physiological, and behavioral responses. Thus, when someone experiences anxiety, negative expectations are experienced mentally. This mental negativity makes students feel heart rate and stomachache. Therefore, situations that create anxiety are behaviorally avoided.¹⁰ It means that one of the types of anxiety in learning foreign or second language is anxiety toward reading. In other words, it is perceived as a type of anxiety specifically associated with FL reading.

Woolley suggested that reading comprehension is the process of making meaning from text.¹¹ Based on this statement, reading is one of the stages of understanding the meaning in reading texts, from writing on paper and others. When someone understands the meaning of a particular text, it is called the process of reading comprehension. Therefore, the aim is to gain an overall understanding of what is described in the book rather than getting meaning from isolated words or sentences. besides that reading comprehension will also make it easy for readers to find the intended information, so there will be no misunderstanding of what is read with the purpose that you want to examine.¹²

Moreover Pardo explained reading comprehension is a process in which readers construct meaning by interacting with though the combination of prior knowledge and previous experience, information in a text and stance the reader takes in relationship to the text.¹³ From this explanation it can be seen that when someone wants to understand a text, they must be able to combine their understanding and experience to be able to understand the meaning of the text properly. this requires practice and skills that must be continuously worked on so that someone will be able to relate something read to the experience or phenomenon that occurs, from there a reader will have more knowledge and abilities.

⁶ Ibid.,25

⁷ Mohd. Zin, Z. and Rafik-Galea, S. (2010). Anxiety and academic reading performance among Malay ESL learners. *Journal of Pan- Pacific Association of Applied Linguistics*, 14(2), 41-58

⁸ Nunung, Primadiana, The Correlation Between students reading anxiety and their reading comprehension in ESP Context. (*Journal of international language education*. Vol 5. No 2. 2020). Doi: <https://doi.org/10.26858/ijole.v5i2.15440>

⁹ Brown. H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy*. San Francisco. Pearson Education, Inc.(2007)

¹⁰ Cheng, T. S & Lee, T. H. Maximum Acceptable Weight of Manual Load Carriage for Young Taiwanese Males(2004)

¹¹ Monroe, M. and Rogers, B. *Foundation for Reading Informal PreReading Procedures*. CH1cago: Scott Foresman and Company.2014.p.45

¹² Memiş, A.and Bozkurt, M. (2013). The relationship of reading comprehension success with metacognitive awareness, motivation, and reading levels of fifth grade students. *Educational Research and Reviews*, 8(15), 1242-1246.

¹³ Pardo. (2006). The role of context in learning to teach writing, /<http://jte.sagepub.com/content/57/4/378.full.pdf+html>, 57(4), hlm.379-394

In line with Pang explained that reading comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.¹⁴ Therefore to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence.¹⁵

It means that reading comprehension is one of the skills that must be mastered by someone to be able to understand and retrieve information from reading texts in the form of composed words or sentences. because by having good reading comprehension someone will easily understand information and gain new knowledge.

Research focused on students reading comprehension in recount text, because recount text consisted of past tense, and past continuous tense that may difficult for the students in comprehend the text. Rendering King and Stanley this text can help students to understand the component of reading comprehension. First finding factual information. Finding factual information requires reader to scan specific details.¹⁶ The factual information questions generally appear with WH question word. Second is finding main idea. Finding the ideas was very important because it not only helps to understand the paragraph, but also helps to remember the content later. Third is meaning of difficult word. It means that the reader could develop his/her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text. Fourth is identifying references. It would be boring to have and repeat some word or phrase in every paragraph of a text. To avoid the repetition word in recount text, it would be very frequently in terms of pronoun such as; it, Recount text may be consisted of the restatement and the students knowd the resetatement in different way but still has the same meaning. It is intended to measure reading comprehension students in analyzing relationship of idea within sentences.¹⁷

Based on the preliminary research that had been conducting interviewed with English teacher and students eighth grade about reading comprehension at SMPN 1 Sekampung. The reason pre-research was conducted to determine the students' English skills, especially reading skills in general. The results of the students' reading comprehension test scores are distributed in the following table:

Table 1.1
Reading Comprehension Tes in Preliminary Research at SMPN 1 Sekampung

No	Class	Score		Total
		<75	≥75	
1	VIII A	23	8	30
2	VIII B	24	5	29
3	VIII C	26	4	30
4	VIII D	20	11	31
5	VII E	18	10	28
	TOTAL	111	33	144
	Percentages	77%	23%	100%

Sources: Preliminary Research at SMPN 1 Sekampung

From the data above, there are 144 students in the seventh grade at SMPN 1 Sekampung. More students get a low score or get a score below the criteria of minimum mastery (KKM) of the school. A standard score of the criterion of minimum mastery (KKM) of English subject at that school is 75. There 111 students or 77% of who get a score under 75 and 33 students or 23% who get more than 75. It indicates that most students did not get the standard score and still had difficulties in learning reading

¹⁴Pang, S.E. (2003). Teaching reading. New York: The International Academy of Education, IAE.

¹⁵ Woolley, G. 2011. Reading comprehension: Assisting children with learning difficulties. New York: Springer.

¹⁶ Ibid., 15

¹⁷ Ibid., 29

comprehension. This is supported by the statement conveyed by the English teacher in the interview students can be associated with imperfect text comprehension. As evidenced by the statement from the English teacher during the interview, some students often feel afraid and hesitant to answer questions during reading activities, while others appear worried and remain confused when reading lengthy passages. These manifestations suggest that the anxiety experienced by students may stem from a lack of confidence in their ability to comprehend the text effectively, leading to avoidance behaviors and difficulty engaging with reading materials.

Furthermore, based on the interviewing the students when learning reading comprehension in the classroom some of them were frustrated, because they do not understand every word. Additionally, some of the students felt confused, when they were unfamiliar with the topic of reading the text. Therefore, it provides that the students have anxiety in the reading activity. In line the problem also in the process of answering the questions from the reading test, the students were felt worried when reading the text because they feared the wrong answer. It can be concluded that the students still difficult in comprehending the text and sometimes feel confused and hesitant in reading comprehension process.

The low achievement of reading comprehension was caused by many factors. Psychological factors are playing a crucial part in the process of reading. According to Liu, M., & Huang psychological factors consist of attitude, self-efficacy, motivation, and anxiety.¹⁸ It means that anxiety was the factors that influence reading skills students.

Based on the explanation, anxiety is one of the most influential factors in reading because anxiety belongs to everyone and anxiety should be controlled by us to have better achievement, especially in reading.¹⁹ Spielberger and Edwards described Reading anxiety could give a lot of disadvantages to the students. They will lose their opportunities in using English to improve their language ability, especially in reading. In addition, anxiety could hinder the students in understanding the content of the reading passages.²⁰ It was related with the Naseri and Ghabanchi stated that students expressed feeling frozen, nervous, intimidated, confused, worried and tense during the reading process. It is clear that anxiety has a negative effect on foreign language learning. It might develop negative behaviors of students such as, being worried, becoming passive students, prefer to sit at the back row or skip the class. It means that reading anxiety is essential in learning second or foreign language. However, there are limited researches describing students' reading anxiety especially in Indonesian context. In this regard, most of previous studies have reported about the influencing factors of foreign language anxiety.²¹

Jafarigohar & Behrooznia mentioned there are three basic interrelated aspects of anxiety: physiological, behavioral, and cognitive, but it is the cognitive aspect which has received the most attention.²² Particularly, when comprehending new ideas through reading text, the reader often finds it difficult to concentrate while reading a text that confuses them to understand its content. The state of uneasiness and stress when reading text is commonly called reading anxiety. Reading anxiety is a specific aspect of general anxiety that has been invested in the reading process.

Under the context of English as a foreign language or second language, students' affective factors may contribute to acquiring the target language. According to Krashen, narrowed down the elements based

¹⁸Ibid 12

¹⁹Liu, M., & Huang, W. (2011). An Exploration of Foreign Language Anxiety and English Learning Motivation. *Education Research International*, 2011, 1–8. <https://doi.org/10.1155/2011/493167>

²⁰Spielberger CD, Edwards CD, Montuori J, L. R. *State-Trait Anxiety Inventory for Children*, Palo Alto, CA: Consulting Psychologist Press. (1976).

²¹Naseri, F. and Ghabanchi, Z. (2014). The relationship between self-efficacy beliefs, locus of control and reading comprehension ability of Iranian EFL advanced learners. *International Journal of Language Learning and Applied Linguistics World*, 5(1), 156-174.

²²Jafarigohar, M., & Behrooznia, S. The effect of anxiety on reading comprehension among distance EFL learners. *International Education Studies*, (2012) 5(2), 159–174. <https://doi.org/10.5539/ies.v5n2p159>

on the frequency of its use in research variables into motivation, self-confidence, and anxiety. Within the area of anxiety or specifically mentioned as language anxiety.²³ Moreover, coping with the grammar and structure of sentences increase their stress. In reading strategy, the students confirm that they were taught to use an appropriate reading strategy based on their tasks. For instance, when asked to find specific information in the text, they should use scanning, but skimming is a suitable strategy when the study sees the main topic. The other students add more methods, like translating and note-taking. In students' reading comprehension, the teacher has some high mean classes, but some other courses have a medium or low score. According to the teacher's explanation, it was happened because of the different levels of students. Although the ESP program (Language Center) has designed a syllabus containing teaching methods, material, and evaluation methods, every teacher has their way of delivering a material; hence, the score may differ.

Moreover, the aspect of cognitive is always related with comprehension especially in reading comprehension, because the role of reading comprehension according to Eskey reading at these two extremes of skill, and at the various levels of proficiency between them, is a series of activities which presuppose different levels of knowledge, different needs and purposes. It should be apparent; then, that what may be true about reading at some particular level of proficiency may not be true at all of reading at much higher or much lower levels. Reading is primarily a cognitive process, in the process of comprehend the text reading comprehension the reader need some elements that support the process of understanding their reading text such as the vocabulary, word meaning, main idea and understanding the inferences and the students also need but knowledge.²⁴ 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 and has negative thinking about a wrong meaning of the text. It makes their reading comprehension 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.

According to Clark Reading anxiety can negatively impact students' reading comprehension skills. It can lead to difficulties in concentration, reduced reading speed, impaired word recognition, and comprehension deficits. Students may experience increased stress levels, which can further interfere with their ability to understand and retain information from texts. Causes of Reading Anxiety: Reading anxiety can stem from various factors, including previous negative experiences with reading, fear of failure or judgment, low self-confidence in reading abilities, high-stakes testing situations, or learning difficulties. It can be particularly prevalent among struggling readers or those with learning disabilities.²⁵ El Sheikh also defined that relationship with Reading Motivation: Reading anxiety and reading motivation are closely linked. Students who experience high levels of reading anxiety may also exhibit lower levels of reading motivation and engagement. The fear of reading can lead to avoidance behaviors and a lack of interest in reading activities, further impacting their comprehension development.²⁶

Based on the phenomenon, this research will conduct by the title "The Correlation Between students Reading Anxiety and Reading comprehension Achievement.

²³ Krashen, S. D. (2018). Principles and practice in second language acquisition (1st ed). Pergamon. Hal.21

²⁴ Ebru Kaya, The Role of Reading skills on reading comprehension ability of Turkish EFL students (Journal of Universitepark Bulten Vol4 No 1 2018) URL: file:///Users/user/Downloads/The_Role_of_Reading_Skills_on_Reading_Comprehensio.pdf accessed on 20 November 2022

²⁵ Clark, M. M., & Lovitt, T. C. (1995). Reading anxiety, classroom climate, and college freshmen's reading comprehension. *Journal of Reading Behavior*, 27(4), 483-497.

²⁶ El-Sheikh, T. M., & Al-Mously, M. (2020). Reading anxiety among EFL university students: Prevalence, contributing factors, and coping strategies. *Journal of Language and Linguistic Studies*, 16(1), 31-46.

C. Identification and Limitation of the Problem

Based on the background of the problem the identification and limitation of the problems of this research as follows :

1. Identification of the Problem

Based on the background, the problems are decided as follows:

- a. The students confused when reading a long paragraph
- b. The students mostly looked worried about the reading activity
- c. The students mostly felt hesitant during reading activity
- d. The students mostly felt afraid to make mistakes in reading test
- e. Students could not understand the meaning of the text

2. Limitation of the Problem

Based on the identification the limitation of this research is focus to know the correlation between students reading anxiety and their reading comprehension in recount text of students eighth grade at SMPN 1 Sekampung in the academic year of 2023/2024 .

D. Formulation of the Problem

After identifying the problems stated above, this research formulated the problem to know “Is there any significant correlation between students’ reading anxiety and reading comprehension achievement at the eighth grade of SMPN 1 Sekampung in academic year 2023/2024”

E. Objective of the research

In line with the problem, the objective of this study is to know the correlation between student’s anxiety and their reading comprehension achievement of the eight grade at students SMPN 1 Sekampung in the academic year 2023/2024”.

F. Significance of the Research

The finding of this research are supposed to be useful for:

1. Theoretical Contribution

This research conducted the theory about reading anxiety and reading comprehension that may contribute to students' English education study programs as references and add new knowledge.

2. Practical Contribution

The practical contribution of this research are :

- a. The researcher

This research hopefully gives benefits and ontributes to the development of knowledge on the affective factors of reading anxiety.

- b. The students

This research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign or second language such as foreign language researcher and educational practitioners.

- c. The teacher

This research are expected to be useful and valuable for the teachers in understanding students reading anxiety.

G. Relevant Research

Relevant research is the irreplaceable contribution to the development of more rational, scientific and socially relevant study or literature, there are some relevant research that related with this research as follows :

1. The first previous research conduct by Dewi and etc. entitled “The Relation between students anxiety and reading comprehension” this research aims to analyse the relation of students anxiety and reading comprehension among senior high school students in Klari Karang. This research used Questionnaire and reading comprehension test to measure the students reading anxiety and reading comprehension. This research used correlational research design in quantitative as the method, based on the research finding the data found 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).²⁷
2. The second previous research by Nunung and Etc, entitled “ The correlation between students reading anxiety and their reading comprehension in ESP Context” This study was aimed at analyzing the correlation between reading anxiety and reading comprehension of ESP students in Universitas Muhammadiyah Malang. The participants in this study were 50 first-year Governmental Science students who took intensive reading I. This study used correlational design to analyze the relationship between two variables (Reading anxiety and Reading comprehension). In collecting the data, the English Foreign Language Reading Anxiety Inventory (EFLRAI) questionnaire was used to investigate the level and potential causes of reading anxiety. It was found out that the most potent sources of reading anxiety were bottom-up reading anxiety, that is to say unclear-meaning vocabulary in English written text. Regarding students reading comprehension level, the ESP students have a low reading comprehension score. The research findings also illustrated a negative moderate-strong relationship between reading anxiety and Comprehension of ESP students. It means, the higher anxiety the students have, the lower their comprehension score they obtained.²⁸
3. The third previous research by Ridha entitled “ The Correlation among students reading motivation, anxiety and comprehension during the covid 19 pandemic”. This research used correlational research design in method to find out the correlation between two of variables. The instruments that used is questionnaire and the test to know the comprehending the students reading comprehension. The finding was showed that there was no significant relationship between students’ reading motivation and students’ reading anxiety (.112 $>.05$), there was significant correlation between students’ reading anxiety and students’ reading comprehension (.019 $<.05$), among students’ reading motivation, students’ reading anxiety (F= 5.790, p= .011) gave significant effect on the students’ reading comprehension.²⁹

Based on the described about relevant research that has the same aim example as the first relevant first previous study measured the correlation between two variables such as dependent and independent variables are the same with this research, as the second previous study used sample variables too such as reading anxiety and their reading comprehension.

²⁷Dewi Wahyuning & Nadia Fairuz, The Relation between students Anxiety and Reading Comprehension (journal of English Education Vol 1 No 4 2018) P 21

²⁸Nunung Mardianti, Primardiana Hermilia Wijayanti & Nurul Murtadho, The correlation between students reading anxiety and their reading comprehension in ESP Context (Journal of language Education, Vol 5 No 2 2021) P 15

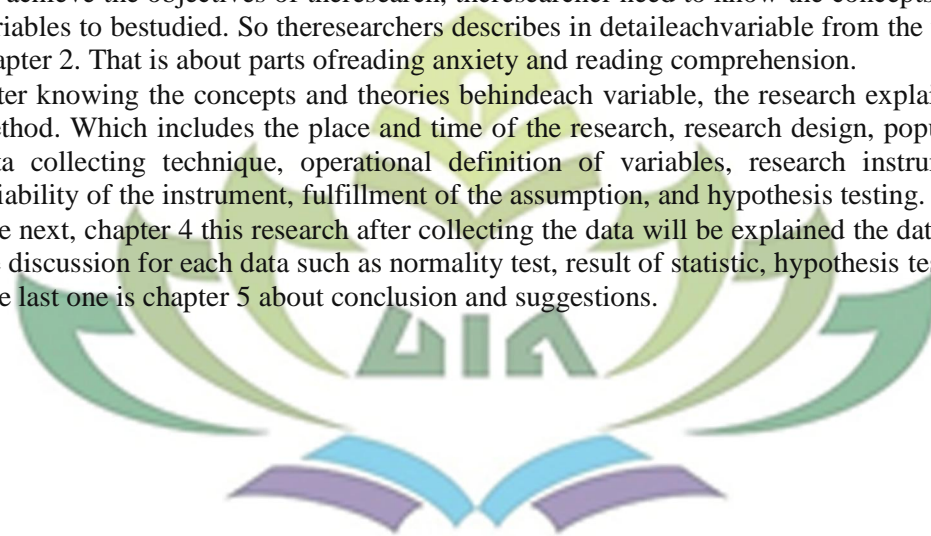
²⁹Ridha Alifa Yurianti, The Correlation among students reading motivation, anxiety and comprehension during the covid 19 pandemic. (Journal of intensional congerence on English Vol 5 No 1 2021) .p 42

But on the other hand, there are some differences in this research with other researchers. Previous research by Dewi found differences in research subjects using high school students, while this study used junior high school students. Then, the difference between the research conducted by Nunung and this research lies in the focus of the research if the relevant research used ESP subject this research will use recount text as the subject. Moreover, the difference between relevant research by Ridha and this research is on the independent variable and time of the research. So that it will be known specified in the problems and objectives of the research that are different from the previous research.

H. Systematic of Research

In this proposal entitled “The correlation between students reading anxiety and their reading comprehension achievement” this research describes several systematic that will be arranged in five chapters as follows :

1. In the first chapter, the researcher explains the title affirmation, background of the problem in this session explains about problems faced by students in English lesson, identification and limitation of the problem, formulation of the problem, objective of the research, significance of this proposal for the readers in the future, relevancy of the research, and systematic of the research.
2. To achieve the objectives of the research, the researcher needs to know the concepts and theories of the variables to be studied. So the researcher describes in detail each variable from the title of this study in chapter 2. That is about parts of reading anxiety and reading comprehension.
3. After knowing the concepts and theories behind each variable, the researcher explains about research method. Which includes the place and time of the research, research design, population, sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfillment of the assumption, and hypothesis testing.
4. The next, chapter 4 this research after collecting the data will be explained the data finding and make the discussion for each data such as normality test, result of statistic, hypothesis test.
5. The last one is chapter 5 about conclusion and suggestions.



CHAPTER II FRAME OF THEORY AND HYPOTHESIS

The frame of theory is consisted of the literature review that use to supported the research such as concept of reading anxiety, reading comprehension and recount text.

A. Theories

1. Concept of Reading Anxiety

a. Definition of reading

Some people use their previous knowledge and experience of the topic when trying to understand the meaning of the passage when they have to or want to read. Some researchers view reading as a cognitive, developmental and socially constructed tasks.

According to Nunan Reading as a fluent process of readers combining information from text and their own background knowledge to build the meaning of the text. He also adds the goal of reading is essentially relating to reader's comprehension. This term should be underlined to remind us of the nature of reading comprehension itself.³⁰ it refers that reading is the process of students in combining the knowledgement and the experience by collaborate with reading ability at the same time to get the information from the sources.

Carrel and Grabe defined reading is a complex skill involving a variety of sub skills like skimming, scanning, summarizing, and identifying the discourse markers. Mastering reading will enhance and enrich the language learning process.³¹ it means that reading is the process of looking up the information by understanding the sentence or word from the sources by scanning the key words in reading something.

Patel & Jain stated that reading skills is one of four English language that must be mastered beause reading is not just to get information but have to go through an understanding of the context in the text or the intention and the aim to the autor.³² it means that reading is the competence to draw meaning from printed page and interpret the information appropriately. It means that comprehending and interpreting the information from the text are important. It implies that students have to learn a considerable amount of information of the text.

Danny defined reading is to develop the students' ability in reading the text, get the information and understand about the text. On the other hands, the aim of teaching reading for the students is to comprehend and react toward what is written.³³ It means The process involves the reader, the text, the interaction between reader and text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine the meaning.

According to Aebersold Reading is an interactive process between the reader and the writer of a text. The text provides information that the author wants the readers to understand in certain ways. The reader also brings a wide range of background knowledge in reading, and she or he actively constructs the meaning of the text by comprehending what the writer intends by interpreting it in terms of the background knowledge activated by the reader.³⁴

By delivered the statement above, it can be concluded the reading is the activity in English skills by consider the word from the sources to get information and getting the specific information the students need to pleasure the aspect of reading. Reading skill it was

³⁰Nunan, David. Practical English language teaching; first edition. New York, Mc graw hill. 2003. 45

³¹Carrel and Hatfliend, I Educational Traning. Boston: Harvad Business.(1995). P 123

³²Patel , M. F. & Jain, Praveen M.English Language Teaching. Jaipur : Sunrise Publisher & Distributors. 2008. P

³³Danny Brassell and Timothy Rasinski. Comprehension that Works Taking Students Beyond Ordinary Understanding to Deep Comprehension. (Huntington Beach, CA: Shell education, 2008). p. 15-1

³⁴Aebersold, Ann, and Mary lee Field From reader to reading teache : issues and strategies for second labguage classroom, (Cambridge :Cambridge university Press).p 67

pointed out that reading involves correlating elements of language with meaning. The most familiar of all elements of language are „words“ and it must be quite clear that part of what is involved in understanding a text is understanding the meanings of individual words in that text.

b. Definition of Reading Anxiety

Reading anxiety is a part of anxiety that associated to reading in learning foreign or second language. According to Horwitz reading anxiety was expressed as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.³⁵ It means that a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

Saito Explained reading anxiety is in fact a separate situation from language anxiety with different factors, different outcomes and in need of further attention.³⁶ Students may not feel anxious during the entire day or when speaking or listening, but may feel anxiety during the reading process alone. This shows that reading anxiety is a specific situation of anxiety.

Hinton defined reading anxiety is the view, when a child reads, neural networks are activated in their system related to emotions which will become associated with reading.³⁷ In the another side According to Armstrong Santarpia and Kitty Voos, 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.³⁸

One of the most discussed alanguage sill is anxiety in reading. Zbornik defines reading anxiety as an unpleasant emoetiobal reaction toward reading that results whn the tstudents intellectual drives of curiosity, aggresstion, and indepenecene become associated either singularly or in combination with significant other disapproval and reading process. Significant other itself is defined as a person or persons who have a significane emoitiobal influence over that students behavior or belif system.³⁹ moreover Azizah *etc* defined in reading class, a reader is assumed to be spared the feeling of worry and humiliation of having to expose his incompetency to others. Unfortunately, several studies have shown that it is not necessarily true. These studies found that reading anxiety does exist and it may even have a significant impact on the learner it called by reading anxiety.⁴⁰ in line Shboul explained that The reading anxiety factors based on text features are unknown vocabulary, unfamiliar topic and unfamiliar culture; while the personal factors are afraid of making errors and worry about reading effects.⁴¹

In another side Philips defines that reading anxiety is a consequence, rather than a cause, of poor achievement in foregn language learning. In addition, this anxiety is. Areult of

³⁵Horwitz, E.K. Language anxiety and achievement annual review of applied linguistic, Journal of englsih education. Vol. 21. No 12 p 112

³⁶Saito, Y., Garza, T. J., Horwitz, E. K., & Garza, T. J. (1999). Foreign Language Reading Anxiety. *The Modern Language Journal*, 83(2), 202–218. <https://doi.org/10.1111/0026-7902.00016>

³⁷Pradhita, S. (2014). *The Relationship Between Students' Motivation and Their English Learning Achievement*. Jakarta.

³⁸Armstrong, M., & Baron, A. (1998). *Performance Management : The New Realities*. New York: Institute of Personnel and Development.

³⁹Zbornik Radova (2001) Reading anxiety manifest itself emotionally , intellectually

⁴⁰ Azizah Rajaba ,Wan Zarina Wan Zakariab , Hamidah Abdul Rahmanc , Alia Diyana Hosnid , Samira Hassanie, Reading Anxiety among Second Language Learners. (*International Journal of Procedia* Vol.66.no.3.2012) p 362 URL : file:///Users/user/Downloads/Reading_Anxiety_among_Second_Language_Learners.pdf

⁴¹ Al-Shboul, M. M. et al. (2013). Foreign Language Reading Anxiety in Jordanian EFL Context: A Qualitative Study. *English Language Teaching*; Vol. 6, No. 6.

real difficulties that students have when processing input and producing output there should be a high awareness toward this kind of anxiety as when students are reluctant to read, there is a surety it will affect their academic achievement directly or indirectly.⁴²

Based on the explanation above it can be concluded that reading anxiety is the cognitive perspective, reading is a cognitively demanding activity that requires the coordination of attention, memory, perception, and comprehension process of someone in reading

c. Factors influencing Reading Anxiety

Reading anxiety is influenced by some factors. There are textual factors, personal factors and background information. To specific explanation will be explained based on Celebi below.

1) Textual factors and anxiety

Textual factors include unknown vocabulary, unfamiliar topics and unfamiliar cultural twithin the text. These factors are presented within the text itself and are separate from the personal factors which are presented later on. The following will discuss students' perceptions of the textual factors.

a) Unknown vocabulary and structure

Unknown vocabulary and structure are textual factors that arise when students encounter difficult or unknown words in a text, or when the syntactic or semantic structure differs from their own native language.

b) Unfamiliar topic

Primary factor of reading anxiety experienced by students was the factor of unfamiliar, difficult or uninteresting topics within texts. To be a text containing new, uninteresting or difficult topics or subjects. Getting background knowledge on the subject in a text will greatly increase comprehension of the reading and decrease the probability of anxiety regarding reading. Family or related subjects to the student's field of study made the student's reading experience more enjoyable.

c) Unfamiliar Culture

Unfamiliar culture is defined within the research as the "interaction between the reader and the shared knowledge of the cultural history in the printed materials"⁴³

Based on the explainaton above it can be concluded that the texual factor and anxiety is the students ability included in vocabulary m unfamiliar topics and unfamiliar cultural in reading process. This aspect included in factor that affecting students anxiety. Because if the students has different ability in interpret some meaning and has different culture it will make them anxiety to producing something.

2) Personal factors and anxiety

Personal factors that may correlate with reading anxiety include worrying about reading effects and fear of making errors. These are separated from the textual factors mentioned above. They may relate to the factors within the text, but focus on the students' personality or inward feelings that become factors of anxiety, identified Personality factors also included negative background, lack of self-confidence and high expectations. The following will present based on Strongman student perceptions of the personal factors of reading anxiety.

a) Worry about reading effects

Worry about reading effects includes student worry that they will not be able to understand what the author is trying to say or that they will not be able to understand the simple concepts or key ideas within the text.

b) Fear of making errors

⁴²Philips, Elane 2000 the effect of language anxiety on students oral test performance and aiiitues. The modern language journal Vol 76 No 1

⁴³Celebi, S. Teachers and students' views on anxiety in English classrooms and attitudes towards English (Master's thesis, Cukurova University, Adana, Turkey).2009 Retrieved from <http://library.cu.edu.tr/tezler/7549.pdf>

Fear of making errors factor as the specific situation of reading anxiety when students would fear making pronunciation errors or other mistakes while reading aloud in front of their peers. It can be concluded that the reasons of students fear in making errors because they feared pronunciation errors, students laughing at them, speaking without preparation and others.

c) Lack of self confidence

They lack selfconfidence in FL reading because they think that not having the good habits of FL reading affects their development of reading skill in the target language; and therefore, the sense of being inadequate in FL reading leads them to escalate the anxiety.

d) High expectation

High expectations emerged as another anxiety provoking part of the reading process related to the personal factors. Some participants expressed having such a belief that they have to set their standards in relation to reading skill as high as the level of native speakers. According to them, these high expectations lead to frustration due to their inability to attain the high standards and clash the outcomes in reality.⁴⁴

This statement supported by Luoma factors affecting students in English lesson is self confidence.⁴⁵ It can be concluded that personal factors is one of the factors that can influence students anxiety in learning process. If the students feel worry about reading effect it will make them anxiety and feeling confused in producing the word in their mind. In the another side if the students lack of self confidence it will disturbed them, because if the students have a good self confidence it will help them become a good speaker, reader, listener.

3) Background information

a) Age and gender

Anxiety is a feeling of nervousness, apprehension, fear, or worry. Some fears and worries are justified, such as worry about a loved one or in anticipation of taking a quiz, test, or other examination. Problem anxiety interferes with the sufferer's ability to sleep or otherwise function. It is remarkable that teenagers are particularly at risk to having irritability as a symptom of a number of emotional problems, including anxiety. According to Dorn female teenagers to have higher anxiety levels than males. It can be concluded that the age and gender can influence their anxiety.⁴⁶

b) Time.⁴⁷

Time is talked about the duration of someone in one position or one activity, if the person was shyness and was distributed their performance it aims was influence their anxiety.

Based on the explanation above, this research will measure the students reading anxiety in their personality or in personal factors affectings that consisted of worry about the result, lack of self confidence, high expectation and worry about reading text.

⁴⁴Strongman, K.T. The Psychology of Emotion, From Everyday Life to Theory. 5th edition. New York:McGraw-Hill, 20013. P 32

⁴⁵Luoma, S. Assessing speaking. Cambridge, England: Cambridge University Press, 2004. p32

⁴⁶Surtees PG, Wainwright NWJ, Pharoah PDP. Psychosocial factors and sex differences in high academic attainment at Cambridge University. Oxford Rev Educ 2002;28:21-38

⁴⁷Surtees PG, Wainwright NWJ, Pharoah PDP. Psychosocial factors and sex differences in high academic attainment at Cambridge University. Oxford Rev Educ 2002;28:21-38

d. Indicators of Reading Anxiety

According to Saito framework consists that the indicators of general reading anxiety as follows :⁴⁸

- 1) Nervousness and worry
The students feel nervous and worry to associated with imperfect text comprehension (e.g., encounter with unknown linguistic features). Students anxiety over various reading difficulties in the target language.
- 2) Negative or pessimistic beliefs about reading
The students perceptions of relative difficulty of reading as compared to other language skills (e.g., holding the idea that reading is the hardest part of language learning).
- 3) Students perceptions of various aspects of reading
- 4) Unwillingness to demonstrate one's linguistic skill
Tension and worry over reading out in the class (e.g., nervousness about reading target language aloud in classes).
- 5) Self belief in English reading proficiency.

Based on the explianation above, it can be conluded that to knowthe students reading anxiety can used the indicators of reading anxiety that consisted of five elements as follows nervous , negative pessimistic , lack of enjoyent , unwillingness and reliance.

2. Concept of Reading Comprehension

a. Definition of Reading comprehension

Comprehension is the center reading.⁴⁹ According to Caldwell, comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension starts from move the words on the page to the meaning in the mind, recognize individual words using memory and knowledge of letter and sound patterns, match the resulting pronunciations with meanings, and finally connect these words into idea units.⁵⁰ It means a person's ability to understand context based on what is read or heard.

Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader.⁵¹ It means that reading comprehension is a process in which the reader constructs meaning using material, information in the text and the reader's knowledge.

According to Woolley, reading comprehension is the process of making meaning from text. Therefore, the aim is to gain an overall understanding of what is described in the book rather than getting meaning from isolated words or sentences⁵² in line Pardo defined reading comprehension is a process in which readers construct meaning by interactingng with though the combination of prior knowledge and prevous experience , information in a textm and stance the reader takes in relatinhip to the text.⁵³

According to Pang reading comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a tex of background knowledge, vocabulary, grammatical

⁴⁸ Saito, Y., Horwitz, E. K., & Garza, T. J. (1999). Foreign language reading anxiety. *The Modern Language Journal*, 83(2), 202-218.

⁴⁹ Karen Tankersley, *Threads of Reading: Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data, 2003), p.23

⁵⁰ Joanne Schudt Caldwell, *Comprehension Assessment a Classroom Guide*, (New York: The Guild Press, 2008), p.5

⁵¹ Paula J Clarke and Dean Chesher, *Developing reading comprehension*, (New York: The Guilford Press, 2014), p.5

⁵² Gary Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (New York: Springer Science, 2011), p.15

⁵³ Pardo. (2006). The role of context in learning to teach writing, /<http://jte.sagepub.com/content/57/4/378.full.pdf+html>, 57(4), hlm.379-394 .

knowledge, experience with a text and other strategies to help them understand the written texts.⁵⁴ Moreover Woolley adds that reading comprehension is the process of making meaning from the text. The goals, therefore I to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentence.⁵⁵

From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text

b. Aspect of reading comprehension

Brown classifies seventh aspects of reading comprehension, namely:

- 1) Main Idea (topic), the idea or topic that discusses in the text.
- 2) Expression / idiom/ phrase / in context.
- 3) Inferences (implied detail), part of the text that assumes the reader already learned about a specific topic.
- 4) Grammatical features, its about the element in linguistics words.
- 5) Detail (Scanning for a specifically stated detail), the specific information in the text.
- 6) Excluding facts not written (unstated details), the specific information in the text.
- 7) Supporting idea, the idea that backs up the main idea.
- 8) Vocabulary in context, words that have the same meaning (synonym).⁵⁶

Based on the explanation above it can be concluded that the students knows about main idea, expression/idiom/phrases in context, inferences (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding fact not written (unstated details), and vocabulary in context.

3. Concept of Text

a. Definition of Text

Siahaan and shinoda stated that a text is meaningful language in a contexts, it is both a spoken and write text.⁵⁷ Therefore text is a writing form or result of the writer result. Write text is any meaningful write text. The writer assumes that text is some sentences in write text and the readers can get information from the text.

b. Kinds of text

Text is when these words are put together to communicate a meaning, a piece a text is created. Pardiyono said that there are 9 kinds of text that must be taught by students.

- 1) Descriptive text
Descriptive is the type of text that describes an object.
- 2) Recount text
Recount text is the type of text about information in the past event.
- 3) Narrative text
Narrative text is the type of text about problematic story that has a climax and document as a solution in the end of the story. The story can be a fiction such as legend, fairytale, myth, and fable.
- 4) Procedure text
Procedure text is the type of text to describe how something is accomplished through a sequence of actions or steps.
- 5) Explanation text
Explanation text is the type of text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

⁵⁴Pang,S.E.(2003). Teaching reading. New York: The International Academy of Education, IAE.

⁵⁵ Woolley, G. 2011. Reading comprehension: Assisting children with learning difficulties. New York: Springer.

⁵⁶H Douglas Brown, Language Assessment Principle and Classroom Practices, (New York: Longman Person, 2014). p.206

⁵⁷Sanggam Siahaan And Kosno Shinoda, Generic Structure Text (Yogyakarta: Graha Ilmu, 2008), P.1

- 6) Report text
Report text is the type of text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment.
- 7) Exposition text
Exposition text is the type of text about argument or opinion of someone to perceive the problem.
- 8) Discussion text
Discussion text is the type of text to present (at least) two points of view about an issue.
- 9) News item
News item is the type of text about events of the day which are considered newsworthy or important.⁵⁸

Based on the explanation above this research focus to measure students reading comprehension in recount text, recount text is the type of the text that tells the factual story, truly story the context of this study is measure to now the students reading comprehension in the text. It is learned by the 8th students based on the syllabus.

4. Concept of Recount text

a. Definition of recount text

Many experts tried to define the meaning of recount text. According to Barwick, the Recount text describes an event that has accrued in the past. It means that Recount is a kind of text that retells events or experiences in the past. According to Anderson, recount text is speaking or writing about past events or a piece of text that retells past events, usually in the order in which they happened. Recount text means the form of the text telling about someone's experience in the past, therefore the experience of the readers themselves, such as their adventure and days activities.⁵⁹ It means that recount text is a text which retells the event in the past.

Moreover, according to Barwick, the purpose of recount text is to reconstruct past events in the time order in which they occurred.⁶⁰ in line Purwanti recount text is a type of text that has the main function or communicative purpose to tell the reader or listeners or viewers about past event or past experience.⁶¹ Recount text is a text which tells about "what happened" and it is focused on a sequence of events, all of which relate to the occasion. Recount text is a text that tells the reader about one story, action or activity.

Reading recount text usually can make the reader imagine the incidents which the writer tells. The purpose of recount text is to retail a series of events, usually, in the order, they occurred. In another word, the purpose of recount text is to inform the readers about something that has already happened. There is a generic structure that is in recount text:

- 1) Orientation: the orientation supplies the background information. It establishes the time, setting, and who or what participating.
- 2) Series of events: sequence events that happened from the beginning until the end.
- 3) Re-orientation: this is an optional stage and is often used to complete the writing by rounding off the series of events.

Based on the explanation above, it can be concluded that recount text is a text that tells about something that happened in the past to give information about what has already happened. Recount text consist of three parts, namely orientation, series of event, and re-orientation. orientation mentions when the events happened, who was involved, what happened, and where

⁵⁸Pardiyono, Aku Pasti Bisa:the Art of Teaching, (Yogyakarta: Andi Publisher, 2010), p.27-38

⁵⁹ Anderson, T., & Shattuck, J. 2012. Design-based research: A decade of progress in educational research? Educational Research (hal.16-25). <https://www.semanticscholar.org/paper/Design-Based-ResearchAnderson-Shattuck/98152a08fa2c740a8e5d09415256467ad7cdb9a8>

⁶⁰ Barwick, J. (1999). Targeting text: recount, procedure, exposition, upper level. Australia: Blake Education. Retrieved September 1, 2019, from [https://books.google.co.id/books?id=p9R04Ucj9WoC&printsec=frontcover&dq=Barwick,+J.+\(1999\).+Targeting+text:+recount,&hl=id&sa=X&ved=0ahUKEwjyPiIm7XnAhVZcCsKHTuRCoIQ6AEIKDAA#v=onepage&q=Barwick%2C%20J.%20\(1999\).%20Targeting%20text%3A%20recount%2C&f=false](https://books.google.co.id/books?id=p9R04Ucj9WoC&printsec=frontcover&dq=Barwick,+J.+(1999).+Targeting+text:+recount,&hl=id&sa=X&ved=0ahUKEwjyPiIm7XnAhVZcCsKHTuRCoIQ6AEIKDAA#v=onepage&q=Barwick%2C%20J.%20(1999).%20Targeting%20text%3A%20recount%2C&f=false)

⁶¹ Purwanti. 2013. Let's Write English Text. Klaten : PT.Intan Sejati

the events took place. Series of events text what happened in sequence. Reorientation is the ending of the story.

b. Types of recount text

According to Keir, there are three types of recount text. There are personal recounts, factual recounts, and imaginative recounts.

1) Personal recount

The personal recount is something that the writer or speaker has experienced personally. It means that a personal recount is a story that tells about activities whereas the writer or speaker involves or does by her or himself. This type uses first pronouns (i, we). Some examples of personal recounts include family holidays and diary entries.

2) Factual recount

Factual recount records the details of the particular incident. A factual recount is concerned with recalling events accurately. This type uses the third person pronouns (he, she, it, and they). Some examples include accident reports and historical recounts.

3) Imaginative recount

Imaginative recount gives details of what might have happened in the past. It means that an imaginative recount describes an imaginary role and gives details of imaginary events.

This research will use the personal and factual recount text, because it tells about someone experience in the past that can make students interest to know and has the same story. Because that the researcher will use personal and factual recount text.

c. Language features in a recount

The language features usually found in a recount are :

- 1) Nouns and pronouns to identify people, animals, or things involved: firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered.
- 2) Past action verbs to refer to the events: he just gave me some advice and since that accident.
- 3) Past tense to locate events concerning speaker's or writer's time: he began to teach me to ride the motorcycle around a field in my village.
- 4) Conjunction and time connectives to sequences the events: finally, my father surrendered and promised to teach me.
- 5) Adverb and adverbial phrases to indicate place and time: one day later, when I was alone at home, I intended to try my riding ability.
- 6) Adjective to describe nouns: I realized my ability to ride a motorcycle.

Example of recount text such as :

**Titled
Setting**

Events in time order

A trip to the Zoo

Yesterday, my family and I went to the national Zoo and aquarium to visit the new Snow Cubs and the other animals.

when in the morning, when we got to the Zoo and Aquarium there was a big big line, so we had to wait a while to get in.

After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful.

At lunchtime Dad decided to cook a bbq. He cooked sausages so we could have sausage sandwiches. Mum forgot the tomato sauce so we had to eat them plain.

In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the

Concluding statement

tropical fish.

At the end of the day when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home.

B. Frame of Thinking

Based on the theoretical that described this section explain the frame of thinking about correlation between students reading anxiety and their reading comprehension acvhiement of the eighth grade students at SMPN 1 Sekampung. As the Ahmad et al. (2013) found that students demonstrated trouble with English texts that included words with multiple meanings. Most students were worried that they could not understand the full meaning of the text because they did not understand the community. Students would come to the realization that the meaning they gave to the text was illogical due to a cultural misunderstanding, which caused immediate anxiety. In the another side Moreover, Trait anxiety can impair cognitive functioning to disrupt memory, to lead to avoidance behaviour, and to have several other effects. Language anxiety is a type of anxiety specifically associated with second or foreign language learning context and it is an important factor that influences one"s level of achievement in foreign language learning. The figure describe the frame of thinking in this research:



Figure 2.1
Frame of Thinking

C. Hypothesis

Based on the theories, assumption above, and also the formulation of the problem, the reseracher would like to make hypothesis as follow:

- H0 : There is no significant Correlation Between Students' Reading Anxiety And Reading Comprehension Achievement at The Eighth Grade of SMPN 1 Sekampung in Academic Year 2023/2024
- H1 : There is significant Correlation Between Students' Reading Anxiety And Reading Comprehension Achievement at The Eighth Grade of SMPN 1 Sekampung in Academic Year 2023/2024

CHAPTER V CONCLUSION AND RECOMMENDATION

This chapter presents (1) conclusions, and (2) recommendation

A. Conclusion

From the findings and interpretation in the previous chapter, some conclusion could be presented. First, all the students reading anxiety and reading comprehension were correlated with the hypothetical test it can be seen that the score of Sig 2 tailed were 0.041. as the criteria acceptance of hypothesis test if H_a is accepted if $\text{Sig.} < \alpha = 0.05$, H_0 is accepted if $\text{Sig.} \geq \alpha = 0.05$. based on the result the sig 2 tailed were $0.041 < 0.05$ were lower than the criteria, it can be concluded that the H_0 was rejected and H_a accepted, There is Significant Correlation between students' anxiety and their reading comprehension. It could be concluded that students reading anxiety gave significant correlation on students reading comprehension achievement. It indicated that one of psychological factors which is reading anxiety had essential contribution in succeeding students reading achievement. The Students' perceptions of relative difficulty of reading as compared to other language skills, Low self perceptions due to anxiety can interfere with a person's ability to understand text well. When someone feels insecure or unsure about this abilities, this can hinder the comprehension process and affects their reading performance. This study may have some pedagogical implication for next researchers and students.

B. Recommendation

Based on the result, this research gaved the recommendation for :

1. The researcher

This research given the recommendation for the researcher to learn more about the aspects or the factors that can influenced students reading comprehension. Such as the reading habit, reading knowledge.

2. The students

This research can be useful and positive valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign or second language such as foreign language researcher and educational practitioners.

3. The teacher

The teacher can take the information about reading anxiety and reading comprehension were correlated, so the English teacher can boost the students indepence first before teaching and learning reading comprehension.

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