



Premise : Journal of English Education and Applied Linguistics

e-ISSN: 2442-482x, p-ISSN: 2089-3345

<https://fkip.ummetro.ac.id/journal/index.php/english>

DOI: 10.24127/pj.v13i3.10631

THE CORRELATION BETWEEN READING ANXIETY AND READING COMPREHENSION ACHIEVEMENT EFL OF MAN 2 PALEMBANG

by

Tasya Annura*

English Education Department, UIN Raden Fatah Palembang, Palembang, Indonesia
tasyaannural@gmail.com

Dewi Warna

English Education Department, UIN Raden Fatah Palembang, Palembang, Indonesia
dewiwarna_uin@radenfatah.ac.id

Eka Sartika

English Education Department, UIN Raden Fatah Palembang, Palembang, Indonesia
ekasartika_uin@radenfatah.ac.id

**Corresponding author*

(Article History: Received:23-06-2024;Reviewed1:09-08-2024;Reviewed2:24-08-2024: Accepted:25-10-2024;Published:30-10-2024).

Abstract:

Reading anxiety refers to the fear learners experience when reading a foreign language, impacting both the mind and body. This anxiety leads to cognitive, physical, and emotional problems, hindering students' ability to understand and extract information from texts, which significantly affects their reading achievement. This research examined the correlation and influence between students' reading anxiety and reading comprehension achievement among eleventh-grade students at MAN 2 Palembang. This study employed a quantitative, non-experimental research design utilizing a correlational approach. The study focused on eleventh-grade students from MAN 2 Palembang, with a sample of 102 students selected using convenience sampling. This study utilized the FLRAS Questionnaire, developed by Saito et al. (1999), and a reading test to gather data. The Pearson product-moment correlation was used with SPSS 26 to evaluate variable relationships. The findings indicated a moderate relationship between students' reading comprehension proficiency and reading anxiety level, with the correlation coefficient or R-value (0,522) higher than *r*-table (0,192). Furthermore, the findings suggested that students' reading anxiety substantially impacted their reading comprehension achievement, whose *t*-value (6,114) was higher than *t*-table (1,984) and sig. Value (0,000) was lower than probability (0,05). It could be proved that different levels of reading anxiety had a significant correlation to the student's reading comprehension achievement. The study revealed text features as the primary cause of students' foreign language reading anxiety, offering potential pedagogical benefits for future research and students.

Keywords: *reading anxiety; reading comprehension achievement*

Abstrak:

Kecemasan membaca mengacu pada ketakutan yang dialami pelajar saat membaca bahasa asing, yang memengaruhi pikiran dan tubuh. Kecemasan ini menyebabkan masalah kognitif, fisik, dan emosional, menghambat kemampuan siswa untuk memahami dan mengekstrak informasi dari teks, yang secara signifikan memengaruhi prestasi membaca mereka. Penelitian

How cite this article:

Annura, T., Warna, D., & Sartika, E. (2024). The correlation between reading anxiety and reading comprehension achievement EFL of MAN 2 Palembang. *Premise: Journal of English Education and Applied Linguistics*, 13(3), 911–932. <https://doi.org/10.24127/pj.V13i3.10631>

Annura et al. (2024)

ini meneliti korelasi dan pengaruh antara kecemasan membaca siswa dengan prestasi membaca pemahaman siswa di kalangan siswa kelas 11 di MAN 2 Palembang. Penelitian ini menggunakan desain penelitian kuantitatif dan non-eksperimental menggunakan pendekatan korelasial. Penelitian ini berfokus pada siswa kelas sebelas dari MAN 2 Palembang, dengan sampel 102 siswa yang dipilih menggunakan convenience sampling. Penelitian ini menggunakan Kuesioner FLRAS, yang dikembangkan oleh Saito et al. (1999), dan tes membaca untuk mengumpulkan data. Korelasi momen produk Pearson digunakan dengan SPSS 26 untuk mengevaluasi hubungan variabel. Temuan menunjukkan hubungan moderat antara kemahiran pemahaman membaca siswa dan tingkat kecemasan membaca, dengan koefisien korelasi atau nilai-R (0,522) lebih tinggi dari tabel r (0,192). Selain itu, temuan menunjukkan bahwa kecemasan membaca siswa secara substansial memengaruhi pencapaian pemahaman bacaan mereka, yang nilainya (6.114) lebih tinggi dari t-table (1.984) dan sig. Value (0.000) lebih rendah dari probabilitas (0,05). Dapat dibuktikan bahwa tingkat kecemasan membaca yang berbeda memiliki korelasi yang signifikan dengan pencapaian pemahaman membaca siswa. Studi ini mengungkapkan fitur teks sebagai penyebab utama kecemasan membaca bahasa asing siswa, menawarkan manfaat pedagogis potensial untuk penelitian dan siswa di masa depan.

Kata kunci: kecemasan membaca, prestasi pemahaman membaca

INTRODUCTION

Students in Indonesian schools continue to engage in very few reading-related activities. As per the ranking of the world's most literate countries (University, 2016), Indonesia ranks 60th out of 61st in terms of reading preferences. Indonesia ranks below Thailand at 59th place and above Botswana at 61st place. Furthermore, Indonesia has an exceptional literacy rate of 98.2%, which is considered a tremendous achievement in fostering literacy. However, according to the (OECD, 2022), approximately 25% of students in Indonesia achieved a reading level of 2 or above, which is significantly lower than the OECD average of 74%. According to data from PISA in Indonesia, the percentage of students who achieved a level 5 or higher in reading was extremely low, well below the OECD average of 7%. Lastly, UNESCO (2022) stated that Indonesia ranks second lowest in worldwide literacy rates, indicating a notable lack of interest in reading among its people. Data from UNESCO indicates that only 0.001% of Indonesians show interest in reading. This is pretty concerning. In Indonesia, only 1 in 1,000 people are avid readers. It can be concluded that, despite high literacy rates, Indonesia has very low reading engagement and comprehension and ranks poorly in global reading preferences. Above all, the crucial point is that the authors fill the gaps of previous studies and thus contribute to the knowledge underlying publication in the era of Industrial Revolution 4.0. or later 5.0 (Turmudi, 2020).

Some earlier studies were also relevant to the connection between reading comprehension achievement and reading anxiety. The first study (Farihah, 2017) sampled 140 high school students. The findings revealed a substantial connection between reading

Annura et al. (2024)

comprehension skills and students' reading anxiety. The following study (Indrawati, 2016) examined the relationship between reading comprehension skills and reading anxiety in English as a foreign language learner. The findings indicated that students' reading anxiety and comprehension were sufficiently correlated. Third, a research conducted by Kartika et al., (2023) comprised 88 high school students as a sample. The results showed that reading anxiety and students' reading comprehension did not significantly correlate. Additionally, it has been demonstrated that students' reading proficiency is significantly impacted by reading anxiety.

Judging from previous research mentioned above, the researcher discovered research gaps and novelty. The connection between reading anxiety and reading comprehension proficiency has been studied. However, no research had been conducted at Madrasah Aliyah Negeri (MAN) in Indonesia. Understanding the connection between reading anxiety and reading comprehension in an Islamic school context may be lacking because prior research may have concentrated on public schools like state high schools, vocational high schools, or other educational establishments. As a result, the novelty of this study could be attributed to the unique particular situation of Madrasah Aliyah Negeri (MAN).

Scholar claimed that reading anxiety significantly influences students' reading proficiency based on her observations and an interview with an English teacher who worked with eleventh graders at MAN 2 Palembang. Students often experience anxiety and panic when asked to read unexpectedly, primarily due to unfamiliar vocabulary and pronunciation. This anxiety manifests in behaviors like avoiding eye contact and rapid breathing, which hinders their ability to comprehend English and negatively affects their academic performance and motivation (N, personal communication, November, 8th 2023). The researcher initiated this study after preliminary research revealed a significant issue with reading anxiety among students.

Acknowledging that students' reading remains low and poor due to the challenges faced by the students, reading comprehension is fundamental and necessary. Rutzler (2020) has emphasized the significance of possessing outstanding reading comprehension abilities. In addition, reading comprehension is a multifaceted process that involves skills including deciphering unfamiliar words, utilizing past knowledge, making inferences, and evaluating understanding (Elleman & Oslund, 2019). As also supported by Wulansari and Cahyati (2021), stated that poor reading strategies, challenging sentence structures, and insufficient

Annura et al. (2024)

language skills are some of the significant obstacles students face regarding reading comprehension. It can be concluded that students in reading comprehension continue to experience difficulties and anxiety.

Additionally, a particular anxiety that is related to reading is called reading anxiety. According to Zahro and Faruq (2019), identifying reading anxiety is more challenging than identifying speaking anxiety, so no quick response is required. Tsai and Lee, (2018) stated that reading anxiety is the belief that one is inferior and incapable of mastering reading in a foreign language. Moreover, Aina and Wijayati (2019) agreed that language anxiety, a component of academic stress, can make students worry when learning a new language, affecting their academic achievements. Based on the statement above, reading anxiety occurs in students' reading activity and possibly happens to students in Indonesia.

In addition, anxiety significantly influences the language learning outcomes of Indonesian students. Reading anxiety can significantly influence the reading performance of high school students, particularly those in Indonesia (Sari, 2017). According to Muhlis (2017), foreign language anxiety is the discomfort and disquiet Indonesian students feel while trying to understand and read materials in a language that is not their own. Fauziyah (2015) stated that reading anxiety negatively affects the acquisition of foreign language abilities. In Indonesia, this condition might lead to negative student behaviors such as heightened nervousness, inactivity, a tendency to sit in the back row, or even skipping school. As supported by Zhou and Day (2023), When students encounter a passage written in the target language, they feel nervous about reading it. Moreover, Aisyah (2017) also found that unfamiliarity with vocabulary is the leading cause of reading anxiety in English in an Indonesian foreign language school. Reading anxiety has an impact on reading comprehension achievement.

Achievement in reading comprehension can be impacted by reading anxiety. According to Yurianti (2021), reading anxiety can affect students' ability to improve their reading comprehension. As also supported by Eysenck (as cited in Zin & Rafik-Galea, 2010), a high level of anxiety may interfere with students' concentration on the activity, narrowing attention capacity, particularly when reading a text. Compared to basic reading skills, anxiety is more closely associated with poorer reading comprehension (Macdonald et al., 2021).

Annura et al. (2024)

Based on the previously described study background, the following questions were developed to formulate the research problem:

1. Is there any significant correlation between reading anxiety and reading comprehension achievement of the eleventh-grade students of MAN 2 Palembang?
2. Is there any significant influence of reading anxiety on the reading comprehension achievement of the eleventh-grade students of MAN 2 Palembang?

METHOD

Design

This study employed a quantitative design utilizing a correlational approach. This study examined students' reading anxiety (X) as the independent variable and students' reading comprehension achievement (Y) as the dependent variable. The research explored how reading anxiety (X) influenced reading comprehension achievement (Y). There are two operational definitions: (1) Reading anxiety is the fear experienced by learners when reading a foreign language, affecting both the mind and body and leading to cognitive, physical, and emotional issues that occur to the MAN 2 Palembang eleventh graders. (2) Reading comprehension achievement refers to students' ability to thoroughly understand and locate information in a reading text, which is particularly important for MAN 2 Palembang eleventh graders.

Participant

The participants in this research were taken through a convenience sampling technique. A convenience sample is a non-probability sampling method. Participants are chosen according to convenience, availability, and willingness (Creswell & Creswell, 2018). They covered four science classes of MAN 2 Palembang eleventh graders, with one science class for Try Out and three for the research sample. As a result, the study employed three eleventh-grade science classes at MAN 2 Palembang: XI IPA 3, XI IPA 4, and XI IPA 5, with a total sample size of 102 students.

Instrument

The researcher employed two instruments to collect data. First, the researcher gathered student reading anxiety data using the Foreign Language Reading Anxiety Scale (FLRAS)

Annura et al. (2024)

questionnaire developed by Saito et al. (1999). Students' self-reports of reading anxiety, difficulties with their target language, and perceptions of reading difficulty concerning other language skills were collected by the FLRAS. Four positive and sixteen negative statements were among the 20 Likert-scale items, scored on a 5-point scale. The questionnaire was translated into Bahasa Indonesia to minimize misunderstandings, and its specifications are detailed in the following [table 1](#). Each FLRAS item was assigned a numerical value, with students receiving 5 points for intense reading anxiety and 1 point for low anxiety, as outlined in the scoring rules [table 2](#). The FLRAS scales ranged from 20 to 100, with students' anxiety levels classified as high, medium, or low.

The researcher employed a formula derived from (Gonen, 2007) to assess the anxiety level of the students in the following [Table 3](#). The method categorized reading anxiety into three levels: low, medium, and high. The researcher used an interval scale to classify students' anxiety levels and displayed the interval scores based on a given formula in the findings and comments section, and its reading anxiety levels are detailed in [Table 4](#). Second, the researcher used a reading test to collect data on students' reading comprehension. The researcher used a multiple-choice test for objective assessment, with 80 questions for the trial and 50 for the study. The test evaluated students' reading comprehension across five indicators: main idea, detailed information, inference, reference, and vocabulary. The indicators of the reading comprehension test are detailed in the following [table 5](#). In the reading test, correct answers were worth two points and incorrect ones zero, with total scores ranging from 0 to 100. Students' reading comprehension was categorized as poor, poor, good, good, or excellent. [Table 6](#) displays the parameters for the reading comprehension accomplishment levels.

Validity and reliability

Validity ensures that data leads to accurate conclusions. This study employs four categories of validity: (1) Construct validity was assessed by consulting two experts from the English Education Study Programme at UIN Raden Fatah Palembang to evaluate the suitability of the research instrument. (2) Content validity ensures that a test accurately measures the intended content and aligns with the curriculum or syllabus. (3) validity of the questionnaire: the questionnaire items were deemed valid if the Pearson correlation coefficient (r-output) exceeded the critical value of the r-table (Priyatno, 2013). The study

Annura et al. (2024)

utilized the FLRAS Questionnaire, adopted from a questionnaire created by Saito et al. (1999) and later revised by Farihah (2017). (4) validity of the reading test by giving eleventh-grade students at MAN 2 Palembang an 80-question trial and utilizing SPSS's Pearson Correlation Coefficient to analyze the answers, the study evaluated the validity of each reading test item. The questionnaire items were deemed valid if the Pearson correlation coefficient (r-output) exceeded the critical value of the r-table (Priyatno, 2008). The Pearson correlation score was higher than the r-table value of 0.361, meaning that 57 of the 80 multiple-choice questions were valid and 23 were invalid. Fifty of these questions were later used in the study.

Reliability

Reliability was defined as the degree to which measurements are consistent and error-free. This study looked at the dependability of two types of instruments: questionnaires and reading comprehension tests. (1) reliability of the FLRAS questionnaire (Weernink et al., 2018). If a questionnaire's coefficient is 0.70 or greater, it is deemed reliable (Farihah, 2017), citing Saito et al. (1999). The questionnaire's reliability was good, with a value of 0.854 > 0.70 by the Cronbach Alpha technique. (2) reliability of the reading exam: the split-half technique was used to assess the reading exam's reliability. A reading test is deemed reliable if the significance score is 0.70 or higher (Siyoto & Sodik, 2015). The researcher conducted a test try-out, assessed item consistency using statistical methods like Cronbach's alpha coefficient, and conducted a pilot study to evaluate the test's reliability over time using SPSS 26. The outcome revealed a Cronbach Alpha of 0.949%, indicating that the reading comprehension achievement test is reliable as an instrument.

Readability

Readability ensures that quantitative research is precise, reliable, functional, and impactful. To assess readability, the researcher used Flesch Reading Ease. Flesch's Ease of Reading formula is one of the most widely used, tested, and reliable (Chall & Dale, 1995). Readability tests could be conducted online using the Kincaid Flesch <https://charactercalculator.com/flesch-reading-ease/>. The criteria are attached in the Table 7.

Data collecting technique

Researchers gathered data through questionnaires and reading tests in two phases: a trial and the primary research. This study utilized a questionnaire from (Farihah, 2017), which

Annura et al. (2024)

had already undergone a reliability trial with secondary students at a South Sumatra high school, based on the FLRAS developed by Saito et al., (1999). Since the questionnaire was pre-validated, it was not retested; only the reading test was trialed. First, the reading test was piloted, with students answering 80 questions within 60 minutes. The researcher analyzed student answers with SPSS 26, identifying 57 valid and reliable questions, but only 50 were used for data collection. Second, the primary research was conducted. Two instruments were used to determine if there was a correlation: the FLRAS Questionnaire and the reading test. Students answered 20 questions from the questionnaire in 20 minutes. Then, they completed a reading test of 50 questions in 60 minutes. Students' questionnaire responses were scored according to the FLRAS scoring rules. At the same time, each correct answer on the reading test was worth 2 points.

Data analysis technique

After acquiring data from two variables, the FLRAS questionnaire and the reading comprehension test were analyzed using the SPSS 26 program. The data analysis in this research included (1) Descriptive statistics and data frequency distribution, the two analyses used by the researcher in the data description. Data frequency distribution detailed students' scores, including the number of students and their percentages, using the reading test and FLRAS questionnaire. Descriptive statistics provided sample size, scores, mean, standard deviation, and standard error information. (2) Researchers talked about the normality and linearity tests in the prerequisite test analysis. Researchers used SPSS 26 and the Kolmogorov-Smirnov test to compute the normality test. The data is considered normal if the p-value exceeds 0.05 (Basuki, 2014). The linearity test assessed whether the results from the FLRAS questionnaire and reading comprehension test were linear, using the Test for Linearity in SPSS 26. The data could be categorized as linear if the output is less than 0.05 (Priyatno, 2013b). (3) The researcher used correlation and regression analysis to test hypotheses. The study investigated the connection between reading comprehension achievement and reading anxiety. Based on Creswell's Rule of Thumb for interpreting correlation coefficients, researchers assessed the strength of the correlation between the two variables using the Pearson Product Moment correlation in SPSS 26. Based on the R square value in SPSS, regression analysis was utilized to assess the significant relationship between students' reading anxiety and comprehension. Consolidating all references, the authors

employ the model of offline automatic citing sources using Mendeley Desktop as proposed by a scholar (Turmudi, 2020).

RESULT AND DISCUSSION

Result

The following research questions serve as the foundation for the presentation of the study's findings: (1) Is there any significant correlation between reading anxiety and reading comprehension achievement of the eleventh-grade students of MAN 2 Palembang? (2) Is there any significant influence of reading anxiety on the reading comprehension achievement of the eleventh-grade students of MAN 2 Palembang?.

Result

Results of reading anxiety

In this study, 102 students in the eleventh grade from MAN 2 Palembang took part. The 20 items on the Foreign Language Reading Anxiety Scale (FLRAS) were used to gauge students' anxiety related to reading in English. "Strongly disagree" was worth one point, and "strongly agree" was worth five points on the five-point Likert scale used to grade the FLRAS (items 1–10). Positive phrasing on items 12, 13, 14, and 18 was evaluated, with one point awarded for "strongly agree" and five points awarded for "strongly disagree." Overall, the scores varied from 20 to 100. Higher scores were associated with higher levels of anxiety when reading in a foreign language.

Table 8
Descriptive statistics and distribution frequency of reading anxiety

	N	Category	Frequencies	%	Min	Max	Mean	Standard Deviation
RA	102	Low (20-60)	73	71.7	31	85	55.94	8.730
		Medium (61-82)	28	27.5				
		High (>83)	1	0.8				

The descriptive statistics of reading anxiety showed that there were 102 participants in total, with a minimum score of 31 and a maximum score of 85. The mean reading anxiety was 55.94, and the standard deviation was 8.730.

According to the data provided, it was discovered that each student exhibited varying levels of reading anxiety. The FLRAS questionnaire's analysis showed that 71.6% (73) of students scored between 20-60, indicating a low level of anxiety. Additionally, 27.5% (28) of students scored between 61-82, indicating a medium level of anxiety. Only 1% (1) of students scored above 83, indicating a high level of anxiety.

Results of reading comprehension achievement

Table 9
Descriptive statistics and distribution frequencies of students' reading comprehension achievement

	N	Category	Frequencies	%	Min	Max	Mean	Standard Deviation
RCA	102	Excellent (91-100)	1	0.8	30	92	66.94	10.604
		Very Good (81-90)	11	10.8				
		Good (71-80)	24	23.7				
		Fair (61-70)	37	36.2				
		Poor (<60)	29	28.5				

There were 102 participants, according to the descriptive statistics of the students' reading comprehension proficiency. 30 was the lowest score ever recorded, and 92 was the highest. The Mean and standard deviation of the participants' reading comprehension achievement scores were 66.94 and 10.604, respectively.

28.5% (29) of students scored below 60, 36.2% (37) scored between 61 and 70, 23.7% (24) scored between 71 and 80, 10.8% (11) scored between 81 and 90, and 0.8% (1) scored between 91 and 100, according to the analysis of students' reading comprehension achievement.

Statistical Analysis

Normality and linearity test

Normality Test

The researcher used SPSS version 26's One-Sample Kolmogorov-Smirnov test to determine whether the reading anxiety and reading comprehension achievement outcomes

Annura et al. (2024)

were within the normal range. If the p-value exceeds 0.05, the data are regarded as within the normal range. The data did not follow a normal distribution if the p-output was less than 0.05.

Table 10
Normality Test

One-Sample Kolmogorov-Smirnov Test			
	Reading Anxiety	Reading Comprehension Achievement	N
Exact Sig. (2-tailed)	.078	.122	102

Regarding the significance of the normality test, students' reading comprehension achievement was 0.122, and their reading anxiety in foreign languages was 0.78, as shown in the normality test table above. It is possible to conclude that the data were deemed normal because the scores were more outstanding than 0.05.

Linearity test

This study used the linearity test to determine whether the reading comprehension and anxiety data were linear. The data was categorized as linear if the p-output was less than 0.05. On the other hand, the data was considered non-linear if the p-output was higher than 0.05. The data was analyzed and visualized using SPSS 26 and the ANOVA linearity test. The table demonstrates that each variable's data showed linearity and was appropriate for analysis.

Table 11
Linearity Test

ANOVA Table	
	Sig
Reading Comprehension Achievement *	.000
Reading Anxiety	

The researcher determined that the two variables, the FLRAS questionnaire linearity test and reading comprehension accomplishment scores, exhibited a linear relationship as the value was less than 0.05. The significance level was 0.000. The distribution indicated that the significance threshold had been below 0.05, signifying that the variables had exhibited linearity.

Correlation between the reading comprehension achievement of all participants and the foreign language reading anxiety of the students

With an emphasis on the first study concern, this section looked at the descriptive information from the questionnaire and the level of reading comprehension proficiency.

The results showed a relationship between reading comprehension achievement and foreign language reading anxiety, as indicated by the Pearson Product Moment Correlation Coefficient. The Pearson Product Moment Correlation Coefficient value is shown in Table 12.

Table 12
Correlation between reading anxiety and reading comprehension achievement

Correlations	
Pearson Correlation	.522
Sig. (2-tailed)	.000
N	102

The correlation coefficient, or r-obtained (0,522), was more significant than the r-table (0,192), according to the result analysis above. Then, the sig.2-tailed probability (p) significance level was 0.000, less than 0.05. Thus, there was a strong relationship between the students' reading anxiety and their proficiency in reading comprehension. This implies that reading comprehension scores were generally higher for students who experienced less anxiety. One could say that the alternative hypothesis (H_a) has been accepted, and the null hypothesis (H_0) has been rejected.

Regression analysis

This section addressed the second research question by analyzing the findings of descriptive statistics for the FLRAS questionnaire and reading comprehension performance.

Furthermore, given the significant correlation between reading anxiety and reading comprehension achievement, it is possible to conclude that students' reading anxiety influenced their reading comprehension achievement. However, regression analysis was used to determine whether students' reading anxiety affected their reading comprehension performance. Table 13 shows the regression analysis results.

Table 13
Regression of Reading Anxiety and Reading Comprehension Achievement

Coefficients		
	T	Sig.
RA	6.114	.000

Annura et al. (2024)

The results showed that students' reading anxiety significantly impacted reading comprehension achievement, with a value (6,114) higher than stable (1,984) and sig. value (0,000) lower than probability (0.05). As a result, there was a significant relationship between reading anxiety and reading comprehension achievement among eleventh-grade students at MAN 2 Palembang. It seems that students' reading anxiety had a significant impact on their reading comprehension scores.

Discussion

To increase the study's credibility, its interpretation depends on the results of the data analysis. The findings demonstrated a moderate relationship between reading anxiety and reading comprehension achievement, with reading anxiety significantly influencing reading comprehension achievement.

This study examined the connection between the reading comprehension proficiency of eleventh-grade students at MAN 2 Palembang and their reading anxiety. Several earlier investigations have been conducted regarding this study.

The first study conducted by Farihah (2017) examined two variables: students' reading anxiety (X) as the independent variable and students' reading comprehension achievement (Y) as the dependent variable. The results showed that students' reading anxiety and reading comprehension performance were significantly correlated ($r = 0.242$). It stated that H_0 was turned down, and H_a was accepted. It was asserted that a person's level of reading anxiety would either raise or lower their reading comprehension score. Similarities included using the same methodology (the quantitative method) and the same participant grade (class eleven) in both studies, which examined the relationship between students' reading anxiety and reading comprehension achievement. The distinction, however, was that the prior study was conducted at a conventional public school. In contrast, this research was conducted at an Islamic high school. To sum up, this study has effectively discovered a link between students' reading anxiety and their proficiency in reading comprehension.

The subsequent study by Indrawati (2016) examined two variables: students' reading anxiety (X) as the independent variable and students' reading comprehension performance (Y) as the dependent variable. The interpretation coefficient correlation value (r_{xy}) categories were also used to classify the correlation result between two variables. The result of $r_{xy} = 0.315$ was the range of 0.40 to 0.599. Both studies used the same quantitative methodology and

Annura et al. (2024)

were conducted with senior high school students. They examined the relationship between reading anxiety and reading comprehension achievement similarly.

On the other hand, the earlier study was conducted at SMAN 3 Pangkalpinang, while this one was conducted in Palembang. This research was conducted in grade 11, whereas the prior study was in grade 12. The results showed a strong relationship between students' reading comprehension and anxiety.

The third study, conducted by Fauziyah (2015), examined two variables: students' anxiety (X) as the independent variable and students' achievement (Y) as the dependent variable. The findings demonstrated a strong inverse relationship between the English reading proficiency of tenth-year students at SMK Negeri 3 Kota Tangerang and their anxiety levels. The findings indicated that, at a significance level of 5% ($r_{xy} = -0.761 < r_{t(5\%)} = -0.197$), the value of $r_{xy} = -0.761$ is less than the r table value. Additionally, according to the t-test calculation, the score of $t = -12.64$ is lower than the score of t_{table} , or $t = -12.64 < t_{table} (5\%) (117) = -1.645$. It indicates that H_a has been accepted and H_o has been rejected. Additionally, according to determination coefficient analysis, students' anxiety contributes 57.9% to their reading proficiency in English. Among tenth-year students at SMK Negeri 3 Kota Tangerang, the Pearson Product Moment and test hypothesis tests showed a significant inverse relationship between anxiety and English reading proficiency. The current study on senior high school students was comparable to the earlier study. However, Fauziyah concentrated on the students' English reading skills, while the other study concentrated on their reading comprehension achievement. The research site also differs; Palembang and Fauziyah in Tangerang were the sites of this study. In summary, SMK Negeri 3 Kota Tangerang students' reading proficiency and anxiety levels negatively correlate.

The fourth study, by Kartika et al. (2023), examined two variables: students' reading anxiety (X) as the independent variable and students' reading comprehension (Y) as the dependent variable. Since the correlation coefficient (R-value) of 0.063 was less than the required r-table value of 0.177, the results showed no significant relationship between students' reading anxiety and reading comprehension. 0.599 was the two-tail significance level. It was concluded that p (0.559) was higher than 0.05. According to the study, reading comprehension and students' reading anxiety did not significantly correlate. The current and prior studies were comparable in using the quantitative method. They concentrated on the

Annura et al. (2024)

relationship between students' reading anxiety and reading comprehension proficiency. However, the difference is that this research was conducted in Palembang, whereas Kartika's study was conducted in Banyuasin. Furthermore, this study took place at an Islamic high school. In contrast, the last one was conducted at a typical public school. The results showed that there was no meaningful correlation between students' reading comprehension and their reading anxiety.

In the fifth study, Rohman (2023) looked at two variables: the dependent variable was students' reading comprehension (Y), and the independent variable was the reading anxiety (X) of secondary students. Most secondary students (70.8%) had medium-level reading anxiety, according to the results. The results also demonstrated a negative correlation between secondary students' reading comprehension and anxiety. There was a statistically significant correlation ($r = -0.395$). Consequently, the significance level of the connection is low. The two studies had the same methodology (quantitative analysis), were conducted with senior high school students, and examined the connection between reading anxiety and reading comprehension. However, the distinction was that the previous study was conducted at SMK Sidoarjo. In contrast, this one was carried out in Palembang. In summary, this study has effectively discovered a relationship between the reading comprehension and reading anxiety of secondary students.

Ultimately, this study successfully investigated the connection and influence between reading anxiety and the reading comprehension performance of eleventh-grade students at MAN 2 Palembang. The results showed that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. This indicates that it can address both factors, particularly the strong influence and correlation between MAN 2 Palembang students' reading comprehension achievement and their reading anxiety.

CONCLUSION AND IMPLICATION

Conclusion

Some conclusions could be made based on the findings and interpretations from the previous chapter. First, there was a significant correlation ($r = 0.522$) between all students' reading anxiety and reading comprehension achievement. It displayed a moderate degree of correlation. It was demonstrated that students' reading comprehension performance was

Annura et al. (2024)

significantly impacted by varying degrees of reading anxiety. Second, students' reading achievement scores decrease as their category level of reading anxiety increases. It is possible to conclude that students' reading anxiety significantly impacted their ability to comprehend what they read.

In summary, the researchers found that text features are the primary cause of the foreign language reading anxiety experienced by MAN 2 Palembang eleventh-grade students. Some of the factors that contribute to the high level of foreign language reading anxiety include unknown vocabulary or unfamiliar words, which have been identified as another source of anxiety when reading in a foreign language, unfamiliar topics that students find tedious or too complex, and unfamiliar cultural information that makes it difficult for students to understand foreign language scripts. This work may have some pedagogical implications for future scholars and students.

Limitation

The limitations of this research include the small sample size of only 102 participants, which may not be representative of the broader population of eleventh-grade students. This small sample size limits the findings' generalizability. It could compromise the validity of the inferences regarding the connection between reading anxiety and reading comprehension proficiency. A more extensive and diverse sample could provide more accurate and comprehensive insights.

Implication

Teachers are suggested to comprehend anxiety disorder better. This mental illness could affect students' ability to acquire foreign language reading skills. Furthermore, teachers should establish learning environments that are conducive and serene and foster students' enthusiasm for reading comprehension. Students are advised to become more aware of not fearing mistakes, nervousness, or lack of confidence when dealing with reading comprehension problems to prevent anxiety. In addition, students are also expected to be able to identify ways to deal with their anxiety. Future researchers are suggested to use this study as a reference for analogous investigations within the study's particular setting. They are suggested to be a reading resource for readers to enhance their comprehension of anxiety and reading.

Annura et al. (2024)

ACKNOWLEDGEMENT

With heartfelt gratitude to Allah SWT, this article is dedicated to two beloved souls, Mr. Edyson Bustomi and Mrs. Arlina, whose limitless prayers, wise counsel, unwavering support, and selfless sacrifices have been a beacon of encouragement and inspiration throughout my academic journey. Your encouragement and sacrifices have shaped both my scholarly pursuits and personal growth. May this work stand as a tribute to the profound love you have showered upon me, and I dedicate it to you wholeheartedly.

BIO-PROFILE:

Tasya Annura earned a bachelor's degree in Education (in English Education) from UIN Raden Fatah Palembang. Corresponding email: tasyaannura1@gmail.com

Dewi Warna holds her bachelor of Education (in English education) and Master's Degree from Universitas Sriwijaya, Palembang. She holds a doctoral degree from Universitas Negeri Jakarta. Corresponding email: dewiwarna_uin@radenfatah.ac.id

Eka Sartika holds her bachelor of Education (in English education) from Universitas PGRI Palembang and her Master's Degree from Universitas Sriwijaya, Palembang. She is now pursuing her Doctoral Degree at Western Sydney University, Australia. Corresponding email: ekasartika_uin@radenfatah.ac.id

Annura et al. (2024)

REFERENCES

- Aina, Q., & Hermilia Wijayati, P. (2019). Coping the academic stress: The way the students dealing with stress. *KnE Social Sciences*, 3(10), 212. <https://doi.org/10.18502/kss.v3i10.3903>
- Aisyah, J. (2017). Students' reading anxiety in English foreign language classroom. *Journal of English and Education*, 5(1), 56–63. <https://ejournal.upi.edu/index.php/LE/article/view/9903>
- Basuki, A. T. (2014). *Penggunaan SPSS dalam statistik* (Edisi Pertama). Danisa Media.
- Chall, J. S., & Dale, E. (1995). *Readability revisited: The New Dale-Chall readability formula*. Brookline Books.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches* (5th ed). SAGE Publications.
- Elleman, A. M., & Oslund, E. L. (2019). Reading comprehension research: Implications for practice and policy. *Policy Insights from the Behavioral and Brain Sciences*, 6(1), 3–11. <https://doi.org/10.1177/2372732218816339>
- Farihah. (2017). *The correlation between reading anxiety and reading comprehension achievement of eleventh grade students of SMA Negeri 3 Palembang* [Undergraduate's Thesis, Islamic State University of Raden Fatah Palembang]. <http://repository.radenfatah.ac.id/13047/>
- Fauziyah, U. (2015). *The relationship between students' anxiety at the Faculty of Tarbiyah and Teachers' Training* (Unpublished thesis). Repository of UIN Jakarta. <http://repository.uinjkt.ac.id/dspace/handle/123456789/29410>
- Gonen, K. S. I. (2007). L2 reading anxiety: Exploring the phenomenon. *JALT 2006 Conference Proceedings*, 32(1), 1029–1038.
- Indrawati. (2016). Students reading anxiety towards their reading comprehension performance in learning English as a foreign language. *Scientia: Jurnal Hasil Penelitian*, 1(1), 69–91. <https://jurnal.lp2msasbabel.ac.id/index.php/sci/article/view/299>
- Kartika, Y., Ilma, R., & Sari, R. K. (2023). Reading anxiety and reading comprehension in senior high school students. *DIDASCEIN: Journal of English Education*, 4(2), 76-82. <https://doi.org/10.52333/djoe.v4i2.203>
- Macdonald, K. T., Cirino, P. T., Miciak, J., & Grills, A. E. (2021). The role of reading anxiety among struggling readers in fourth and fifth grade. *Reading and Writing Quarterly*, 37(4), 382–394. <https://doi.org/https://doi.org/10.1080/10573569.2021.1874580>
- Muhlis, A. (2017). Foreign language reading anxiety among Indonesian EFL senior high school students. *ENGLISH FRANCA : Academic Journal of English Language and Education*, 1(1), 19. <https://doi.org/10.29240/ef.v1i1.160>
- OECD. (2022). *The state of learning and equity in education, PISA, OECD*. Paris. <https://doi.org/https://doi.org/10.1787/53f23881-en>

Annura et al. (2024)

- Priyatno, D. (2008). *Mandiri belajar SPSS: untuk analisis data dan uji statistic* [Independent learning SPSS: for data analysis and statistical tests]. MediaKom.
- Priyatno, D. (2013). *Mandiri belajar analisis data dengan SPSS* [Independently learn data analysis with SPSS]. MediaKom.
- Rutzler, S. (2020). *Importance of Reading Comprehension*. Gebie Academy.
- Saito, Y., Garza, T. J., & Horwitz, E. K. (1999). Foreign language reading anxiety. *Modern Language Journal*, 83(2), 202–218. <https://doi.org/10.1111/0026-7902.00016>
- Sari, W. P. (2017). The relationship between reading anxiety and reading strategy used by EFL student teachers. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 4(20), 1–9. <https://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/16598>
- Siyoto, S., & Sodik, M. A. (2015). *Dasar metodologi penelitian* [Basic of research methodology] (1st ed). Literasi Media Publishing.
- Turmudi, D. (2020). English scholarly publishing activities in the industrial revolution 4.0 : What, Why, and How ? *English Language Teaching Educational Journal*, 3(1), 52–63. <https://doi.org/10.12928/eltej.v3i1.1890>
- Tsai, Y. R., & Lee, C. Y. (2018). An exploration into factors associated with reading anxiety among Taiwanese EFL learners. *TEFLIN Journal*, 29(1), 129–148. <https://doi.org/10.15639/teflinjournal.v29i1/129-148>
- Weernink, M. G. M., van Til, J. A., Witteman, H. O., Fraenkel, L., & IJzerman, M. J. (2018). Individual value clarification methods based on conjoint analysis: A systematic review of common practice in task design, statistical analysis, and presentation of results. *Medical Decision Making*, 38(6), 746–755. <https://doi.org/10.1177/0272989X18765185>
- Wulansari, N., & Cahyati, S. S. (2021). Students' constraints in reading descriptive text at MTs Uswatun Hasanah. *PROJECT (Professional Journal of English Education)*, 4(2), 216. <https://doi.org/10.22460/project.v4i2.p216-222>
- Yurianti, R. A. (2021). *The Correlation among students' reading motivation, anxiety, and comprehension during the Covid-19 Pandemic* [Undergraduate thesis]: State Islamic University of Palangka Raya. <http://digilib.iain-palangkaraya.ac.id/id/eprint/4483>
- Zahro, A., & Faruq, A. (2019). Reading anxiety in English as a foreign language for undergraduate students in Indonesia. *Journal of Teaching and Learning English in Multicultural Contexts (TLEMC)*, 3(2), 88–95. <https://doi.org/10.37058/tlemc.v3i2.1275>
- Zhou, J., & Day, R. R. (2023). Establishing an extensive reading program in a Chinese as a Foreign Language Context. *Reading in a Foreign Language*, 35(2), 222–246. <https://hdl.handle.net/10125/67448>
- Zin, Z. Mohd., & 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.

APPENDICES

Table 1
The FLRAS Questionnaire Specification

Indicators	Number of items	
	Positive statements	Negative statements
<i>Students' fear of the target language's varied reading levels</i>		<i>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</i>
<i>Students' opinions about how hard reading is compared to other language skills.</i>		<i>15, 16</i>
<i>Views of students regarding the various aspects of reading</i>	<i>12, 14</i>	<i>19, 20</i>
<i>Reading-related tensions and concerns in the classroom</i>		<i>17</i>
<i>Self-assurance in one's ability to read English</i>	<i>13, 18</i>	

Source: (Sari, 2017)

Table 2
The Rules for FLRAS Scoring

Scale	Negative Statement Score	Positive Statement Score
<i>Strongly Agree</i>	<i>5</i>	<i>1</i>
<i>Agree</i>	<i>4</i>	<i>2</i>
<i>Neutral</i>	<i>3</i>	<i>3</i>
<i>Disagree</i>	<i>2</i>	<i>4</i>
<i>Strongly Disagree</i>	<i>1</i>	<i>5</i>

Source: (Farihah, 2017)

Table 3
The formula for Reading Anxiety Level

Type	Formula	Result
<i>High Reading Anxiety</i>	<i>Mean + Standard Deviation</i>	<i>A score higher than this</i>
<i>Medium Reading Anxiety</i>	<i>The score between Mean - Standard deviation and Mean + Standard deviation</i>	
<i>Low Reading Anxiety</i>	<i>Mean - Standard Deviation</i>	<i>A score lower than this</i>

Source: (Gonen, 2007)

Annura et al. (2024)

Table 4
Level of Reading Anxiety

<i>Level</i>	<i>Score</i>
<i>High Anxiety</i>	<i>>83</i>
<i>Medium Anxiety</i>	<i>61-82</i>
<i>Low Anxiety</i>	<i>20-60</i>

Source: (Gonen, 2007)

Table 5
The Indicators of Reading Comprehension Test

<i>Objectives</i>	<i>Test Materials</i>	<i>Indicators</i>	<i>Number of Items</i>	<i>Total</i>	<i>Types of Test</i>	<i>Answer Keys</i>
<i>To gain knowledge and comprehend brief, useful written texts and simple essays that include narratives, reports, discussions, hortatory expositions, analytical expositions, and explanations in day-to-day situations.</i>	<i>Narrative, analytical exposition, discussion, hortatory exposition, report text, explanation.</i>	<i>The students can:</i> <ul style="list-style-type: none"> • <i>Identify main idea</i> • <i>Identify vocabularies</i> • <i>Identify reference</i> • <i>Identify detail information</i> • <i>Making inference</i> 	<p><i>10, 53, 54, 72</i></p> <p><i>4, 7, 16, 27, 29, 31, 41, 46, 55, 62</i></p> <p><i>5, 14, 22, 39, 40, 63, 65, 66</i></p> <p><i>1, 2, 3, 6, 8, 9, 12, 13, 15, 17, 18, 19, 20, 21, 23, 24, 25, 28, 30, 32, 33, 34, 35, 36, 37, 43, 44, 45, 47, 48, 49, 50, 52, 56, 57, 58, 59, 60, 61, 64, 67, 68, 69, 70, 73, 74, 75, 76, 77, 78, 79, 80</i></p> <p><i>11, 26, 38, 42, 51, 71</i></p>	<i>80</i>	<i>Multiple Choices</i>	<p><i>B, A, C, D</i></p> <p><i>E, D, E, A, C, C, E, A, A, A</i></p> <p><i>E, E, D, A, C, C, C, D</i></p> <p><i>E, D, A, B, B, A, D, C, D, A, E, D, E, C, A, B, C, C, C, D, B, B, A, C, D, A, E, B, E, B, A, E, B, A, D, C, D, D, C, B, B, A, E, E, B, D, E, A, B, E, D, B.</i></p> <p><i>A, D, A, C, D, B</i></p>

Table 6
The Levels of Reading Comprehension Achievement

Categories	Score
Excellent	91-100
Very Good	81-90
Good	71-80
Fair	61-70
Poor	<60

Source: MAN 2 Palembang (2023/2024)

Table 7
The indicators of reading comprehension test

Reading Test	Title of Reading Test	Total	Flesch-Kincaid Reading Score	Level of Flesch-Kincaid Reading	Level of Flesch-Kincaid Grade	Text Category
1	New York	1-7	51.19	10.97	10th to 12th grade	Fairly difficult to
2	Use of Formalin and Other Additives in Foods	8-11	47.92	11.25	College	Difficult
3	School Uniform: Another Good Lesson	12-16	50.35	10.36	10th to 12th grade	Fairly difficult to
4	Learning English	17-22	45.77	11.46	College	Difficult
5	Muslim's Headscarf	23-31	51.85	10.64	10th to 12th grade	Fairly difficult to
6	Home Schooling	32-41	54.76	11.60	10th to 12th grade	Fairly difficult to
7	Should Americans be forced to Public Transportation?	42-47	58.46	11.59	10th to 12th grade	Fairly difficult to
8	Why are Diazinon and Dursband should be Banned	48-56	44.42	11.59	College	Difficult
9	Octopus	57-66	62.09	7.83	8th & 9th grade	Plain English
10	A Potential Anticancer Agent Found in Berries and Dark-Skinned Grapes	67-71	23.26	14.36	College Graduate	Very difficult
11	Acid Rain	72-77	54.35	10.11	10th to 12th grade	Fairly difficult to
12	Photosynthesis	78-80	51.12	9.30	10th to 12th grade	Fairly difficult to