



**THE CORRELATION BETWEEN STUDENTS' READING ANXIETY
AND THEIR READING ABILITY**

THESIS

*Submitted to English Teaching Department of Faculty of
Tarbiyah and Teacher Training of UIN Mahmud Yunus
Batusangkar to Fulfill One of the Requirements to Obtain
Bachelor Degree in Teaching English*

HIDAYATUL FITRI

NIM.1730104025

**ENGLISH TEACHING DEPARTMENT
FACULTY OF TARBİYAH AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY MAHMUD YUNUS
BATUSANGKAR
2022**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Hidayatul Fitri

NIM : 1730104025

Tempat/tanggal lahir : P.Panjang/05 mei 1998

Jurusan : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa skripsi yang berjudul **“THE CORRELATION BETWEEN STUDENTS’ READING ANXIETY AND THEIR READING ABILITY ”** adalah hasil karya sendiri bukan plagiat kecuali yang dicantumkan sumbernya.

Apabila dikemudian hari terbukti bahwa karya ilmiah ini plagiat, maka saya bersedia menerima sanksi sesuai dengan ketentuan perundang-undangan yang berlaku. Demikian surat pernyataan ini dibuat dengan sebenarnya untuk digunakan sebagaimana semestinya.

Batusangkar, Agustus 2022



Hidayatul Fitri
NIM.1730104025

THESIS ADVISOR'S APPROVAL

Pembimbing skripsi atas nama **Hidayatul Fitri. NIM.17 3010 4025**, dengan judul: *The Correlation Between Students' Reading Anxiety and Their Reading Ability* memandang bahwa skripsi yang bersangkutan telah memenuhi syarat ilmiah untuk dilanjutkan ke sidang Munaqasyah.

Demikianlah persetujuan ini diberikan untuk dapat dipergunakan seperlunya.

Batusangkar, 12 July 2022

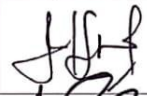
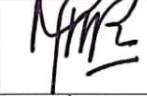

Pembimbing



Dr. Sirajul Munir, M.Pd
NIP. 197407251999031003

THESIS EXAMINERS' APPROVAL

This thesis was written by **HIDAYATUL FITRI, Reg.No. 1730104025**, entitled: **“THE CORRELATION BETWEEN STUDENTS’ READING ANXIETY AND THEIR READING ABILITY”** has been examined by board of examiners of English Teaching Department of Tarbiyah and Teacher Training Faculty of Mahmud Yunus State Islamic University Batusangkar on Tuesday, August 2nd 2022 and approved to be accepted as requirement to obtain Sarjana Degree (S.1) in English Teaching Department.

No	Name / NIP	Position	Signature	Date
1	Dr. Nina Suzanne, M.Pd. NIP. 197909152006042006	Examiner		18/8.2022
2	Dr. Sirajul Munir, M.Pd. NIP. 197407251999031003	Advisor		19/8.2022
3	Rahmawati, M.Pd. NIP. 197009282005012009	Co-Examiner		16/8 2022

Batusangkar, August 2022
Approved by,
Dean of Tarbiyah and
Teacher Training Faculty



ABSTRAK

HIDAYATUL FITRI, NIM 1730104025, Judul Skripsi: ***“THE CORRELATION BETWEEN STUDENTS’ READING ANXIETY AND THEIR READING ABILITY”***. Jurusan Studi *English Teaching Department, Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Mahmud Yunus* Batusangkar.

Penelitian ini dilatarbelakangi oleh belum diketahuinya hubungan antara kecemasan mahasiswa dan kemampuan membaca pada mahasiswa semester enam UIN Mahmud Yunus Batusangkar. Tujuan dari penelitian ini adalah mengungkapkan hubungan antara kecemasan membaca mahasiswa dengan kemampuan membaca mereka.

Jenis penelitian ini adalah penelitian kuantitatif yang berbentuk korelasi. Populasi penelitian ini adalah mahasiswa semester enam yang berjumlah 66 orang Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan UIN Mahmud Yunus Batusangkar tahun akademik 2021/2022. Pengambilan sampel dilakukan dengan teknik *simple random sampling* dengan menggunakan rumus slovin, berdasarkan cara ini didapatkan 56 orang sebagai sampel penelitian. Selain itu, peneliti juga menggunakan dua buah *instrument* yaitu angket dan *reading test*. Angket tersebut terdiri dari 28 butir pernyataan untuk mengetahui bagaimana kecemasan mahasiswa dalam membaca teks berbahasa Inggris, sedangkan *reading test* dipakai untuk mengetahui kemampuan membaca mahasiswa. Data yang didapat dari kedua instrument tersebut kemudian dianalisis dengan cara *descriptive* dan *inferential analysis*. Dalam mengolah data, penulis menggunakan program *computer SPSS versi 26*.

Hasil dari penelitian ini menunjukkan adanya hubungan antara kecemasan membaca mahasiswa dan kemampuan membaca dimana *r*-hitung (-0.343) lebih besar dari *r*-tabel (0.254) dengan tingkat signifikansi 5%. Hal tersebut berarti bahwa H_0 ditolak, maka H_a diterima. Disamping itu berdasarkan hasil perhitungan uji korelasi antara kecemasan membaca mahasiswa dan kemampuan membaca mahasiswa menunjukkan bahwa adanya hubungan negatif yang signifikan antara kecemasan membaca mahasiswa dan kemampuan membacanya. Ini dapat disimpulkan bahwa kecemasan membaca memiliki hubungan dengan kemampuan membaca mahasiswa.

TABLE OF CONTENTS

THESIS ADVISOR’S APPROVAL	ii
THESIS EXAMINERS’ APPROVAL	iii
ACKNOWLEDGMENT.....	Error! Bookmark not defined.
ABSTRAK	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
LIST OF APPENDICES.....	ix
CHAPTER I INTRODUCTION.....	1
A. Background of the Problem	1
B. Identification of the Problem	4
C. Limitation and Formulating of the Problem	5
D. Definition of the Key Terms	5
E. Purpose of the Research.....	5
F. The Significance of the Research	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
A. Review of Related Theories.....	7
1. Reading.....	7
a. Definition of Reading	7
b. Purpose of Reading.....	8
c. Types of Reading	9
d. Factors influencing Reading	10
2. Anxiety	13
a. Definition of Anxiety.....	13
b. Types of Anxiety	15
c. The Effect of Anxiety to Learning.....	16
d. Symptoms of Anxiety	17

e. Reading Anxiety	18
f. Reading Ability	21
3. The Correlation between Students Reading Anxiety and their Reading Ability.....	23
B. Review of Relevant Studies.....	23
C. Conceptual framework.....	24
D. Research Hypothesis.....	25
CHAPTER III RESEARCH METHODOLOGY	26
A. Research Design	26
B. Population and Sample of the Research	26
C. Research Instrument	27
D. Technique Data Collection	30
E. Research Procedur	31
G. Hypothesis Testing	35
CHAPTER IV RESEARCH FINDING AND DISCUSSION	37
A. Research finding	37
B. Inferential statistics	44
C. Discussion.....	47
CHAPTER V CONCLUSION AND SUGGESTION	49
A. Conclusion	49
B. Suggestion.....	49
BIBLIOGRAPHY	54
APPENDICES	Error! Bookmark not defined.

LIST OF TABLES

Table 2.1 Indicators of Anxiety	17
Table 3.1 Population of the Research	25
Table 3.2 The score of Categories Statement.....	27
Table 3.3 The example of Questionnaire Statement	27
Table 3.4 Criteria of validity	29
Table 3.5 Validator result description.....	29
Table 3.6 Realibility statistic	30
Table 3.7 The Interpretation of Correlation Index Number “r” Product moment	36
Table 4.1 The data distribution of X and Y	37
Table 4.2 Statistical result of the distribution X and Y	38
Table 4.3 The data distribution of X.....	40
Table 4.4 The frequency of the data X.....	41
Table 4.5 The data distribution of Y	42
Table 4.6 The frequency of the data Y.....	44
Table 4.7 Result of testing normality	45
Table 4.8 Result of testing homogeneity	45
Table 4.9 Result of r Calculated to Find the Correlation between X and Y	46
Table 4.10 Category of “r” Product Moment Interpretation.....	46

LIST OF FIGURES

Figure 4.1 The Histogram the data Distribution of X	41
Figure 4.2 The Histogram the data Distribution of Y	42

LIST OF APPENDICES

Appendix 1	Table Specification of questionnaire	54
Appendix 2	The sample of questionnaire sheet	60
Appendix 3	The sample of questionnaire.....	64
Appendix 4	The data of Tabulation questionnaire	67
Appendix 5	The sample of Respondent questionnaire.....	69
Appendix 6	The Attendance of Respondent questionnaire.....	74
Appendix 7	Validation Sheet	76
Appendix 8	Validity of Instrument	79
Appendix 9	The answer of Reading Test Respondent	81
Appendix 10	The sample of Reading Test.....	83
Appendix 11	Descriptive Statistics	88
Appendix 12	Testing Normality.....	89
Appendix 13	Documentation	90

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is a fundamental skill in learning English that leads to academic achievement. Reading is the process of obtaining information and increasing the knowledge of the reader. Reading is very much needed, especially for students to easily access information and expand knowledge. The ability to read and comprehend text reading is important to success in educational system. Reading comprehension is a process of understanding between the reader and the writer.

According to Seller (2000) Reading is a cognitive process that includes the coordination of attention, memory, perception, and understanding. In reading activity, readers will use some strategy or ability while they read the book in order to get the knowledge. In reading comprehension students need to focus and understand to what they read. It is surely not easy for students to understand English written text. The students should have good reading ability in order to understand the content, idea, and information from the written text. This is one of the reasons why reading is important for students to master.

In reading there are five components of reading comprehension in general. The components of reading comprehension are main idea, factual or details information, vocabulary, referent and inference. (1) Main idea is the most important thing should be written in a paragraph or text. The reader are supposed to define and understand the main idea or the topic from the reading text. (2) Factual or detail information, the detail information usually is the answer of 5W 1H questions. Finding detail information is reading selectively to achieve very specific reading goals, e.g finding a name, place, number, date. It is used when the reader wants to locate a particular piece of information without necessarily understanding the rest of the text. The way to find out detail information can be done by scanning. Scanning is the way to search some particular piece of

information in a text, in the short process of reading to find detail information. (3) Vocabulary meaning requires the readers to guess certain word or phrase from the context. In reading text, the students will meet some words or phrase in the sentences, each word or phrase has its own meaning as its single position. However, in reading comprehension the students should not define every word or phrase they meet because the words or phrase might have different meaning when they join together with other words. (4) Referent, is repeating the same word or phrase several times, after it has been used, students can usually refer to it rather than repeat it. Referent words are usually short and very frequently pronouns, such as she, he, it, they, this, her, him, and many others. (5) Inference, is an idea which is implied or not directly stated in the text. It is the way for readers to draw conclusions about the content of the text. (Olviyanti, 2018).

Based on the explanation, reading comprehension is an activity to understanding of meaning from text to gain an overall understanding of what is described in the text. Reading comprehension is not just a process for finding information, but also the process that involves the reader's knowledge getting meaning from reading. Reading comprehension can be assessed based on several features such as main ideas, factual or detail information, vocabulary, etc. Not many students like to read. There are several factors that influence students reading ability, including language skills, cultural background, motivation, and other factors such as anxiety.

In addition, the researcher also conducted the preliminary research on several sixth semester students majoring in English teaching department at UIN Mahmud Yunus Batusangkar by asking questions such as when taking a reading exam or the lecturer asked you to answer the questions from reading text, how did you feel? Some of the students said they were normal, nervous, and some of them worried because they didn't know what to answer, apart from the student's experience this is also felt by the researcher when taking a reading test in which anxiety, not confident, and panic. This happened because when they did reading

test, they felt nervous, they were under pressure, or the length of text that was given to them was too long and the time allocation was too short, so they could not answer the questions well. From the phenomena that are often experienced by students, it can be interpreted that students experience reading anxiety.

There are several opinion by experts about definition of reading anxiety. According to Al faruq, (2019) Reading anxiety is more complicated to identify than speaking, instant response is not needed here. Reading anxiety is a cognitive reaction that arises when students read and understand texts in foreign languages. Reading anxiety is the fear experienced by students when reading. Reading can produce cognitive reactions and physical reactions of students in the form of symptoms such as symptoms, feelings of palpitations, heart palpitations, irregular breathing, to stomach pain.

Hsu (2004) conducted his research on the relationship between reading anxiety and reading comprehension of 125 junior military college EFL students he found that anxious students tended to recall less content of the text than less anxious students. While, Saito et al. (1999) introduced the concept of foreign language reading anxiety and found that reading anxiety happens have different reactions from foreign language anxiety. Their study observed the effect of the target language (Japanese, French, and Russian) on reading anxiety and disclose that students' reading anxiety levels varied according to the target language. While learners of Japanese were the most anxious group, learners of Russian were the least. Furthermore, they informed that reading anxiety negatively affected student grades and achievement.

On the other hand, this research has been previously researched by several researchers such as Fauziyah, (2015) who conducted the research at SMK Negeri 3 Kota Tangerang to investigate the relationship students' reading anxiety and their reading skill. Using Foreign Language Classroom Anxiety Scale (FLCAS) which was developed by Howirtz and reading test. And the result of the study showed

that negative significant correlation between students' anxiety and their English reading skill the researcher conclude that the students' who have higher anxiety got lower ability in the their English reading skill. In addition, Maisyaroh (2020) who investigated the correlation between students' anxiety and their reading comprehension at SMA YWKA Palembang using Foreign Language Reading Anxiety Inventory (EFLRAI) ready-made questionnaire by Masoud Zogh. The result is no correlation between students' reading anxiety and their reading comprehension.

Based on the explanation above and in terms of previous research, the researcher is interested in conducting a study entitled "The Correlation between Students' Reading Anxiety and Student' Reading Ability".

B. Identification of the Problem

Based on the background of the problem, one of the factors that can affect students' reading ability is anxiety. Anxiety is defined as characterized by feelings of fear, nervousness, and worry. Anxiety in reading can affect a person's reading ability because, when someone experiences anxiety, they will lose concentration to finish their reading test. According to Fauziyah (2015) state that students with higher anxiety will got lower ability in their English reading skill.

In measuring the extent to which students experience anxiety, there are three types of anxiety, namely somatic anxiety, cognitive anxiety, and avoidance anxiety. In addition, to see how the relationship between students' reading anxiety and their reading ability, it needs reading test was conducted to determine the students' reading ability. That way, later it will be seen how the relationship between writing anxiety and students' writing ability will be seen

C. Limitation and Formulating of the Problem

Based on the identification of the problem, the researcher limited the problem of the research in knowing the correlation between students' reading anxiety and students' reading ability. The researcher limits the research problems of students' anxiety in reading through physical character of anxiety, behavior character of anxiety, cognitive anxiety, somatic anxiety experienced by students. The problem of this study is formulated in following question: "is there any correlation between students' reading anxiety and their reading ability?"

D. Definition of the Key Terms

1. Reading Anxiety is a condition in which a person in reading experiences anxiety and fear of reading what is being done so that it interferes with a person's ability to start, work on and complete reading test, and avoid mistakes in the reading process. To determine the students reading anxiety level using questionnaire.
2. Reading Ability is students' capability to understanding the information they get from the text. It is indicated by their score in reading comprehension test.

E. Purpose of the Research

The purpose of this research is to find out the correlation between students' reading anxiety and their reading ability.

F. The Significance of the Research

By doing this research, researcher hopes that this research can give contribution in both theoretically and practically:

1. Theoretical Aspect

Theoretically, the result of this research hopefully can describe wheather students reading anxiety correlate with their reading ability.

2. Practical Aspect

Practically, this research will give advantages for students, and English lecturer:

a. For students'

The researcher hopes that this research can inform students that anxiety is an important factor that must be considered in reading ability.

b. For the English lecturer

Researchers hope to help lecturers in understanding the problems faced by students related to reading anxiety which can be seen from the levels of anxiety experienced by students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Reading

a. Definition of Reading

Reading is one of the basic skills in foreign language learning. Reading is the process the reader can get information from the text. Reading is one important skill that should be mastered by English students' learners, because it is a process that can help students in comprehending some text. Reading is an activity to get information from books. This is an important skill for students to learn. There are some opinions by experts about definition of reading. Harmer (2001) state that reading is very useful in language acquisition, the more students read the more they understand. Reading has a positive influence on students' knowledge. While, Stoller et al (2011) states that, Reading is the ability to describe meaning from the printed text and appropriately interpret the meaning. In addition Anderson said that reading is an important skill for students to have a good understanding of a second or foreign language (Sari, 2017). According to Tarigan (2008) states that reading is the process of getting the message conveyed by the author through the words seen by the reader.

In other hand, Yang (2016) defines reading is an active process for predicting, selecting, and confirming based on his own knowledge and information presented in the text. Reading is an important part of learning in a second or foreign language. In addition, the main purpose of reading is to obtain and seek information. (Setiawan, 2020).

In summary, reading is the activity to get some ideas and information from written text so, the reader can comprehend and make conclusion to confirm, discard, or filter the ideas itself.

b. Purpose of Reading

Grabe and Stoller categorize four main purpose of reading, there are (Stoller et al, 2011):

1) Reading to search for simple information

It is a general reading skill often used in reading assignments that is best viewed as a type of reading ability. Usually, the reader reads the text for a specific word, a specific piece of information, or a representative phrase.

2) Reading to learn from texts

This goal demand the ability to remember and understand the main ideas and supporting ideas in the text; identify and build a rhetorical framework that organizes the information in the text; and linking the text with the reader's background knowledge.

3) Reading to integrate information

The goal is for readers to critically evaluate the information they read, what to integrate and how to integrate it.

4) Reading for general comprehension

This is the basic goal of reading comprehension. When a skilled fluent reader achieve this purpose, the reader needs to be fast and automatic processing of words, strong skills in forming a general meaning of the main ideas, and time management to organize many processes.

According to the explanation above, it can be conclude that the main purpose of reading is for increasing knowledge by a variety of

ways, such as taking lesson from the texts, searching simple information and so on.

c. Types of Reading

There are various types of reading. According to Patel and Jain (2008) types of reading are divided into, intensive reading, extensive reading, reading aloud, and silent reading.

1) Intensive Reading

Intensive reading is language learning under the guidance of a teacher who will explain structural difficulties and expand vocabulary. Intensive reading topics are the basis for writing. Intensive reading is reading a text so that readers get ideas or knowledge from the text they are reading, the purpose of intensive reading is so that readers can get certain information.

2) Extensive Reading

The purpose of extensive reading is to gain a general understanding of the information, and it is also to read longer texts just for fun. In extensive reading the reader does not really care about the specific information of a passage.

3) Reading Aloud

Reading aloud is the foundation of classroom discipline and organization. In reading aloud the reader is faced with a sentence that has not been spoken before. The purpose of reading aloud is to improve the reader's speaking ability and pronunciation. Reading aloud can also be interpreted by reading a book by making a sound.

4) Silent Reading

Silent reading is used to improve the reading ability of readers. Silent reading is a very important skill in language,

silent reading is done so that the reader gets a lot of information about a text that is read. Silent reading allows the reader to read without making a sound, in silent reading the reader can more easily obtain information widely.

In short, there are four types of reading such as, intensive reading concern on detailed information on the text in order to achieve full understanding of the logical argument, pattern of the text of its symbolic, and emotional. While, extensive reading the reader read the text for general information they didn't need to gain specific information from the text. Reading aloud this type of reading is concerned on oral matter primarily that is focused on pronunciation than to comprehension, the last is silent reading is done to the reader can get a lot of information in the text, in the silent reading the reader read without making a sound.

d. Factors influencing Reading

There are several factors which influence reading. The factors affecting the process of reading are explained as follow: Habibian et.al (2015) said there are psychology factors that influence reading, there are:

1) Attitude

Attitude in reading is a person's feeling in reading, which will make the reader approach or avoid the reading process. In this case, Haris and Sipay (1990) cited in Habibian say that the attitude of the reader in the reading process is an important role in reading. Attitudes have a positive tendency that can lead readers to succeed in the reading process.

2) Self – efficacy

According to Bandura (1977, 1986, 1997, cited in Habibian), self-efficacy is a concept of cognitive learning and is the ability of

an individual to cope with problems. According to Bandura (1986), self-efficacy is a belief in an individual's ability to know or do something specific. Schunk (1996) argued that self-efficacy has a positive effect on an individual's level of activity, engagement, effort, commitment, and outcomes achieved.

3) Anxiety

In psychology, the term anxiety is a concept considered by psychologists. Anxiety is one of the most important factors that can affect students when learning a foreign language. Some studies on language learning anxiety show that many students are worried about learning a foreign language. The reason for this is that fear is facing fear. This is the opposite of language ability. Highly proficient students are less afraid than less proficient students.

4) Interest

According to Hidi and Renninger (2006 cited in Habibian) Interest can be seen between individual interactions and positive content. Interest on reading is consists of high attention and emotional participation.

5) Motivation

In learning process motivation is the most important thing for students to be able to be intensive in learning, especially in reading. In the learning process motivation is the most significant thing for students to be able to intensify learning, especially in reading. According to Pintrich and Schunk, (1996 cited in Habibian) motivation is the way and the reason a person learns and how well they perform. Motivation is the concept of a living social learner and is closely related to his personal identity.

On the other hand, Dennis (2008) state there are fifth factors influence reading (Mustikasari, 2021):

1) Complexity of the Reading Text

Oral skills have an important role in identifying the reader's skills in acquiring vocabulary. The large number of vocabulary can help students in explaining unknown words by applying the concept of oral ability. Oral skills have an important role in identifying the reader's skills.

2) Environmental Influences

In understanding text readers may have more difficulty understanding texts that are disorganized with the environment than those who read quietly and in control. if students are in a place that makes them uncomfortable they will find it difficult to understand the reading. Students will find it difficult to focus if the environment around them is not calm. On the other hand, if the environment is comfortable and safe, students or readers will easily concentrate and focus on their reading.

3) Anxiety during reading comprehension

Tests, assignments, or home situations can put pressure on the reader's reading rather than enjoying the reading. Some students have a positive response in the exam while others have anxiety because they may not fully understand the content of the reading. Students who experience anxiety can cause confusion and poor understanding of reading activities.

4) Interest and Motivation

If the reading material is interesting to read, the reader can easily understand and remember it clearly. The writer must be able to motivate the reader by providing interesting reading material. If the readers read a monotonous text, they will tend to have difficulty concentrating on their understanding.

5) Decoding or Word Recognition Speed

Readers who have problems decoding and recognizing words will read slowly, and have more difficulty understanding a text. Than students who do not have problems with decoding. Students' do not have problems in decoding have sufficient vocabulary and can quickly clarify the meaning and meaning of the word.

Based on the explanation, the writer conclude that there are several factors that influence reading including; attitude, self efficacy, anxiety during reading comprehension, interest, motivation, environmental influences, complexity of reading text, and decoding or word recognition speed.

2. Anxiety

a. Definition of Anxiety

Ahmad (2018) said that Worry or cognitive anxiety refers to bad expectations and cognitive anxieties about oneself, conditions encountered, and possible consequences, and emotional or somatic anxiety concerns a person's opinion of the physiological-affective elements of the experience of anxiety, which are indicative of automatic stimulation and unpleasant feeling states, such as nervousness, abdominal pain, palpitations, sweating, and tension. While, Huda (2018) anxiety was reported to be emotional and related to the psychological system of those who experience unpleasant tensions or are worried about what may happen in the future. Anxiety is

expected to consume the necessary resources of working memory, and it can hinder students' ability to act well in learning situations. (Mehrad & Sara, 2014). For Hollandsworth (1990 cited in Hanafi), anxiety is categorized according to individual feelings of distress such as concern, anxiety, and avoidance behavior. Dixon's book "Understanding the Problem of Anxiety" in Hanafi (2011). Conolly and friends stated that anxiety is common feeling of worry and fear and is a normal part of someone's development but it may become problem when he/she increase or interfere it in daily life. (Connolly, 2006). Hilgard and his colleagues defined anxiety as a psychological construct that is described as a state of apprehension, a indefinite fear that is only indirectly associated with an object. 5 Another expert argues that anxiety is an adaptive response, described by feeling fear, in particular situation which may motivate and sometimes become abnormal if it is excessive in given situation or interferes with functional ability. (Nevid, 2009).

There are several signs of anxiety that manifest through the anxiety symptoms of our body, mind, and behavior. The symptoms are:

1) Body

Those who are worried can usually be identified by a sign. These signs are fast breathing, fast heartbeat, dizziness and lightheadedness, "butterfly belly", nausea and going to the toilet, dry mouth and dysphagia, and nausea.

2) Mind

People are anxiety, afraid, and they lose control because they think they are physically ill, have a heart attack or stroke, or are crazy, people are looking at themselves fearing that, you can convince yourself that you are fooling yourself. They felt that they should run away and go to a safe place.

3) Behavior

Anxiety strikes a person, they often make excuses to avoid going out or doing something and rush out of places or situations where they feel anxious. (Hanafi, 2018).

Based on some definitions above, the writer concluded that anxiety is a natural psychological reaction towards what we are worry or fear about something in particular situation or something that might happened in the future. It may affect positively, such as motivate us to study before exam. Nevertheless, it can cause negative effect, such as becoming careless and absent-minded when doing exam.

b. Types of Anxiety

There are several kinds of anxiety. The two most well-known anxieties are state anxiety and trait anxiety. According to Rezaei & Jafari (2014) there are three types of anxiety in psychology, among others:

1) Trait anxiety

Trait anxiety refers to a relatively stable emotional state that an individual experiences more frequently or more intensely than most people on the average and is part of the individual's personality. People with high levels of trait anxiety are typically nervous and they lack emotional stability. An individual with a high level of trait anxiety shows tendencies to become apprehensive across a number of different situations as a result of generally regarding these situations as more threatening than they actually.

2) State anxiety

State anxiety is experienced by an individual at a particular moment as a reaction to a definite situation. However, there has been a criticism pointed at the ambiguity that the source of apprehension can only be assumed to be given situation because this method does not

ask the subject to ascribe his or her emotional state to any cause despite diverse possibilities. For instance, subjects who are expecting some intimidating situations in the near future can be anxious regardless of the provided experimental condition.

3) Situation specific anxiety

Situation specific studies can offer more to the understanding of anxiety because various aspects of the situation can be queried. A key difference is that subjects are tested for their anxieties in limited circumstances such as taking a test, speaking in public, writing examinations, performing math or participating in a language class. Situation specific constructs can be seen as trait anxiety measures limited to a given context.

According to the explanation above, it can be conclude that the are three types of anxiety such as state anxiety, trait anxiety, and situation specific anxiety. State anxiety is commonly experienced in relation to some particular occasion or act and it momentary happened. This type of anxiety occurs only in stressful event or particular situation so that it is not permanent. It will disappear when the stressful situation goes away. Meanwhile, trait anxiety is more permanent predisposition to be anxious where people are predictably and generally anxious about many things. People with such anxiety tend to feel worry and inappropriately threatened by several things in environment over time than other people. It usually comes more intense and lasted for long time. And last situational anxiety can be seen as an act of anxiety in a particular context.

c. **The Effect of Anxiety to Learning**

According to Hanafi (2018) there are two types of fear: debilitating and facilitating. Facilitating anxiety is known as positive anxiety, and

debilitating anxiety is known as negative anxiety. In fact, this kind of anxiety helps students improve their knowledge. The fear of debilitation adversely affects the motivation and preparation of students before and during the presentation. Facilitating anxiety, on the other hand, keeps students motivated and makes more efforts to reduce the negative effects of anxiety.

On the other hand, Mehrad and Sara (2014) say that academic anxiety can adversely affect the success of students' school activities, as anxious students self-absorb and use most of their energy in the learning process to contribute.

In short, anxiety can effect to learning because the students with higher anxiety are ideal to have lower performance in learning, they occasionally turn the discussion of language anxiety and foreign language reading around.

d. Symptoms of Anxiety

According to experts classify symptoms of anxiety into three types including; somatic anxiety, behavior anxiety, and cognitive anxiety.

Table 2.1 Indicators of anxiety

No	Expert	Indicators	Symptom
1.	Nevid, Jeffrey.S (2005)	Somatic anxiety	- nervousness , -shaking hands, -sweating, -sweaty palms, -heart pounding, -vibrating sound,
		Behavior characteristic of anxiety	- avoidance -trembling
		Cognitive characteristic of anxiety	-worried about something -afraid -worry about trivial things, fixated on the sensation of need, -confused -panicked

			- loss of confidence -do something repeatedly -heart pounding -vibrating sound
2.	Conley (2006)	Cognitive characteristic of anxiety	-lose of confidence -do something repeatedly -heart pounding -vibrating sound
		Behavior characteristic of anxiety	-avoidance -trembling

e. Reading Anxiety

The writer found several definition about Reading Anxiety. The first is Sadiq (2017) claimed that English reading anxiety is the anxiety experienced by students when reading English text. Anxiety of reading is basically rooted in some kind of fear, such as fear of failure or lack of self-confidence. Fear of reading affects students' academic performance (Sadiq, 2017). The second Saito et al. (1999) He introduced the concept of reading anxiety in a foreign language and noted that reading anxiety is a different concept from anxiety in a foreign language. Their study investigated the effects of target languages (Japanese, French, Russian) on reading anxiety and showed that students' reading anxiety varies depending on the target language. Japanese learners were the scariest group, but Russian learners were the few. They also reported that reading anxiety had a negative impact on students' grades and grades. The anxiety of reading a foreign language is the anxiety that learners experience while reading a foreign language. In their study, a new catalog for measuring reading anxiety, the Foreign Language Reading Anxiety Scale (FLRAS), was developed. (Saito,et al., 1999).

Zbornik (2001) states reading anxiety as unpleasant feeling toward reading which caused by significant other disapproval in reading process. (Muhlis, 2017). Foreign language reading anxiety is states to feeling of worry and nervousness when students try to read and comprehend foreign language text. (Aisyah, 2017). On other hand Marhaeni said Reading anxiety is feelings of worry, nervousness and apprehension when students try to comprehend the foreign language text. (Marhaeni.N.N.R,et al., 2020). Reading anxiety is a problem and difficulty for students to read and is a problem for the people. Efforts to study reading anxiety and reading problems are crucial to the growth and development of education. (Oyeleye Dr, 2020).

Zbornik (2001) cited in Nirmala, discuss various symptoms of students with reading anxiety. First, students with reading anxiety show a suppression of their own intellectual curiosity. This usually represents an introspective or non-reflexive attitude. Second, students with high reading anxiety usually exhibit academic aggression or suppression of self-assertion that requires reading ability but refuses to use it. The third is the inhibition of intellectual independence. (Nirmala, 2017).

In short, reading anxiety is students' feelings of worry, fear, and nervousness when they are read and have to comprehend some English text. Anxiety of reading is basically rooted in some kind of fear, such as fear of failure or lack of self-confidence. Fear of reading affects students' academic performance.

f. The Factors of Foreign Language Reading Anxiety

There two part of foreign language reading have a great potential for eliciting anxiety according to Saito et al. (1999) are unfamiliar writing system and unfamiliar culture. Ahmat (2013 cited in Aisyah) There are two types of factors that cause reading comprehension anxiety in a foreign

language: personal factors such as concerns about reading comprehension and fear of mistakes, and text characteristics such as unknown culture, unknown topic, and one unknown vocabulary. (Aisyah, 2017).

1. Fear of reading a foreign language due to personal factors. There are two sub factors in the concept of personal factors:

- a) Worry about Reading Effect

Reading aloud as a thing that causes anxiety to read a foreign language for students. This happens most students can't overcome their anxiety when they are asked to read English text. Besides that English is still foreign to students and still difficult to learn, they worry about performance and disturb their concentration when understanding a text.

- b) Fear of Making Error

Fear is basically related to self-confidence problems (Muhlis, 2014). Thus, it can be concluded that the fear of making mistakes can be considered as a factor of reading anxiety.

2. Foreign Language Reading anxiety caused by Text Features

- a) Unfamiliar culture

Unfamiliar English hinders students' reading comprehension process and creates anxiety because the culture represented in the text is foreign to them. (Rajab.2012 cited in Aisyah).

- b) Unfamiliar topic

According to Wallace (cited in 2001, Aisyah), if the subject of the text is not of interest to the student, it is

almost impossible for the student to read it just for fun, and as a result, the student becomes an effective reader. I can.

c) Unfamiliar vocabulary

Vocabulary that you don't understand can also be another source of anxiety about reading a foreign language (Ahmad et al., 2013). Rajab et al. (2012) said that foreign vocabulary can hinder students' understanding and cause difficulties which in turn cause anxiety. (Aisyah, 2017).

f. Reading Ability

Ability for basically mean that you have the potential to do something. Ability is the skill to do something in other words talent. (Rahayu, 2019). Reading ability is important for students. It can be defined that reading ability is students' potential or capacity to get information or idea from text. Reading ability is a communication skill between readers and writers to gain knowledge and information. (Rahayu, 2019). Febrina (2017) Reading ability are used to extract information from text using knowledge, skills, and strategies to achieve reading goals. During reading activities, readers use different strategies and skills as they read to acquire knowledge. On the other hand, everyone has the ability to read to get information and also to expand their knowledge. (Nusri, 2017). Foreign Languages Curriculum of basic Education Core Curriculum B.E.2551 (2008 cited in Ruangroj) define reading ability as the ability to observe principles of reading, identify the main idea, analyses the essence, conclude, interpret and express reading opinions from reading texts. (Ruangroj, 2012).

According to Gillet and Temple in Rahayu (2019) claimed that there are four level of reading Ability:

1) Independent level

Comprehension of what is read usually excellent, and silent reading at this level is fast because almost all the words are recognized and understood at sight. The student has to stop rarely and analyze a new word. Oral reading is usually easy, and Occasional deviations from the written text rarely interfere with understanding.

2) Instructional Level

At this level the material is not too easy but still comfortable. Here, students are challenged and will benefit most from teaching. Comprehension is good, but help is needed to understand some concepts. The silent reading rate is fairly fast, although usually slower than the independent rate. Some word analysis is required but most words are recognizable upon viewing. Oral reading is fairly fluid and accurate, and spoken differences from written texts usually make sense in context and do not lead to loss of meaning.

3) Frustration Level

This level of vocabulary is more difficult. Both oral and silent reading are usually slow and tiring, with frequent stops to analyze unknown words. Oral reading divergence often occurs and often causes the reader to lose the meaning of what is read. Because of this difficulty, it is frustrating for students to try to read the material for long periods of time, and their attempts often fail. This level should be avoided in teaching.

4) Listening Level

Listening levels provide an estimate of a student's current potential for improving reading comprehension. Most readers who have not yet fully realized their potential as readers who are still improving their reading comprehension can hear and understand texts that they cannot

read aloud. Listening levels are usually higher than the reading level of the class. The listening level indicates how far your reading is likely to be at this point.

3. The Correlation between Students Reading Anxiety and their Reading Ability

Students reading anxiety can affect the students reading ability. Ability can define as students' capacity to comprehend several tasks in a specific job. Ability can said that someone potential to do something. So, Reading ability is student's cognitive ability or skills which is able to use in interacting with texts. While anxiety is a psychological state of a person that causes feelings of anxiety, fear, and trembling. According to Fauziyah (2015) said that there are several factors that influence students reading ability, including language skills, cultural background, motivation, and other factors such as anxiety. Anxiety that cause in reading ability or reading skills is called reading anxiety.

B. Review of Relevant Studies

The researcher has found some research that have relevancy with the problem discussed in this study. First, Al-harbi (2019) did a research entitled, "The Relationship between EFL Learners' Reading Anxiety and their Reading Strategy Preference at Taibah University" he found that there was no statistical significance relationship between reading anxiety and GRS.

The similarity with the problem that researcher analyze with the study above is both of research are study about relationship students' reading anxiety. the different are previous research do the research about relationship between EFL Learners' Reading Anxiety and their Reading Strategy Preference, but this research will try to discuss about the correlation between students' reading anxiety and students' reading ability in analyze English text.

Second research by Mardianti et al (2021) did a research entitled, "the correlation between students' reading anxiety and their reading comprehension in ESP context at

the University of Muhammadiyah Malang” she found that there was a moderate-strong negative relationship between reading anxiety and reading comprehension of ESP students. Which means that the higher the anxiety students have, the lower their understanding. The similarity with the problem that researcher analyze with the study above is both researcher are study about students’ reading anxiety. the different are previous research do research about the relationship between students’ reading anxiety and their reading comprehension in ESP context, but this research will discuss about the correlation between students’ reading anxiety and their reading ability.

Third, the research by Sari (2017) the title is *The Relationship between Reading Anxiety and Reading Strategy used by EFL Student Teachers*. This study investigated the relationship between reading anxiety and reading strategies use, and explored the influence of reading anxiety on reading strategies use of undergraduate English major students of UIN Raden Fatah Palembang. The research finding is there is no significant relationship between reading anxiety and overall reading strategy use. It was concluded that high anxiety did not lead to lower use of reading strategies. Therefore, it is not necessary to do a regression analysis to examine the effect of reading anxiety on the use of reading strategies. In addition, some suggestions for students, English foreign language (EFL) instructors, and future research are discussed in this study.

Fourth, the research by Jannah (2021) the title is *The Correlation among Reading Habit, Reading Anxiety and Reading Comprehension of the Eighth Grade Students at Mts Al-Khalifah Sarolangun* and found that there is correlation between reading anxiety and reading comprehension. The questionnaire and reading test used to collect the data.

C. Conceptual framework

In this study, the writer focused on the correlation between students’ reading anxiety and students reading ability. The author wants to know if a student's reading

anxiety correlates with the student's reading ability. In this study, students' fear of reading is measured using a questionnaire. Students' reading comprehension, on the other hand, is measured by a reading comprehension test. Later, we will correlate the results of each test to prove the hypothesis. Therefore, the idea of this study can be shown in the following figure:

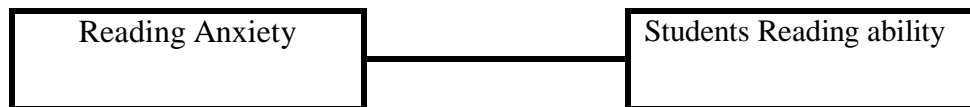


Figure 2.1

D. Research Hypothesis

These are the hypothesis from the whole explanation above:

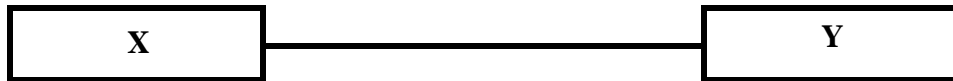
Ho: There is no correlation between students' Reading Anxiety and their Reading Ability.

Ha: There is correlation between students' Reading Anxiety and their Reading Ability

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research was quantitative research. It is a correlation design. According to Gay & E.Mills (2019), correlation research describes in quantitative term the degree to which two variables are related which has a purpose to determine the relationship to make a prediction. This research was designed to describe the correlation between reading anxiety and students' reading ability. The design of this research could be drawn as:



X : Reading Anxiety
Y : Students' Reading Ability
— : Correlation

B. Population and Sample of the Research

1. Population

The population was a total subject that used as participants in research. The population in this research was the sixth-semester students of English Teaching Department at UIN Mahmud Yunus Batusangkar registered in 2019/2020 academic year. The total population is 66 students that are divided into 3 classes, namely A, B, and C

Table: 3.1 population of the research

Research respondent	Data resource	Population
Fourth semesters students	TBI A	21
	TBI B	21
	TBI C	24
Total	3 classes	66

2. Sample

Gay (2012) states that for correlational studies minimally was acceptable sample size is generally 30 participants. The purpose of sampling is to gain information about population by using the sample. There are some methods for sampling, such as: simple random, stratified random, cluster random and systematic sampling. Simple random sampling is the selection of a sample in such a way that all the population has a chance to be a sample. (Gay. et.al, 2012).

This research used simple random sampling technique where the research was displayed the sample according to Slovin formula, from calculations using the Slovin formula, the results of this research sample were 56 students'.

$$n = \frac{N}{1 + Ne^2} \quad \text{where } n = \frac{66}{1 + 66(0,05)^2} = 56$$

n: number of sample
 N: total population
 E: error tolerance (5%)

C. Research Instrument

There are two instruments used in this research. They are questionnaire to measure students' reading anxiety and reading test to take score students reading ability.

1. Questionnaire

The writer used questionnaire to measure student's anxiety. Creswell (2012) cited in Salmiah questionnaire is a formula used in a survey design that participants in a study complete and return to the writer. Arikunto (2005) the purposes of questionnaire is to get information which relevant to research purpose. The questionnaire

contained positive and negative statements. To construct the questionnaire used the steps as follow:

- a. Identifying variable of the problem
- b. Elaborated variable into sub variable
- c. Make the questionnaire and arranged the questionnaire
- d. Distributed the questionnaire

The questionnaire used consisted of 28 items. The questionnaire contained positive and negative statement. It was used to get the data about reading anxiety by choosing options based on the Likert- scale: *Selalu* (always), *Sering* (often), *Kadang-kadang* (sometimes), *Jarang* (seldom), *Tidak pernah* (never). (see appendix 2)

Table: 3.2 The scores of categories statement

categories	Statement	
	Positive	Negative
Selalu	5	1
Sering	4	2
Kadang-kadang	3	3
Jarang	2	4
Tidak pernah	1	5

Table: 3.3 The example of questionnaire statement

No	Pertanyaan	jawaban				
		SL	SR	KD	JR	TP
1.	Saya merasa gemetar ketika membaca teks berbahasa inggris yang panjang					

The researcher distributed the questionnaire, into tabulation table (See Appendix 4).

a. Validity

According to Gay et al. (2011) stated that validity states to the degree in which a test measures what it is supposed to measure and permits interpretation of scores that are appropriate consequently. (Salmiah, 2017). Instrument validity is defined as the extent to which the instrument measures what it purports to measure. There are three reasons to see the extent of the validity of an instrument, namely

- a) Based on its content.
- b) Based on its conformity with the construct.
- c) Based on its suitability to the criteria, namely instruments intended to measure the same thing.

The content validity of questionnaire was measured by referring to the indicators of the questionnaire. The questionnaire contained positive and negative statement. The score for positive items will arrange as follow: SL=5, SR=4, KD=3, JR=2, and TP=1. While the score for negative items will arrange as follow: SL=1, SR=2, KD=3, JR=4 and TP=5. In this study, researchers conducted a validity test of the content involving 3 lecturers as validators. The first step taken in this validation is that the researcher determines the lecturers who will be used as validators. Next, provide validation sheets and indicators and a grid of questionnaire to the validator. Next, after being validated by the validator, the validation results are processed. From the results of the validation obtained several revisions containing suggestions (revisions) which were then revised by the researcher in accordance with the suggestions of the validator. The following is the formula proposed by Aiken as follow:

$$V = \sum s / [n (c-1)]$$

$$S = R - lo$$

lo : lowest scoring rate (1)

C : highest scoring rate (5)

R : the number given by validator

Table 3.4 criteria of validity

Interval Skor	Criteria of validity
0,8-1	Very high validity
0,6-0,79	High validity
0,40-0,59	Moderate validity
0,20-0,39	Very low validity

The results of the expert validator's assessment of the reading anxiety questionnaire can be seen in Appendix 7, Aiken's V coefficient value ranges from 0,6-0,79 with a validity of 0,75 (high validity). This can be considered to have adequate content validity.

2. Reading Comprehension Test

The reading comprehension test used to know students' reading ability. Students' reading ability was taken from the document TOEFL test as suggested from validator. The test was an objective test consisting of 20 items. In this test, students were asked to read some passages and answer some following questions based on the information given in the text they have read. The score was calculated using this formula:

$$\text{Score} = \frac{\text{correct answer}}{\text{number of items}} \times 100$$

D. Technique Data Collection

To collect the data the researcher distributed questionnaire to the students. The researcher contacts them via whatsapp, via chat and then researcher

explained instruction for filling out the questionnaire. Researcher also distributed the questionnaire via whatsapp and the students fill questionnaire in google form.

The researcher used *Selalu* (S), *Sering* (SR), *ragu-ragu* (R), *Jarang* (JR) and *Tidak Pernah* (TP). The questionnaire contained positive and negative statements. Each of statement had five alternative answers. After gave questionnaire for the students, the researcher get recapitulation of respondents answer in google form (see appendix 5).

E. Research Procedur

This research was conducted by several steps that the writer used. Those steps are as follows:

1. Preparation

- a. Finding research problem that the writer interested in
- b. Collecting the sources and references related to research problem
- c. Writing research proposal
- d. Consulting with advisor
- e. Revising the proposal
- f. Preparing questionnaire and writing test
- g. Doing seminar proposal
- h. Revising proposal after doing seminar

2. While-operation

- a. Doing try out
- b. Scoring try out
- c. Revising the instrument
- d. Giving instrument to sample
- e. Scoring the instrument

3. Post- operation

- a. Analyzing the data
- b. Interpreting the data
- c. Discussing research finding
- d. Conclusion and suggestion.

F. Technique of data analysis

In data analysis the researcher used descriptive and inferential statistics.

1. Descriptive statistics

This statistics was applied to both students' reading anxiety and students' reading ability in order to see the tendency and variability of the data. Descriptive analysis was arranged based on mean score (M) and standards Deviation (SD) Score. In this analysis, the researcher used program called SPSS 26 to see the tendency of the data.

There were several steps done by researcher:

- a. Prepare the data of students' reading anxiety and students' reading ability that want to measure in Microsoft Excel
- b. Copy both of the data to variable view
- c. Choose scale to measure both of data
- d. Choose analyze then descriptive statistic, frequencies
- e. Copy the item of students' reading anxiety and students' reading ability to Colum Variables
- f. Click Colum Statistic was appear the Colum frequencies statistic
- g. Then choose, mean, standard deviation, sum, maximum, and minimum
- h. Choose Continue and OK

2. Inferential of Statistics

Inferential statistics of correlation used to see the correlation between reading anxiety and students' reading ability. Inferential statistics used to make inference about parameters.

a. Testing Normality

Normality distribution means each variable of two sets of number was normally distributed. Examine the descriptive statistics for each score of the data check the normality assumption by using SPSS 26 the computer program descriptive statistics. If the significance score is bigger than standard significance score (0.5), the distribution of the data is normal. It means that the data is normal. The researcher used SPSS 26 to find out Result of Testing Normality of Students' Reading Anxiety and Their Reading Ability. There were several steps done by researcher.

- 1) Prepare the data of students' reading anxiety and their reading ability.
- 2) Copy both of the data in Data View
- 3) Choose Scale of measure both of the data in data view
- 4) Choose non-parametric test, legacy dialog, one sample KS (Kolmogorov-Smirnov test)
- 5) Copy both of item students' reading anxiety and their reading ability Colum variables, Continue, OK
- 6) The output of Result Testing Normality One-Sample Kolmogorov-Smirnov Test was appear,

b. Testing Homogeneity

This test is used to see whether the sample that the researcher taken from the population had the same characteristics or not. The testing homogeneity used one way ANOVA in SPSS 26. If the

significance score is bigger than standard significance score 0.05, the distribution of the data is homogeny. The researcher used SPSS 26 to find out Result Testing Homogeneity of students' reading anxiety and their reading ability. There were several steps done by researcher:

- 1) Prepare the data of students' reading anxiety and their reading ability.
- 2) Copy both of the data in Data View
- 3) Choose Analyze, compare means, one way anova
- 4) Copy students' reading ability to dependent variables and students' reading anxiety to Colum factor
- 5) Choose Colum option, Homogeneity of variance test, continue, OK
- 6) The output Testing Homogeneity of students reading anxiety and their reading ability was appear.

3. Correlation Analysis

To measure the strength of the correlation between rading anxiety and students' reading ability, the data consist of two types: reading anxiety (X) and students' reading ability (Y). The researcher used the program computer SPSS. Then, the researcher compared r calculated with category of "Y" Product moment as suggested by Sudijono (2005)

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

r_{xy} = the coffecient correlation

$\sum X$ = sum of score distribution on x

$\sum Y$ = sum of score distribution on y

$\sum XY$ = sum of multiple score of X and Y

$\sum X^2$ = sum of square of the Y score

$\sum Y^2$ = sum of square of the X score

N = number of students

For more explanation, see the following table. There were several steps in SPSS done by researcher.

- a. Prepare the data of students reading anxiety and their reading ability.
- b. Choose Analyze, correlate, the bivariate
- c. Copy item students reading anxiety and their reading ability to Colum variable
- d. Checklist (✓) Pearson Correlation, test of significance two tailed, flag significance correlation then OK
- e. Then the output correlation of students' reading anxiety and their reading ability was appear

G. Hypothesis Testing

To know whether there is significant between X and Y or not, it can be seen by testing hypothesis. To testing hypothesis, the researcher used criteria below:

Ha = $r_{xy} > r_t$

Ho = $r_{xy} \leq r_t$

r_{xy} : r hitung

r_t : r tab

Ha: There is a significant correlation between students' reading anxiety and students' reading ability.

Ho: There is no significant correlation between students' reading anxiety and students' reading ability.

According to Gay & E.Mills (2019) the result is a correlation coefficient (r_{xy}) indicates the size and direction of a relationship. A correlation

coefficient is a decimal number ranging from -1.00 to +1.00. A coefficient near +1.00 has a high size and have positive direction. It means that student with high scores on the variable are likely to have high scores on the other variable and vice versa. The levels of correlation can be seen in the table bellows:

Table 3. 7
The Interpretation of Correlation Index Number “r” Product Moment (Rxy)

“r” Product Moment	Interpretation
0.00 – 0.20	Between X and Y very low correlation, can be regarded no correlation
0.20 – 0.40	Between X and Y have low correlation
0.40 – 0.70	Between X and Y have sufficient correlation
0.70 – 0.90	Between X and Y have high correlation
0.90 – 1.00	Between X and Y have very high correlation

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research finding

1. The Data description

This chapter discusses the description of reading anxiety (variable X) that has been taken from questionnaire and students' reading ability (variable Y). The number of sample was 56 respondents of the sixth - semester students of English Department at UIN Mahmud Yunus Batusangkar in 2021/2022 academic year. The researcher analyzed the questionnaire that has been collected from all of samples. Then the researcher analyzed degree of correlation between reading anxiety and students' reading ability score.

Based on the data that was collected, it can be concluded that the students' reading anxiety level is at moderate level as well as the students' reading abilities, this can be seen from the result of students reading anxiety (X) was 136 for the highest score and the lowest score was 55, then from the data of students' reading ability , it was known that the highest score was 80 and the lowest score was 35. To make a clearer explanation, the score of reading anxiety and students' reading ability were arranged as follow:

Table. 4.1.
The Data Distribution of Reading Anxiety (X) and Students' Reading Ability (Y)

N/R	X	Y	N/R	X	Y
1	73	70	29	66	65
2	90	50	30	85	45
3	84	75	31	81	40
4	78	60	32	89	75
5	71	55	33	95	80
6	73	70	34	83	75
7	106	45	35	103	70

8	136	35	36	99	55
9	86	75	37	78	40
10	108	45	38	89	65
11	103	60	39	116	75
12	102	45	40	91	70
13	86	35	41	101	70
14	81	50	42	83	65
15	96	55	43	112	60
16	86	55	44	106	45
17	82	60	45	109	40
18	84	70	46	55	55
19	92	45	47	99	75
20	67	75	48	92	70
21	78	70	49	72	70
22	88	45	50	85	65
23	118	40	51	73	55
24	84	75	52	109	55
25	65	75	53	112	45
26	71	65	54	84	50
27	129	55	55	109	65
28	91	50	56	69	75

2. The Data of Description Statistic

After getting the data of reading anxiety and students' reading ability, the data was described by measuring the central tendency and variability of the data. The result of descriptive statistics information of both variables can be seen in the table below:

Table 4.2
Statistical Result of the Description of Reading Anxiety and Students'
Reading Ability

		Statistics	
		reading anxiety	reading ability
N	Valid	56	56
	Missing	0	0
Mean		90.23	59.29
Median		87.00	60.00
Mode		3784	75
Std. Deviation		16.586	12.736
Variance		275.091	162.208
Minimum		55	35
Maximum		136	80
Sum		5053	3320

a. Multiple modes exist. The smallest the value is shown

From the table above it was found mean for reading anxiety was 90.23 and reading ability was 59.29, the standard deviation for reading anxiety was 16.586 and reading ability was 12.736, the minimum score for reading anxiety was 55, and reading ability in was 35, the maximum score for reading anxiety was 136 and reading ability was 80.

3. The Data Description of Reading Anxiety

The total items of reading anxiety questionnaire were 28 items. The questionnaire was constructed in two ways, the positive statements and negative statements by using Likert Scale. For positive statements, the scores were 5 for selalu (always), 4 for Sering (often), 3 for kadang-kadang (sometimes), 2 for jarang (seldom), and 1 for tidak pernah (never). For negative statements, the score were 1 for Selalu (always), 2 for Sering (often), 3 kadang-kadang (sometimes), 4 for jarang (seldom) and 5 for tidak pernah (never).

Based on the data collection, it was found that the highest score of reading anxiety was 136 and the lowest score was 55. Then, the mean score was (M) 90.23 and standard deviation (SD) was 16.586. The score of reading anxiety can be shown in the following table:

Table 4.3.
The Data Distribution of Reading Anxiety

N/R	JUMLAH	N/R	JUMLAH	N/R	JUMLAH
1	73	16	86	36	99
2	90	17	82	37	78
3	84	18	84	38	89
4	78	19	92	39	116
5	71	20	67	40	91
6	73	21	78	41	101
7	106	22	88	42	83
8	136	23	118	43	112
9	86	24	84	44	106
10	108	25	65	45	109
11	103	26	71	46	55
12	102	27	129	47	99
13	86	28	91	48	92
14	81	29	66	49	72
15	96	30	85	50	85
16	86	31	81	51	73
17	82	32	89	52	109
18	84	33	95	53	112
19	92	34	83	54	84
20	67	35	103	55	109
				56	69

Descriptive Statistics						
	N	Minimu m	Maximu m	Sum	Mean	Std. Deviation
reading anxiety	56	55	136	5053	90.23	16.586
Valid N (listwise)	56					

From the score of reading anxiety, it can be stated that the highest score was 136 and the lowest score was 55. To give a clearer explanation about the score of reading anxiety, it can be seen in the histogram below:

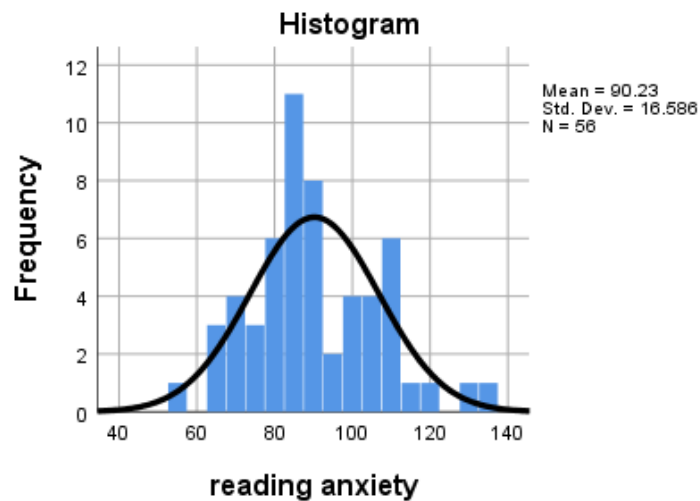


Figure. 4.1
The Histogram the Data Distribution of Reading Anxiety

From the curve above, it can be described that the highest score for reading anxiety was 136 and the lowest score was 55. The mean score of the data was 90.23, the median score was 87, and the standard deviation score was 16.586.

Table 4.4
The Frequency the data Distribution of Reading Anxiety

No	Interval class	Absolute frequency	Relative frequency	Category
1	>107	10	18%	Very high
2	91-106	14	25%	High
3	74-90	21	38%	Low
4	<74	11	20%	Very low
Total		56	100%	

Based on the description above, it can be seen that from 56 students, there were 10 (18%) students have very high reading anxiety, 14 (25%) students have high reading anxiety, 21 (38%) students have low reading anxiety, and 11 (20%) students have very low reading anxiety.

4. The Data Distribution of Reading ability

The data were taken from the test that researcher distributed for the sixth-semester of English students of IAIN Batusangkar in 2019/2020 Academic Year. To give a clearer explanation about students' reading ability, the scores of the data were arranged in the form of the data distribution in the table:

Table 4.5
The Data Distribution of Reading Ability

N/R	SCORE	N/R	SCORE
1	70	29	65
2	50	30	45
3	75	31	40
4	60	32	75
5	55	33	80
6	70	34	75
7	45	35	70
8	35	36	55
9	75	37	40
10	45	38	65
11	60	39	75
12	45	40	70
13	35	41	70
14	50	42	65
15	55	43	60
16	55	44	45
17	60	45	40
18	70	46	55
19	45	47	75
20	75	48	70
21	70	49	70
22	45	50	65
23	40	51	55
24	75	52	55
25	75	53	45
26	65	54	50
27	55	55	65
28	50	56	75

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
reading ability	56	35	80	3320	59.29	12.736
Valid N (listwise)	56					

From the score of reading ability, it can be stated that the highest score was 80 and the lowest score was 35. To give a more detail explanation about the score of students' reading, it can be seen in the histogram below:

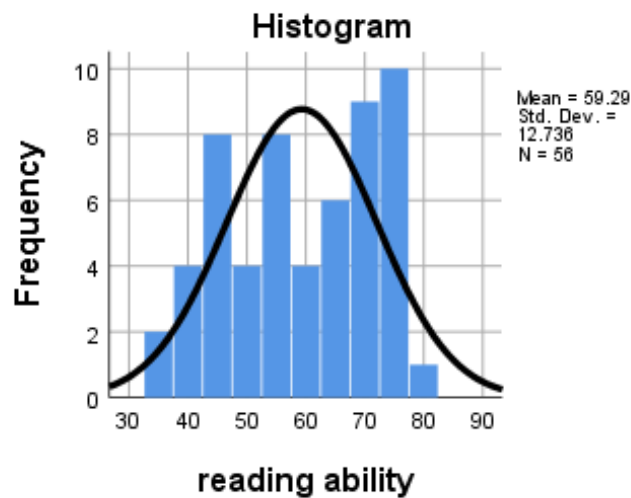


Figure 4.2
The Histogram the Data Distribution of Reading ability

From the curve above, it can be described that the highest score of reading ability was 80 and the lowest score was 35. The mean score of the data was 59.25, the median score was 60.00, the standard deviation score was 12.736.

Table 4.6
The Frequency the data Distribution of Reading Ability

No	Interval class	Absolute frequency	Relative frequency	Category
1	>72	11	20%	Very high
2	60-71	19	34%	High
3	47-59	12	21%	Low
4	<47	14	25%	Very low
Total		56	100%	

Based on the description above, it can be seen that from 56 students, there were 11 (20%) students have very high reading ability, 19 (34%) students have high reading ability, 12 (21%) students have low reading ability, and 14 (25%) students have very low reading ability.

B. Inferential statistics

In analyzing the data, the researcher used a computer program called Computer SPSS version 26. The process of inferential statistics included testing normality and homogeneity. Testing normality was done to see whether the data was normal or not. Next, testing homogeneity was done to know whether the data was homogeneity or not.

1. Testing Normality

The result of testing normality was obtained by using the aid of a nonparametric test form Computer Program Computer SPSS version 26. If the significant score of two variables were higher than 0.05 as the standard significance, it means both of the data were normal. The result showed that the data distribution is normal because the Sig X (0.200) and Y (0.260) were higher than 0.05. The summary for the result of testing normality of reading anxiety and students' reading ability was presented in the table below.

Table 4.7
Result of testing Normality

One-Sample Kolmogorov-Smirnov Test			
		reading anxiety	reading ability
N		56	56
Uniform Parameters ^{a,b}	Minimum	55	35
	Maximum	136	80
Most Extreme Differences	Absolute	.226	.135
	Positive	.226	.093
	Negative	-.108	-.135
Kolmogorov-Smirnov Z		1.693	1.010
Asymp. Sig. (2-tailed)		.200	.260

a. Test distribution is Uniform.

b. Calculated from data.

2. Testing Homogeneity

To know whether the data were homogenous or not, the researcher analyzed the data by using Computer SPSS version 26. The result showed that both variables are homogenous because the significance the value of X and Y was 0.507 which is higher than 0.05 as the standard significance. The detailed information can be seen in the following tables:

Table 4.8
Result of testing homogeneity
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.978	15	22	.507

Based on the table above, it could be seen that the significance score was higher than the standard significance score (0.507>0.05).

Then, it could be concluded that the data was homogeneity.

3. Correlation analysis

In order to find out the correlation between reading anxiety and students' reading ability, the researcher analyzed it by using Computer SPSS version 26. After getting the data on reading anxiety and students' reading ability, the researcher found that the coefficient of correlation between variables (r_{xy}) was -0.343. It can be explained from the following table:

Table 4.9
Result of r Calculated to Find the Correlation between Reading Anxiety And students' Reading Ability

	reading anxiety	reading ability
reading anxiety	1	-.343
Pearson Correlation		.010
Sig. (2-tailed)		
N	56	56
reading ability	-.343	1
Pearson Correlation	.010	
Sig. (2-tailed)		
N	56	56

Then the interpretation of the data can be seen in the following table as quoted by Sudijono (2005) as follow:

Table 4.10
Category of "r" Product Moment Interpretation

"r" Product Moment	Interpretation
0.00 – 0.20	Between X and Y very low correlation, can be regarded no correlation
0.20 – 0.40	Between X and Y have low correlation
0.40 – 0.70	Between X and Y have sufficient correlation
0.70 – 0.90	Between X and Y have high correlation
0.90 – 1.00	Between X and Y have very high correlation

Based on the category, it can be said that there is a correlation between students' reading anxiety and their reading ability because the significant correlation of -0.343 has a negative sign. The sign means that students' with high reading anxiety has a low reading ability. It can be regarded as having correlation to students' reading ability at the level of correlation (0.20 – 0.40). Then, the researcher compared r calculated and the r -table. To find the r -table of this research, the researcher has to find the degree of freedom (df) = $N-2$ ($56-2$) = 54. It can be stated that the r table was 0.254 at the level of significant 5%. It can be concluded that the hypothesis (H_a) was accepted because r -calculated (-0.343) was higher than the r -table (0.254).

C. Discussion

Based on the analysis above, this research shows that the alternative hypothesis (H_o) was rejected. It means that there is correlation between reading anxiety and students' reading ability. It can be proven from the data analysis by using the “ r ” product moment formula Computer SPSS version 26. The result shows that the calculated correlation coefficient (r_{xy}) was -0.343 which has a negative sign, which means “ r_{xy} ” has a negative direction. Next, “ r_{xy} ” (-0.343) with degree of freedom (df)= $N-2$ ($56-2$) = 54. It can be stated that the r -table was 0.254 at the level significant 5%. It can be concluded that H_o was rejected because r -calculated (-0.343) was higher than the value of the r -table (0.254).

This research investigated that reading anxiety has negative direction toward students' reading ability where the negative sign means between students reading anxiety and students reading ability has an opposite relationship, if students has high reading anxiety so they will has low reading ability. Meanwhile, the research finding by Fauziyah (2015) the title is the

relationship between students' anxiety and their reading skill and found that there was significant correlation between students' anxiety and reading skill. This research finding is in relevant with Anggraini (2016), the title is the correlation analysis among foreign language anxiety, reading anxiety ,and reading achievement of students' of public health faculty of Sriwijaya university also found that there was a significant correlation between students' reading anxiety and reading achievement.

It is appropriate with the theory of reading anxiety and reading ability which states that reading anxiety affects reading ability. Mardianti (2021) states that reading anxiety may become a severe obstacle the students faced. Therefore, it is necessary to deepen the understanding of these affective factors, especially reading anxiety and its relationship to other components in EFL or ESL teaching, to facilitate learners. In the same line Farihah (2017) found that there was a significant influence of reading anxiety to the reading comprehension achievement. The results of this study clearly state that there is a low correlation between students reading anxiety and their reading ability.

This is also strengthen the idea of Fauziyah (2015) states that the correlation between the students' anxiety and their reading skills at this study is higher than the previous study which only in moderate level. It might be influenced by the different students' background and experience in learning English as the foreign language. This research finding is there is a negative correlation between students reading anxiety and their reading skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the researcher concludes that there was a correlation between students' reading anxiety and their reading ability. It was indicated through the correlation analysis that had done by statistical called Computer SPSS version 26, where r -calculated was -0.343, the calculated approaches 0.20. It means that the value of r -calculated was lower than 0.20. In other words, there was has low correlation, and has negative correlation. It can be concluded that there was a correlation between students' reading anxiety and their reading ability.

B. Suggestion

Based on the conclusion of the research, the researcher would like to give some suggestion as follow:

1. Students'

The researcher would like to suggest to the students, especially English Teaching Department Students who have high reading anxiety, to be more confident in their reading ability. The students' is who have reading anxiety, can do simple things to reduce anxiety such as positive thinking, being confident, believing in their abilities, and motivating themselves. So, doing things like that can reduce anxiety when reading.

2. The lecturer

The researchers hopes that from this research lecturers can consider factors that can affect students' reading ability.

3. Next researcher

It is a suggestion to the next the researcher to conduct the research related anxiety in specification such as students anxiety toward TOEFL test. The next the researcher also can conduct the research in different levels such as in Senior High School Students.

BIBLIOGRAPHY

- Aisyah, J. (2017). Students' Reading Anxiety in English Foreign Language Classroom. *Jurnal for English and Education*, 5(No.1).URL: <http://ejournal.upi.edu/index.php/LE/article/view/9903>
- Al-Faruq, A. (2019). Reading Anxiety in English as a Foreign Language for Undergraduated Students in Indonesia. *Journal of Teaching & Learning English In Multicultural Context*, 3(number 2). <http://jurnal.unsil.ac.id/index.php/tlemc/index>
- Anggraini, H. W. (2016). Correlation Analysis Among Foreign Language Anxiety, Reading Anxiety, and Reading Achievement of Students' of Public Health Faculty of Sriwijaya University. hwanggraini@fkip.unsri.ac.id
- Brown, H. D. (2003). *Language Assessment Principles and Classroom and Practice*. San Fransisco: Longman.
- Fauziyah, U. (2015). *The Rellationship Between Students Reading Anxiety and Their Reading Skill*. thesis, 2.
- Gay, L R, et al. (2011). *Educational Research; Competencies for Analysis and Application Tenth edition*. New Jersey: Prantice Hall.
- Gay. et.al. (2012). *Educational Research Competencies for Analysis and Applications*. New York: PEARSON.
- Güvendir, E. (2014). Using Think-aloud Protocols to Identify Factors that Cause Foreign Language Anxiety. *14(Nomor 2)*. <https://www.researchgate.net/publication/320711168>
- Habibian, m. S. (2015). The Role of Psychological Factors in the Process of Reading. *Journal of Education and Practice*, 1-7. <http://www.iiste.org/>
- Hanafi, A. (2018). *Students Reading anxiety in Reading Aloud at the Second Year of MA Pondok Pesantren Sultan Hasanuddin*. thesis, 25-26.
- Harmer, J. (2001). *How to Teach English*. England: Longman.
- Herawati, F. (2017). *The Relationship Between Students Anxiety and Their Achievement in Reading Comprehension*. thesis.
- Huda, N. L. (2018). *Speaking anxiety in the presentation of EFL students*. Thesis, 17.
- Indrawati. (2016). Students' Reading Anxiety Towards Their Reading Comprehension Performance In Learning English As A Foreign Language. *scientia*, VOL.1.
- Italia, F. S. (2018). An Analysis of Students' Reading Ability in Reading Expository Text of The Fifth Semester Students' in English Department in Universitas Negeri Padang. *Journal of English Language Teaching*, 1-2. <http://ejournal.unp.ac.id/index.php/jelt>

- Marhaeni.N.N.R,et al. (2020). Reading Anxiety, Reading Self-Efficacy, and Readin Competency In The Senior High School. *Language and Education Journal Undiksha*, 3(Nomor 2).
- Mehrad, A., & Sara, H. (2014). The Effect of Anxiety and Emotional Intelligence on Students' Learning Process. *Journal of Education & Social Policy*, 1. Retrieved from <http://www.jespnet.com/>
- Muhlis, A. (2017). Foreign Language Reading Anxiety Among Indonesian Efl Senior High School Students'. *English Franca*, 1(Nomor 01).
- Mustikasari, M. (2021). Psychological Barriers in Reading Comprehension Encountered by the Students' at Fourth Semester of English. *Jurnal Griya Cendikia*, 6(2), 6-7.
- Nirmala, H. S. (2017). *Reading Anxiety of Eight Grade Students' in Taman dewasa Jetis Junior High School*. Thesis, 28.
- Nusri, F. D. (2017). Students' Reading Ability In Recount Text At Smp Batang AnaI. *TELL-US Journal*, Vol. 3(Issue 2).
- Oyeleye Dr, A. (2020). Reading Anxiety as Correlate of Students' Performance in Introductio to library Studies in Michael Otedola College of Primary Education Lagos State Nigeria. *Library Philosophy and Practice (e-journal)*, 5.
- Patel, M. E., Jain, P. M. (2008). English Language Teaching (Method, Tools & techniques). *Jaipur: Sunrise Publisher & Distributor*.
- Rahayu, L. S. (2019). *The SMPN 10 Students' Reading Ability*. Thesis, 23.
- Riduwan. (2010). *Metode dan Teknik Menyusun Tesis*. Bandung: Alfabeta.
- Ruangroj, M. P. (2012). *Effect of English Reading Instruction Using "Active" Framework on Reading Abilities and Reading Strategies of Tenth Grade Students*. Thesis, 33-34.
- Sadiq, J. M. (2017, May 30). Anxiety in English Language Learning: A Case Study of English Language Learners in Saudi Arabia. *English Language Teaching*, 10, 2. doi:10.5539/elt.v10n7p1.
- Saito,et al. (1999). Foreign Language Reading Anxiety. *The Modern Language Journal*.
- Salmiah, M. (2017). *The correlation between Reading Anxiety and reading Comprehension of the second grade students at the state Islamic Junior High School of Siak Sri Indrapura*. Thesis. Faculty of Education and Teacher Trainningstate.Islamic University of Sultan Syarif Kasim Riau. Pekanbaru.
- Saleh,Umniyah.SPSi,M.psi,psikolog. *Anxiety disorder (Memahami gangguan Kecemasan, jenis jenis, gejala,perspektif teoristis,dan penanganan)*. Program Studi Psikologi Fakultas Kedokteran Universitas Hasanudin.
- Sangia, R. A. (2014). *The Process And Purpose Of Reading*. Ministry of Religious Affairs RI.

- Santoso.dkk. (n.d.). *An Analysis of Student's Reading Anxiety and It's Effect on Reading Comprehension*.
- Sari, W. P. (2017). The Relationship Between Reading Anxiety and Reading Strategy used by EFL Student Teachers. *Jurnal Pendidikan dan Pengajaran, Volume 4. (Number 2)*.
- Setiawan, y. (2020). *Reading Anxiety Among Learners in EFL Reading Classroom at Muhammadiyah University of Malang*. THESIS, 5.
- Stoller et al. (2011). *Teaching And Researching Reading*. New York: Routledge.
- Zhao, A. (2009). *Foreign Language Reading Anxiety : Investigating English Speaking University students Learning Chinese as a Foreign Language in the United States*. Electronic Theses, Treatises and Dissertations, 7-8.