

THE CORRELATIONS BETWEEN STUDENTS' ANXIETY AND STUDENT'S R READING COMPREHENSION OF ELEVENTH GRADERS IN SMAN 02 KOTABUMI IN ACADEMIC YEAR 2022/2023

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Abstract: Reading is one of the most essential skills in language learning. However, many students face difficulties in comprehending reading material. Students' anxiety is one of the aspects that researcher assumes to be correlated with students' reading comprehension at the eleventh grade of SMA Negeri 2 North Lampung Academic Year 2022/2023. Therefore of this research was to determine whether there is a correlation between students' anxiety and students' reading comprehension at the eleventh grade of SMA Negeri 2 North Lampung in the Academic Year 2022/2023. This research is a quantitative research which used the correlation method. The population of this research is 260 students. The total sample of this research is 40 students when was taken using *Proportional Random Sampling* technique. In collecting data, the researcher used a questionnaire to measure students' reading anxiety and a test which was used to measure students' reading comprehension. The data analysis using Pearson Product Moment correlation, show that $r_{xy} = 0.392$. This value is greater than the $r_{table} = 0.312$. It means that H_0 was rejected, and H_a was accepted. From the result of significant test, it was found that $t_{observed} = 2.554$ and t_{table} with $dk = 38-2$ by using significant level 5% is 2.024. So, it can be concluded that there is significant correlation between students' anxiety and students' reading comprehension at the eleventh grade of SMA Negeri 2 North Lampung Academic Year 2022/2023.

Key words: *Correlation, Reading, Reading Comprehension, Comprehension, Anxiety.*

Abstrak: *Membaca adalah salah satu keterampilan yang paling penting dalam pembelajaran bahasa. Namun, banyak siswa menghadapi kesulitan dalam memahami bahan bacaan. Kecemasan siswa merupakan salah satu aspek yang peneliti asumsikan berhubungan dengan pemahaman membaca siswa kelas XI SMA Negeri 2 Lampung Utara Tahun Pelajaran 2022/2023. kecemasan dan pemahaman membaca siswa kelas XI SMA Negeri 2 Lampung Utara Tahun Pelajaran 2022/2023. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode korelasional. Populasi penelitian ini adalah 260 siswa. Jumlah sampel penelitian ini adalah 40 siswa yang diambil dengan menggunakan teknik Proportional Random Sampling. Dalam mengumpulkan data, peneliti menggunakan angket untuk mengukur kecemasan membaca siswa dan tes yang digunakan untuk mengukur pemahaman membaca siswa. Analisis data menggunakan korelasi Pearson Product Moment menunjukkan bahwa $r_{xy} = 0,392$. Nilai ini lebih besar dari $r_{table} = 0,312$. Artinya ditolak, dan diterima. Dari hasil uji*

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signifikan diketahui bahwa = 2,554 dan dengan dk = 38-2 dengan menggunakan taraf signifikan 5% adalah 2,024. Jadi, dapat disimpulkan bahwa terdapat hubungan yang signifikan antara kecemasan siswa dengan pemahaman membaca siswa kelas XI SMA Negeri 2 Lampung Utara Tahun Pelajaran 2022/2023.

Kata Kunci : Hubungan, Membaca, Pemahaman Membaca, Pemahaman, Kecemasan

1.INTRODUCTION

Reading is an important skill for students in learning. Students will spend time reading and gaining an understanding or meaning of sentences or reading texts. Reading will provide new information from all types of text and get meaning from what has been read and explain it in their own language. The teacher expects students' to have knowledge and meaning in order to understand the content. Therefore, students are encouraging to better understand a text . All readers need another reading source to get a more complete understanding of what they read or what the writer writes.

Reading comprehension refers more to understanding what has been read. Comprehension is the process of thinking or understanding what is read and being able to conclude what the meaning of the text is read. In reading comprehension, students need to focus on actually understanding what they read. Students who are anxious will find it difficult to focus when reading. Negative feelings affect feelings, as a result, it will affect their academic performance in learning to understand reading.

According to (Pratiwi & Manurung, 2019) states that academic anxiety can have a negative impact on the success of school activities and activities because anxious children are busy themselves, almost all of their time can be used to study and help increase the success of their academic learning in vain and lead to unintended consequences. Thus, students' will show a lack of interest and passion in the learning process and as a consequence can lead to poor performance especially in reading anxiety. However, the positive effect of language anxiety can result in better performance. Anxiety can motivate a person to study foreign language.

According to (Pratiwi & Manurung, 2019) stated an important aspect of anxiety is individual's way and process of dealing with threats to a situation. Thus, their anxiety is the influence of their perspective on threats and how they deal with the situation. From the explanation above, the researchers focused more on conducting further research on the relationship between student anxiety and students' reading comprehension, with the title“ The Correlational between Students' Anxiety

and Students' Reading Comprehension at the eleventh graders of SMAN 02 Kotabumi North Lampung Academic Year 2022/2023".

Based on various explanations above, the writer can conclude identifies the issue as follows:

1. There are Some students in SMAN 02 Kotabumi North Lampung, who experience communication anxiety have characteristics such as being scared to speak in front of the class.
2. There still many students' who are afraid to ask or answer questions about English, are afraid to express ideas or ideas and speaking in public speaking especially speaking English.
3. Some students in SMAN 02 Kotabumi North Lampung feeling of anxiety failure when facing test.
4. Some students with high anxiety will be more likely to fail to get meaning from understanding the text than readers with low anxiety to read low.

The results of the research can provide information or can be useful to some parties as follows theoretically and practically:

a. Theoretically

The result of this study are habit to support and strengthen pre-existing theories.

b. Practical

This study is habitual to afford practical benefits for:

1. The educator

Outcome of this study is expected to be useful for English teachers to know more

about psychological factors, that have relationship with students' reading comprehension.

2. The Next Researcher

This is a source of information for further related studies and this study could be provide by next researchers as an additional reference in doing the next research with the same interest.

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II. RESEARCH METHODS

This study uses descriptive quantitative research and correlational analysis to try to understand and characterize the link between students' reading anxiety and reading comprehension. Quantitative descriptive research that study used to analyze data by describing or explaining the collected data. It means, the researcher analyzes the data taken from students' reading anxiety with students reading comprehension is a quantitative method, quantitative method used to explain the data according to the facts in field (Sugiyono, 2016).

According to (Arikunto, 2013) In order to assess the strength of the association between two variables, researchers

undertake correlation study, which is defined as research done without manipulating, modifying, or adding to the data already available. The independent variable (X) and the dependent variable are the two variables used in this investigation (Y). The dependent variable (Y) is the variable that is impacted by the independent variable (X), while the independent variable (X) influences the dependent variable (Y) or other variables. In this research, student anxiety is the independent variable (X variable) and English reading comprehension score is the dependent variable (Y variable).

Total numbers of population were 260 students consist of 8 classes. The sample to be taken is 40 students who selected through proportional random sampling technique. the researcher used two instruments that is questionnaired and test. The first is a questionnaire to assess students' anxiety levels and the second test (multiple choice) for reading comprehension test to measure students' reading comprehension. Operation definition of Students' anxiety is the result of the effect of student anxiety. Anxiety is excessive feeling that is usually experienced by students where they are insecure with their abilities. Studens ability can be seen by score obtained from the questionnaire which is adapted from foreign language classroom anxiety scale (FLCAS), developed by horwitz . This Questionnaire by horwitz that

measured from 3 aspect that is communication apprehension, test anxiety, and fear of negative evaluation. Reading comprehension is the score obtained from a reading test. The researcher used multiple choice test consisting of 40 items. which covers the aspects of reading comprehension namely main idea(topic), vocabulary, reference, and inference (implied details), detail information. to calculate the reliability of instruments the researcher used the *Spearman Brown* prophecy. The formula is as follow:

$$r_{11} = \frac{2(r_{xy})}{1 + r_{xy}}$$

Criteria of reliability test is a result of r_{11} ($r_{observed}$) calculation is compared to value r_{table} score with the significant scale 5%. If $r_{observed} > r_{table}$ so that the test instrument are reliable.

Validity is a tool for assesing instrument that shows the extent to which the measuring instrument measures something that must be measured. (Arikunto,2013). Normality test to determine whether the sample data is normally distributed research data or not.the data must be normality distributed. To measure the normality data used the Lilliefors's formula (Sudjana, 2005). In this way, it was used the statistical formula of lilliefors's, To measure the homogeneity, it is used formula of *Bartlett*. The test criteria are:

H_0 is accepted if $X^2_{\text{observed}} \leq X^2_{\text{table}}$ of chi-square; it means that the data is homogenous. Using the product moment correlation method, the researcher evaluated the relationship between two variables—students' anxiety and their reading comprehension. The formula for the product moment correlation, as stated by (Arikunto,2013).

III. RESULTS AND DISCUSSION

Results

This research is quantitative research. Therefore, all collected data must be analyzed with certain methods and some guidelines. Before conducting the research, the researcher first tried the instrument.

The tryout test was held on, october 07th 2022 at 10.15am, at the XI grade students of SMA Negeri 1 North Sungkai Which was followed by 32 students. The try out test used two tests; it was students Anxiety and students reading comprehension From the table above, it is know that r_{observed} is greater than r_{table} ($0.876 > 0.349$) it,s means that the Instrument is reliable. Validity test of students' reading comprehension instrument, the researcher used Point biserial correlation. The total analyzed to be invalid and valid

were 40 items. the reliability of the instrument of the students' reading comprehension questionnaire was calculated by using pearson product moment correlation and spearman brown correlation. The criterion for reliable instrument is criterion for reliable instrument is r_{observed} bigger than than r_{table} in significant level 5% and $n=32$ is 0.349. The result of reliability test of instrument students' reading comprehension. Consulting to the r_{table} in significant level 5% and $n = 32$ is 0.349. Criteria for instrument to be reliable is if $r_{\text{observed}} > r_{\text{table}}$. Because $r_{11} > r_{\text{table}}$ or ($0.879 > 0.349$), it means that the test was reliable, and the reliability is very high.

The purpose of the study was to determine if the two variables are correlated or not. The test results from the study sample were thus examined by the researcher. As the initial step in the data analysis, the normality test was completed. This study employed a normality test to determine if the data had a normal distribution. The Liliefors formula is used to calculate the normalcy test result. Then, the criterion for this formula is if $L_{\text{table}} > L_{\text{observed}}$, meaning that, the data is normally distributed. The result of normality test is presented in the following table.

TABLE 12
NORMALITY TEST OF VARIABLE (X) AND VARIABLE (Y)

Variable	Numbers of Students	$L_{observed}$	L_{table}	Description
Students Anxiety (x)	40	0.0663939	0.1401	Normal distribution
Students Reading Comprehension (y)	40	0.0935209	0.1401	Normal distribution

According to the table above, it can be concluded that the data derived from students' reading anxiety (X) and students' reading comprehension (Y). To measure the homogeneity test, the researcher uses the Bartlett formula based on Sudjana's theory (2005, p. 250). The data values from the homogeneity test between the correlation of students anxiety and students reading comprehension are homogeneous. That's because $x^2_{observed} < x^2_{table}$ ($4,147 < 14,067$), so the data values from students' anxiety is homogeneous. While, the data values reading comprehension is homogeneous, because $x^2_{observed} < x^2_{table}$ ($3,198 < 14,067$). Therefore, there is a relationship between students anxiety and students reading

comprehension. Hypothesis testing is done after it is known that the data are normally distributed and homogeneous. The research hypothesis was tested using the Pearson product moments correlation. Pearson product moment correlation test is one of several types of correlation test used to determine the degree of closeness of the relationship between 2 variables on an interval or ratio scale. The Calculation of the correlation value between students' Anxiety and Students' Reading Comprehension (r_{xy}). If $r_{xy} > r_{table}$, H_a was approved rather than H_0 , according to the criteria. Using the aforementioned computation, it can be deduced that H_0 was rejected while H_a was approved since $r_{(xy)} (0,392) > r_{table} (0,312)$. After the

calculation and discovery of the correlation, the search for meaningful tests was carried out. It's crucial to do the major test. The significance between the variables was determined in this study using the t-test.

Discussion

It is known that the data correlation coefficient is 0.392 based on the study of the data. The score here exceeds 0.3112. Because the main means of acceptance and rejection. Meanwhile. In the academic year 2022–2023, there is a connection between the reading anxiety and comprehension of eleventh graders at SMA Negeri 2 Kotabumi North Lampung. A value of 2.554 and a score of 2.024 indicate a meaningful test result at a significance level of 0.05. larger than indicates a substantial link between the two variables.

According to Horwits as cited (Pratiwi & Manurung, 2019) describes three various kinds of anxiety divides anxiety into three categories: anxiety during conversation, anxiety during tests, and anxiety around negative assessment. Communication apprehension refers to a person's degree of worry or anxiety real or unfounded related to speaking with others or with a large group of people. Test anxiety is a kind of anxiety that results from the dread of failing an exam. Fear of negative evaluation is avoiding

evaluative situations where the hope is that other will not judge negatively.

Therefore, anxiety can effect students' reading comprehension because if students feel anxious then students cannot concentrate properly, they will panic and get nervous it will affect students learning activities, meanwhile, the teacher or counseling counselor must be able to know the characteristics of students' who experience anxiety in the classroom. The findings of Utami Fauziyah's (2015) research on "the association between students' anxiety and their English reading competence" The analysis of the data led to the conclusion that, in SMK Negeri 3 in Tangerang City, where most of the students experience high anxiety, lower English reading ability, and students with lower anxiety, higher English reading ability, there is a significant negative correlation between students' anxiety and their English reading skills. The calculated correlation coefficient (r_0) is -0.761. r_0 indicates a strong connection. In addition, the T test result is -12.64. The results of the r_0 test and T test demonstrate the significance of the connection.

Second, the findings of study done by earlier studies The association between pupils' anxiety and their English reading comprehension was examined by Sita Pradita in 2014. The data analysis revealed that $r_{xy} r_{table} = 0,045 \ 0.312$ was the

outcome. Hence, it may be said that H_a is rejected and H_0 is accepted. According to the findings, there is no conclusive link between students' anxiety and their capacity to comprehend descriptive texts.

Third, The Association Between Reading Anxiety and Reading Comprehension of Second Grade Pupils at the State Islamic Junior High School of Siak Sri Indrapura is the outcome of study that was undertaken by Muhtihatul Salmiah, (2015). The whole second grade student body of the 132-student State Islamic Junior High School of Siak Sri Indrapura served as the study's population. The researcher employed a straightforward random sampling procedure to choose the sample. 34 students made up the sample as a whole. The results of the analysis were determined using the SPSS 16.0 software using the researcher's usage of the Pearson product moment correlation coefficient. According to the data analysis, $\text{sig.}t=0.041$ was less than $0.05(\text{sig.}0.05)$. Conclusion: H_a (alternative hypothesis) was approved. In other words, reading anxiety and reading comprehension among second-graders at the State Islamic Junior High School of Siak Sri Indrapura were significantly correlated. Regarding the previous research above, it can be seen that this study also show the same results.

The result of Research conducted by Farihah (2017)"The Eleventh Grade Pupils

of SMA Negeri 3 Palembang's Reading Comprehension Achievement and Reading Anxiety. Secondly, all students' reading anxiety significantly correlated ($r = 0.242$) with their reading comprehension performance. The degree of poor association demonstrated it. It could be shown that pupils' reading comprehension abilities were significantly impacted by their reading anxiety levels. Second, it can be said that students' reading anxiety had a big impact on their ability to read comprehension. Research showed that reading anxiety, one of the psychological elements, had a crucial role in the success of students' reading abilities. There may be some educational implications from this work for future researchers and students.

In conclusion, The findings of the utami fauziyah and farihah study indicate a significant, albeit weak, correlation between students' anxiety and reading ability. Additionally, the findings of the sita pradita study suggest that there is no significant relationship between anxiety and reading comprehension. Finally, it can be inferred from the multihatul salmiah study that H_0 was accepted. The State Islamic Junior High School of Siak Sri Indrapura found a strong association between pupils' reading comprehension and reading anxiety in the second grade

IV. CONCLUSION

Based on the result of the data analysis, it can be concluded that there is anxiety and students reading comprehension at the eleventh graders of SMA Negeri 2 Kotabumi North Lampung Academic year 2022/2023.

In related to this with the research conclusions, there are several suggestions that can be given to several parties:

1. For english teacher

It is advised that English teachers concentrate on improving their students'

reading comprehension and anxiety levels during class by employing anxiety-related concepts like communication anxiety, exam anxiety, and dread of receiving a poor grade. Also, provide them access to additional reading resources to help them become better readers.

2. For next researchers

It is suggested to further researchers to conduct research on students anxiety and students reading comprehension

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