THE CORRELATION BETWEEN STUDENT'S ANXIETY AND READING COMPREHENSION IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOM: A STUDY AT FULL BRIGHT ENGLISH COURSE IN MAKASSAR

HUBUNGAN ANTARA KECEMASAN SISWA DAN PEMAHAMAN MEMBACA BAHASA INGGRIS SEBAGAI BAHASA ASING DI KELAS: STUDI PADA KURSUS BAHASA INGGRIS FULL BRIGHT DI MAKASSAR

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POST GRADUATE PROGRAM OF ENGLISH LANGUAGE STUDIES
FACULTY OF CULTURAL SCIENCES

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Thesis

As one of the requirements for achieving Master degree

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Written and submitted by

Pebriani Kella

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To

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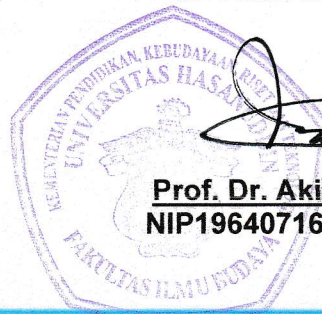| Head of The Supervisory Committee	Member of The Supervisory Committee
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Makassar 6 Januari 2022

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ABSTRACT

PEBRIANI KELLA. The Correlation Between Student's Anxiety and Reading Comprehension of English as a Foreign Language in Classroom: A Study at Full Bright English Course Makassar. (Supervised by Abidin Pammu and Nasmilah).

This study aimed to determine what factors influenced students' Anxiety in reading English Foreign Language (EFL) and whether there was a correlation between the student's anxiety and reading comprehension of English in Full Bright English Course Makassar. This research employed a quantitative approach. The participants were 35 of 100 students at Full Bright English Course Makassar. To gather the data for the study, the researcher used a Foreign Language Reading Anxiety (FLRA) online questionnaire by Saito (1999) that was proposed by Ahmad et al. (2013). To test reading comprehension, The researcher used a book by Debora Phipps (2003). Both variables' results were analyzed using the SPPS application to find the correlation.

The research result showed that the mean score of the questionnaire about students' Anxiety was high at 34,3, and the score for reading comprehension was low at 91,4. In other words, Anxiety greatly influenced students' reading comprehension. Afterward, the result testing of those two variables indicated a 0,01 (2-tailed) value. This showed that Ho was rejected and Ha accepted with co-efficient correlation r-computed (-453). It revealed a significant negative correlation between students' anxiety and reading comprehension in English Foreign Language reading. It was concluded that the higher student's Anxiety, the lower their reading comprehension.

Keywords: students' anxiety, reading comprehension, English learning

ABSTRAK

PEBRIANI KELLA. *Hubungan antara Kecemasan siswa dan Pemahaman Membaca Bahasa Inggris Siswa Sebagai Bahasa Asing di Ke/as: Studi pada Kursus Bahasa Inggris Full Bright Makassar* (dibimbing oleh Abidin Pammu dan Nasmilah).

Penelitian ini bertujuan mengetahui Iaktor apa yang memengaruhi kecemasan siswa dalam membaca *English Foreign Language (EFL),* serta mencari apakah ada hubungan antara kecemasan dan pemahaman membaca bahasa Inggris pada siswa di kursus Full Bright Makassar. Penelitian ini menggunakan pendekatan kuantitatif. Subjek penelitian adalah 35 siswa dari 100 siswa di kursus bahasa Inggris Full Bright Makassar. Pengumpulan data dilakukan melalui kuesioner online Foreign Language Language Reading Anxiety (FLRA) dari Saito (1999) yang dikembangkan oleh Ahmed et al (2013). Tes pemahaman membaca digunakan buku dari Debora Phipps (2003).Hasil dari kedua variabel dianalisis dengan applikasi SPSS untuk menganalisis korelasi. Hasil penelitian menunjukan bahwa skor rata-rata dari angket kuesioner kecemasan siswa sebanyak 34.3 adalah tinggi dan untuk skor pernaharnan membaca sebanyak 91.4 adarah rencah. Dengan kata lain. kecernasan sangat berpengaruh pada pemahaman membaca siswa. Kemudian, penquiian'Hasit dari hubungan dua variabel menunjukkan nilai hasil 0,01 (2-tailed), ini menunjukkan bahwa Ho di tolak can Ha diterima dengan koefisien korelasi angka r-computed (-453). Hal ini mengukapkan bahwa adanya *signified korrelasi negative* antara kecernasan siswa dan pemahaman membaca bahasa Inggirs pada siswa. Hasi' penelitian ini dapat disimpulkan bahwa semakin tinggi kecemasan rnaka sernakin rendah pemahaman membaca siswa.

Kata kunci: kecernasan siswa. pernahaman membaca pembelaiaran Bahasa Inggris

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CHAPTER 1

INTRODUCTION

1.1 Background

Language is commonly used to exchange information and other people's opinions. It has four learning skills that are used to communicate better. According to Baceci & Yasar (2007) and Barn (1997), it was mentioned that there are four fundamental language skills including listening, reading, speaking, and writing, which are essential components of language instruction. These abilities are taught in foreign language education and training.

English as a foreign language is almost always used in universities and schools in other countries like Malaysia and Singapore. In Indonesia, Language is necessary for education where English skills as a subject in the curriculum are used. English as a foreign language is learned in classes and practiced outside of the course, like interacting with foreigners or friends from different countries. Then, one of the skills that gives more information about new knowledge in the world is reading. With reading skills,people acquire rich information and new vocabulary needed in writing and speaking. Also, similarly through reading, we express ideas in the written word. Keshavarz and Mobarra (2003) pointed out that reading is the most weighty aspect of learning a language since the better one can read, the more knowledgeable one is considered to be.

Reading is often seen as an essential skill to master in academic contexts due to its importance to attaining learners' instructional goals and academic performance. In fact, most students do not realize that reading is essential in their life, particularly academics. Based on recent surveys of Program Internasional

Students Assessment (PISA 2018) by the Organization for Economic CO-activity Development (OECD), in Indonesia, the implementation of reading was declined poor. It can be seen from how low the mean score of reading performance of Indonesian students is, where it is less than 116 points from the average score of 487, which places them in the low category.

In the PISA reading test, the 5th and 6th levels are reached by three times 3% of students, while the 2nd level is only accomplished by 30% of them. It means that the scored interest in reading performance and comprehension of what the students read is still lacking. Moreover, The students frequently find it challenging to focus when reading a text that confuses them in grasping its substance, especially while learning new concepts by reading text. On the other hand, students just read but do not have a deeper understanding of the text in reading comprehension. Some factors may be involved, one of which is foreign-language text comprehension. According to Ghaith 2020, one of the highly complex reading processes affecting the English foreign language (EFL) context and a variety of variables of reading comprehension is anxiety.

Anxiety is one of the negative feelings that can influence students' academic study achievement. It causes difficulty for anxious students in their comprehension of remembering and discovering ideas. For example, it is hard to focus on reading and not truly get what they read. As expressed by Saito & Sammimy's (1996) research that students' accomplishments will be affected by one of the most frequent problems, anxiety. In learning English, several students are anxious when they read none of their mother-tongue text. The information can powerfully be remembered by further comparing. Leigh and Clark (2018) found that people with low-level anxiety can retain more information than those with high-level anxiety in reading comprehension of a foreign language.

In addition to the explanation above, the researcher found the issue of anxiety and reading comprehension in classroom at Full Bright Course in Makassar. The research found that in general students reading foreign-language text, anxiety could influence their reading comprehension. Students were afraid to make mistakes when they read the text in front of the class Students are afraid to make mistakes when they read the text in front of the class. Sometimes, grammar is one of the students' factors making it hard to interpret the meaning.

This factor caused students feel less confident in understanding the reading text and makes them lose motivation to learn English, especially in the Full Bright English course. The researcher inquired the teacher in a Full bright course to find some information on what factors of anxiety influence their reading comprehension. The problem was that students cannot comprehend foreign-language text because of unfamiliar topics and unknowing vocabulary.

The gap between this current study and previous studies was about the research setting which only focused on schools and universities. There was less research be conducted in English courses. In addition, the students' reading class in Full Bright Course was conducted in online site. Therefore, the researcher was interested in performing in different places and online reading class, like in Full Bright course. The researcher would like to know the factors and correlation between students' anxiety and reading comprehension whether or not they got the same result. Hence, the researcher conducted a study under the title "The Correlation between Students' Anxiety and Reading Comprehension as EFL in Classroom in the Full Bright English Course in Makassar".

1.2   Research Questions

The researcher formulates some questions of the study as follows

1. What are the factors of anxiety that impact students when they read EFL text at the English Full bright course?

2. What are the correlations between the students' anxiety and reading comprehension of English as Foreign Language in classroom?

1.3   Research Objectives

Besides the question, the researcher divides three research objectives below:

1. To determine the factors of students' anxiety comprehension when they read text English at Full bright course?

2. To find out the correlation between EFL students' anxiety and reading comprehension at Full bright English course.

1.4   Research Significances

This research provided significances for theoretical aspect and practical aspect. This study expected students to know how anxiety influences reading comprehension and performance. Especially the English text, and also can give information to understand the significant correlation between students' anxiety and english foreign language (EFL) reading comprehension in the Full bright English course.

In practice, the teacher is expected to be able to give information about the insight of english foreig language(EFL) reading comprehension and give enthusiasm when anxious students read english foreign language(EFL) reading text in the class. Therefore, there is hope for students to practice more reading and understanding English foreign language, and hope for the teacher to explore the

factor of reading and know the anxiety in English foreign language (EFL) teaching and learning

1.5   Scope study of the research

Due to the issue of formulation above, the scope of this study concerned on students' anxiety and reading comprehension in Full bright English course. In addition, the significant correlation between students' anxiety and EFL reading comprehension and factors that influence students' anxiety to read.

CHAPTER II

LITERATURE REVIEW

This chapter is divided into three parts: the description of the part, the review of the previous study that connects to the correlation between students' anxiety and reading comprehension, and the background of theories and concepts related to this study, which was explained in the second section.

2.1   Previous Studies

Nidia et al (2019) Conducted a Research Under the Title "The Relationship Between Students' Anxiety and Reading Comprehension of Recount Text". This research used two variables to determine whether there was a correlation between students' anxiety and reading comprehension with recount text in students at SMK Darussalam Bogor. And the data colletion the researcher use two instrument that is questiner of Foreign Language classrom Aanxiety (FLAC) and Reading tes The research used methods of quantitative correlation by 30 students, and then the researchers also collected data using questioner and reading tests.   And then in the reseachre was use the two variables that are varieble depend students anxiety and variable indepent reading anxiety. The researcher obtained the normalcy test using the lilliefors level significance 30 is formula for a 0,05 rtable is 0,061 for students' anxiety is 0,1600,161 for reading comprehension is 0,1460,161. The a vailable result is count=16,1>0,374=table, which meant a positive correlation in the research.

Ghaith (2020) Investigated a Research Entitled "The Direct and Indirect Effects of ELRA and Metacognitive Reading Methods on the Reading Comprehension of 103 English Foreign Language (EFL) College Students who were native Arabic Speakers in Lebanon. Global and problem-solving methods

were significantly related to EFL reading comprehension but were not mediated by Englsih Language Reading Aanxiety (ELRA). On the other hand, ELRA had a negative impact on understanding and support methods that were mediated. Implications for pedagogy highlight the need of combining education in global and problem-solving techniques and using humanistic approaches in English Foreign Language (EFL) reading instruction in order to improve comprehension and reduce Foreign Learing Reading Aanxiety (FLRA). It is advised that more research be conducted to explore the generalizability of this study's results and to offer a more thorough view on the phenomena of Foreign Language Reading Aanxiety (FLRA) in EFL reading comprehension.

The next research was **conducted by Nunung M, et,al (2021).under the title "The Correlation Reading Anxiety and Their Reading Comprehension in ESP Context"**. The researchers found the source of anxiety in reading using a random sampling method and then collected data research using a questionnaire and test to measure anxiety in reading text with reading comprehension in English Perpose Spesific (EPS) program. Finally, a result that was found is Negative moderate which is high in anxiety reading and less in reading comprehension in their score.

The Mediating role of Test Anxiety and Cooperation in the Relationship Between Motivation and Reading Comprehension By Çağla Alpayar and İlke Altuntaş Gürsoy (2021) is conducted in turkey, measuring the level of reading achievement using text anxiety and cooperation related to motivation and reading comprehension. In the sample, they used a random sample to decide on 1562 students from Program Internasional Students Assessment (PISA)2015. This research uses sampling methods. The findings indicated that test anxiety and collaboration somewhat mediated the relationship between

reading comprehension and motivation. Examining the direct relationships between motivation and reading comprehension revealed a favorable and substantial link between the two. Conversely, there is a strong and positive relationship between the students' inclination to cooperate and reading comprehension, and there is a big and negative relationship between test anxiety and reading comprehension.

The Research Conducted By Indrayani W, et,al.2021 Under the Title An Exploration of Foreign Language Anxiety and Its Effect on Reading Comprehension Focused on the Level of Reading Anxiety and Reading Comprehension. This research aimed to know whether or not it is significant in high and low levels of reading anxiety in students. This research employed descriptive methods to explore the information on the level of reading anxiety in students' English language education at the private university of Riau with a questionnaire using a Foreign Language Reading Anxiety Inventory (EFLRAI). Moreover, the results are that for students with low, medium, and high anxiety, 8 or 14 % means low, 39 or 66 % means medium, and 12 or 20% means high. Moreover, according to the findings of the Mann-Whitney U Test, pupils with lower anxiety levels outperformed those with greater anxiety levels in terms of reading comprehension ($p = 0.011$).

The difference between this study and earlier investigations was the research environment. Previous research focused only on schools and universities. Fewer studies were undertaken in English courses. In addition, the reading class for Full Bright Course students was done online. Therefore, the researcher was interested in performing in various locations and online reading classes, such as those found in Full Bright. The researcher is interested in the variables and link between students' anxiety and their reading comprehension, regardless of whether or not the results were the same. The researcher thus did a

study titled "The Correlation between Students' Anxiety and Reading Comprehension as EFL in Classroom in the Full Bright English Course in Makassar."

2.2 Theoretical Background

2.2.1 Theory of Anxiety

The phrase "anxiety" is defined as subjective sensations of tension, fear, worry, and concern accompanying autonomic nervous system activation (Spielberger, 1983). Furthermore, "Foreign language anxiety" (FLA) is worry or nervousness experienced by students when they are expected to perform in a second or foreign language (Gardner & MacIntyre, 1993). Moroever, Horwitz, Horwitz, and Cope (1986) describe that foreign language anxiety is "a separate complex construct of self-perceptions, beliefs, emotions, and actions associated with classroom language acquisition that arises as a result of the uniqueness of the language learning process" (p. 128). They claim that anxiety related to learning a foreign language is a situation-specific form that arises from the uniqueness of foreign language acquisition rather than a generic worry directed toward learning a foreign language.

They prove their theory that by monitoring language learners while being taught in language courses where thirty language learners are also enrolled in a language class. Anxiety, according to Brown (2007, p. 162), is related to emotions of unease, dissatisfaction, self-doubt, apprehensions, or concern. It indicates that anxiousness is a bad emotion people experience when starting a new job or trying something new. Additionally, Chen and Chang (2004) state that foreign language anxiety is a subtype of situation-specific anxiety. They discovered that neither test feature nor academic learning experience was associated with foreign language

anxiety, indicating that it is distinct. According to Ritonga, et,al.(2020). Generally, language anxiety has a detrimental influence on learners while motivation is required; therefore, a student must strike a balance between both factors in order to attain the optimum results.

2.3 Concept of Anxiety

The term "anxiety" derives from the ancient Greek word "anxieties," which denotes concern, dread, and curiosity (Köknel, 1988). In the widest meaning, Budak (2000) expresses that anxiety is depression, and a fear of danger or sorrow causes nervousness. Due to anxiety associated with various feelings, it is sometimes mistaken for other types of excitement, most notably fear, phobia, and stress, all of which may be used interchangeably. Anxiety is often used to express fear, concern, anxiousness, and more. It is a subjective emotional condition characterized by physical symptoms such as shivering, muscular tension, chest discomfort, heart palpitations, dizziness, headache, and stomachache.

Other researchers have noted that both academic and social contexts can contribute to language learners' anxiety. For example, Scovel (1991) defined anxiety as a psychological construct and identified several possible psychological factors that can contribute to language anxiety, including the learner's own self, self-perceptions, perceptions of others (peers, teachers, interlocutors, etc.), and target language communication situations, beliefs. He also noted the social aspect of anxiety and emphasized that the situations in which native and target languages are spoken are very different.

Otherwise, he added that language learners might suffer significant anxiety due to severe social and cultural disparities. Young (1991) stated that it alluded to the same anxiety-inducing issue. He said that since the target language reflects another cultural group, issues about ethnicity, foreignness, etc., might induce

anxiety in language learners. Based on Ali et al. (2021), anxiety is an element of the affective domain concerned with human behavior's emotional aspects. On the other side, an uncomfortable emotion that leads a person to become tense and vulnerable, powerless in the face of danger, is referred to as anxiety according to Zabardast (2014).

2.2.3 Kinds of Anxiety

Horwitz (2001, P. 113), According to the psychologist, there are three viewpoints on anxiety as follows:

Trait Anxiety

Anxiety is a constant state. It looks associated with upbringing once again and may even be linked to self-image. People who have a high amount of trait anxiety are nervous and unstable emotional. Low-trait anxiety of people is emotionally secure and comfortable.

Trait anxiety is a short-term reaction to specific stimuli. Anxiety is connected to a particular point in time and a specific scenario in this case. It might be a relationship, or it could be tied to individual people, such as a certain instructor.

Situation-Specific Anxiety

Situation-specific anxiety is a new type of anxiety similar to trait anxiety, but it is only felt in one place or situation. Exams, public speaking, test-taking, or classroom participation are things that make people think this way. Everyone has a different situation, so a person may be nervous in one place but not in another.

Worry And Emotion

Meanwhile, Booth and Tekeş (2019) claim that anxiety is comprised of two partsFirstly, worry or cognitive anxiety refers to negative perceptions and

cognitive worries about oneself, the situation at hand, and potential consequences. Secondly, emotional or physical anxiety refers to understanding the physiological-affective elements of anxiety experience, such as nervousness, stomach upset, heartache, tension, and sweating. Anxiety may manifest itself in many ways. In his book, Dixon (2019) believes that anxiety manifests itself in various ways, including the body, cognition, and behaviors.

2.2.4 Cause of Anxiety

According to Howitz et al. (1986), foreign language anxiety is produced by three elements connected to performance such as:

a) A fear of negative evaluation is the sensation of "concern about others' judgments, avoidance of evaluating circumstances, and fear that others would assess one badly" (Horwitz et al. 1986, p.127).

b) Apprehension about communication might be linked to foreign language anxiety since it is a kind of situational anxiety connected to interpersonal communication and vocal expression (Argaman & Abu-Rabia, 2002; MacIntyre & Gardner 1989). To be more explicit, those who dread oral communication may experience anxiety when asked to speak a foreign language.

c) Foreign-language anxiety is often associated with anxiety tests, which is described as "a sort of performance anxiety motivated by a fear of failure" (Horwitz et al., 1986, p. 127). Argaman & Abu-Rabia (2002) state that instructors' attitudes and personalities may indicate foreign language fear. Recent research such as Aydin (2016), Kurk (2018), Sammephet and Wanphet (2013), and Yoon (2012) substantiate these claims.

2.2.5 Effect of Foreign Language Anxiety

The impact of foreign-language anxiety is divided into five steps based on Horwitz, Tallon, and Luo, 2010; Horwitz et al., 1986; MacIntyre, 1999; Marwan, 2016, as follows:

a) , foreign-language anxiety refers to the degree of language competency at which high anxiety levels result in poor academic performance Academically. Furthermore, many studies have shown a detrimental correlation between foreign-language anxiety and academic success (Horwitz, 2001).

b) Socially apprehensive pupils are disinclined to communicate with others (Price, 1991). Also, Horwitz et al. (2010) assert that language anxiety contributes to students' aversion to English communication.

c) Foreign-language fear may act as an emotive filter, preventing information from reaching the cognitive processing system of a learner (Krashen, 1982; MacIntyre and Gardner, 1989).

d) As one of the emotional elements in language learning, anxiety may have a detrimental impact on other affective components like motivation and attitude. As stated by Horwitz et al. (2010), foreign-language fear likely influences a student's attitude toward the study.

According to Liu and Huang (2011), anxiety negatively correlates with students' desire to study English. Finally, students who suffer anxiety when learning a foreign language may become depressed, anxious, forgetful, or sweaty, among other symptoms.

2.2.6 Problems of High and Low Anxiety

There are various indicators that a pupil has a high degree of anxiety. According to Grabe & Stoller (2003), as cited in Mohd. Zin & Rafik-Galea (2010), "high anxiety involves difficulty understanding academic reading texts due to the length and complexity of academic writings rich with information." Dealing with such writings may instill fear and discomfort in pupils, producing anxiety responses each time they are forced to read and understand academic literature. Reading anxiety is a state of mind associated with a sense of foreboding, uneasiness when reading, and trouble focusing (1990; Saito et al., 1996; Sellers, 2000, as cited in Mohd. Zin & Rafik-Galea, 2010)

Another indicator of excessive anxiety is concern, which impairs readers' comprehension skills and interferes with their working memory, which is critical for reading since it is responsible for processing and storing information (Carpenter, Miyake & Just, 1995). Worrying thoughts contribute to poor self-efficacy in one's ability to execute the task, which results in readers focusing their attention on task-irrelevant ideas rather than task-relevant thoughts, impairing working memory performance. Consequently, anxious pupils may retain less information from reading materials (Capan and Karaca, 2013).

Furthermore, Some features of nervous pupils have been identified through language study. In general, apprehensive students are concerned about their impressions of others. When these learners are presented with a classroom learning situation that makes them uncomfortable, they may quit the activity. Some students feel they cannot do well in English, reducing effort and preventing opportunities to enhance their communication abilities. As a response, high anxiety may hinder students' capacity to focus on the work. Anxiety adds to a narrowing of attention ability, particularly when reading a text. As a result, the student's

performance in comprehending a book and remembering critical parts in the text differs. On the other hand, students with low anxiety have a high degree of self-efficacy, which leads to the lowest amount of anxiety. Additionally, students with low anxiety are more likely to focus intensely while reading academic books, be less worried, and recall well when reading academic literature.

2.2.7 Students' Anxiety

Anxiety is a normal part of human activity, particularly when learning a new language. The anxiousness experienced by students when learning a foreign language occurs throughout the learning process. According to Qudsyi & Putri (2016), anxiety is a normal emotional state in people that presents itself in various instances. Anxiety is the primary element affecting pupils' comprehension of foreign-language acquisition. Besides its detrimental effect on students' well-being, evaluative anxiety has a detrimental effect on academic achievement (Baumeister, 1984; Ramirez & Beilock, 2011). On the other hand, if worry is allowed to persist throughout the learning process, it will be able to impact students' circumstances.

As Horwitz et al., 1986; Saito et al., 1999 argued that foreign-language students typically experienced tension and worry while studying a foreign language, particularly in reading class. Liu (2011) also /. that foreign-language learners have hurdles to improving their reading skills in the target language. Reading other languages has been impacted by various elements, including unfamiliar scripts, writing systems, and cultural content. For instance, students were terrified of reading aloud in the course because they feared making mistakes in front of their peers, who would then laugh.

2.2.8 Concept of Reading

According to the National Accessible Reading Assessment Projects (2006), it was mentioned that reading is an active and complicated activity that entails

comprehending written material; producing and interpreting meaning; and applying meaning appropriately to the kind of text, purpose, and context. Moreover, reading is one of four abilities that must be practiced both inside and outside the classroom while learning English. It is also one of the most effective collecting information (Marleni, 2017). Based on Wedell, reading is a "psycholinguistic process." Readers begin with a collection of linguistic symbols selected by authors to symbolize the ideas they desire to communicate. The reading process concludes after readers have understood as much of the authors' intended meaning as possible. Thus, authors translate their meanings into language, and readers translate the language back into meanings" (Huang, 2012). Meanwhile, Satriani (2018) specifies that reading is a crucial element of language skills in life, both at school and university.

In the same way, Sweet and Snow (2003) said that reading is a process of making sense of the text. Reading requires a set of criteria, including specification and capability. Then, readers must be familiar with language rules to read effectively and extract information from reading sources (Ayu et al. 2021). In detail, Ewald (2007) elucidated that reading is "different things for different people. For some, it understands written words, while for others, it is an opportunity to teach grammar and practice speaking." Similarly, McNeil (2006) defines reading as an "enjoyable task" that can offer the reader satisfaction.also according to (Pammu, 2017) Reading is a fundamentally acognitive task that needs conscious attention regardless of skill level.

2.2.9 Concept of Reading Comprehension

Reading comprehension includes converting a text (or a visual representation) to thinking or meaning. It is a system for concurrently collecting and building sense from the written content. Comprehension is measured in terms

of reading. It is critical to assist students in their learning. Students gain knowledge and increase their understanding of what they are studying and what they need to know by reading. Reading is not only about associating the words or sounds of written words but also about comprehending the message or written words. Reading is the process of understanding written content. More formally, reading comprehension has been defined as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow, 2002).

Also, Kendeou (2015) put that reading comprehension is critical for social success in modern culture. Reading almost always aims to ascertain the meaning or message contained within the material. This requires the execution and integration of a large variety of processes. Along with Burns and Kidd (2010), reading comprehension occurs when students develop meaning for the written word by exchanging ideas with the material in the text. To comprehend the material, readers must rely on their capacity to recognize the whole paragraph, impress their broad vocabularies, and use comprehension skills and tactics to aid in their knowledge of the written information. Moreover, King and Stanley (2004:8) viewed that there are five distinct parts of reading comprehension processing, such as:

a. Finding Factual Information

Readers must scan particular details while reading factual material. There are many different forms of real information questions, such as why, purpose, outcome, comparison, sources, identity, time, and quantity. The majority of the answers   may   be   found   in   the   text.

b. Finding The Main Idea

Recognizing a paragraph's core concept is critical since it aids incomprehension on the first reading and aids pupils in remembering the text afterward. The paragraph's central idea is what the paragraph develops.

c. Finding The Meaning of Vocabulary in Context

Vocabulary is more than just a collection of words in the target language. The proper and suitable usage of a word is part of the vocabulary. It states that the more language you have, the less likely you will make a mistake. As a result, readers may improve their reading comprehension by understanding the term's meaning.

d. Identifying References

Recognizing reference terms and identifying the terms they relate to will aid the reader in comprehending the text. English students may master a variety of sentence rules. Reference words are often brief and commonly consist of pronouns, such as it, she, he, they, etc.

e. Making Inference

The inference is a talent that requires readers to read between the lines. King and Stanley split their focus into two primary areas: drawing logical inferences and making accurate inferences.

2.2.10 Nature of Reading Comprehension

Reading comprehension is classified according to Zou's (2004) classification system, which includes a psycholinguistic approach, cognitive perspective, and processing patterns:

a. The Process of Psycholinguistic Perspective of Reading Comprehension

The psycholinguistic viewpoint may be used to explore the nature of reading comprehension. Goodman recognizes the correlation between reading comprehension and psycholinguistics. He said that the psycholinguistics process begins with a linguistic surface representation encoded by a writer and ends with meaning constructed by the reader (Goodman, 1988, p. 12). Also, he added that the reader passes through four cycles to transfer linguistic representation (text) into cognition (meaning) in the reading comprehension process: optical, perceptual, syntactic, and meaning cycles. The optical cycle observes symbols; the perceptual cycle interprets symbols; the syntactic cycle connects symbols to generate detailed information, and the meaning cycle creates meaning while reading.

b. Processes of Cognitive Perspective of Reading Comprehension

To accommodate multiple representations of data, LaBerge and Samuels (1974) established a theory of reading comprehension that consists of three memory systems: visual, phonological, and semantic memory system. Sensory inputs are initially stored into visually based representations in a Nature of Reading Comprehension reader's brain's visual memory system. The visually-based representations are then converted into phonological representations in the phonological memory system. Finally, phonological representations are transformed into semantic representations in a semantic memory system (or meaning codes).

c. Processing Patterns Reading Comprehension

In the processing, reading comprehension is divided into three processing patterns   discussed   that   are:

Bottom-Up Reading

Bottom-up processing refers to the reader's linear and hierarchical building of text units from the smallest to the biggest. The reader begins with the written stimuli and decodes them into spelling patterns, then identifies and decodes words and their meanings, progressively assembling the smaller units to decode and understand the larger units (Kintsch, 1988, 1998; Dechant, 1991; McKoon & Ratcliff, 1992; Myers & O'Brien, 1998; Myers & O'Brien, 1998;

Top-Down Reading

In contrast to bottom-up processing, top-down processing is referred to the rapid processing from the most significant units (or the whole text) to the smallest ones. The reader begins with the entire text and progresses through paragraphs, individual phrases, and individual words. Top-down processing emphasizes the value of the reader's prior knowledge, using data text to validate or refute the reader's ideas. The reader's knowledge is classified as schemata or brain networks of information that incoming filter information (Alderson, 2000, p. 17).

Interactive Process of Reading Comprehension

For further, (Kintsch & Van Dijk, 1978; Van Dijk & Kintsch, 1983; Kintsch, 1988, 1998; Kintsch & Rawson, 2005, describe the features of reading comprehension as interactive processing combined with the practical insights of both bottom-up and top-down processing. Processing perceptual qualities, arranging words into meaningful clause units, establishing an interconnected network of these units for gist generation, and using the reader's relevant current knowledge are all steps in reading comprehension.

2.2.11 The Influence of Reading Comprehension

Enright et al. (2000) divided reading comprehension into reader, text, and interaction states. The reader factor refers to the features or characteristics of the individual engaged in reading comprehension activities that have been hypothesized or shown to affect the reading comprehension process and result (Alderson, 2000). Also, Bachman & Palmer, 1996 developed a framework for test-taker characteristics in reading comprehension that may signify critical reader traits, such as personal characteristics, thematic knowledge, emotional schemata, linguistic knowledge, and strategic competency.

a. Personal Characteristic

Personal characteristics refer to test-taker qualities that are not related to their language competence but may impact their success on language exams (Bachman & Palmer, 1996, p. 64). Personal factors that affect reading comprehension include age, gender, country, residence status, native language, degree and kind of general education, and type and quantity of experience.

b. Topical Knowledge

Topical knowledge, often called background knowledge or real-world knowledge, refers to the knowledge structures in long-term memory (Bachman & Palmer, 1996, p. 65) or the interconnected mental structure representing information. Also, Anderson and Pearson (1988) defined reading comprehension as the process through which new information in the text interacts with pre-existing knowledge in the reader's brain. The reader's knowledge base affects how he or she interprets and processes the content.

c. Affective Schemata

Affective schemata are thematic knowledge's emotional or affective correlates (Bachman & Palmer, 1996). In language examinations, test takers'

affective schemata may impact how they approach and finish tasks (Bachman & Palmer, 1996) and promote or impede their capacity to employ the entire range of accessible language knowledge metacognitive methods.

2.2.12 Text

The characteristics of text have a significant impact on reading comprehension. Reading comprehension does not occur merely by deciphering the meaning of a text. Numerous features of text may aid or hinder the reading comprehension process. One technique to assess a text's characteristics is to look at all the different types of texts and the dimensions on which they differ. According to Andreson (2000) he categorized the text genre as text content, text genre, text organization, and text readability.

a. Text Content

It is widely accepted and has long been shown that an abstract document is more difficult to comprehend than a definite one. The text is more readable if it is more concrete, conceivable, and engaging. The substance of a text interacts with the reader's knowledge schemata.

b. Text Genre

Narration, description, explication, and persuasion are all examples of genres. According to research, expository texts are more difficult to comprehend than narrative texts since they include a greater diversity of links between text units and a more fantastic range of contents.

c. Text Organization

The arrangement of a text, particularly its rhetorical composition and cohesiveness, is a critical element that affects reading comprehension. Cohesion

may be derived from different sources, including explicit referential overlap and causal links (Givon, 1993; Graesser, McNamara & Louwerse, 2003).

d. Text Readability

Researchers have long aimed to explain the characteristics that contribute to the readability of a document to tailor its difficulty to the tet audience. Numerous efforts have been made to construct equations that may be used to measure the readability of text. Several characteristics, including the text's syntactic complexity (or linguistic structure) and lexical density (or vocabulary load), have been found via empirical investigations.

2.2.13 Interaction

The reader and text are relatively static variables. The interaction between reader and text results in the reading comprehension process, in which the reader uses all available resources, abilities, and tactics to rebuild the text's mental representat

2.4   Conceptual Framework

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                    ┌──────────────────────────────┐
                    │                              │
                    │   Foreign Language anxiety    │
                    └──────────────────────────────┘


┌─────────────────────┐                          ┌─────────────────────────┐
│                     │   ◄═══════════►          │        Reading          │
│  Students' anxiety   │          ║               │ comprehension(variable  │
│   (variable X)       │          ▼               │          Y)             │
└─────────────────────┘   ┌──────────────────┐   └─────────────────────────┘
                          │ Factor anxiety that│
                          │ influence student │
                          │ in academic       │
                          │ achievment        │
                          └──────────────────┘


┌─────────────────────┐                          ┌─────────────────────────┐
│  1. Self            │                          │  1. Unfamilar           │
│     perception      │                          │  2. Script              │
│  2. Emotion         │                          │  3. writing language    │
│  3. Performance     │                          │  4. cognitive           │
│  4. Fear            │                          │  5. personal,           │
│  5. Worry           │                          │     characteristics     │
│  6. motivation      │                          │                         │
└─────────────────────┘                          └─────────────────────────┘



                          ┌──────────────────────────────┐
                          │ The correlation between       │
                          │ students' anxiety and reading  │
                          │ comprhension in English as     │
                          │ foreign language               │
                          └──────────────────────────────┘
```
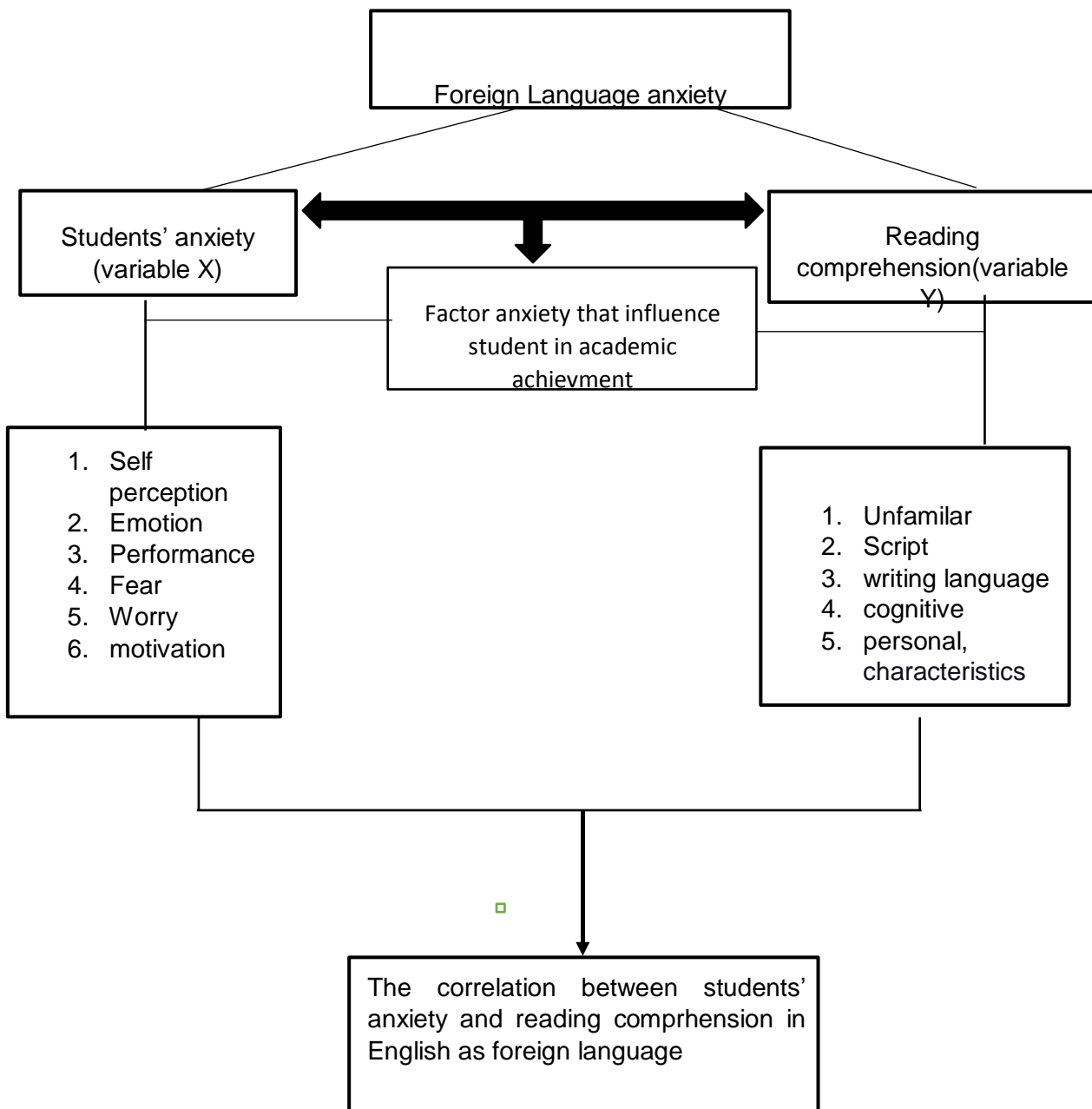
Figure 2. 1 conceptual framework

2.5 Hypothesis

To analyze the correlation between anxiety and students' reading comprehension, the researcher investigates the variable whether there is a correlation between those two variables. To find out the correlation, the sign with letter r means 1- until 1+ (strong correlation with two variables), but the sign $r0$ means that there is no correlation in the variable.

The null (H0)

a. The is no significant correlation between students' anxiety and reading comprehension.

Hypothesis (H1)

b. The is a significant correlation between students' anxiety and reading comprehens