CORRELATION BETWEEN EFL STUDENTS' READING ANXIETY AND THEIR ABILITY IN READING COMPREHENSION AT THE FOURTH SEMESTER OF THE ENGLISH DEPARTMENT OF IAIN KERINCI ACADEMIC YEAR 2021/2022

A THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUT OF KERINCI
ACADEMIC YEAR 2021/2022

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A THESIS

Submitted as a Partial Fulfillments of the Requirements for Undergraduate Degree at English Education Program in Faculty of Education and Teacher Training State Islamic Institute of Kerinci

INSTITUT AGAMA ISLAM NEGERI
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ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
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To:
The rector of IAIN Kerinci
At Sungai Penuh

OFFICIAL NOTE

Assalamualaikum Warahmatullahi Wabarakatuh

After guiding, analyzing, briefing and correcting the writing of **Juframa's** thesis **(The Student's Number is 1710203010)** entitled: "**Correlation Between EFL Students' Reading Anxiety And Their Ability In Reading Comprehension At The Fourth Semester Of The English Department of IAIN Kerinci Academic Year 2021/2022",** we are of the opinion that this thesis has met the qualification as one of partial fulfillment of the requirements for undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for final examination.

Wassalamu'alaikum warahmatullahi wabarakatuh

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled "**Correlation Between EFL Students' Reading Anxiety And Their Ability In Reading Comprehension At The Fourth Semester Of The English Department of IAIN Kerinci Academic Year 2021/2022**" is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute of Kerinci or elsewhere is fully acknowledgment.

The researcher also declares that the intellectual content of this is the product of the researcher own work, except to the extent that assistance from others in the project's design and conception or style, presentation, and linguistic expressions is acknowledgment.

Kerinci, 2022

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APPROVAL AND ACCEPTANCE

This thesis which entitled of "**Correlation Between EFL Students' Reading Anxiety And Their Ability In Reading Comprehension At The Fourth Semester Of The English Department of IAIN Kerinci Academic Year 2021/2022"** by **Juframa** students' number **1710203010** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on Thursday 08 September 2022. This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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DEDICATION AND MOTTO

DEDICATION

I dedicate this thesis for:

My beloved father and mother

For their love, effort, suggestion, support and praying for my success in the future.

My beloved brother and sister

Who always give me support

And my best friends

Who always motivated and give me inspiration

And spirit during the process to finish this thesis

And all people in my life.

May Allah SWT. Bless them

I thanks very much to you all

Big love and hug

MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Meaning: "(1) Read, in the name of thy lord who creates (2) Create man from a clot (3) Read, and thy lord is the most bounteous (4) Who teach by the pen (5) Teach man that which he know not." (Q.S Al-Alaq: 1-5).

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بِسْمِ اللهِ الَّرَّحْمَنِ الرَّحِيْم

الْحَمْدُللهِ رَبِ العالَمِيْنَ وَالصَّلا ةُ وَالسَّلا مُ عَلىَ اَشْرَ فِالاَ نْبِيَاءِوَالمُرْ سَلِيْنَ وعلى اَ لِهِ وَصَحْبِهِ اَجْمِعِيْن

The researcher would like to express the greatest thank to Allah, who has given blessings, strength and healthy so the researcher could finish could finish this thesis. The blessings and greetings are always sent to our beloved Prophet Muhammad SAW, the greatest hero in the world, and the best example for humans to get the happiness ever and ever.

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Kerinci, 2022

The researcher

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ABSTRACT

Juframa, 2022 **:** Correlation Between EFL Students' Reading Anxiety And Their Ability In Reading Comprehension At The Fourth Semester Of The English Department of IAIN Kerinci Academic Year 202i/2022

Advisors **: 1. ARIDEM VINTONI, M.Pd**
2. NOVRI PAHRIZAL, M.Pd

Keywords: *Correlational study, reading anxiety, reading comprehension ability.*

Reading anxiety could give lot of disadvantages to the students. They will lose their opportunities in using English to improve their language ability, especially in reading. In addition, anxiety could hinder the students in understanding the content of the reading passages. It can be seen when students expressed feeling frozen, nervous, intimidated, confused, worried and tense during the reading process It is clear that anxiety has negative effect to foreign language learning. It might develop negative behaviors of students such as, being worry, becoming passive students, prefer to sit at the back row or skip the class). The purpose of this research was to know whether there were any Correlation Between EFL Students' Reading Anxiety And Their Ability In Reading Comprehension At The Fourth Semester Of The English Department of IAIN Kerinci Academic Year 2021/2022. This research was conducted at the fourth semester of the English department IAIN Kerinci that consisted of 36 students as the sample. The design of this research was quantitatif descriptive and the design used in this research was a correlational design. In collecting the data, the researcher was distributed questionnaire to the respondents to assess students' reading anxiety. Meanwhile, students' reading ability was assessed by a test. In analyzing the data, the researcher used SPSS (*Statistical Program for Social Science*). From the hypothesis testing, it can be seen that: the correlation between reading anxiety and reading ability at the very low level. It was indicated by the correlation score of 0.063. This can be said that there was very low correlation between students' reading anxiety and their reading ability. Besides, based on the Cresswell opinion's the score of 0.063 is near than 0 it is mean that the two variables are weakly correlated.

ABSTRAK

Juframa, 2022 **:** Correlation Between EFL Students' Reading Anxiety And Their Ability In Reading Comprehension At The Fourth Semester Of The English Department Of Iain Kerinci Academic Year 202i/2022

Advisors **: 1. ARIDEM VINTONI, M.Pd**
2. NOVRI PAHRIZAL, M.Pd

Keywords: *Penelitian Korelasi, Kecemasan Membaca, Kemampuan Membaca.*

Kecemasan membaca dapat memberikan banyak kerugian bagi mahasiswa. Mereka akan kehilangan kesempatan dalam menggunakan bahasa Inggris untuk meningkatkan kemampuan bahasa mereka, terutama dalam membaca. Selain itu, kecemasan dapat menghambat siswa dalam memahami isi bacaan. Hal ini terlihat ketika siswa mengungkapkan perasaan beku, gugup, terintimidasi, bingung, khawatir dan tegang selama proses membaca. Jela sekali bahwa kecemasan memiliki efek negatif terhadap pembelajaran bahasa asing. Hal tersebut dapat mengembangkan perilaku negatif siswa seperti, khawatir, menjadi siswa yang pasif, lebih suka duduk di barisan paling belakang atau bolos kelas). Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara kecemasan membaca siswa terhadap kemampuan memebaca mereka. Penelitian ini dilakukan pada semester empat jurusan Tadris Bahasa Inggris IAIN Kerinci tahun akademik 2021/2022. Metode penelitian ini adalah deskriptif kuantitatif dan desain yang digunakan dalam penelitian ini adalah korelasional. Dalam pengumpulan data, peneliti menyebarkan angket kepada responden untuk melihat kecemasan membaca siswa. Sedangkan kemampuan membaca siswa dilihat dengan tes. Dalam menganalisis data, peneliti menggunakan SPSS (Statistical Program for Social Science) dari analis hipotesis diperoleh bahwa bahwa: hubungan antara kecemasan membaca dengan kemampuan membaca pada taraf sangat rendah. Hal ini ditunjukkan dengan nilai korelasi sebesar 0,063. Hal ini dapat dikatakan bahwa terdapat hubungan yang sangat rendah antara kecemasan membaca siswa dengan kemampuan membaca mereka. Selain itu, berdasarkan pendapat Cresswell skor 0,063 mendekati dari 0 yang berarti kedua variabel tersebut berkorelasi lemah.

TABLE OF CONTENTS

OFFICIAL NOTE ..... **i**
CERTIFICATE OF ORIGINALITY ..... **ii**
APPROVAL AND ACCEPTANCE ..... **iii**
DEDICATION AND MOTTO ..... **iv**
ACKNOWLEDGEMENTS ..... **v**
ABSTRACT ..... **vii**
TABLE OF CONTENTS ..... **ix**
CHAPTER I: INTRODUCTION
A. Background of the Problems 1
B. Identification of Problem 6
C. Limitation of the Research 7
D. Research Question 7
E. Purpose of the Research 8
F. Significances of the Research 8
G. Definition of the Key Terms 9
H. Hypothesis 10
CHAPTER II: REVIEW OF RELATED LITERATURE
A. Review of related theories 11
B. Review of Related Findings 22
C. Conceptual Framework 23
CHAPTER III: RESEARCH METHODOLOGY
A. Research Design 25
B. Population and Sample 25
C. Instrument of the Research 27
D. Technique of Data Collection 33

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

E. Technique of Data Analysis 34

CHAPTER IV: FINDING AND DISCUSSION

A. Findings 40

B. Discussion 50

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion 54

B. Suggestion 55

BIBLIOGRAPHY

APPENDICES

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

CHAPTER I

INTRODUCTION

A. Background of the Problem

There are three aspects becoming research concern nowadays about foreign and second language teaching correlate individual differences in learning. The first is cognitive factors, which include intelligence, language aptitude, language learning strategies and previous language learning and experience. Second, affective factors which includes attitudes, motivation, language anxiety, and self-confidence about the language, personality and learning style. Third, there are miscellaneous factors such as age and socio-cultural experience (Gardner & MacIntyre, 1992).

Anxiety is one of the affective factors which play an important role in learning second or foreign language (Brown, 2007). It is the most powerful predictor on the students' performance among the affective factors (Liu & Huang, 2011). Anxiety creates cognitive, physiological, and behavioral responses. Thus, when someone experiences anxiety, negative expectations are experienced mentally. This mental negativity makes students feel heart rate and stomachache. Therefore, situations that create anxiety are behaviorally avoided (Cheng, 2004).

In line with the idea above, one of the types of anxiety in learning foreign or second language is anxiety toward reading. Zhou (2017, p. 156) states that “reading anxiety is the specific anxiety that learners experience while they are reading a passage in the target language“”. Reading anxiety is

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

a feeling of one‟s own weakness and inability to master with reading in a foreign language (Tsai & Lee, 2018). In other words, it is perceived as a type of anxiety specifically associated with FL reading.

Reading anxiety could give lot of disadvantages to the students. They will lose their opportunities in using English to improve their language ability,especially in reading. In addition, anxiety could hinder the students in understanding the content of the reading passages. It can be seen when students expressed feeling frozen, nervous, intimidated, confused, worried and tense during the reading process (Song, 2010, p. 50). It is clear that anxiety has negative effect to foreign language learning. It might develop negative behaviors of students such as, being worry, becoming passive students, prefer to sit at the back row or skip the class (Fauziyah, 2015).

Based on the explanation above reading anxiety is essential in learning foreign language. However, there are limited researches describing students reading anxiety especially in Indonesian context.

Besides, reading is a process in activating the prior knowledge at the reader that cooperates with his appropriate cognitive skills and reasoning ability to find out the concept from printed. Besides, reading is the main of language skill and language process, by reading we can communicate and interact by language to know social environment surrounding, reading is also the best way to develop the qualification of human resource and increase reading comprehension for student. Then, reading is considered as the most important skill for language learners. Brown (2003:56) stated that reading is

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

the most essential skill for success in all educational contexts; remain of the skill of paramount importance as we create an assessment of general language ability. Being able to read in English is very important. We know that success in reading is the most necessary because it is a basic tool of education. In university, reading ability becomes even more important because students are more active to gain written information that is why reading comprehension is an asset to be a success in university.

One of the main goals of students who learn a language is to be able to read. By reading, students can build language skills, adding their vocabulary knowledge, and fluency in reading. The meaning of reading is not just about reading aloud and being able to pronounce the words correctly, but in reading students should understand the meaning of the whole idea of reading materials that they read. Reading is the ability to recognize and examines words of sentences and understands the information within (Lone, 2011:87). By reading, the students would acquire a variety of information that has not previously been obtained. They read the more information they obtained.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Reading is a multifaceted process, which can be described at various time and developmental stages as a thinking process. Reading ability is the main concern to be able to read English textbooks, journals, and references, etc. Since most textbooks and references are written in English, many students who find difficulties in comprehending them usually have their texts translated or extracted. It would be better if they can do it by themselves, rather than depend on their English teachers (Rahmaniah, 2019:32).

While reading is an activity or process of applying many reading text processing skills to understand the contents of the reading. Therefore, reading can be said as an activity to obtain information or messages conveyed by the writer in the written language. Someone can read not just by chance, but because someone is learning and practicing reading texts that consist of meaningful letters. Dalman (2014:75) divides the purpose of reading is into three main objectives, namely: (1) reading for study, (2) reading for effort, (3) reading for pleasure. In this case, the purpose of reading must be set before reading activities to make it easier to understand and obtain information.

Brown (2003:121) states several factors can affect students' reading skills, both internal and external factors. The examples of internal factors are motivation, attitude, habit, and interest of reading. Then, the examples of external factors are reading text, teaching technique and environment. Interest as one of internal factors in reading is a big enough factor influencing reading skills, if someone has nointerest it will result in a reluctance to read, while those who have high interest will have a strong enough urge to read. Reading material also influences the reader's interest in reading. Arsyad (123:2007) argues that: “Reading material that is too difficult to understand will make someone reluctant to read. Reading learning that can provide experience to students is by directly involving students in the learning process such as language games and the use of media that can involve students“:

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In reality, during pre-observation, most of the students at fourth semester of English department of IAIN Kerinci have problems in reading. It was found that some of students were anxious during reading activity. In this regard, when the lecturer gave reading text in reading activity, some of them were looked worry. Other problems are when the lecturer asked them to read aloud, they refused and suggest the others to do it. It is similar to students‟ perspectivethat when they were asked to read aloud they got heartbeat faster and makes them do much mispronunciation. Furthermore, when they were learning reading text in the class some of them were frustrated because they donot understand every word. Additionally, some of the students felt confused whenthey were unfamiliar with the topic of reading text. Therefore, it proves that the students have anxiety in reading activity. Moreover, based on researcher's interview with the English reading lecturer of IAIN Kerinci, the fourth semester students of the English Department of IAIN Kerinci still have problems in reading. When the researcher asked about the students' reading ability, the lecturers said that the students had low reading comprehension, had limited vocabulary knowledge, and still have anxiety in reading. Besides, the researcher also conducted the observation at the fourth semester students of English Department of IAIN Kerinci academic year 2021/2022, the researcher found that the students still have low achievement in reading comprehension.

From the interview and observation, there are some facts that indicate the problem. First, students' still have anxiety in reading. It is might be

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caused by the students cannot active their background knowledge to the topic discussed to dig the new ones from the text. Second, students have difficulties in comprehending the text. They get it difficult in processing information, understanding sentences, finding the meaning of the sentences or only understand the broad outline of the text content. The students need a lot of time in understanding the text, they do not use chance to read English text either at home or in English class and also have difficulties in doing exercises. Those problems might be caused by their poor strategies used in mastering reading skill.

In line with the descriptions above, the researcher is interested in investigating the correlation between students' reading anxiety with reading comprehension at the fourth semester of the English Department of IAIN Kerinci. This research is intended to find out whether students' reading anxiety correlates with reading comprehension.

B. Identification of Problem

Based on the background of the problem, some problems may arise. Theproblems were as follows:

1. Students' still have anxiety in reading comprehension. It is might be caused by the students cannot active their background knowledge to the topic discussed to dig the new ones from the text.
2. Students' have difficulties in comprehending the text. They get it difficult in processing information, understanding sentences, finding the meaning of the sentences or only understand the broad outline of the text content.

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The students need a lot of time in understanding the text, they do not use chance to read English text either at home or in English class and also have difficulties in doing exercises. Those problems might be caused by their poor strategies used in mastering reading skill.

3. The students had limited vocabulary knowledge in reading.

C. Limitation of the Problem

In this research, the researcher limited the scope of the study. The study only stressed on two variables of correlation. They are a correlation between students' reading anxiety and their ability in reading comprehension. And, the research subject is the fourth semester of the English Department of IAIN Kerinci.

D. Research Questions

The problems were formulated as follows:

1. How is the description of students' reading anxiety and reading comprehension ability?
2. Is there any correlation between students' reading anxiety and their ability in reading comprehension at the fourth semester of the English Department of IAIN Kerinci?

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E. Purpose of the Research

The objectives of the study were formulated as follow:

1. To know how is the description of students' reading anxiety and reading comprehension ability?
2. To know whether or not there is a correlation between students' reading anxiety and their ability in reading comprehension at the fourth semester of the English Department of IAIN Kerinci.

F. Significances of the Research

The study is intended to know The Correlation Between Students' reading anxiety and Reading Comprehension at the fourth semester of the English Department of IAIN Kerinci. The result of the study is expected to give benefits both theoretically and practically:

a Theoretical Benefits

This research is to prove whether there is a positive significant correlation between students' reading anxiety, and reading comprehension at the fourth semester of the English Department of IAIN Kerinci, so it can be used as the reference in improving and developing and their reading comprehension in the college.

b. Practical Benefits

1) For the students, the result of the research gives knowledge for them to improve students' achievement and develop their reading comprehension. It also gives motivation for students to develop their

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interest in reading English text.

2) For lecturers

Provide information and insights to the lecturers regarding the correlation between students' reading anxiety and their achievement in readingcomprehension.

3) For the researcher, the result of the research gives information for the others who want to study deeper in English education to know the other factor which can influence reading comprehension

G. Definition of Key Terms

In order to make the same interpretation about the terms used in this research, it defined as follows :

1. **Reading** is a fluent process of readers combining information from a text and background knowledge to build meaning.
2. **Reading comprehension** is the process of constructing meaning from text.
3. **Reading anxiety** is an anxiety that learners experience while they are reading in their new target language.

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H. Hypotesis

The hypothesis of this research can be formulated as follows :

H_1 : There is any correlation between students' reading anxiety (X) and their ability in reading comprehension (Y)) at the fourth semester of the English Department of IAIN Kerinci.

H_0 : There is no correlation between students' reading anxiety (X) and their ability in reading comprehension (Y)) at the fourth semester of the English Department of IAIN Kerinci.

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KERINCI

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Related Theories

1. The Nature of Reading

Reading is a process that is done and used by the reader to get the message or information conveyed by the outhor through written media, like books, newspapers, megazines, letters, articles, advertisement, and other material. According to Brown (2003:42), “reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader”.

Reading is a complex process which involves intruction between the reader and language and ideas of the text. It means that reading is a good way to catch all of direction between us as the reader with the text. Every text of course has the ideas so get the idea in the text is a way to comprehand the text or to know what the text means.

Reading is a skill that will empower everyone who learn it. Especially for students, reading is one of language skill that must be develop. According to Jeremi Hamer (2001:144), “reading is fluent process of readers combining information from a text and their own background knowledge to build meaning”. The students must be know about how to read goodly because reading is very important to explore their knowledge.

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K E R I N C I

Moreover, reading is also defined as a receptive skill in which a reader employs a number of skills that involved in order to understand the reading selection to be read (Jeremi Harmer. 2001:132). The skill involved:

b. Predictive skill, the reader predic what is going to read and the process of understanding where the reader, sees how the content of the text match up to the prediction
c. Extracting specific information (Scanning)
d. Getting general picture of the main points of the text (Skimming)
e. Infering opinion and attitude
f. Deducing meaning from content
g. Recognizing function and discourse pettern and markers.

From the explanation above, it can be concluded that reading is a process to understanding of text and how get information from a written text, for understanding it the reader involves several skills that is called receptive skill.

1. Reading Comprehension

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K E R I N C I

Comprehending is the main purpose of the reading activity, especially in school activity. People read something with the purpose comprehend the text that read. According to Grellet (2020:3) state that "comprehension is a process in which readers make meaning by interacting with text trough the combination of prior knowledge and previous experience, information in the text, and the view of readers related to the text." Reading comprehension is necessary for students to mastered,

because with reading comprehension students can get knowledge from the reading media. According to Elizabeth Chesla (2001:2) defined “reading comprehension as the process of creating meaning from the text. The pupose is to get an understanding of the text rather than to acquire meaning from individual words or sentences.” If they don’t comprehend the text, that mean they don’t get the point of the text, and they also don’t get anything from the text that they read. Of course, to support the learning process, students have to comprehend the textbook, or another media that can give the knowledge for the students.

Then Elizabeth Chesla (2001:32) divided th three basic reading comprehension skills: How to be an active reader:

a. How to find the main idea of a passage
b. How to figure out what words mean without a dictionary
c. How to tell the difference between fact and opinion

Reading comprehension defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while dechipering symbols.

Basically, comprehending can be defined as the ultimate level or reading activity in which the reader understand the text and they are able to connected text with past interpret, evaluate, synthesize, and consider alternative interpretations of what they have read.

2. Types of Reading

There are four different types of reading, as follows:

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1) Extensive Reading

Extensive reading is for general understanding which means comprehension of the reading material less than 100%. According to Ken Rowe (2005:54) “Extensive reading is the reading process that’s done extensively, reading material that used varying and time used quickly and briefly”. The purpose of the extensive reading is just understand the important content of reading material with a short and past time.

The importance of extensive reading is for the development of students as reader word recognition and language. Extensive reading is the reading for pleasure. There are characteristics of extensive reading:

b. Extensive reading helps learners to active develop vocabullary
c. The learners play main role to ask
d. The idea can be developed
e. This reading aims to enrich learners knowledge
f. Extensive reading is silent reading
g. In extensive reading emphasized in subject metter
h. By using extensive reading good reading habit can be developed.

2) Intensive Reading

Intensive reading is the reading activity of reading material in careful and exact with purpose to comprehending in detail. David Nunan (1989:23) states that: “Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. Intensive reading requeres from a reader 100% of

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KERINCI

undersatnding of the material". The goal of this reading is done to carry out to get specific information. Learner read book to acquir knowledge is the kind of intensive reading.

There are characteristics of intensive reading:

a. This reading helps learners to develop vocabullary
b. Teacher play main role in this reading
c. Linguistic items are developed
d. This reading aims active use of language
e. Intensive reading emphasized in speech habit (pronunciation, intonation, and rhythm).

3) Reading Aloud

One of the main intention of reading aloud is to recognize the sounds of words; however, teachers may also vary their activities to develop their students' reading comprehension. A teacher may ask some questions after the students have read the text. When one student read aloud, the teacher asks the other students to pay attention to the text rather than just listen to how their friend reads. This will assist the students in finding the meaning of the text.

J.Serayallo (2015:21) says that: reading aloud is activity to teach students to pronounce, using intonation and rhythm the text well. Reading aloud is not useful at the secondary level because of it is very difficult skill for student who does not know how to pronounce the text. If students have not prepare themself for reading, it will be difficult form

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them and will be unnatural. Basically, reading is silently readng, text should be read aloud which have been written to read aloud like poetry, dialogue, and other type of text. The text which have no need not to read aloud not be read aloud.

4) Silent Reading

Silent reading is the opposite reading aloud. This activity is really intended to improve the students' comprehension. They have to find out the content of the reading texts. According to Mohsen Jafari (2013:18), "pointed out that readers' processing time on difficult words decreased in silent reading. This trend was most striking for poor readers."

Silent reading is very important skill in teaching English. In addition,, the student will easy when reading because they read whisper. Silend reading is also to get any information. Below are the advantages of silend reading:

a. This reading makes students active
b. In silent reading focus of learners toward subject matterand naturally
c. This reading is aves time because all students participate in the activity at a time
d. Silent reading is useful to develop reading skill fast
e. This skill use plays main role to improve the students' knowledge

Based on the explanation above, in this research, the researcher will use the extensive reading. Because the purpose of the number head together technique also to read just the important content or information.

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2. Technique of Reading

Every person have different way in reading and comprehending the reading text. In this case, appropriate with reader's need.

There are two technique of reading:

1) Skimming

Skimming is used to get a general impression of the material and not for a high level of comprehension. On the other hand, skimming is process of reading which the reader only read the main idea in each paragraph. Skimming can be a very valuable reading aid when used property. You should never skim when reading technical or very detail material. Skimming should be used when you want to cover large amounts of material quickly and do not intend to read material completely at a later time. According to Jeremi Harmer (2001: 156), "skimming is a technique in looking for a text to get a quick idea of the gist of the text." While Brown (2004:18) says, "skimming is the process of rapid coverage of reading metter to determine its gist or main idea."

Follow these steps when skimming:

A. Examine the material to decide whether you want to read it.
B. Examine the table of contents and the index to identify where material of intrerest to you may be found.
C. Preview the material you want to skim
D. Skim

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2) Scanning

Scanning is closely to skimming. But when you scan you already have a purpose in mind. Scanning means searching for particular information. Scanning is an activity in reading the text for a few and only search for the information that we need. According to Brown (2004:31), "scanning is the strategy for quickly finding specific information in a text while ignoring its boader meaning." While Elizabeth Chesla (2001:38) says, "scanning is the ability to located the specific facts and details quickly."

Follow these steps when you scan:

a. Read the question
b. Keep the key words of the question in mind
c. Scan until you find the answer to the question. Stop! Write the answer. Move on to the next question.

5. Indicators of Reading Comprehension

Grellet, F (2008:55) mentions there are some indicators to achieve a comprehensive reading:

a. Identifying topic

The topic is the one thing a text about. In identifying the topic helps the reader to focus on the general subject of reading. Then, the reader can identify the topic of that the first step toward understanding the texts.

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b. Identifying main idea

An efficient reader understands not only the ideas but also the relative significance as expressed by the authors. In other words, some of ideas are super-ordinate while others are subordinate.

c. Identifying factual information/detail

Details are used to support clarify, and explain the main idea. Details may be words, phrases, or statement that explain or describe. Identifies the main idea the student may want to look to a paragraph for more details. The students should read the detailed to understand some paragraphs, whereas in other paragraphs the main idea may be sufficient.

d. Identifying reference

Recognizing reference words and to identify the words or phrase to which they refer to will help to reader understand the reading passage. English students might learn many roles for the use of reference words and yet be confuse about what a particular word refers to in sentence.

e. Figuring out the meaning of vocabulary in context

Vocabulary is an important part of reading. Before reading the texts the students must be to master the vocabulary to easy comprehend the reading text.

f. Identifying inference

Making inference is an aspect shown with questions related to things outside the text but still in one context. Furthermore, the answer is not in the text, you were required to make a guess based on your own thoughts

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g) Identifying explicit and implicit meaning

Explicit meaning is a meaning that is explicitly stated in a reading text. Meanwhile, implicit meaning is a meaning that is not explicitly stated in a reading text. Therefore, to understanding the implied meaning in a text the reader might be looking for the word “connotation”.

6. Reading Anxiety

a. Definition of Reading Anxiety

In basic terms, anxiety is a state of stress, fear, nervousness and concern over potential negative consequence or incidents (Spielberbeger, 1983, as cited in Seinfeld et al, 2016). Shri (2010) also stated that anxiety is a subjective feeling of discomfort, unease, apprehension or fearful concern accompanied by host of autonomic and somatic manifestations. Furthermore, Horwitz et al. (1986) said that anxiety is subjective feeling of anticipation, panic that makes the learner have difficulty in concentrating, forgetfulness, trembling, and palpitation.

So, reading anxiety is referring to the feeling of apprehension and worry when students try to read and interpret foreign language text (Muhlis, 2014). Zhornik (2001 as cited in Jalango & Hirsh, 2010) define reading anxiety is a specific, situational phobia to the act of reading with physical and cognitive reaction. He also adds that physical reaction to anxiety include the release of adrenaline and physical symptoms, such as sweating, heart pounding, feeling weak or tired, rapid breathing, headache, stomachache, or even throwing up. Cognitive reaction to

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anxiety includes an intense sense of fear, low self-esteem, feeling of helplessness, and fear of public humiliation. Study conducted by some researchers found that reading anxiety negatively influence reading performance (Sellers, 2000; Shi & Liu, 2006), and thus hindering the comprehension and acquisition of second language. MacIntyre (1995) highlights that, if learners feel anxious when reading, their performance is diminished, which might lead to negative self-evaluation and more self-deprecating cognition which further hinder their performance. To reduce reading anxiety faced by students, Saito (1999) suggested teacher could prepare their students for possibility of reading anxiety when introducing reading assignments, introducing reading strategy to lessen the reading anxiety, and teacher should pay attention to the selection of texts to ensurestudents encounter material that are at an appropriate level of difficulties. Faruq (2019) encourages teacher to use error correction techniques, doing small group activities, and focusing on topics that are interesting for students. In addition, according to Zoghi & Alivandivafa (2014), the reading anxiety divided into three level of anxiety.

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b. The Factors influence Reading Anxiety

Anxiety may contribute profound factors for foreign language learning especially in reading. Therefore, it is crucial to identify the factors which influence the reading anxiety. According to Zoghi (2012) there are three factors which influence reading anxiety: (a) Top-down

Reading Anxiety, (b) Bottom-up Reading Anxiety, (c) Classroom Reading Anxiety. Each of them will be discussedas revealed below.

1). Top-down Reading anxiety

According to Zoghi (2012), Top-down reading anxiety is a factor which influences reading anxiety from the reader-specific related anxiety. Top- down reading anxiety is related to readers' background knowledge, cultural knowledge and their general reading ability. It is caused when students are notable to recognize specific detail and the main idea of the text. Learner will becomeanxious when the ideas in the texts are culturally unclear, the title of the text is unfamiliar and they lack knowledge about ideas expressed in the text (Guimba and Alico, 2015).

2) Bottom-up Reading anxiety

According to Zoghi (2012), Bottom-up reading anxiety is a factor which influences reading anxiety from text-specific related anxiety. Bottom-up reading anxiety related to vocabulary and grammar. It is caused when students encounter uncommon vocabulary in the text and grammatical structure are too complex. Learners may become anxious when they cannot figure out the meaning of a word, encounter a lot of words whose meaning are unclear, a sentence is grammatically unfamiliar and tenses of certain sentence is unclear (Guimba and Alico, 2015). This problem may be

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solved by selecting the reading material, text content and language complexity suited with the students' varied background.

3) Classroom Reading Anxiety

According to Zoghi (2012), Classroom reading anxiety is a factor which influences reading anxiety from teaching method which teachers' use in classroom activity. The students may encounter classroom reading anxiety when teacher correcting their pronunciation and translation mistake them in stern way (Guimba and Alico, 2015). Thus, the teachers' negative feedback may sometimes raises reading anxiety and makes learning environment unfriendly for the students.

B. Review the related findings

There are some There are some studies which are related to this research. The first study that was conducted conducted by Guimba and Alico (2015). Guimba and Alico (2015) used a questionnaire of the English as a Foreign Language Reading Anxiety Inventory (EFLRAI) adopted from Zoghi & Alivandivafa (2014). This study aims to find out the main causes of students' reading anxiety and comprehension performance among 78 students Grade 8 in Mindanao State University-Integrated Laboratory School, Marawi City. The results showed that most of them failed in the test and they had high level of reading anxiety. Meanwhile, three factors which causing their reading anxiety are: top-

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down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety. Moreover, there is a significant negative relationship between students' reading anxiety level and reading comprehension performance.

The second study was conducted by Kulsum (2018). She examined the sources of students' reading anxiety and reading strategies in English Dormitory of State University in Bandung. The respondents consisted of 41 non-English students. It employed a qualitative descriptive method. She used two questionnaires of English as a Foreign Language Reading Anxiety Inventory(EFLRAI) adapted from Zoghi (2012), RSQ adopted from Oxford et al. (2004), and a semi-structured interview. The result of this study showed that top-down reading anxiety as the most affecting source causing anxiety in EFL reading (35.78%). It was followed by the bottom-up reading anxiety (34.86%) and classrooms reading anxiety (29.36%). On the other hands, students preferred to use top-down reading strategies (55.38%) rather than bottom-up reading strategies(44.62%).

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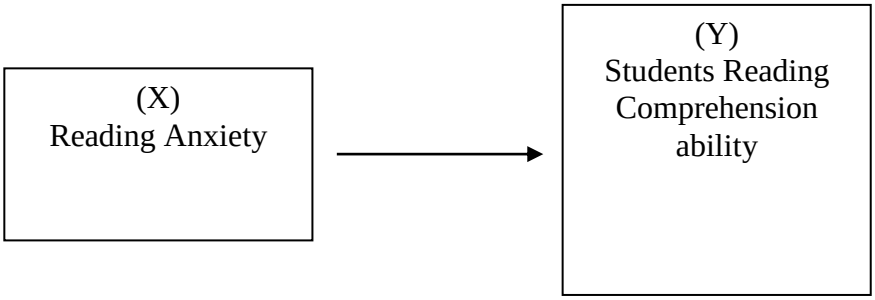
C. Conceptual framework

Conceptual framework is some steps in the research. This research will focuses on correlation between EFLstudents' reading anxiety (X), and their reading comprehension ability as variable (Y).

Therefore, the way of thinking for this research can be illustrated as the following figure:



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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

In this research, the researcher used quantitative research. While the design of the study is a correlational study. Quantitative research concerned with the collection and analysis of data in numeric form. Aim of correlational research is to investigate the existence and the degree of a relationship between two or more quantitative variables. If two variables were highly related, scores on one variable can be used to predict scores on the other variable.

According to Arikunto (2016), there were two kinds of variables; independent variable and dependent variable. He stated that variable was an attributive that regarded as reflecting or expressing some concept or construct. Moreover, he stated that the dependent variable is the phenomenon that was the object of study and investigation. While the independent variable was the factor that is measurably separate and distinct from the dependent variable but may relate to the dependent variable.

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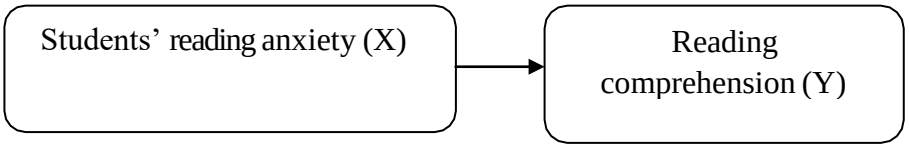
In this research, there were two variables as follows:

1. The independent variables. Students' reading anxiety (X)
2. The dependent variables are reading comprehension (Y).

The correlation between the two variables as follows:



B. Population and Sample

1. Population

The population is a generalization area that consists of: object/subject quality and certain characteristics determined by researcher to be studied and then drawn conclusions (Sugiyono, 2014). The population is also the entire subject of research (Sugiyono, 2014). Population is the group of interest to the researcher, the group to which she or he likes the result of the study to be generalized. Thus, the population of this research was the fourth semester students of English Department of IAIN Kerinci. There were two classes with the total number of 36 students. The students' distribution can be seen by the following table:

Table 1: The fourth semester students of English Department of IAIN Kerinci

No	Class	Number of students
1	IV A	21
2	IV B	15
Total		**36**

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2. Sample

As states by Gay (2010: 261) "sampling is a process of selecting a number of individuals representing the larger group from which they were selected." Consequently, the degree to which the selected samples represent the population is the degree to which the results are generalized. The sample is the group elements or single elements from which samples (group of

subjects from data are obtained. Sampling is a technique used in taking a sample. Then, Sugiyono (2014) states that sampling is a technique of taking a sample out of the population. The best procedure to acquire a certain kind of sample is total sampling. There is underlying total sampling which of all the parts of the population has the same opportunity to be included in part of the sample.

Referring to the number of population, the researcher used *total sampling technique* to get data. It is men that all of students at the fourth semester of English Department of IAIN Kerinci be a sample.

C. Instrument of the Research

1. Test

Reading comprehension test administered based on the indicators of reading comprehension. Brown (2004:64) says that test is any series of questions or exercises or other means of measuring the skills, knowledge, intelligence, capacities or aptitudes of an individual or group. In other words, the test is a tool for collecting data to recognize individual's ability in looking the learning result and mental ability to overcome the problem.

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Hughes (2003:42) says that: there are some possible techniques for testing reading comprehension; they are multiple choice, short answer, gap filling, cloze procedures, and information transfer. In this research the researcher used multiple choice tests. The test consists of 20 multiple choice items. From 20 items of test, the researcher gave expert judgments to get the

validity of items test. Where the researcher is presented the specification and indicator of test in the Table.

Table 2: Reading comprehension indicators

Variable	Indicators	items
Reading comprehension	a) Identifying Topic	1, 10, 16
	b) Identifying Main Idea	2, 9, 15
	c) Identifying Detail (stated and unstated detail)	3, 11, 12, 19
	d) Identifying Reference of Pronoun	5, 14, 17
	e) Figuring out the meaning of vocabulary in context	4, 7, 8, 20
	f) Identifying explicit and implicit meaning	6, 13, 18

2. Questionnaire

In the educational research, one of the collecting data instruments is questionnaire. Questionnaire is a number of written questions that is used to obtain information from respondent in the meaning about his personal report, or anything which he knows (Suharsimi Arikunto, 2016:171).

The instrument utilized in this study constitutes EFLRAI (English as Foreign Language Reading Anxiety Level Inventory) questionnaire designed by Zoghy (2012). EFLRAI has been utilized by some researchers in conducting the research to measure the reading anxiety level. Guimba and Alico (2015) and Kalsum (2018) have use it to

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measure the reading anxiety level of the participants. The questionnaire used to acquire particular data which are accumulated from the participants.

There were three factors which influence the reading anxiety in the ELFRAI questionnaire adapted from Zoghy & Alivandivafa, 2014, those are:

Table 3 : Indicators of Reading Anxiety

Factors of anxiety	Items
Top-down Reading Anxiety (TRA)	1,2,3,4,5
Bottom-up Reading Anxiety (BRA)	6,7,8,9,10,11,12,13,15
Classroom Reading Anxiety (CRA)	16,17,18,19,20

In the EFLRAI, there were 20 question items and a scale ranging from 1 (one) to 4 (four) points Likert scale of agreement. Each item on the scale was rated on a 4-point Likert scale: *strongly agree* (4 points), *Agree* (3 points), *Disagree* (2 points) and, *Strongly disagree* (1 point). The scores of language anxiety were divided into three levels of anxiety: low anxiety (X=20-55), moderate anxiety(X=56-67), and high anxiety(X=68-80). Students' anxiety score were picked up by summing up the rating of all the items. The score of students' anxiety scale would extend from a low of 20 to a high of 80, with higher score reflecting greater perceive reading anxiety.

Table: Distribution of the level of Reading Anxiety

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Score	Level of reading anxiety
68 – 80	High level
56 – 67	Moderate level
20 – 55	Low level

3. Validity

1) Validity of test and questionnaire

An instrument can be say have validity if it is able to measure what is desire and can reveal the data of the variable study appropriate. A test is valid if it measure what it purpose to measure. The validity that used in this research is the content validity. The proof of content validity in this research is the analyzed of scores given by the expert judgment involving several experts, namely material experts (English Field) and one language assessment expert. The experts provide a comprehensive assessment decision using four categories, namely: irrelevant (1), less relevant (2), quite relevant (3), and relevant (4). The result of judgments will analyze by using the *Aiken Formula:*

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$$V = \frac{\sum s}{[n(c-1)]}$$

Where:
S = *r – lo*
Lo = *the lowest number of validity assessment*
c = *Highest validity rating score*
r = *the score is given by the assessor*

(Azwar: 2015:143)

Then the criteria of Aiken Validity categories can be seen as the table below:

Table 6: Aiken Validity Categories

Criteria	Level
< 0.4	Low
0.4 – 0.8	Medium
> 0.8	High

2) Difficulty index of test reading comprehension

Difficulty index is the ability of the test to filter the total number of participant who answers correctly. The categories of 0.00 – 1.0 refers to the difficulty index and it indicates the level of test difficulty.

The difficulty index formula is as follow:

$$P = \frac{B}{JS}$$

Where:

B = Right Number
JS = Number of students taking test
P= Difficulty index

(Sudijono. A. 2006:327)

Difficulty index categories:

Table 7: Difficulty index categories

Difficulty index	
IK = 0,00	Very difficult
0,00 < IK ≤ 0,30	Difficult
0,30 < IK ≤ 0,70	Fair
0,70 < IK ≤ 1,00	Easy
IK 1,00	Very easy

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3) Discrimination index of test reading comprehension

The discrimination index is the test ability to separate the students who have high ability and low ability.

The formula of discrimination index is as below:

$$DP = \frac{BA}{JA} - \frac{BB}{JB}$$

Where :

BA : Number of top group participant who answer correctly

BB : Number of bottom group who answer correctly

JA : Number of top group participant

JB : Number of bottom group participant

DP : Discrimination index

(Sudijono. A. 2006:329)

Discrimination index categories:

Table 7: Classification of Discrimination Index

Classification of Discrimination Index	
DP = 0,00	Very poor
0,00 < DP ≤ 0,20	Poor
0,20 < DP ≤ 0,40	Fair
0,40 < DP ≤ 0,70	Good
0,70 < DP ≤ 1,00	Very good

4. Reliability of test

Reliability means dependability or trustworthiness. So, it is the degree to which a test consistency measures whatever it is measuring.

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To get the reliability test. In addition, reliability used to see whether the test can be trusted to be used as a tool of data collecting technique or not. The researcher was used Cronbach's Alpha by using *SPSS (Statistical Program for Social Science) 20.0 for windows* with formula below:

$$r_{11} = \left[\frac{n}{n-1}\right]\left[1 - \frac{s^2 - \Sigma\delta i^2}{\delta t^2}\right]$$

Note:
r_{11} = test reliability of instrument
n = the number of question items of the question
p = subject proportion who has correct answer on each question items
S^2 = total of variant
p = number of degree answer
q = the number of fault answer (1-p)

Table 8: The level of Reliability

Classification of Reliability	
Less from 0,20	Very poor
0,20 – 0,40	Poor
0,40 – 0,70	Enough
0,70 – 0,90	Good
0,90 – 1,00	Very good
1,00	Excellent

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D. Technique of Data Collection

1. Test

Test is a method of measuring person ability, knowledge or performance in a given domain. A test can be said to have a high level of confidence if the test can provide consistent result. To get the data from the students, the researcher used the test. The test used for this research to know the students achievement in reading comprehension.

2. Questionnaire

A questionnaire is a set of questions or statements that the respondent must answer or complete. The researcher used the questionnaire to get the data from students about their reading anxiety. The questionnaire consists of statements with four alternatives of answer. They are: strongly agree (4 points), Agree (3 points), Disagree (2 points) and, Strongly disagree (1 point). The score ranges from 1 to 4 and the researcher uses Likert scale .

E. Technique of Data Analysis

1. Descriptive Analysis

The purposes of this research were to find out the correlation between students' reading ability and reading anxiety. Then, to know the students reading ability and anxiety by using test and questionnaire. Besides, to analyse the test and questionnaire as following explanation:

C. Technique of analyse data for reading test

The data analysed by calculating the students' score, the researcher used formula:

$$P = \frac{F}{N} \times 100$$

P = Student score

F = Number of true answer

N= Number of test item

Besides, the researcher counted the mean and standard deviation of students reading comprehension ability by using SPSS.

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D. Technique of analyse data for questionnaire :

There were 20 question items and a scale ranging from 1 (one) to 4 (four) points Likert scale of agreement. Each item on the scale was rated on a 4-point Likert scale: strongly agree (4 points), Agree (3 points), Disagree (2 points) and, Strongly disagree (1 point). The scores of language anxiety were divided into three levels of anxiety: low anxiety (X=20-55), moderate anxiety(X=56-67), and high anxiety(X=68-80). Students' anxiety score were picked up by summing up the rating of all the items. The score of students' anxiety scale would extend from a low of 20 to a high of 80, with higher score reflecting greater perceive reading anxiety.

Table 10: Distribution of the level of Reading Anxiety

Score	Level of reading anxiety
68 – 80	High level
56 – 67	Moderate level
20 – 55	Low level

2. Classical Assumption Test

A classical assumption test was conducted before the researcher analyzing data by using Pearson Product Moment with SPSS. It aimed to ensure that the data was normally distributed and whether the regression model used did not have linearity, multicollinearity and heteroscedasticity problems. Linear regression model was called a good model if it filled the classical assumptions. Therefore, the classical

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assumption test was needed. If it was filled, then the analysis model was feasible to use. The classical assumption test consisted as follows:

1. Normality Test

The purpose of normality test was to know whether the data used was normally distributed or not, because the data was called good if the data was normally distributed. In this case, the researcher was used Shapiro Wilk to calculate it by using *SPSS (Statistical Program for Social Science) 20.0 for windows* with the formula below:

$$W = \left(\frac{\sum_{i=1}^{n} a_i x_{(i)}}{\sum_{i=1}^{n} (x_i - \bar{x})^2} \right)$$

Note:

$x_{(i)}$ = (with parentheses enclosing the subscript index i; not to beconfused with $x_{(i)}$ is the *i*th order statistic, i.e., the *i*th-smallest number in the sample;

x $= (x_1 + \cdots + x_n) / n$ is the sample mean.

The coefficients α_i are given by:

$$(a_1, \ldots, a_n) = \frac{m^T V^{-1}}{C}$$

Where C is a vector norm:

$$C = \|V^{-1} m\| = (m^T V^{-1} V^{-1} m)^{1/2}$$

and the vector m:

$$\mathrm{m} = (\mathrm{m}_1, \ldots, \mathrm{m}_n)^T$$

and V = the covariance matrix of those normal order statistics.

The criteria of normality test:

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If the significant value > 0,05, it means that the research data was distributed normal. Conversely, if the significant value < 0,05, it means that the research data was undistributed normal.

2. Linearity Test

Linearty is describes the relationship between two or more variables when they tend to change at the same rate. Besides, the linearty is to know the relationship between dependent variable and independent variable.

The linearity test aimed to determine whether two variables have a significant linear relationship or not. A good correlation should be have a linear relationship between the dependent and independent variables. The researcher calculate the linearity by using *SPSS (Statistical Program for Social Science) 20.0 for windows* with the following formula:

$$|t_{Lin}| = \frac{|a|}{\left[\frac{s}{\sqrt{\sum(x - \bar{x})^2}}\right]}$$

Where $S = \sqrt{\frac{\sum y^2 - b\sum y - a\sum xy}{n-2}}$

a = slope

x = reference value

y = bias value

b = y-intercept

n = total number of measurements made

Criteria of linearity test can be seen from the following ways:

E. Compared of significant value with 0,05

If the deviation value from significant linearity > 0,05, so there was significant linear correlation between independent and dependent variable. While if the deviation value from significant linearity < 0,05, so there was not significant linear correlation between independent and dependent variable.

(2) Compared between F_{count} and F_{table}

If $F_{count} < F_{table,}$ it indicated that there was significant linear correlation between independent and dependent variable. Otherwise, if $F_{count} > F_{table,}$ it indicated that there was not significant linear correlation between independent and dependent variable.

3. The Hypothesis Testing

After scoring the data, the tabulated data to get the finding of the research is used. To see the hypotheses of testing or whether there is any correlation between students' reading anxiety and their ability in reading comprehension by using product moment formula. Then, the researcher used SPSS Version 25 to calculate it correlation.

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

Where:
r = correlation coefficient

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X = students' metacognitive strategy
Y = students' self-efficacy in speaking
$\sum X$ = the sum of x scores
$\sum Y$ = the sum of y scores
$\sum X^2$ = the sum of squared x scores
$\sum Y^2$ = the sum of squared y scores
N = total number of pairs of scores
$\sum XY$ = the sum of the products of paired scores

(Sugiyono, 2014:68)

If r-calculates is greater than r-table, it means that the correlation of the test significant or valid. The calculation is interpreted to the correlation coefficient as the following table:

Table 9: Correlation Coefficient

Correlation Coefficient	
0.800 – 1.000	Excellent
0.600 – 0.799	Good
0.400 – 0.599	Enough
0.200 – 0.399	Low
0.000 – 0.199	Very Low

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CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. The Data Description

a) Difficulty Index

To find out the difficulty index the researcher calculated by using SPSS. The result of difficulty index can be seen as the following table:

Table: 10 : Difficulty index of test result

Items	Difficulty Index	Level of difficulty
1	0.64	Fair/Enough
2	0.47	Fair/Enough
3	0.61	Fair/Enough
4	0.47	Fair/Enough
5	0.64	Fair/Enough
6	0.67	Fair/Enough
7	0.58	Fair/Enough
8	0.39	Fair/Enough
9	0.56	Fair/Enough
10	0.81	Fair/Enough
11	0.42	Fair/Enough
12	0.42	Fair/Enough
13	0.75	Fair/Enough
14	0.56	Fair/Enough
15	0.67	Fair/Enough
16	0.47	Fair/Enough
17	0.42	Fair/Enough
18	0.72	Fair/Enough
19	0.34	Fair/Enough
20	0.86	Fair/Enough

From the table of difficulty index above can be seen that the level of difficulty of all items were at 0.30 – 0.70. It means that all of the

items were at the *fair/enough level*. Thus, can be said that all of the items was valid.

b) Discrimination index

Beside looking for the difficulty index, the researcher also would like to identify the *Discrimination Index of Items,* the results of discrimination item calculate by using SPSS. It can be seen as the table below:

Table 11: Discrimination Index of Items

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	10,61	5,387	,487	,220
VAR00002	10,78	6,121	,506	,323
VAR00003	10,64	5,437	,494	,229
VAR00004	10,78	6,578	,506	,374
VAR00005	10,61	6,073	,487	,314
VAR00006	10,58	6,364	,478	,346
VAR00007	10,67	6,171	,500	,328
VAR00008	10,86	6,580	,494	,372
VAR00009	10,69	5,533	,504	,245
VAR00010	10,44	6,140	,401	,309
VAR00011	10,83	6,714	,500	,387
VAR00012	10,83	6,486	,500	,363
VAR00013	10,50	5,743	,439	,263
VAR00014	10,69	6,104	,504	,321
VAR00015	10,58	6,993	,478	,410
VAR00016	10,78	6,292	,506	,343
VAR00017	10,83	6,257	,500	,338
VAR00018	10,53	6,599	,454	,368
VAR00019	11,11	6,330	,351	,325
VAR00020	10,39	6,302	,351	,322

From the table of discrimination index *(Correlated Item-Total Correlation) above* , there were 2 items for *fair (enough) category* namely items number 19 (0.351) and items number 20 (0.351). Then, there were 18 items for *good* category namely in items number 1 until 18, these 18 items were at the level (0.40-0.70). Thus, can be concluded that all of items were in lvel enough and good level.

c). Reliability of Reading Comprehension Test

To find out the reliability of the test, the Alpha formula was used. The result of reliability of the test can be seen as the following table:

Table 9 : Reliability of Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,630	,651	20

From the table above can be seen that the result of the reliability index of test was 0.630. Therefore, it can be said that the result of the reliability of the test was enough.

d). Validity of Reading Comprehension Test

The validation results were analyzed using V'aiken to determine the level of content validity. The experts validated the suitability of the items with the reading comprehension. Determinations of the level of content validity are based on the V'aiken value. The result of Aiken Validity can be seen in the table below:

Table 10 : Validity of the Test

Item	Validator/Expert			s1	s2	s3	Total (s)	N (c-1)	Validity	Level	Note
	r1	r2	r3								
Q-1	4	4	4	3	3	3	9	9	**1.0**	**High**	**valid**
Q-2	3	4	4	2	3	3	8	9	**0.8**	**Medium**	**valid**
Q-3	4	4	4	3	3	3	9	9	**1.0**	**High**	**valid**
Q-4	1	4	4	0	3	3	6	9	**0.6**	**Medium**	**valid**
Q-5	4	3	4	3	2	3	8	9	**0.8**	**Medium**	**valid**
Q-6	4	4	4	3	3	3	9	9	**1.0**	**High**	**valid**
Q-7	4	4	4	3	3	3	9	9	**1.0**	**High**	**valid**
Q-8	3	4	4	2	3	3	8	9	**0.8**	**Medium**	**valid**
Q-9	1	2	4	0	1	3	4	9	**0.4**	**Medium**	**valid**
Q-10	3	4	4	2	3	3	8	9	**0.8**	**Medium**	**valid**
Q-11	3	4	4	2	3	3	8	9	**0.8**	**Medium**	**valid**
Q-12	3	4	4	2	3	3	8	9	**0.8**	**Medium**	**valid**
Q-13	3	4	4	2	3	3	8	9	**0.8**	**Medium**	**valid**
Q-14	4	3	4	3	2	3	8	9	**0.8**	**Medium**	**valid**
Q-15	4	2	4	3	1	3	7	9	**0.7**	**Medium**	**valid**
Q-16	3	2	4	2	1	3	6	9	**0.6**	**Medium**	**valid**
Q-17	1	3	3	0	2	2	4	9	**0.4**	**Medium**	**valid**
Q-18	1	4	4	0	3	3	6	9	**0.6**	**Medium**	**valid**
Q-19	4	3	4	3	2	3	8	9	**0.8**	**Medium**	**valid**
Q-20	4	4	4	3	3	3	9	9	**1.0**	**High**	**valid**

From the table above it can be seen that the range of validity score of 20 items were in the level of 0.4 – 0.8, based on the table criteria of Aiken validity all of items were valid.

2. Descriptive Analysis

a. Result of students reading comprehension

The reading test was administered to the subject as sample. this research utilized *Multiple Choice* test items. Then, the highest score of the test was 75 gained by 1 students. On the other hand, the lowest score in the first test was 20 gained by 1 students.

The table below is the distribution of the scores obtained by 36 students in reading test.

Table 11: Mean and standard deviation of students reading comprehension

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
students' score	36	20	75	69,57	12,894
Valid N (listwise)	36				

From the table above it can be seen that the mean of students reading comprehension ability was 69.57 and the standard deviation was 12.894. It can be concluded that the students' ability in reading comprehension was at the average (enough) level.

b. Result of Students Reading Anxiety

In this case, the students' reading anxiety was the independent variable (X). To know students' reading anxiety, the researcher got the data from reading anxiety questionnaire. The students' reading Anxiety score is showed in the table blow:

Table 12: Students' Reading Anxiety Result

No	Students' code	(X1)	No	Students' code	(X1)
1.	S-1	47	**19**	S-19	48
2.	S-2	45	**20**	S-20	43

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3.	S-3	49	**21**	S-21	43
4.	S-4	51	**22**	S-22	60
5.	S-5	48	**23**	S-23	50
6.	S-6	55	**24**	S-24	46
7.	S-7	47	**25**	S-25	48
8.	S-8	48	**26**	S-26	47
9.	S-9	52	**27**	S-27	54
10.	S-10	52	**28**	S-28	50
11.	S-11	49	**29**	S-29	57
12.	S-12	47	**30**	S-30	50
13.	S-13	48	**31**	S-31	48
14.	S-14	43	**32**	S-32	51
15.	S-15	48	**33**	S-33	44
16.	S-16	51	**34**	S-34	47
17.	S-17	59	**35**	S-35	44
18.	S-18	55	**36**	S-36	45

Table 13 : The distribution of frequency of Students' Reading Anxiety

Score	Frequency (F)	Percentage (%)	Level
68 – 80	-	-	High Level
56 – 67	3	8.4	Moderate Level
20 – 55	33	91.6	Low Level

Based on the table above, it can be seen that the frequency of students reading Anxiety was on the interval 20-55 with the total 33 students (91.6%) or low reading anxiety level, and then, on the interval 56-67 with 3 students (8.4%) or moderate (medium) reading anxiety. Thus, it can be concluded that students reading Anxiety was on the **Low** level with the total 33 students (91.6%) from 36 students.

2. Classical Assumption Test

a). Linearity Testing

The linearity is to know the relationship between dependent variable and independent variable. In this research the researcher was used SPSS Version 25 to calculated the linearity of dependent variable and independent variable. The presentation of linearity could be seen as bellow:

Table 14: Linearity of the Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Reading Anxiety	Between Groups	(Combined)	1766,726	14	126,195	,654	,791
		Linearity	22,960	1	22,960	,119	,734
		Deviation from Linearity	1743,766	13	134,136	,695	,747
	Within Groups		4052,024	21	192,954		
	Total		5818,750	35			

From the table above it can be seen that, the value significance of linearity or derivation of linearity is 0.747, based on interpretation of linearity if the significance value of linearity > 0.05, it is can be said that there is a linearity between dependent variable and independent variable. Then if the significance value of linearity < 0.05, it is can be said there is no linearity between dependent variable and independent variable. Thus, from the interpretation the value significance of linearity is 0.747 The value of 0.747 > 0.05, It is can be concluded that the data is linearity disturbed.

b) Normality Testing

To see whether or not the data collected from both variables (reading anxiety and reading comprehension ability) were normally distributed. In this research, Kolmogorov Smirnov formula was used and then this formula was used by using SPSS Version 25.

Table 14: Normality of the Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		36
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	12,86833297
Most Extreme Differences	Absolute	,181
	Positive	,085
	Negative	-,181
Test Statistic		,181
Asymp. Sig. (2-tailed)		,184[c]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

The interpretations of normality are: if the significance value > 0.05 it can be said that the data is normal distributed. Then, if the significance value < 0.05 the data is not normal distributed. Based on the table above it can be seen that the significance value is 0.184. The value of 0.184 > 0.05, it can be concluded that the data is normal distributed.

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K E R I N C I

3. Test of Hypotheses

The purpose of this research was to find out the Correlation between students' reading anxiety and their ability in reading

comprehension. To know those two variables the researcher was used test.

The Pearson Product Moment formula was used to find out the coefficient of correlation. The hypothesis proposed was that there is a correlation between students' reading anxiety and their ability in readingcomptrehension. The criterion to meet or reject this hypothesis was formulated as follows:

Ho : There is no correlation between reading anxiety and reading ability

H_1 : There is correlation between reading anxiety and raeding ability

The table below shows the result of correlation between students' reading anxiety and their ability in reading comprehension:

Table 17: Correlation Between Students' Reading anxiety and reading comprehension

Correlations			
		Reading anxiety	Reading Comprehension
Reading anxiety	Pearson Correlation	1	,063
	Sig. (2-tailed)		,716
	N	36	36
Reading Comprehension	Pearson Correlation	,063	1
	Sig. (2-tailed)	,716	
	N	36	36

From the data analysis it was found that the correlation between students' reading anxiety and their ability in reading comprehension was (0.063) which was *very low* correlation. The

correlation *(r)* score shows the level of the correlation between the two scores of the group.

To make an interpretation of correlation strength between the two variables the correlation coefficient index must be inferred to the following criteria:

a. If the correlation coefficient is 0, then two variables are not correlated
b. if the correlation coefficient is near 1, then the two variables are strongly correlated
c. if the correlation coefficient is near 0, then the two variables are weakly correlated
d. if the correlation coefficient is 1, then the two variables have a perfect positive correlation.
e. if the correlation coefficient is -1, then the two variables have a perfect negative correlation

(Creswell, John W. 2012: 156)

From the hypothesis testing above, it can be seen that: the correlation between reading anxiety and reading ability at the *very low* level. It was indicated by the correlation score of 0.063. This can be said that there was *very low* correlation between students' reading anxiety and their reading ability. Besides, based on the Cresswell opinion's the score of 0.063 is near than 0 it is mean that the two variables are weakly correlated.

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B. Discussion

The research was to know whether there was correlation between students' reading anxiety (X) and their ability in reading comprehension (Y). The research was conducted to **36 respondents** where the students' reading anxiety was measure by using questionnaire which consists of 20 statements. While the reading comprehension was measure by using Test which consists of 20 multiple choice.

Based on the result of hypothesis between students' reading anxiety (X) and their reading ability (Y) the researcher find out correlation between reading anxiety and reading ability at the very low level. It was indicated by the correlation score of 0.063. This can be said that there was very low correlation between students' reading anxiety and their reading ability. Besides, the score of 0.063 is near than 0 it is mean that the two variables are weakly correlated.

For EFL learners, reading is an essential skill for second or foreign language learners in academic context. It is the skill that must be acquired by students in order to understand reading texts. The success of students in academic life depends on their ability to read and understand written texts. As stated by Anderson (2004), reading is the most important skill to be mastered in order to attain greater development and progress in all academic areas. He also adds that an essential skill to get knowledge from written texts is reading skill. Clapham (2009:11) define**s** reading skill as an ability to construct a plausible interpretation and information of the writer's

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K E R I N C I

message. He also mentions that reading is the ability to make sense of written or printed symbols. Also, Chen and Intaraprasert (2014) said that through reading, students can gain a lot of information concerningthe target language and culture.

It is necessary for university students to have good reading skill in order to read academic materials or textbooks. In order to transfer the information about modern science and technology from other countries, students are required to be able to read different texts in literature, social studies, science, etc. (Habibi et al., 2017). Habibi et al. (2017) and Ahmad et al. (2013) stated that reading skill is important skill in order to achieve the modern-day knowledge and that fundamental receptive skill student relies much on for academic purpose in higher education.

However, according to the report by UNESCO in 2012, reading index in Indonesia reached 0,001 (Kemdikbud, 2016). It means that out of 1.000 population, only one resident who was interested in reading. Furthermore, more than 91% Indonesian aged from ten years old preferred to watch TV, and 17% of them preferred to read different sources such as books, newspapers and magazines (Badan Pusat Statistik, 2014). Another factor which hinders students' interest in reading is anxiety. Anxiety is also recognized as the main factor which can hinder second and foreign language reading process (Saito, Garza & Horwitz, 1999, Berzegar & Hadidi, 2016). Jalongo & Hirsh (2010) study reveals that nervousness associated with reading task truly exists. Some researchers have pointed out that anxiety

may affect leaners on the success of learning a new language (Kuru- Gonen, 2005; Rafik-Galea, 2010; Mohammadpur & Ghafournia, 2015) and reading performance (Bernhardt, 2011). Anxiety also acts as an obstacle, preventing learners from adopting learning practices (Kuru-Gonen, 2005). It is highly likely that poor reader experience high level of reading anxiety than good reader, since they might prone to distraction and feel anxious when they tried to comprehend or decode non-native language text.

Several researchers who have explored the other factors that may affect language learners' anxiety, which is gender differences. Gender has been a significant and critical factor in foreign language learning. Shield (2002) said that gender is allude to psychological and cultural ideas and can be viewed as free interpretation of sex into social terms. Previous studies demonstrated that gender affected the level of anxiety in learning a foreign language among the learners. Sabti (2016) conducted study in Iranian context, the result showed that the female participants had slightly high level of anxiety than males. Brantmeier (2004) said that gender as a variable in L2 reading deserves more attention.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

However, concerning the previous researcher who had done research about gender differences such as Sabti (2016) and Hayati & Ghassemi (2008) in Iran, there is a limited research about gender difference in reading anxiety in Indonesia. In Indonesian context, Aisyah (2017) conducted study on reading anxiety. The result showed that 33 junior high students perceive reading anxiety in a moderate level. Kalsum (2018) also conducted study on

reading anxiety and reading strategies. The result showed that 41 non-English students show that Top-down reading anxiety factor is the most affecting source causing the reading anxiety.

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

CHAPTER V

CONCLUSION AND SUGGESTION

d. Conclusion

Based on the research that conducted by the researcher about "The Correlation between Students' Reading Anxiety and their ability in reading comprehension at the fourth semester of the English Department of IAIN Kerinci". It can be concluded that:

1. Students' reading anxiety and reading comprehension ability. From the result of reading comprehension test it can be concluded that the level of students ability was at *Average (Enough)* it based on the mean of students reading comprehension ability was 69.57 and the standard deviation was 12.894. Then, from the result of reading anxiety it can be concluded that students reading Anxiety was on the **Low level** with the total 33 students (91.6%) from 36 students.
2. The correlation between reading anxiety and reading ability at the very low level. It was indicated by the correlation score of 0.063. This can be said that there was very low correlation between students' reading anxiety and their reading ability. Besides, based on the Cresswell opinion's the score of 0.063 is near than 0 it is mean that the two variables are weakly correlated.

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e. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follow:

3) For the Lecturers

Based on the findings, it was suggested that the lecturers should acknowledge that anxiety happens. The lecturers should be aware that anxiety was the one of the reasons why the students having difficulties in learning process especially in reading. Moreover, lecturers need to deal with anxiety-provoking situations carefully. The lecturers can creates the learning environment more relaxed. A less stressful classroom environment could help to reduce students' anxiety. The individual anxiety could be helped by familiarizing them with the reading strategies that lessen the reading anxiety, selecting the appropriate texts based on the level of difficulties and doing small group discussion.

4) For the Learners

INSTITUT AGAMA ISLAM NEGERI

It was also suggested that the learners should be aware of their lack in reading performance. They can ask for feedback from their teachers and friends about their reading performance. The feedback is an important part of effective learning to help students to analyzes their own performance in reading classes.

K E R I N C I

5) For the further Researchers

For further researchers, it was suggested that they could explore wider research content about foreign language anxiety in different skills such as writing, listening or speaking. This study can be developed with large

number of learners from different ages and occupations in a different EFL context in order to get a detailed analysis of the sources of foreign language anxiety.

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K E R I N C I

APPENDICES

APPENDIX: 1

Reading Comprehension Test

Subject : English Reading
Semester : IV
Time Allocation : 90 Minutes

Text 1
Read the following text carefully, after that answers the question.
This text is for question 1 to 7.

Satellite Space-eye does not look like the satellites of the 1980's. It has large wings that gather solar power. The power of is for the motor. It keeps the satellite in the same place above the earth. All the big farmers in the area have paid for the coast of satellite Space-eye.

Constanza is one of those farmers. His home computer makes the connection with Satellite Space-eye. He asks to see a picture of the field in the south-west corner of this farm. The picture appears on a TV screen. It is a picture of a green wheat field. Everything looks fine. He then asks the computer to show the same area, but in colors. The colors show different temperatures in the field. He knows healthy wheat plants will all be green. The TV screen blinks and a beautiful picture appear. It has many shades of blue, red, and green.

Constanza looks closely at the large red spot near the middle of the wheat field. He knows that something is wrong in the wheat field. The red color means the spot is warmer than its surroundings. It may be **due to** lack of moisture or not enough nutrients in the soil. Insects eating the wheat can also show a red spot.

Constanza tells the computer to tell him more about the warm spot. The computer points out that the problem is a **shortage** of nitrogen in the soil. He asks the computer to predict the harvest if he adds the fertilizer. He then tells the computer the current market price for wheat. He also tells the price of the fertilizer. He asks for a coasting. He wants to know if it will give him a profit to add the fertilizer. The computer gives him the answer. Is it a science function? No, it is happing now.

1. What does the passage mainly discuss?
   a. Constanza and his wheat field
   b. The use satellite space-eye in farming
   c. The blue, red, and green colours on TV screen
   d. The meaning of the colours appeared on the TV screen

2. The main idea of paragraph two is?
   a. Constanza is one of the farmers who makes use of the satellite space-eye
   b. Constanza's home computer is connected to satellite space-eye
   c. The picture appears on TV screen comes from satellite space-eye
   d. The satellite space-eye sent Constanza what he wanted
3. The red colour showed on the TV screens means that?
   a. The soil does not have enough nutrients
   b. The plants are healthy
   c. The temperature is low
   d. The plants are not distributed by any insects

4. It may due to lack of moisture (line 3. Paragraph 3)
   We can replace the underlined word with?
   a. Make
   b. Owing to
   c. Have
   d. Get

5. The word "he" line 8 (paragraph 2) refers to?
   a. Television
   b. Computer
   c. Constanza
   d. Colours

6. According to the author the satellite space-eye is?
   a. Satellite that has large wings that gather solar power
   b. 1980's satellite
   c. Modified satellite
   d. Biggest satellite

7. The word "shortage" line 2 (paragraph 4) is closest meaning to?
   a. Speech
   b. Lack
   c. Big
   d. Nearby

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K E R I N C I

Text 2
Read the following text carefully, after that answers the question.
This text is for question 8 to 14.

Galaxies are the **major** building blocks of the universe. A galaxy is giant family of many millions of stars, and it is held together by its own gravitational field. Most of the material universe is organized into galaxies of stars together with gas and dust.

There are three main types of galaxy: spiral, elliptical, and irregular. The Milky Way is spiral galaxy, a flattish disc of stars with two spiral arms emerging from its central nucleus. About one-quarter of all galaxies have this shape. Spiral

galaxies are well supplied with the interstellar gas in **which** new stars form: as the rotating spiral pattern sweeps around the galaxy it compresses gas and dust, triggering the formation of bright young stars and in its arms. The elliptical galaxies have a symmetrical elliptical or spheroidal shape with no obvious structure. Most of **their** member stars are very old and since elliptical are devoid interstellar gas, no new stars are forming in them. The biggest and brightest galaxies in the universe are elliptical with masses of about 1013 times that of the Sun; these giants may frequently be sources of strong radio emission, in which case they are called radio galaxies. About two-thirds of all galaxies are elliptical. Irregular galaxies comprise about one-tenth of all galaxies and they come in many subclasses.

Measurement in space is quite different from measurement on Earth. Some terrestrial distances can be expressed as intervals of time, the time to fly from one continent to another or the time it takes to derive to work, for example. By comparison with these familiar yardsticks, the distances to the galaxies are incomprehensibly large, but they too are made more manageable by using a time calibration, in this case the distance that light travels is one year. On such a scale the nearest giant spiral galaxy, the Andromeda galaxy, is two million light years away. The most distant luminous objects seen by telescopes are probably ten thousand million light years away. Their light was already halfway here before the Earth even formed. The light from the nearby Virgo galaxy set out when reptiles still dominated the animal world.

8. The word ”major “ in line 1 (Paragraph 1) is closest meaning to?
   a. Intense
   b. Principal
   c. Huge
   d. Unique

9. What does the second paragraph mainly discuss?
   a. The Milky Way
   b. Major categories of galaxies
   c. How elliptical galaxies are formed
   d. Differences between irregular and spiral galaxies

10. What the Topic of the text above?
    a. Dust
    b. Galaxies
    c. Pattern
    d. Universe

11. According to the passage, new stars are formed in spiral galaxies due to?
    a. An explosion of gas
    b. The compression of gas and dust
    c. The combining of old stars
    d. Strong radio emission

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12. Which of the following characteristics of radio galaxies is mentioned in the passage?
    a. They are a type of elliptical galaxy
    b. They are usually too small to be seen with a telescope
    c. They are closely related to irregular galaxies
    d. They are not as bright as spiral galaxies

13. According to the author there are three types of galaxy, they are?
    a. Spiral, Milky Way, and Elliptical
    b. Stars, Elliptical, and Spiral
    c. Spiral, Elliptical, and Irregular
    d. Stars, Milky Way, and Irregular

14. The word "their" in line 12 (paragraph 2) refers to?
    a. Spiral Galaxies
    b. Elliptical galaxies
    c. irregular Galaxies
    d. Stars

Text 3
Read the following text carefully, after that answers the question.
This text is for question 15 to 20.

It is commonly believed that in the United States that schools is where people to get an education. Nevertheless, it has been said that today children interrupt their education to go to school. The distinction between schooling and education implied by this remark is important.

Education is much more open-ended and all-inclusive than schooling. Education knows no **bounds**. It can take place anywhere, whether in the shower or on the job, whether in a kitchen or on a tractor. It includes both the formal leaning that takes place in school sand the whole universe of informal leaning. The agents of education can range from revered grandparent to the people debating politics on the radio, from a child to a distinguished scientist. Whereas schooling has a certain predictability, education quite often produces surprises. A chance conversation with stranger may lead a person to discover how little is known of other religions. People are engaged in education from infancy on. Education, then, is a very broad, inclusive term. It is a lifelong process, a process that starts long before the start of school and one that should be an integral part of one's entire life.

Schooling, on the other hand, is a specific, formalized process, whose general pattern varies little from one setting to the next. Throughout a country, children arrive at school at approximately the same time, take assigned seats, are taught by an adult, use similar textbooks, do homework, take exams, and so on. The slices of reality that are to be learned, whether **they** by the boundaries of the subject being taught. **For example**, high schools students know that they are not

likely to find out in their classes truth about political problems in their communities or what the newest filmmakers are experimenting with. There are definite conditions surrounding the formalized process of schooling.

15. What is the main idea of the passage?
    a. The best schools teach a wide variety of subjects
    b. Education and schooling are quite different experiences
    c. Students benefit from schools, which require long hours and homework
    d. The more years students go to school the better their education is

16. What is the topic of the text above?
    a. Going to several different schools is educationally beneficial
    b. School vacations interrupt the continuity of the school year.
    c. Summer school makes the school year too long
    d. All of life is an education

17. The word “they” in line 5 (paragraph 3) refers to?
    a. Slices of reality
    b. Similar textbooks
    c. Boundaries
    d. Seats

18. The phrase “for example”, line 6 (paragraph 3), introduces a sentence that gives example of?
    a. Similar textbooks
    b. The results of schooling
    c. The working of a government
    d. The boundaries of classroom subject

19. The passage supports which of the following conclusions?
    a. Without formal education, people would remain ignorant
    b. Education systems need to be radically reformed
    c. Going to school is only part of how people become educated
    d. Education involves many years of professional training

20. The word “bounds” in line 2 (paragraph 2) is closest in meaning to?
    a. Preparation
    b. Limit
    c. Instruction
    d. Rude

Reading Comprehension Test	
No	**Answer**
1	B
2	B
3	A
4	B
5	C
6	A
7	B
8	B
9	B
10	B
11	B
12	A
13	C
14	B
15	B
16	D
17	A
18	D
19	C
20	B

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APPENDIX: 2

READING ANXIETY QUESTIONNAIRE

English Version of EFL Reading Anxiety Inventory (EFLRAI)

EFLRAI, ©M. Zoghi, 2018

This questionnaire does not intend to gauge your EFL reading ability. Nor is it atest that you can score high or low. In fact, this questionnaire helps us help you

i.e. by knowing about your true responses, we will be able to find out when you undergo anxiety while reading in English. This may enable us to be well-prepared in your future English classes. Thus, your cooperation can certainly make a big difference. Thanks for your time in advance.

Gender: Male Female

1. I do feel unease when the title of the text is unfamiliar to me.

   (1)strongly disagree (2) disagree (3) agree (4) strongly agree

2. It is worrying to me when the ideas expressed in the text are culturally unclear
   (1). strongly disagree (2) disagree (3) agree (4) strongly agree

3. I get upset when I lack the previous knowledge about the ideas expressed inthe text.

   (1) strongly disagree (2) disagree (3) agree (4) strongly agree

4. I worry when I unable get the gist of the text although no new vocabulary items or grammatical points exist in the text.

   (1) strongly disagree (2) disagree (3) agree (4) strongly agree

5. I am nervous when I find difficulty in finding the main idea of a certain paragraph.
   (1) strongly disagree (2) disagree (3) agree (4) strongly agree

6. I get upset when I cannot figure out the meaning of a word that I feel I haveseen before.

   (1) strongly disagree (2) disagree (3) agree (4) strongly agree

7. I get confused when the word that I know has a different meaning in the sentence.

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(1) strongly disagree (2) disagree (3) agree (4) strongly agree

8. I get upset when I come across idioms that are unfamiliar to me.

   (1) strongly disagree (2) disagree (3) agree (4) strongly agree

9. I feel worried when the unknown word is difficult to pronounce.

   (1) strongly disagree (2) disagree (3) agree (4) strongly agree

10. I am nervous when a certain sentence is long and has a complex structure.

    (1) strongly disagree (2) disagree (3) agree (4) strongly agree

11. When a certain sentence is grammatically unfamiliar is worrying to me

    (1) strongly disagree (2) disagree (3) agree (4) strongly agree

12. It bothers me when a passive voice is used in a sentence.
    (1) strongly disagree (2) disagree (3) agree (4) strongly agree

13. I feel upset when the tense of a certain sentence is unclear to me.

    (1) strongly disagree (2) disagree (3) agree (4) strongly agree

14. I worry when I am unable to recognize different parts of speech such as adjectives, adverbs, or connective words.

    (1) strongly disagree (2) disagree (3) agree (4) strongly agree

15. I get confused when what I know about a grammatical point does not make anysense.

    (1) strongly disagree (2) disagree (3) agree (4) strongly agree

16. It bothers me when the instructor calls on me to read out.
    (1) strongly disagree (2) disagree (3) agree (4) strongly agree

17. It worries me when the instructor calls on me to translate a piece of an English text into our first language.

    (1) strongly disagree (2) disagree (3) agree (4) strongly agree

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18. When the instructor asks me reading comprehension questions is worrying tome.

    (1) strongly disagree (2) disagree (3) agree (4) strongly agree

19. It makes me feel uneasy when the instructor corrects my pronunciation or translation mistakes.

    (1) strongly disagree (2) disagree (3) agree (4) strongly agree

20. I am nervous when the instructor uses English as a medium of instruction and hardly ever makes use of our first language.

    (1) strongly disagree (2) disagree (3) agree (4) strongly agree

Thank you for taking time to complete this questionnaire. We appreciate your comments.

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APPENDIX: 3

The Validity of Reading Comprehension Test

Item	Validator/Expert			s1	s2	s3	Total (s)	N (c-1)	Validity	Level	Note
	r1	r2	r3								
Q-1	4	4	4	3	3	3	9	9	**1.0**	**High**	**valid**
Q-2	3	4	4	2	3	3	8	9	**0.8**	**Medium**	**valid**
Q-3	4	4	4	3	3	3	9	9	**1.0**	**High**	**valid**
Q-4	1	4	4	0	3	3	6	9	**0.6**	**Medium**	**valid**
Q-5	4	3	4	3	2	3	8	9	**0.8**	**Medium**	**valid**
Q-6	4	4	4	3	3	3	9	9	**1.0**	**High**	**valid**
Q-7	4	4	4	3	3	3	9	9	**1.0**	**High**	**valid**
Q-8	3	4	4	2	3	3	8	9	**0.8**	**Medium**	**valid**
Q-9	1	2	4	0	1	3	4	9	**0.4**	**Medium**	**valid**
Q-10	3	4	4	2	3	3	8	9	**0.8**	**Medium**	**valid**
Q-11	3	4	4	2	3	3	8	9	**0.8**	**Medium**	**valid**
Q-12	3	4	4	2	3	3	8	9	**0.8**	**Medium**	**valid**
Q-13	3	4	4	2	3	3	8	9	**0.8**	**Medium**	**valid**
Q-14	4	3	4	3	2	3	8	9	**0.8**	**Medium**	**valid**
Q-15	4	2	4	3	1	3	7	9	**0.7**	**Medium**	**valid**
Q-16	3	2	4	2	1	3	6	9	**0.6**	**Medium**	**valid**
Q-17	1	3	3	0	2	2	4	9	**0.4**	**Medium**	**valid**
Q-18	1	4	4	0	3	3	6	9	**0.6**	**Medium**	**valid**
Q-19	4	3	4	3	2	3	8	9	**0.8**	**Medium**	**valid**
Q-20	4	4	4	3	3	3	9	9	**1.0**	**High**	**valid**

Level of score Aiken Validity

Criteria	Level
< 0.4	Low
0.4 – 0.8	Medium
> 0.8	High

APPENDIX: 4

READING COMPREHENSION TEST RESULT

Stdnts	Item Questions																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Total	Score
1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	1	1	0	1	0	1	7	35
2	0	0	0	1	0	1	0	0	0	1	0	0	0	0	1	1	0	1	0	1	7	35
3	0	1	1	0	1	0	1	1	0	1	0	1	1	1	0	0	1	1	0	1	12	60
4	1	0	1	0	1	0	1	0	0	1	1	0	1	1	0	1	0	1	0	0	10	50
5	0	0	0	0	1	1	0	0	1	0	1	1	1	0	1	0	0	0	0	1	8	40
6	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	4	20
7	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	0	1	0	1	1	14	70
8	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	0	0	1	0	1	12	60
9	0	0	0	0	1	0	1	0	0	1	1	0	0	0	1	0	1	0	0	1	7	35
10	0	0	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	1	0	1	10	50
11	0	1	0	1	1	1	0	0	1	1	0	0	0	1	1	1	1	0	1	0	11	55
12	1	0	0	1	1	1	0	0	0	0	1	1	0	1	0	1	1	1	0	1	11	55
13	1	0	1	0	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	1	13	65
14	1	0	1	0	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	1	13	65
15	1	0	1	1	0	1	1	0	1	1	0	0	1	0	1	1	0	1	0	1	12	60
16	1	0	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	1	0	1	11	55
17	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	14	70
18	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	13	65
19	1	0	1	1	0	1	0	1	1	1	0	0	1	1	1	0	0	1	0	1	12	60
20	1	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	0	1	0	1	14	70
21	1	1	1	0	1	1	1	0	1	1	0	0	0	1	1	1	0	0	0	1	12	60
22	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	15	75
23	0	1	1	1	0	1	1	1	0	1	0	1	1	0	0	0	1	1	1	1	13	65
24	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	0	12	60
25	0	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	0	1	0	1	13	65
26	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	14	70
27	1	0	1	0	0	1	0	0	0	1	0	0	1	1	1	0	0	1	0	1	9	45
28	0	0	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	1	0	1	6	30
29	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	0	1	0	1	12	60
30	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	1	0	1	14	70
31	1	1	0	1	0	1	1	1	1	0	0	0	1	1	1	0	0	0	0	1	11	55
32	1	1	0	0	1	0	1	0	0	0	1	1	0	1	0	1	1	1	0	1	11	55
33	1	1	0	0	1	1	0	1	1	1	0	1	0	1	1	0	1	0	0	1	12	60

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34	0	1	0	1	1	0	1	1	0	1	0	1	1	0	0	0	1	1	1	0	11	55
35	0	0	1	0	1	1	0	0	1	1	1	0	1	0	1	0	1	1	0	1	11	55
36	1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	0	1	14	70

APPENDIX: 5

STUDEMTS' READING ANXIETY QUESTIONNAIRE RESULT

Gender	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Total
Male	2	3	3	1	3	3	1	1	3	3	1	2	3	3	3	3	2	2	3	2	47
Male	2	1	1	3	1	3	3	1	3	3	1	2	3	3	3	3	2	2	3	2	45
Male	3	2	1	2	1	2	2	3	3	3	3	3	3	3	3	2	3	2	3	2	49
Male	2	4	2	4	4	1	3	3	4	4	1	3	3	4	3	1	1	2	1	1	51
Male	2	2	1	3	2	3	3	2	3	2	3	2	3	2	3	2	3	3	2	2	48
Male	1	3	3	3	3	3	3	3	4	4	3	3	2	3	3	3	3	3	1	1	55
Male	2	3	2	3	2	2	3	3	3	2	2	2	2	2	3	2	2	3	2	2	47
Male	1	3	3	3	2	3	2	2	2	3	2	2	2	2	2	3	3	3	1	4	48
Male	2	3	3	3	3	3	2	3	2	2	2	1	4	3	2	2	4	1	3	4	52
Male	3	2	3	2	3	2	4	2	3	3	3	3	3	3	3	3	1	2	2	2	52
Male	4	3	2	2	2	4	3	3	3	2	2	1	2	3	4	2	2	3	1	1	49
Male	3	3	3	3	3	3	2	3	3	3	2	2	2	2	3	1	2	2	1	1	47
Famale	2	3	3	2	3	2	2	2	2	3	3	2	3	2	3	2	2	3	2	2	48
Famale	2	2	2	2	2	2	3	2	3	3	2	2	2	2	2	2	2	2	2	2	43
Famale	2	3	1	2	2	3	3	2	3	2	3	2	2	3	3	2	3	2	3	2	48
Famale	2	2	2	3	2	3	3	3	3	2	3	2	3	3	3	1	3	3	2	3	51
Famale	2	3	3	4	3	3	2	3	3	3	3	3	4	4	3	3	3	3	2	2	59
Famale	2	3	2	3	3	2	3	3	3	3	3	2	2	4	4	3	2	2	3	3	55
Famale	3	3	2	2	3	2	4	2	4	3	3	2	3	3	3	2	1	1	1	1	48
Famale	3	3	2	2	2	2	3	2	3	2	3	2	1	2	3	2	1	2	2	1	43
Famale	2	2	1	3	2	2	2	3	3	2	3	2	2	2	3	2	1	2	2	2	43
Famale	3	3	2	4	4	2	3	3	2	3	3	3	3	3	3	2	2	4	4	4	60
Famale	2	3	1	3	3	2	3	2	3	3	3	2	2	3	3	2	2	2	2	4	50
Famale	3	3	2	2	2	2	3	3	3	3	2	2	1	2	3	1	3	2	1	3	46
Famale	2	3	2	3	3	2	3	2	3	2	1	2	4	2	3	2	2	2	2	3	48
Famale	2	2	2	3	3	2	2	3	2	2	2	2	3	2	3	2	2	3	2	3	47
Famale	3	3	2	4	3	3	3	2	3	3	3	3	2	3	2	2	2	3	2	3	54
Famale	3	3	1	4	3	3	2	3	3	2	2	2	3	3	4	1	2	2	2	2	50
Famale	3	3	3	2	3	4	3	3	3	3	3	4	4	3	3	2	3	2	1	2	57
Famale	2	2	3	3	3	2	3	3	3	2	3	2	2	2	3	2	3	3	1	3	50
Famale	4	3	2	3	2	2	2	2	2	3	2	3	2	2	3	2	2	2	1	4	48
Famale	3	3	2	3	3	1	3	3	3	3	3	2	2	3	3	1	4	3	1	2	51
Famale	3	2	3	2	2	2	2	2	3	2	2	3	2	2	2	2	3	2	1	2	44
Famale	3	2	2	3	3	2	2	3	3	3	3	3	2	4	2	1	2	1	1	2	47

Famale	2	3	2	3	2	2	3	2	2	3	2	2	3	3	2	2	2	2	1	1	44
Famale	2	2	3	3	3	2	2	2	3	2	2	2	3	2	2	2	3	2	2	1	45

LEVEL SCORE OF READING ANXIETY

Score	Frequency (F)	Percentage (%)	Level
68 – 80	-	-	High Level
56 – 67	3	8.4	Moderate Level
20 – 55	33	91.6	Low Level

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APPENDIX: 6

Difficulty Index Table

Statistics																					
		SL1	SL2	SL3	SL4	SL5	SL6	SL7	SL8	SL9	SL10	SL11	SL12	SL13	SL14	SL15	SL16	SL17	SL18	SL19	SL20
N	Valid	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
	Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean		,64	,47	,61	,47	,64	,67	,58	,39	,56	,81	,42	,42	,75	,56	,67	,47	,42	,72	,34	,86

Difficulty index	
IK = 0,00	Very difficult
0,00 < IK ≤ 0,30	Difficult
0,30 < IK ≤ 0,70	Fair
0,70 < IK ≤ 1,00	Easy
IK 1,00	Very easy

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APPENDIX: 7

Discrimination Index of Items

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	10,61	5,387	,487	,220
VAR00002	10,78	6,121	,506	,323
VAR00003	10,64	5,437	,494	,229
VAR00004	10,78	6,578	,506	,374
VAR00005	10,61	6,073	,487	,314
VAR00006	10,58	6,364	,478	,346
VAR00007	10,67	6,171	,500	,328
VAR00008	10,86	6,580	,494	,372
VAR00009	10,69	5,533	,504	,245
VAR00010	10,44	6,140	,401	,309
VAR00011	10,83	6,714	,500	,387
VAR00012	10,83	6,486	,500	,363
VAR00013	10,50	5,743	,439	,263
VAR00014	10,69	6,104	,504	,321
VAR00015	10,58	6,993	,478	,410
VAR00016	10,78	6,292	,506	,343
VAR00017	10,83	6,257	,500	,338
VAR00018	10,53	6,599	,454	,368
VAR00019	11,11	6,330	,351	,325
VAR00020	10,39	6,302	,351	,322

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APPENDIX 8:

Reliability of Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,630	,651	20

APPENDIX: 9

Correlation Between Students' Reading anxiety and reading comprehension

Correlations			
		Reading anxiety	Reading Comprehension
Reading anxiety	Pearson Correlation	1	,063
	Sig. (2-tailed)		,716
	N	36	36
Reading Comprehension	Pearson Correlation	,063	1
	Sig. (2-tailed)	,716	
	N	36	36

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APPENDIX :10

Collections of test data and quistionare data

Reading Comprehension Test

Subject : English Reading
Semester : IV
Time Allocation : 90 Minutes

Test 1
Read the following text carefully, after that answers the question.
This text is for question 1 to 7.

Satellite Space-eye does not look like the satellites of the 1980's. It has large wings that gather solar power. The power of is for the motor. It keeps the satellite in the same place above the earth. All the big farmers in the area have paid for the coast of satellite Space-eye.

Constanza is one of those farmers. His home computer makes the connection with Satellite Space-eye. He asks to see a picture of the field in the southwest corner of this farm. The picture appears on a TV screen. It is a picture of a green wheat field. Everything looks fine. He then asks the computer to show the same area, but in colors. The colors show different temperatures in the field. He knows healthy wheat plants will all be green. The TV screen blinks and a beautiful picture appear. It has many shades of blue, red, and green.

Constanza looks closely at the large red spot near the middle of the wheat field. He knows that something is wrong in the wheat field. The red color means the spot is warmer than its surroundings. It may be due to lack of moisture or not enough nutrients in the soil. Insects eating the wheat can also show a red spot.

Constanza tells the computer to tell him more about the warm spot. The computer points out that the problem is a shortage of nitrogen in the soil. He asks the computer to predict the harvest if he adds the fertilizer. He then tells the computer the current market price for wheat. He also tells the price of the fertilizer. He asks for a coasting. He wants to know if it will give him a profit to add the fertilizer. The computer gives him the answer. Is it a science function? No, it is happing now.

1. What does the passage mainly discuss?