The Relation between Students' Reading Anxiety and Their Interpretative Reading Comprehension of Third-Semester Students in University of Islam Malang

Juliana Puspitasari

(Engslish Education Department, Faculty of Teacher Training Education, University of Islam Malang)

Abstract: Reading is one of the skills that has to be mastered by English students as foreign language or second language. The purpose of the study is to know the profile of interpretative reading class and to know relationships between reading anxiety and reading comprehension of third semester student in University of Islam Malang. This Research using correlational design to analyze the relationship between reading anxiety and interpretative reading comprehension. In collecting the data, English Foreign Language Anxiety Inventory (EFLRAI) questionnaire was used to investigate the level of students reading anxiety. Moreover, in assembling students' interpretative reading comprehension data, the researcher constructed a reading comprehension test that taken from book that used by interpretative reading class. The subject of this study were 60 students of third semester students of English Education Departement. The data analysis of this research is correlational analysis using SPSS Pearson Product Moment Correlation. The result of this study is there is no significant correlation between students' reading anxiety and their interpretative reading comprehension.

Key Words: Reading Anxiety, Interpretative reading comprehension.

INTRODUCTION

One of the most crucial English abilities is reading. Aside from listening, speaking, and writing, another ability that should be learned is reading. People can get a lot of information and they can increase their knowledge by reading. Reading comprehension is crucial for university students to acquire any relevant proof (Mohammadpur & Ghafournia, 2015). It means by reading activities someone can get more insight about anything which can be useful in their life.

According to Saville-Troike (2006) in Mardiyanti, Wijayati, and Murtadho (2020), reading is the main tool for learners who want to learn English, both as a second language and foreign language. In other words, reading is an important source of exposure for connecting literature and other aspects of life in foreign language culture.

Sellers (2000) as cite in Guimba and Alico (2017) also argued that nature of reading is complex. As learners, they need to coordinate their attention, perception, and memory and that was difficult for some of them while reading. Understanding when learners read texts in their foreign language, they try to decipher unfamiliar words and writing systems. If they have trouble processing them, they may lose hope and avoid reading.

In learning English, students will face cognitive and affective problems. Cognitive factors such as memory, attention, awareness, goals, context or environement. Affective problems such as self-esteem, self confidence, attitude, motivation and anxiety. Anxiety is one of the affective problem in learning English, especially for college students who are learning English as a second or a foreign language.

The pupils will experience worry and anxiety if they find it challenging to comprehend the text's key message, so that is what is called reading anxiety. This anxiety will be a big problem for anyone especially for readers because they are difficult to concentrate when studying or reading a text, they will feel not confident and inferior, and become a person who easily forgets.

The previous research was on the representative of EFL students' reading anxiety by (Faruq, 2019) and the relationships between reading anxiety and reading comprehension by (Astuti and Haris, 2018). This study aimed to know the profile of anxiety level of interpretative reading class and to know relationships between reading anxiety and reaidng comprehension of interpretative reading class of third semester students in University of islam Malang.

In light of the aforementioned data, further research on reading anxiety and comprehension is still necessary. The majority of researchers come to the conclusion that pupils' reading comprehension and learning processes are negatively impacted by worry. Additionally, past studies seldom looked at the context of studying reading anxiety and its impact on reading comprehension experienced by students in theinterpretative reading class of third semester because the majority of them simply looked at the phenomena of anxiety experienced by university students generally

Finally, seen from the gap of the study, reading anxiety and interpretative reading comprehension is important to examined.

METHODS

In this research, the researcher used quantitative methods with correlational design. According to Lillykutty R (2018), correlation is a statistical test to examine a link between or among two or more variables in the same sample in order to discover a trend or pattern. Correlation design is not included in experimental research design because there is no treatment in this research. Latief (2012) said that the correlation between two or more continuous variables was evaluated using a correlation study design. The data were examined using Pearson Product Moment Correlation to get the correlation coefficient.

The population of this study was Third Semester students of English Department in University of Islam Malang. For the sample of the study, the researcher took 60 students from classess B and C. To collect the data, the researcher used test and questionnaire.

To collect data from test, the researcher took a test from book "Real Reading 4" that used by reading interpretative class of third semester student. The researcher give test to students of interpretative reading B and C and they do their own tests. The type of tests are vocabulary check and comprehension check in the form of multiple choices. While to collect the data from questionnaire, the researcher give the questionnaire to students online in the form of google form, and then they ask to answer the question honestly.

To calculates all the data, to know the relationship of reading anxiety and interpretative reading comprehension, the researcher using SPSS Pearson Product Moment Correlation.

FINDINGS AND DISCUSSION

The findings of this study were based on the result of reading anxiety questionnaire score and interpretative reading comprehension test. The purpose of this study is to know the profile of anxiety level of interpretative reading class and to know the relationship between reading anxiety.

60 students from two classes in the third semester of the English department at the University of Islam Malang made up the study's whole sample, there are 30 students from Reading 3B and 30 students from Reading 3C. The researcher used the Reading Anxiety questionnaire that was adapted from Zoghi and Alivandivafa (2014). The total item of the questionnaire was 20. According to it, the greatest EFLRAI score was 88 and the lowest was 22. The reading comprehension test's highest score was 100, while its lowest was 38.

The researcher calculates mean of each type of anxiety and get the result in the table below:

Type of Anxiety	Mean	Level of Anxiety
Somantic Anxiety	3.90	Very High Anxiety
Cognitive Anxiety	3.85	Very High Anxiety
Avoidance behavior	3.95	Very High Anxiety
Overall	3.90	Very High Anxiety

Based on result of the table above, it can be seen that students mostly and highly experienced very high anxiety level in interpretative reading. Which is mean for somatic anxiety is 3.90, for cognitive anxiety is 3.85, and for avoidance behavior is 3.95. overall mean shows students level anxiety is on very highly

anxiety with value 3.90. for the question of the questionnaire, there are 20 question. 9 question conclude somatic anxiety, 6 question for cognitive anxiety, and 5 question for avoidance behavior.

Beside that to answer the question of research problem, the researcher also calculates the correlation analysis in the table below:

	Reading Anxiety	Reading Comprehension
Reading AnxietyPearson Correlation	1	-.008
Sig. (2-tailed)		.952
N	60	60
Reading Comprehension Pearson Correlation	-.008	1
Sig. (2-tailed)	.952	
N	60	60

Based on the results in the table above, it was determined that there is no connection between students' reading anxiety and comprehension since the number of significance (N. Sig.) is 0.952 more than 0.05 (> 0.05).

It was proven by the students' scores in reading comprehension tests and reading anxiety questionnaire scores. Most of the students who have high scores on reading comprehension tests have low anxiety levels. Moreover, the anxiety itself does not affect their reading comprehension.

The results of this study were also consistent with those of a study by Dewi (2020), which found no connection between students' anxiety and their reading comprehension. High anxiety levels among students may not always translate into worse reading comprehension exam scores.

In addition, Pradhita's (2014) conclusion that there is no significant link between students' anxiety and their reading comprehension supports the findings of this study. The final one is research by Astuti and Haris (2018) that revealed no connection between students' anxiety and reading com The results of this investigation challenged the hypotheses in the preceding chapter. According to Jafarigohar and Behrooznia (2012), one of the hypotheses that was objected to, worry can affect how well students learn and perform or render them unable, which obstructs learning and performance. It turns out that student's reading anxiety does not always affect their reading comprehension, as evidenced by this study that students with a high level of anxiety can get high scores on reading comprehension tests. It means students with high levels of anxiety do not always get low scores on reading comprehension tests.

Finally, the result of this study showed that higher student anxiety does not guarantee to get lower scores on reading comprehension tests. Most of the students are in the high level of anxiety but they get high scores on interpretative reading comprehension tes

CONCLUSION AND SUGGESTIONS

English becomes something crucial to be master. Four skills must be learned, one of them is reading, reading is one of the most important skills for EFL students to learn. Each student has a different reading anxiety level.

The result of this research shows that there is no significant correlation between the two variables in this study. In other words, the two variables do not mutually influence each other. Reading anxiety does not give any affect on reading interpretative comprehension, and otherwise.
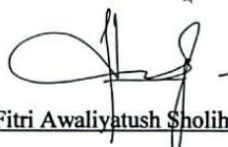
All in all, the result of this study showed that higher anxiety does not guarantee to get lower score in reading comprehension, and conversely, low anxiety does not always cause high scores on reading comprehension test. Most of the students are in a high level of anxiety but they get high scores too in reading comprehension tests. So, that means students' anxiety does not affect their reading comprehension.

Based on the study's findings, instructors, students, and upcoming researchers may all benefit from the knowledge that was presented for English teacher to help encourage students anxiety using metacognitive strategies, for students is to help reduce their reading anxiety and improve their reading comprehension, and for future researcher is to be reference for them who want to conduct the same research.

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Fitri Awaliyatush Sholihah, S.Pd., M.Pd.
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