

The Relationship Student Anxiety and Reading Comprehension of Recount Text

Nidia Oktaviana*, Vera Yulia Harmayanthi, Dini Fitriani

STKIP Kusuma Negara

*nidiaoktaviana@stkipkusumanegara.ac.id

Abstract

The research purpose is to know whether there is any correlation between students' anxiety and reading comprehension of recount text at SMK Daarussadah Bogor. This research is quantitative correlational research. The research sample consists of 30 students. The data of the students' anxiety were collected by using the questionnaire which was adopted from foreign language classroom anxiety scale (FLCAS), while the data of reading comprehension were collected by using reading test. This research has two variables, independent variable which variable students' anxiety and dependent variable consists of students' reading comprehension. From the research result, the researcher get the normality test using lilliefors level significance 30 is formula for a 0,05 r_{table} is 0,061 for students' anxiety is $0,160 < 0,161$ for reading comprehension is $0,146 < 0,161$. So, H_0 is accepted that means all data have normal distribution. For the calculation of regression is $0,69 < 3,32$ it means H_0 is accepted. The hypothesis test using product moment for a 0,05 r_{table} for 30 sample is 0,361 the result is $0,921 > 0,361$ it means H_1 is accepted. For the determination coefficient is 84,82%. It means student anxiety of recount text contributed 84,82% to student reading comprehension.

Keywords: student anxiety, reading comprehension, recount text.

Introduction

Teaching and learning of English as Foreign Language (FL), there are four language skills of reading, writing, listening and speaking are considered important. This is because reading is highly interrelated with the educational process in that the success of learning at the tertiary level banks upon the students' ability to read written language with a relatively good comprehension. In addition, in courses for academic purposes which extensively use English academic reading texts, the acquisition of literacy skills is highly required.

Reading is one of language skills that should be mastered besides listening, speaking and writing. By reading, people are able to receive sort of information which is needed by them. Reading is remained as one of the important activities that successful students always do in any course of study. However, during the writer observed many students still get difficulties in learning reading comprehension because, reading has a very complex process in which the students have to find information conveyed. Thus, many students still get low score in English reading comprehension. That English reading comprehension low score can be influenced by some factors. One factors is because the reading text that written in a foreign language.

However, reading in other language is more complicated because there are additional factors, such as language ability, cultural backgrounds and affective factors--students' motivation and anxiety, that should be considered. Anxiety is students feel anxious regardless of their preparation of learning that language (Robichaud, Koerner & Dugas, 2019). In addition, many students become worry, nervous and afraid in making mistakes when they try to use their English. Such situation describes that they may have an anxiety reaction which distracts their ability in learning a foreign language. The distinct complex feeling, self-

perceptions, behaviors, such as tension, apprehension, worry, and nervousness, related to classroom language learning is called foreign language anxiety (Blicher, Feingold & Shany, 2017).

According to Passer and Smith (2004), anxiety is the condition of apprehension and tension which is as a natural response to feel threat. It means that the anxiety naturally arises when someone is threatened by any specific situation. According to Connolly, Petty, Simpson & Collins (2006), anxiety is common feeling of worry and fear and is a normal part of someone's development but it may become problem when he/she increase or interfere it in daily life. Based on that definition, it means anxiety is the condition of apprehension will happen natural response. When people learn English language, they get anxiety expression because it's first time they have to achieve what are the goals in learning process. The objective goal should be reach by the learner.

Reading is an activity that can enable people to increase their knowledge or information without participation of the teacher. In learning English process, reading is the language skill that has an important function and should be mastered by students because it provides students with several activities to help them in comprehending the passage and to accustom them become students who can read efficiently. Reading comprehension is the act of inference from written text based on complex process of the various source information related to each other (Spiro, Bruce, & Brewer, 2017; Rosenshine, 2017). It means that, someone get knowing character from information. According Compton & Pearson (2016), reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skill during reader text interaction. It means that, someone can get content from written text.

Research Method

The researcher used quantitative research and the design was correlational research. This research is conducted to know the correlation between two variables that is the independent variable or variable (X) which is students' anxiety and the dependent variable or variable (Y) which is students' reading comprehension. In this researcher took one of the three classes was second semester at SMK Daarusadah Bogor in academic year 2018/2019. This is the sampling technique which is done in random sampling. The Population students were conducted 70 students and sample were 30 students. In this research, the researcher use questionnaires to collect data from the students. The researcher used FLCAS by Horwitz (2016), to know the level of students' anxiety in the classroom. The answer from the questionnaire is strongly agree, agree, neither agree, disagree, or strongly disagree. If positive statement, it gives score 5,4,3,2, and 1 fi negative statement.

Result and Discussion

In reading test, students was given 60 minutes for doing to test. In questionnaire, students was given 30 questions.

Table 1. Descriptive Data Students' Anxiety

Interval Class	fi	(xi)	xi.fi	x2	xi.fi 2	fk	Limitation Area
41–53	5	47	235	2209	11045	5	41,5–53,5
54–65	0	60	0	3600	0	5	53,5–65,5
66–77	7	72	504	5184	36288	12	65,5–77,5
78–89	6	84	504	7056	42336	18	77,5–89,5
90–101	10	96	960	9216	92160	28	89,5–101,5
102–113	1	108	108	11664	11664	29	101,5–113,5
114–123	1	120	120	14400	14400	30	113,5–123,5

Based on the result of variable students' anxiety, the researcher found out that the highest score is 116 and the lowest scores are 41, the mean score is 64,23 median score is 85,6 , mode score is 93,5 , standar deviation is 53,85.

Table 2. Descriptive Data Students' Reading Comprehension

Interval Class	fi	(xi)	xi.fi	x2	xi.fi 2	fk	Limitation Area
2–6	3	4	12	16	48	3	2,5–6,5
7–11	3	9	27	81	243	6	6,5–11,5
12–16	4	14	56	196	784	10	11,5–16,5
17–21	11	19	209	361	3971	21	16,5–21,5
22–26	8	24	192	576	4608	29	21,5–26,5
27–31	1	29	29	841	841	30	26,5–31,5

Based on the result of students' anxiety, the researcher found out that the highest score is 30 and the lowest scores are 2, the mean score is a 17,50 median score is 19,2 mode score is 20,7, standar deviation is 6,71. Normality test students anxiety and reading comprehension. Testing of Normality Data is using Lilifors Test.

Table 3. Normality Test

Data	L_{count}	L_{table}	Description	Data distribution
Students' Anxiety	0,160	0,161	$L_{count} < L_{table}$	Normal
Reading Comprehension	0,146	0,161	$L_{count} < L_{table}$	Normal

The significant level is 0,05 with $n=30$. From the normality test result of student anxiety, it is shown that L_{count} is 0,160 and L_{table} is 0,16 which means $L_{count} < L_{table}$. It means if $L_{count} < L_{table}$, it means the research data that means that all data of student anxiety have normal distribution data. The significant level is 0,05 with $N=30$. From the normality test result of reading comprehension, it is shown that L_{count} is 0,160 and L_{table} is 0,161, which means $L_{count}=0,146 < 0,161 = < L_{table}$. It means if $L_{count} < L_{table}$, it means the research data that means that all data of reading comprehension have normal distribution data.

Testing of linearity data is used to know the relation between students' anxiety score and their reading comprehension.

Table 4. Linearity Test Students' Anxiety and Reading Comprehension

Respondents (n)	α	F_{count}	F_{table}	Description
30	0,05	0,69	3,32	The variable is linear

The correlation between student anxiety and reading comprehension. In order to test hypothesis we was done calculated r_{count} it used pearson's product moment correlation. The hypothesis used in hypothesis test is such as:

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

$$r_{xy} = \frac{30(33099) - (1678)(530)}{\sqrt{[30(104890) - (1678)^2][30(10638) - (530)^2]}}$$

$$r_{xy} = \frac{992970 - 889340}{\sqrt{[3146700 - (2815684)] [(319140) - (280900)]}}$$

$$r_{xy} = \frac{103630}{\sqrt{[331016][38240]}}$$

$$r_{xy} = \frac{103630}{\sqrt{12658051840}}$$

$$r_{xy} = \frac{103630}{112512,41} = 0,921$$

There is very high correlation between students anxiety and reading comprehension, it can be seen through pearson's product moment correlation $r_{\text{count}}=0,921>0,361=r_{\text{table}}$.

The hypothesis used in hypothesis test is such as: H_0 =there is no significant correlation between student anxiety and their reading comprehension, and H_1 =there is nsignificant correlation between student anxiety and their reading comprehension. This means that there is there is significant relationship between student anxiety and their reading comprehension The researcher would like to find out the significance correlation. It is as follows:

$$t_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0,921\sqrt{30-2}}{\sqrt{1-0,921^2}} = \frac{4,511}{0,28} = 16,1$$

$t_{\text{table}}=(30-2)$, significance level 0,05 and the $t_{\text{table}}=0,374$.

So, $t_{\text{count}}=16,1>t_{\text{table}}=0,374$ it means that there is high relationship between students student anxiety and reading comprehension. Then, r determination is as follows $r^2 = r_{yx} \times 100\% = (0,921)^2 \times 100\% = 0,8482 \times 100\% = 84,82\%$.

Conclusion

The correlation between the variable of student reading comprehension is seen through the result of r_{xy} Test it is $r_{\text{count}}=0,921>0,361=r_{\text{table}}$. This means that there is positive correlation between students anxiety and reading comprehension

There is a high correlation between the students anxiety and their reading comprehension it can be seen through the result of the significance correlation $t_{\text{count}}=16,1 > 0,374=t_{\text{table}}$, it means that there is high correlation between students anxiety and their reading comprehension.

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