

## THE CORRELATION BETWEEN STUDENTS' STUDY ANXIETY AND STUDENTS' READING COMPREHENSION

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### *Abstract*

*When it comes to the different aims of reading, L2 learners tend to have different level of difficulties and results. They often find they are able to read interesting materials, usually are derived from their hobbies or interests, but fail when they have to read for a test or a lesson. This could be the sign of study anxiety. The researcher was interested in this matter; therefore this study aimed to find out whether or not there was a significant correlation between students' study anxiety and students' reading comprehension at tenth grade of SMK Hang Nadim. The population was tenth grade students of SMK Hang Nadim in academic year 2018/2019, consisted of 104 students. Then, cluster random sampling was used to determine the sample from the population. Data were gathered from reading test and study anxiety questionnaire. After analyzing the data by using pearson product moment correlation, it found out that  $r_{xy} < r_{table} = 0,019 < 0,396$ . Hence, it can be concluded that  $H_0$  was accepted and  $H_a$  was rejected. Thus, based on the result, it can be concluded that there is no significant correlation between students' study anxiety and students' reading comprehension.*

**Keywords:** *Correlation, Reading Comprehension, Study Anxiety,*

### INTRODUCTION

There is a huge difference when it comes to the terms of the process of reading for pleasure and reading to gain knowledge. L2 learners often find they are able to read interesting materials, usually are derived from their hobbies or interests, but fail when they have to read for a test or a lesson. This could be the sign of study anxiety. Most students experience anxiety in learning process especially when they are taking a test. Study anxiety is an emotional situation in which a person experiences a psychological disorder that has the characteristics of nervousness, feelings of worry and fear when studying. High levels of anxiety can disrupt concentration and memory, which is critical to academic success.

In reading comprehension, students need to focus in order to really understand what they read. Anxious students will difficult to focus while reading. The student who anxious difficult to remember the ideas and learn something new. Negative feelings will affect their comprehension. Consequently, it will influence to their achievement academic in study.

Reading comprehension is an activity to understanding of meaning or purpose in a passage through writing in the text. Reading comprehension aimed to obtaining information and understanding of what is read. Pardo (as cited in Snowball, 2005) describes comprehension as “a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text”. As said by Healy (2002, p.3) “Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text”. It means, the reader must understand what is read and can put the understanding. It can be concludes that reading comprehension is the process of the reader in understanding the writer's message in written form. In addition, the readers not only get new information but also need to combine it with prior knowledge.

According to Brown (2004, p.188) reading comprehension has some principal strategies as follows: (1) Identify the purpose in reading a text; (2) Apply spelling rules and conventions for bottom-up decoding; (3) Use lexical analysis (prefixes, roots, suffixes, etc); (4) Guess at meaning (of words, idioms, etc); (5) Skim the text for the gist and for main idea; (6) Scan the text for specific information; (7) Use silent reading techniques for rapid processing; (8) Use marginal notes, outlines, charts or semantic maps for understanding and retain information; (8) Distinguish between literal and implied meanings; and (10) Capitalize between literal and implied meanings. Meanwhile, he added that assessments of reading comprehension consists of these features (2004, p.206). The features are:

1. Main idea (topic)

The main idea tells about the important information being discussed in the paragraph.

2. Expression/idioms/phrase in content; to discover the meaning of expression/idioms/phrase and then interpret it to the real meaning.
3. Inference (implied detail); it contains the information but not written in the text.
4. Detail (scanning for a specifically stated detail); to find specific details in the text.
5. Excluding facts not written (unstated detail), it is to measure the students' knowledge and accuracy about the implicit information.

6. Vocabulary in content; this refers to other vocabulary that has same meaning can be either synonym or antonym that suitable in the content.

Based on the explanation above, reading comprehension is an activity to understanding of meaning from text to gain an overall understanding of what is described in the text. Reading comprehension is not just a process for finding information, but also the process that involves the reader's knowledge getting meaning from reading. Reading comprehension can be assessed based on several features such as main ideas, expression, inference, etc.

Meanwhile, study anxiety is feelings of anxiety experienced by someone while studying. Vitasari et al (2010, p.191) stated "The study anxiety is situation that refers to anxiety condition during study in term of the perception that high level anxiety relate to obtain of low academic performance. The increased students' anxiety levels while study process makes students have bad experience and they will keep the experience for next situations. Casado & Dereshiwsky (as cited in Khoshlessan, 2015, p.50) also state in learning process, students are quite often seen experiencing anxiety problems. There are two levels of students' study anxiety, high level and low level. The characteristics of high and low level of study anxiety could be differentiated as follows:

1. High Level of Students' Study Anxiety

- a. Students with high levels of anxiety can block the mind; create a negative mindset and potentially bad exam performance.
- b. In the classroom, anxious students are feeling nervous, panic, and blank and less interested.
- c. Students with high level of anxiety difficult to concentrate and lack of confidence.
- d. Not only in the classroom, but also in using library, students with high level of anxiety also not confident with their abilities.

2. Low Level of Students' Study Anxiety

- a. The students who experience low level study anxiety mostly attend their classes but choose to display a passive attitude because of lack of interest in learning the subject

- b. In foreign language classes, students with low anxiety show better performance than high anxiety students.

Some previous research found out anxiety, in general, could affect foreign language acquisition, hence, this study aims to find out whether or not study anxiety has a significant correlation with reading comprehension.

## **METHODOLOGY**

The design of this study was a correlational study, which aimed to find out whether there was any significant correlation between study anxiety and reading comprehension. The participants were tenth grade students of SMK Hang Nadim Batam in academic year 2018/2019 that consisted of 104 students. To determine the sample from population, cluster sampling technique was used. This sampling technique is providing equal opportunity to area/cluster in a population to be sampled. The sample taken is one class of the tenth grade, it was 25 students. To collect the data of the participants' study anxiety level and reading comprehension, study anxiety questionnaire and reading comprehension test were used respectively. Prior to data collection, try out was conducted to determine the validity and reliability of the research instruments.

To test the hypothesis, first, normality was tested to find that the data, participants' study anxiety level and reading comprehension, was normal as a prerequisite to test the hypothesis by using parametric statistic. After finding that the data were normal, Pearson Product Moment (Siregar, 2013, p.48) formula could be conducted to find out the correlation degree between X variable and Y variable and continued with  $t_{counted}$  to determine the significance of the correlation degree between two variables.

## **FINDING AND DISCUSSION**

Data of students' study Anxiety was obtained by using Study Anxiety Questionnaire (SAQ) that adopted by Vitasari et al (2010). It consisted of 22 items in likert scale form. The result of students' study anxiety was as follows:

*Table 1. Score of Study Anxiety*

N	Valid	25
	Missing	0
Mean		55,48
Median		56,00
Mode		56
Std. Deviation		4,788
Variance		22,927
Range		20
Minimum		44
Maximum		64
Sum		1387

Based on the data obtained the minimum value was 48, the maximum value was 64, the standard deviation was 4,788, median was 56,00 and the variance was 22,927. Then the frequency distribution was seen in the table below as follows:

*Table 2. Frequency Distribution of Study Anxiety Score*

NO	Class Limits	Frequency	Percentage
1	44 – 48	1	4%
2	49 – 53	7	28%
3	54 – 58	10	40%
4	59 – 63	6	24%
5	64 – 68	1	4%

To measure students' reading comprehension, the researcher used Reading Comprehension Test that was compiled from various years of national examination consisted of 24 items validity and reliability testing. The result of students' reading comprehension was as follows:

*Table 3. Reading Comprehension*

N	Valid	25
	Missing	0
Mean		72,44
Median		71,00
Mode		67 <sup>a</sup>
Std. Deviation		6,820
Variance		46,507
Range		20
Minimum		63
Maximum		83
Sum		1811

a. Multiple modes exist. The smallest value is shown

Based on the data obtained the minimum value was 63, the maximum value was 83, the standard deviation was 6,820 and the variance was 46,507. Then the frequency distribution was seen in the table below as follows:

*Table 4. Frequency Distribution of Data Reading Comprehension*

NO	Class Limits	Frequency	Percentage
1	63 – 67	9	36%
2	68 – 72	5	20%
3	73 – 77	4	16%
4	78 – 82	3	12%
5	83 – 87	4	16%

To test the normality of the data, the researcher used Kolmogorov-Smirnov test and the results were as follows: Normality test in this research was carried out by Kolmogorov-Smirnov test statistic test performed at a significance level of 0.05. With the criteria:

- a. If the significance value obtained was  $> 0.05$ , the data was normally distributed.
- b. If the significance value obtained was  $< 0.05$ , the data was not normally distributed.

The data in this research was analyzed by using product moment correlation test. The result of normality test was seen in the following table:

*Table 5. The result of Normality Test*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Study Anxiety	,143	25	,198	,976	25	,797
Reading	,147	25	,168	,914	25	,037

a. Lilliefors Significance Correction

Based on the calculation above, it was found that the probability value of students' study anxiety was 0.198. As it was bigger than 0.05, so the results of the data student's study anxiety was normally distributed. Then, the probability value obtained from the results of student reading comprehension was 0,168 which was bigger then 0.05, it can be concluded that the data of student's reading comprehension was also normally distributed.

For testing the hypothesis, the researcher used formula of Pearson product moment correlation coefficient (Siregar, 2013, p.48) as follows:

*Table 6. Hypothesis testing*

		SAQ	Reading
SAQ	Pearson Correlation	1	,019
	Sig. (2-tailed)		,929
	N	25	25
	Pearson Correlation	,019	1
Reading	Sig. (2-tailed)	,929	
	N	25	25

After finding score of  $r_{xy}$ , the researcher compared  $r_{counted}$  with  $r_{table}$ . Table 4,5 above shows that  $r_{counted}$  was smaller than  $r_{table}$ . It means that  $H_a$  was rejected and  $H_o$  was accepted.

After finding the correlation degree,  $t_{\text{test}}$  was used to test the significance of the correlation degree.

The calculation and the result of  $t_{\text{test}}$  were as follows:

$$t_{\text{counted}} = \frac{0,019\sqrt{n-2}}{\sqrt{1-(r)^2}}$$

$$t_{\text{counted}} = \frac{0,019\sqrt{25-2}}{\sqrt{1-(0,019)^2}}$$

$$t_{\text{counted}} = \frac{0,019\sqrt{23}}{\sqrt{1-0,000361}}$$

$$t_{\text{counted}} = \frac{(0,019)(4,79)}{\sqrt{0,99}}$$

$$t_{\text{counted}} = \frac{0,091}{0,99}$$

$$t_{\text{counted}} = 0,091$$

It can be seen that  $t_{\text{counted}}$  is smaller than  $t_{\text{table}}$  ( $0,091 < 2,068$ ) with the significance level of 5%, thus, it can be concluded that there was no significant correlation between students' study anxiety and students' reading comprehension.

In data analysis, the results of the normality test both the Study Anxiety Questionnaire and the Reading Comprehension Test indicates that the data is normally distributed. After that, the Pearson Product Moment formula is done to find out the results of the hypothesis. Then, the results show that  $t_{\text{counted}}$  is 0,091 smaller than  $t_{\text{table}}$  2,068 by the significance level of 5%. It can be concluded that there is no significant correlation between students' study anxiety and students' reading comprehension. It means that, higher student anxiety does not guarantee a lower test of student reading comprehension.

Thus, although in this study anxiety does not have any significant relationship in affecting students' English reading comprehension, study anxiety still believed being an important thing in the classroom environment. Study anxiety not only has negative influence towards students but also it has positive influence such as students become more aware to the task that they are going to face by study hard or practice more.

Based on the result of this result of this research, it is recommended for the teacher needed to know how to encourage students to improve their skills in English subjects, precisely their reading comprehension. Students also need to encourage themselves to improve and develop their reading comprehension. Then, this research can be a reference for readers who are interested in conducting further research related to this research.



## CONCLUSION

Based on the data analysis, the result of this research is the coefficient correlation between X variable and Y variable ( $r_{\text{counted}}$ ) is smaller than  $r_{\text{table}}$  ( $0,019 < 0,396$ ). It means that null hypothesis ( $H_0$ ) is accepted than alternative hypothesis ( $H_a$ ) is rejected. It can be concluded that there is no correlation between students' study anxiety and students' reading comprehension at tenth grade in SMK Hang Nadim Batam. The teachers can use this research result to help them in understanding the variety among students in term of students' study anxiety tendency while trying to find out other affective aspects that might have significant correlation with reading comprehension. Although the correlation that was found was insignificant, the teacher could be more creative in the teaching process and motivate students to reduce the level of student learning anxiety. While for the students, they need to encourage themselves to improve and develop their reading comprehension. They should have an awareness to develop and improve their reading comprehension, so that they can obtain new information, understand what is read and be able to answer the questions.

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