

**THE CORRELATION BETWEEN STUDENTS' ANXIETY AND THEIR
READING COMPREHENSION TO THE TENTH GRADE STUDENTS OF
*SMA YWKA PALEMBANG***

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
AUGUST 2020**

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THESIS

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In Partial Fulfillment of the Requirements
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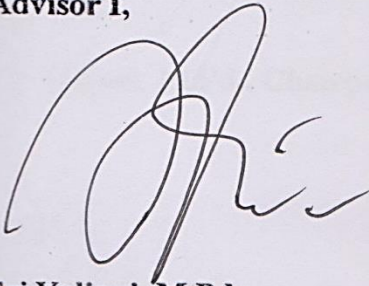
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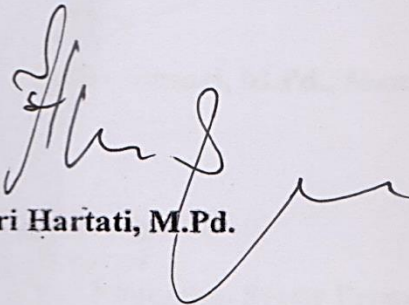
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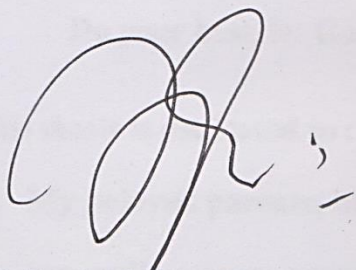
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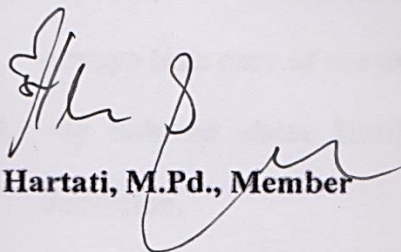
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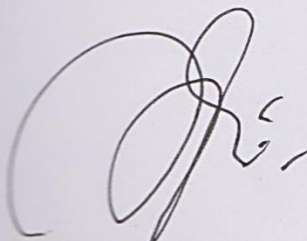


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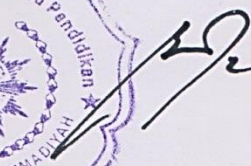
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Elis Maisyaroh

MOTTO AND DEDICATION

Motto

Do your best, let God do the rest

This thesis is dedicated to :

- 1. My beloved parents, My dad Sali and My mom Suwati. Thank you so much for endless love, pray, and financial support. I am nothing without you, because you are my reasons in live.**
- 2. My beloved husban Dwi Pujiantoro, thanks for your love, support and always take care of me during did the thesis. You are means a lot for me.**
- 3. My beloved sister Ilmilia Karmmila who always pray for me in every condition.**
- 4. My best parents in law, My father in law Sudarman and My mother in law Sakinah. Thank you for always support, and understand me in every situation.**
- 5. All of my family who have support me, thanks a lot.**
- 6. All of my friends in English Department 2016. Thank you for our togetherness in 4 years, I cannot forget you all in my life.**

ABSTRACT

Maisyaroh, Elis, 2020. *The Correlation between Students' Anxiety and Their Reading Comprehension to the Tenth Grade Students of SMA YWKA Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of *Universitas Muhammadiyah Palembang*. Advisors (I) Sri Yuliani, M.Pd. (II) Sri Hartati, M.Pd.

Keywords: correlation, anxiety, and reading comprehension

The title of thesis was “The Correlation between Students' Anxiety and Their Reading Comprehension to the Tenth Grade Students of *SMA YWKA Palembang*”. The formulation of the research was “whether there was any significant correlation between students' anxiety and their reading comprehension to the tenth-grade students of *SMA YWKA Palembang*”. The objective of the research was defined to know the correlation between students' anxiety and their reading comprehension to the tenth-grade students of *SMA YWKA Palembang*. The samples of the research were 72 students taken by purposive sampling method. The data were collected through a ready-made questionnaire by Masoud Zoghi about Foreign Language Reading Anxiety Inventory (EFLRAI). The data were analyzed by Pearson product-moment correlation coefficient. Based on the data analysis, the value of correlation between students' anxiety and students' reading comprehension r -obtained (-.157) was lower than r -table (.232). Since the value of r -obtained was lower than r -table, the null hypothesis (H_0) was accepted while the researcher hypothesis (H_a) was rejected. It could be concluded that there were no correlation between students' anxiety and their reading comprehension to the tenth-grade students of *SMA YWKA Palembang*.

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All praises are forwarded to Allah, the Most Gracious and the Most Merciful, who has given the researcher strength, blessing, and guidance to finish this thesis entitled “The Correlation between Students Anxiety and Their Reading Comprehension to the Tenth Grade Students of *SMA YWKA Palembang*” which is one requirements for Sarjana Degree at Faculty of Teacher Training and Education of *Universitas Muhammadiyah Palembang*.

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The researcher realized that this thesis is not perfect. There are still many weakness and far from being perfect. That is why all comment, critic, and suggestion are welcome for this thesis. The researcher accepts any kind of advice for the sake of the use of this thesis for this university, and she hopes this thesis will be useful for the people and another researcher who read it .

Palembang, Agustus 2020

The researcher

EM

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CHAPTER I

INTRODUCTION

This chapter presents (1) background of the research (2) the problem of the research (3) limitation of the research (4) formulation of the research (5) the objective of the research (6) significances of the research and (7) hypotheses of the research.

1.1 Background of the Research

English consider as a global language that must be mastered by people nowadays. Patel and Jain (2008) stated that English was considered as an international language which means that all countries over the world use it for communication in numerous dialects; as a language owned not just by native speakers, but by all those who come to use it (p.6-7). It mean that English was a vital role in an international language, it has become essential for people around the world to communicate. It has been taught as a compulsory subject. In English learning process students should master four skills in English; they were listening, speaking, reading, and writing. From the fourth skills in learning English one of the skills that should be focused on reading.

As one of the language skills, reading has an essential role in our life. Reading was essential for students to develop their knowledge. According to McGraw-Hill Education (1999), the goal of reading was comprehension or an overall understanding of the text (p.15). It mean that in reading skill, students have to master the reading

process to get comprehension from the texts that may be in several forms. Reading and comprehension were two aspects that cannot be separated.

Kirby (2014) said that reading comprehension was the process by which we understand the texts we read. It was the purpose of reading, why the teacher teach it, and care about it. It was also the prerequisite for meaningful learning from text. Reading comprehension was the application of a skill that evolved for other purposes (listening or oral comprehension was not something for which our brains have evolved. Whereas oral comprehension seems to develop “naturally” with minimal deliberate intervention, reading comprehension was more challenging instruction (p.1). It mean that reading comprehension was understanding a text while reading.

According to the Counseling Dictionary (2000) cited in Zoghi (2012), anxiety refers to ‘mental and physical nervousness and uneasiness, often resulting in increased tension, usually associated with pressure to please, fear of failure, or the unknown (p.11). Besides, Smoke (1997) defined that in reading especially English texts, some students felt annoyed, others embarrassed or inhibited to read the text (p.231). In addition, Szirmai (2011) said that anxiety was characterized by a diffuse, unpleasant, vague sensation of fear or anguish accompanied by autonomic symptoms such as head ache, sweating, palpitations, tachycardia, gastric discomfort, etc (p.3). Those were several symptoms of the existence of anxiety experienced by students in reading. Anxiety was one of the problems experienced by students in finding the context meaning of the English texts. Students’ anxiety influenced reading comprehension. Student with higher proficiency tents to have lower language anxiety and teacher’s supportive attitude to help decrease students’ anxiety.

To make a success in learning foreign language, people cannot ignore about the class may influenced in some aspects, such as in reading comprehension or may increase their ability in reading. Students' anxiety are common occur in learning process, while the students learn foreign language in every skills. Especially in reading comprehension because the student have to read amount of text.

Based on the researcher's experienced when she was the first-semester student, there were some anxious that she faced in reading and found the context meaning of the English texts. She felt nervous and awkward in finding the context meaning of the English texts. Thus, the researcher was interested in doing the research entitled "The Correlation between Students' Anxiety and their Reading Comprehension to the Tenth Grade Students of *SMA YWKA Palembang*."

1.2 The Problem of the Research

There were many differences in students' anxiety in learning English, the researcher would like to find a correlation between students' anxiety and their reading comprehension.

1.3 Limitation of the Research

To avoid the research being too abroad, the researcher limited the problem of the research into the correlation between students' anxiety and their reading comprehension of the tenth-grade students of *SMA YWKA Palembang*.

1.4 Formulation of the Research

In this research, the researcher formulated the problems as follows:

“was there any significant correlation between students’ anxiety and their reading comprehension to the tenth-grade students of *SMA YWKA Palembang*?”

1.5 The Objective of the Research

In keeping the problem, objectives of the research were defined to find out whether or not there were significant correlation between students’ anxiety and their reading comprehension to the tenth-grade students of *SMA YWKA Palembang*.

1.6 Significances of the Research

This research provided information about the results of the correlation between students’ anxiety and their reading comprehension, the following parties as follows:

1. For the researcher

By doing this research, the researcher has a better understanding of kinds of anxiety that influenced reading comprehension.

2. Students

To the students (in school and university); this research designed for finding the students’ anxiety in learning English.

3. Teacher of English

The research useful for teachers to teach English excitingly, and from this research, teachers know what students anxieties that influenced reading comprehension.

4. Other researchers

Hopefully, this research can be a reference for other researchers to do the research, especially for the researchers who want to do the same case of study related to this research.

1.7 Hypotheses of the Research

These are the hypothesis of the research inform alternative hypotheses (H_a) and null hypotheses (H_o):

Ha: There is a significant correlation between students' anxiety and their reading comprehension to the tenth-grade students of *SMA YWKA Palembang*.

Ho: There is no a significant correlation between students' anxiety and their reading comprehension to the tenth-grade students of *SMA YWKA Palembang*.

1.8 Criterion for testing the Hypothesis

Sugiyono (2018) states that the criterion of testing the hypothesis is measuring correlation are as follows:

- 1) If the p-output was lower than 0,05, Ho was rejected and Ha is accepted.

Thus, there was a correlation between students' anxiety and reading comprehension

- 2) If the p-output was higher than 0,05, Ho was rejected and Ha is accepted.

Thus, there was no correlation between students' anxiety and reading comprehension.

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