

**THE CORRELATION BETWEEN READING ANXIETY AND
READING COMPREHENSION ACHIEVEMENT OF THE ELEVENTH
GRADE STUDENTS OF SMA NEGERI 3 PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirement to get
the title of Sarjana Pendidikan (S.Pd.)**

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Assalamualaikum Wt. Wb

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **“THE CORRELATION BETWEEN READING ANXIETY AND READING COMPREHENSION ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 3 PALEMBANG”**, ditulis oleh saudari **Farihah** telah dapat diajukan dalam sidang munaqasah Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang.

Demikianlah terimakasih.

Wassalamu'alaikum Wr. Wb

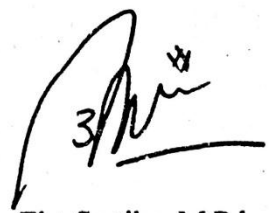
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COMPREHENSION ACHIEVEMENT OF TWELFTH GRADE
STUDENTS OF SMA PUSRI PALEMBANG**

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DEDICATION

*ALLAH SWT and Everyone Who Helped,
Motivated, Supported, Forced Me to Make
This Thesis.*

MOTTO

*If You Think You can or You Can't, You are
right. (Wright & Brothers).*

STATEMENT PAGE

I hereby,

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state that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of cancellation of my magister degree that I have received through this thesis.

Palembang, December 2017

The writer



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ABSTRACT

The main purpose of the present study was to empirically investigate the possible correlation and the influence between students' reading anxiety and reading comprehension achievement. All the eleventh grade students of SMA Negeri 3 Palembang were selected as the sample. Reading test was done to measure students' reading achievement. By using multiple choices questions was scored in terms of reading. Furthermore, Foreign Language Reading Anxiety Scale (FLRAS) questionnaire developed by Saito, Horwitz and Garza (1999) was used to measure reading anxiety containing 20 items. *Pearson Product-Moment* was used to find out the correlation between variables. The result showed that there was a significant correlation between students' reading anxiety and their reading comprehension achievement with $r = .0.242$. It indicated that H_0 was rejected and H_a was accepted. It implied that the higher or the lower reading anxiety they got, the lower or the higher they got score in reading comprehension. Besides, there was a significant influence of reading anxiety to the reading comprehension achievement. This study could have implications for English language teachers, students and future researchers.

Keywords: reading anxiety, reading comprehension achievement,

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CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) statements of the problem, (3) objectives of the study, (4) significance of the study, (5) hypotheses, and (6) criteria of testing the hypotheses.

1.1. Background

Language is very important tool to communicate with people in the world. Language is a system of communication in speech and written used by people all over the world to express ideas, feelings and thoughts (Amberg, Julie S & Vause, Deborah, 2009 ; Oxford, 2008). Expressing our opinion, happiness, or sadness are the examples of expressing the ideas and feelings. Without language, it is hard for us to get new information and communicate from someone.

In Indonesia, English has been a compulsory subject which is learned from junior high school to university level (National Education Department No. 22, 2006, p. 10). It is learned in Indonesia because most of scientific book are written in English and a lot of electronic appliances such as computer, notebook, etc use English as a direction. In addition, student must be able to use English to operate it. Besides in order to get a good job we should master English actively or passively (Pinon, 2010, p. 7). In other words, if you want to get a successful in life you have to master English well.

There are four skills that should be mastered by the students in English. One of the four skills is reading. According to Hughes (2007, p. 1) reading is a complex interaction between the text, the reader, and the purpose for reading which is shaped by the readers' prior knowledge and experiences. Reading skill should be mastered by students because by

reading, students will get many information from all over the world (Clark & Rumbold, 2006, p. 14). Reading is also the main way to develop other skills. It is difficult for us to achieve other skills if we can not read.

Although there are many advantages that can be taken from reading, the rate of reading comprehension in Indonesia is still low. Program for International assessment (PISA) in 2015 shows that Indonesia is in number 64 out of 70 countries in the world. It can be concluded that reading for students in Indonesia is almost in the lowest position. Based on the observation that the writer did at SMA Negeri 3 Palembang on November 9th, the writer found anxiety when students studied and did test in reading. Students could be able to read the text, but they got difficulty in identifying main idea, vocabulary, detail information, cause and effect. The writer assumed that the reason why many students got the difficulty in reading was they had anxiety when they studied and did reading test. Anxiety happened because when they did reading test, they felt nervous, they were underpressure, or the length of text that was given to them was too long and the time allocation was too short, so they could not answer the questions well. There is a slight possibility that the low reading comprehension achievement in eleventh grade students is caused by anxiety.

The low achievement of reading comprehension is caused by many factors. Psychological factors are playing a crucial part in the process of reading (Habibian, Roslan, Idris, & Othman, 2015, p. 114). Psychological factors consist of attitude, self-efficacy, motivation, and anxiety. Anxiety had a definite influence in reading (Habibian, et.al, 2015, p. 120). Based on the explanation above, Anxiety is one of the most influential factors in reading because anxiety belong to everyone and anxiety should be controlled by us to have better achievement, especially in reading.

Cabansag (2013, p. 21) underlines that anxiety is a basic human emotion that consists of fear and uncertainty. It is associated with negative feeling such as uneasiness, frustration, self-doubt, apprehension and tension. Learning anxiety is generally viewed as the manifestation of feelings of incompetence in doing any task (Ismail, 2015, p. 28). Reading anxiety has a great impact on language learners because foreign language anxiety has been found to have negative effects on academic achievement (Jafarigohar, 2011, p. 162). In terms of four language skills, Saito, Horwitz & Garza (1999, p. 3) state that reading is a significant source for provoking learning anxiety in classroom. In conclusion, Anxiety is nervous or worried feeling that happened to someone when some difficult situation happened to them. Learning anxiety is the accumulation of nervousness when they learned or did the task. Reading anxiety is an anxious feeling in reading activity and that is why anxiety is playing an important role to achieve comprehension in reading. In short, we can not absorb the information well when we are anxious.

This phenomenon is supported by Yulia (2015) who examines the reading anxiety and reading comprehension achievement of 225 students from tenth grade students in a state Islamic Senior high school at Baturaja. She finds that the strong negative correlation between reading anxiety and students' reading comprehension achievement which means that reading anxiety becomes the potential factors in influencing the process of reading comprehension achievement.

Based on the statements above the researcher wants to see the correlation between reading anxiety and students' reading comprehension achievement. The researcher is interested in doing a research study entitles "**The Correlation Between Reading Anxiety and Reading Comprehension Achievement of the Eleventh Grade Students of SMA N 3 Palembang**".

1.2. Statements of the Problem

The writer formulates the research problems as follows :

- (1) Is there any significant correlation between reading anxiety and reading comprehension achievement of the eleventh grade students of SMA N 3 Palembang?
- (2) Is there any significant influence of reading anxiety to the student's reading comprehension achievement of the eleventh grade students of SMA N 3 Palembang?

1.3. Objectives of the Study

Based on the problems above, the objectives of the study are :

- (1) To find out whether or not there is a significant correlation between reading anxiety and students' reading comprehension achievement of the eleventh grade students of SMA N 3 Palembang.
- (2) To find out whether or not there is a significant influence of reading anxiety to the student's reading comprehension achievement of the eleventh grade students of SMA N 3 Palembang.

1.4. Significance of the Study

This study is hopefully useful and beneficial for the teachers of English, the students, other researchers and the writer.

For the English teachers of SMA N 3 Palembang, the result of the study is expected to be more aware in recognizing the anxious feelings in teaching and learning process. This study also gives prediction to the teachers of the students' achievement that when anxious

feeling increases, the students' reading achievement decreases. For the students of SMA N 3 Palembang, hopefully this study is expected to be aware to their anxious feelings when they are facing reading comprehension task and it is expected to find a solution to solve their anxiety by themselves. For other researchers, this study is also hoped to be useful to conduct further educational research especially to provide some suitable learning strategies or method that should be applied to overcome students' reading anxiety and to maximize their comprehension achievement in reading. For the researcher, this study is expected to give some experiences of conducting an educational research and it is expected to give the knowledge to the researcher herself about educational research, especially in correlation. The result of this study can be useful and become our reference for teaching later especially in teaching reading.

CHAPTER II

Literature Review

This chapter presents (1) the concept of correlational research, (2) the concept of anxiety, (3) the concept of reading anxiety, (4) the concept of reading comprehension, (5) reading in eleventh grade levels, (6) previous related studies, (7) research setting.

2.2.The Concept of Correlational Research

Fraenkel, Wallen, and Hyun (2011, p. 331) define that correlational studies investigate the possibility of relationships between only two variables, although investigation of more than two variables are common. In contrast to experimental research, however, there is no manipulation of variables in correlational research. A correlational study describes the degree to which two or more quantitative variables are related and it does so by using a correlation coefficient.

According to Fraenkel, Wallen & Hyun (2011, p. 338) the minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30. Data obtained from a sample smaller than 30 may give an inaccurate estimate of the degree of relationships. Samples larger than 30 are much more likely to provide meaningful results.

2.2. The Concept of Anxiety

Anxiety plays a major effective role in second language acquisition (Brown, 2007, p. 161). Oxford (2008, p. 16) defined anxiety is concern and fear especially about what might happen. Xu (2011, p. 1709) stated anxiety is quite possibly that affective factor that most

pervasively obstructs the learning process. It is associated with negative feelings such as uneasiness, frustration, self-doubt, insecurity, or apprehension, and is intricately inter-twined with self-esteem issues and natural ego-preserving fears (Sellers, 2000, p. 512). In short, anxiety is a nervous feeling that appeared from our mind and soul when we face the important situation for us and it usually takes as very important factors in achieving language acquisition.

Language anxiety is a type of anxiety specifically associated with second or foreign language learning context and it is an important factor that influences one's level of achievement in foreign language learning (Wu, 2008 ; Elaldi, 2016). Furthermore, According to Mills, Pajares, & Herron language anxiety as “ a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning” (2006, p. 279). Language anxiety indicated anxious connected as a general phenomenon and foreign language reading anxiety indicated anxious connected as a spesific skill which is related but different (Shboul, Ahmad, Nordin & Rahman, 2013, p. 40-41). In conclusion, language anxiety is a worry, nervous or fear feeling when we learn especially our foreign language but foreign language reading anxiety, it is more spesific, it happened in reading skill.

2.2.1. Types of Anxiety

Jafarigohar (2011, p. 159) divided anxiety into three types, they are state anxiety, trait anxiety, and situation-spesific anxiety.

- State anxiety is nervousness or tension at a particular moment in response to some outside stimulus (Andrade & Williams, 2009, p. 2). When we are taking a test, making a public speech, or trying to communicate in a second or foreign language, State anxiety usually appears in that situation.

- Trait anxiety is the tendency of a person to be nervous or feel tension regardless of the particular circumstances (Andrade & Williams, 2009, p. 2). Moreover, Trait anxiety can impair cognitive functioning to disrupt memory, to lead to avoidance behaviour, and to have several other effects (Jafarigohar, 2011, p. 159). In short, trait anxiety is a stable and permanent predisposition; people with high level of trait anxiety are generally nervous people in a wide range of circumstances.
- Situation-specific anxiety is a new construct similar to trait anxiety but it is experienced in a single context or situation (Jafarigohar, 2011, p. 159).

2.2.2. Effects of Learning Anxiety

Learning anxiety has been associated with a large number of negative outcomes that can be classified as physical, psychological, and social (Andrade & Williams, 2009, p. 4).

- a. Physical symptoms can include rapid heartbeat, muscle tension, dry mouth, and excessive perspiration.
- b. Psychological symptoms can include embarrassment, feelings of helplessness, fear, going blank, and poor memory recall and retention among others.
- c. Negative social behaviour may be manifested in such ways as inappropriate silence, unwillingness to participate, and withdrawal from the course.

2.2.3. Components of Foreign Language Learning Anxiety

Souad (2011, p. 33) divided foreign language learning anxiety into three components. They were communication apprehension, test anxiety, and fear of negative evaluation. The description of these components are described below.

1. Communication Apprehension

Communication apprehension is explained in relation to the learners's negative self-perceptions caused by inability to understand others and make himself understood (Souad, 2011, p. 35). Comprehension apprehension obviously plays a large role in foreign language. It may be specific to only a few settings or it may exist in most everyday communication situations.

2. Test Anxiety

Test anxiety is a type of performance anxiety deriving from a fear of failure and evaluative situations (Souad, 2011, p. 36). Test anxiety would affect foreign language learners with low levels of oral proficiency more than those with high levels of proficiency. So, test anxiety learners will doubtlessly suffer from stress and anxiety frequently.

3. Fear of Negative Evaluation

Fear of negative evaluation is avoidance of evaluative situations and expectations that others will evaluate them negatively (Souad 2011, p. 36). Although it is similar with test anxiety, fear of negative evaluation is broader in scope because it is not restricted to test taking situations. In addition of situations of test, it may take place in any social, evaluative situations such as interviewing for a job or speaking in foreign language class. Students with fear of negative situations might sit passively in the classroom and withdrawing from classroom activities that could otherwise enhance their improvement of the language skills.

2.3.The Concept of Reading Anxiety

Reading plays a significant role in language learning (Huang, 2012, p. 1521). We can get many information if we read and comprehend the text well. Anxiety can be one of the factors that influence us making us can not read and comprehend the text well.

Brantmeier (2005) indicated that reading anxiety can be examined from two different points of view: cognitive perspective and pedagogical perspective. From the cognitive perspective, reading is a cognitively demanding activity that requires the coordination of attention, memory, perception, and comprehension process. As a result it reduces the amount of attention needed for processing of the reading task that can cause reading anxiety. From pedagogical perspective, those ineffective reading practices that are rooted in the misconception about reading can lead to reading anxiety. In short, reading anxiety refers to feeling of worry and apprehension when students try to read and comprehend foreign language text.

According to Saito, Horwitz, & Garza(1999), two aspects of reading anxiety can be considered as a potential sources of anxiety: (a)unfamiliar script and writing system and (b)unfamiliar cultural material. With respect to the unfamiliar writing system, it seems likely that the less the learner can depend on the reliability of a specific system of sound-symbol correspondences, the more anxiety he or she would be expected to experience in the act of reading. In this case the reader would experience anxiety as soon as he or she attempts to decode the script because the reader would immediately experience difficulty in processing the text (Saito, et.al, 1999, p. 203). Unfamiliar culture is also a source of reading anxiety because many learners still encounter cultural familiarity aspects in the act of reading. The more unfamiliar the culture is in the target language, the more it is possible to be an anxiety provoking situations (Shboul, Ahmad, Nordin, & Rahman, 2013, p. 47-48). Furthermore, Shboul,et.al (2013) added (a) afraid of making errors, and (b) worry about reading effects as sources for reading anxiety besides unfamiliar script and writing system and also unfamiliar culture.

Table 1

Sources of Reading Anxiety

| Reading anxiety causes | Indicators |
|-------------------------------|-----------------------------|
| Text Features | Unknown Vocabulary |
| | Unfamiliar Topic |
| | Unfamiliar Culture |
| Personal factors | Afraid of Making Errors |
| | Worry about Reading Effects |

Source : Shboul,et.al (2013, p. 51)

2.4. The Concept of Reading Comprehension

Reading is a highly synthetic process (Vazalwar, 2011, p. 272). It requires simultaneous functioning of eye and articulatory muscles, recognition of separate words and phrases, immediate memory of what has just been read, remote memories based on the the reader's earlier experiences, interest in the reading matter, and a sufficient degree of intelligence to understand what is read (Naghadeh, Parsa, Naghadeh, Naghadeh, 2014 ; Vazalwar, 2011). It is a complex activity that involves both perception and thought.

Grabbe and Stoller (2013, p. 3) state that reading is the ability to draw meaning from the printed page and interpret the information appropriately. It means that students must be able to interact with the reading materials and take on the meaning of each word in order to get the information from what they have read. Getting the information is one of the reason why people read. Linse (2005, p. 71) explains that there are two main reasons why people read. The first is for pleasure and and the second is for information. Thus, reading for pleasure can be interpreted to reading without a burden as reading assignments in school. It is

only for enjoyment of each individual or hobby. While reading for information refers to the people's need.

In process reading, comprehension is one of the reason why readers read text. Comprehension is enhanced when trained teachers use a combination of strategies to help readers relate and connect what they are reading to their own experiences and knowledge (Coe, 2009, p. 1). Meanwhile, according to Pardo (2004, p. 272), comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experiences, information in the text, and the stance the reader takes in relationship to the text.

Reading comprehension is the process of making meaning from the text (Woolley, 2011, p. 15). The goal, therefore is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. So it can be conclude that reading comprehension is a goal of reading activity which involves the process of making sense of words, sentences, and connected text. Moreover, to be a good reader is not only identifying the words, but also comprehending the text.

Brown (2000, p. 306-308) points out some principle strategies for reading comprehension :

- 1) Identify the purpose in reading text,
- 2) Apply spelling rules and conventions for bottom – up decoding,
- 3) Use lexical analyses (prefixes, roots, suffixes, etc.) to determine meaning,
- 4) Guess at meaning (words, idioms, etc.) when you are not certain,
- 5) Skim the text for the gist and main ideaa,
- 6) Scan the text for specific information,
- 7) Use silent reading technique for rapid processing

2.5. Reading in Eleventh Grade Level

The second year senior high school students are required to master short functional reading text such; report, narrative, analytical exposition. Based on Priyana, Muhammad, & Machfutra. (2008) in Senior high school year XI English book, the texts to be learned are as follows;

1. Report

Report are used for many purposes (the social function) : to describe the way things are, with reference to range of natural, man-made and social phenomena in our environment. Reports can be used in textbooks, encyclopedias, scientific magazine, historical texts, factual reading books, reference books, classroom lesson, environment program, TV documentaries, etc. a report text has its own generic structure, having two components: (1) general classification and (2) description. Reports are principally not the same as descriptive texts: a descriptive text focuses on a specific features; a report deals with thing in general.

2. Narrative

A narrative is a type of spoken or written text that tells a story of one character or more who face certain problematic situations. The social function is to amuse, entertain, and deal with actual sensational experience. There are various kinds of narrative such as fairy stories, mysteries, science fictions, romance, horror, etc. narrative text can be found in short story books, magazines, novels, etc. narrative are popular because they presents plots which consists of complications and resolutions. The generic structure of a narrative usually has four components, one of which is optional: (1) orientation, (2) complication, (3) resolution, and (4) reorientation.

3. Analytical Exposition

An analytical exposition is a type of spoken or written text that is intended (the social function) to persuade the listeners or readers that something is in the case. To make the

persuasion is stronger, the speaker or writer gives some arguments as the fundamental reasons why something in the case. This type of text can be found in scientific books, journals, magazines, news paper, etc. analytical expositions are popular among science, academic community and educated people. The generic structure of an analytic exposition usually has three components: (1) thesis, (2) arguments, (3) conclusion.

2.6. Previous Related Studies

There are some researchers related to this topic. Nevertheless, there are different variables used in this study.

First, Tarmizi (2014) conducted the research about reading anxiety, reading strategy use and reading comprehension in English as a Foreign Language. His study was done in Palembang in 2014, the purpose of the study was to found out whether there is a significant correlation between reading comprehension of the EFL students and reading anxiety. 152 students from first-year college students studying English as a foreign language from four classes in a public health polytechnic in Palembang participated in this study. They all enrolled in the first semester reading courses in 2014. The result shows that there was a negative and significant correlation between reading anxiety and reading comprehension of EFL learners of National Health Polytechnic Palembang ($r = -.584, p < .05$). This means that the participants' reading anxiety gave impact to their performance in reading; the more anxious the readers, the lower their score in reading comprehension.

Second, Yulia (2015) in her study about reading achievement, interest, and anxiety among students participating in tenth grade students of MAN Baturaja. She conducted the research in Baturaja. 225 students from tenth grade students from six classes in a state

Islamic senior high school in Baturaja participated in this study. They all enrolled in the even semester in 2014. The result shows that there was a significant negative correlation between reading anxiety and reading comprehension of tenth grade students of MAN Baturaja. Based on descriptive data, most of the tenth grade students of MAN Baturaja had low level of anxiety, that is 135 respondents (60%), while 90 respondents (40%) belong to the high anxiety level. She interpreted that the higher the anxiety questionnaire score, the lower the reading achievement that they got.

Third, Chen (2007) conducted the research about test anxiety, reading anxiety and reading performance in English as a Second Language. His study was done in China in 2007, the purpose of the study was to find out whether there is a significant correlation between reading performance of the ESL students and reading anxiety. 93 students from first-year college students studying English as a second language from two classes in Ming-Chuan university in China participated in this study. They all enrolled in the first semester in the Department of Applied English in 2007. The result shows that there was a slightly low correlation between reading anxiety and reading performance of ESL learners of Ming Chuan University China ($r = -.282$, $p < .01$). This might indicate that if the students experienced higher reading anxiety levels, there is a slight possibility that the higher reading performance would be expected.

Fourth, Sari (2016) conducted the research about reading anxiety and reading strategy use in English as a Foreign Language. His study was done in Palembang in 2016, the purpose of the study was to find out whether or not there is a significant relationship between reading anxiety of the EFL students and reading strategy use. 103 students from second-years college students studying English as a foreign language from four classes in a UIN Raden Fatah in Palembang participated in this study. They all enrolled in the fifth semester reading courses in 2016. The result shows that there was no significant relationship between reading

anxiety and reading strategy use of EFL learners of UIN Raden Fatah Palembang ($r = -.022$, $p > .05$). This means that high anxiety did not cause lower reading strategy use.

In conclusion, The differences and similarity among Tarmizi's thesis, Yulia's thesis, Chen's thesis, Sari's thesis and the researcher did are: Tarmizi used reading comprehension as the dependent variable, but he used two independent variables ; reading anxiety and reading strategy use. He did the research in National Health Polytechnic Palembang. Yulia used reading achievement as her dependent variable and two independent variables ; reading interest and reading anxiety. She did the research in the tenth grade of MAN Baturaja. Chen used reading performance as the dependent variable, but he used two independent variables ; reading anxiety and test anxiety. He did the research in Ming Chuan University China. Sari used reading anxiety as the dependent variable and she used reading strategy use as independent variable. She did the research in UIN Raden Fatah Palembang. Moreover, The researcher only used two variables, reading anxiety as independent variable and reading comprehension achievement as dependent variable. It similar with Sari's thesis. The researcher also did the research in the eleventh grade students of SMA Negeri 3 Palembang. The similarity is both of them discussed about reading anxiety.

2.7. Research Setting

This study conducted at SMA N 3 Palembang of 11th grade students. The location is at Jln. Jenderal Sudirman Km 3,5 Kota Palembang. It has 88 teachers. The total students of SMA N 3 Palembang are 1116 students. That consists of three grades, 446 students of tenth grade, 405 students of eleventh grade, and 325 students of twelfth grade.

SMA N 3 Palembang is one of the best Senior High School in Palembang. It has good facilities to develop student's activeness. Namely are 33 classrooms that consist of tables,

chairs, white boards, in focus, AC, free hotspot, flowers, curtains, absent boards, shoes shelves, organic and inorganic trash bins, cupboards for the students, electricity, etc. good facilities of sports that consist of basket ball yard, volley ball yard, badminton yard, footsal yard, and table tennis yard, etc. other facilities such as; OSIS room, UKS room, canteen, art room, library, musholla, toilet every classes, green house, park, and complete laboratories of language, physics, biology, chemistry, and computer. The environment in SMA N 3 Palembang is very comfortable. So make the learning and teaching process more conducive and effective.

2.8. Hypotheses

According Fraenkel, Wallen and Hyun (2012, p. 83), a hypothesis is, simply put, a prediction of the possible outcomes of a study. The hypotheses of this study are formulated into the following statements.

1. $(H_0)_1$: There is no significant correlation between reading anxiety and students' reading comprehension achievements of the eleventh grade of SMA N 3 Palembang.
 $(H_a)_1$: There is a significant correlation between reading anxiety and students' reading comprehension achievements of the eleventh grade of SMA N 3 Palembang.
2. $(H_0)_2$: There is no significant influence of reading anxiety to students' reading comprehension achievements of the eleventh grade of SMA N 3 Palembang.
 $(H_a)_2$: There is a significant influence of reading anxiety to students' reading comprehension achievements of the eleventh grade of SMA N 3 Palembang.

2.9. Criteria of Testing The Hypotheses

The criteria of testing the hypotheses in measuring correlation are as follows:

1. If the p-output (Sig. 2-tailed) is higher than 0,05, the null hypotheses (Ho) is accepted and the alternative hypotheses (Ha) is rejected. It means that there is no significant correlation between students' reading anxiety and reading comprehension achievement.

3. If the p-output (Sig. 2-tailed) is lower than 0,05, the null hypotheses (Ho) is rejected and the alternative hypotheses (Ha) is accepted. It means that there is a significant correlation between students' reading anxiety and reading comprehension achievement.

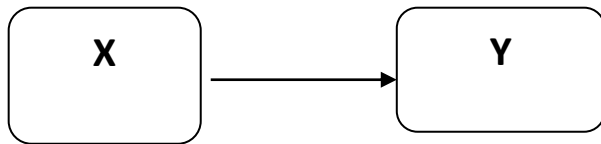
CHAPTER III

METHOD AND PROCEDURES

This chapter presents (1) method of research, (2) variables of the study, (3) operational definitions, (4) subject of the study, (5) technique for collecting the data, (6) validity, reliability, and readability, (7) technique for analyzing the data.

3.1.Method of Research

A correlational research design was applied in this study and it is aimed to find out whether or not there is a correlation between students' reading anxiety and students' reading comprehension achievement and whether or not there is contribution of reading anxiety to students' reading comprehension achievement. Creswell (2012, p. 338) states a correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. The procedure was that, first; the researcher identified students' reading anxiety by using questionnaire. Second, by using reading test, the students' reading comprehension achievement were obtained. Third, the researcher found if there was a correlation between variables through SPSS based on the results of the questionnaire and students' reading test. The next step, the contribution of reading anxiety to reading comprehension achievement was analyzed. Last, explanation and interpretation of the results were discussed. The research design was as follows:



X : Students' reading anxiety

Y : Reading comprehension achievement

3.2. Variables of the study

A variable is any characteristic or quality that varies among the members of a particular group (Fraenkel, 2011, p. 48). In this study the writer used two variables, such independent variable (X) and one dependent variable (Y). Creswel (2012, p. 115-116) states an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable while a dependent variable is an attribute or characteristic that is dependent or influenced by independent variable. The independent variable of this research is reading anxiety while the dependent variable is students' reading comprehension achievements.

3.3. Operational Definitions

To avoid the possibility of misinterpretation about some terms in this research, especially those used in the title, the definitions are provided.

Correlation is the study to find out the relationship between two variables; even more than two variables are common. The writer used two variables, reading anxiety and reading comprehension achievement which were investigated by Pearson Product Moment Correlation Coefficient.

Reading anxiety is a nervousness student when they face the test especially in comprehending what they read and it would be measured by FLRAS (foreign language reading anxiety scale) questionnaire consisted of 20 items. The questionnaire identified the degree of the students' reading anxiety such as high, moderate or low anxiety.

Reading comprehension achievement is the ability of student to achieve something, especially reading and it was judged from the test that we gave it to them. The test would be given to the eleventh grade students of SMA N 3 Palembang in the form of multiple choices.

3.4. Subject of the study

3.4.1. Population of Study

The term population, as used in research, refers to all members of a particular group. It is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study (Fraenkel, Wallen, & Hyun, 2011, p. 105). The population of this study is the eleventh grade students of SMA N 3 Palembang. The population of this study consists of 405 students from eleven classes. There are 260 students from science classes and 145 students from social classes.

Table 2
The population of eleventh grade of SMA N 5 Palembang.

| Class | Number of students | | Total |
|-----------|--------------------|--------|-------|
| | Male | Female | |
| XI MIPA 1 | 14 | 23 | 37 |
| XI MIPA 2 | 14 | 24 | 38 |
| XI MIPA 3 | 19 | 17 | 36 |
| XI MIPA 4 | 17 | 20 | 37 |
| XI MIPA 5 | 19 | 18 | 37 |
| XI MIPA 6 | 15 | 23 | 38 |
| XI MIPA 7 | 13 | 24 | 37 |
| XI IPS 1 | 14 | 23 | 37 |
| XI IPS 2 | 15 | 22 | 37 |
| XI IPS 3 | 17 | 20 | 37 |
| XI IPS 4 | 12 | 22 | 34 |
| | 169 | 236 | 405 |

Source: SMA N 3 Palembang

3.4.2. Sample of Study

A sample is any part of a population on individuals on whom information is obtained (Fraenkel et.al, 2012, p. 97). According to Cresswell (2012, p. 142), a sample is a subgroup of the target population that the writer plans to study for generalizing about the target population. In short, sample is the smallest part of the population. To get the sample, convenience sample technique was used in this study. According to Fraenkel, et.al (2012, p. 99), convenience sample technique is a group of individuals who (conveniently) are available for study.

In this case, 405 eleventh grade students of SMA N 3 Palembang were involved as the population of the study. The eleventh grade were divided into eleven classes which consist of seven classes of science classes and four classes of social classes. Science classes consist of 260 students and social classes consist of 145 students. In this study, the researcher took all of the social classes who have 145 students as sample because social classes were chosen by the English teacher of the eleventh grade students of SMA N 3 Palembang. It is suitable with Fraenkel (2011, p. 338) the minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30. The more sample that the researcher got the more accurate result the researcher got.

Table 3
The sample

| Class | Number of students | | Total |
|----------|--------------------|--------|-------|
| | Male | Female | |
| XI IPS 1 | 14 | 23 | 37 |
| XI IPS 2 | 15 | 22 | 37 |
| XI IPS 3 | 17 | 20 | 37 |
| XI IPS 4 | 12 | 22 | 34 |
| | 58 | 87 | 145 |

3.5. Technique for Collecting the Data

3.5.1. FLRAS Questionnaire

The FLRAS (Foreign Language Reading Anxiety Scale) questionnaire consist of 20 items which developed by Saito et.al (1999). The FLRAS Questionnaire used scoring scale of a 5-point Likert scale, ranging from ‘strongly agree’ to ‘strongly disagree’. Participants’ responses to each FLRAS item are transferred to numerical values (i.e., 1 = strongly agree, to 5 = strongly disagree). The answer indicating the highest degree of anxiety received five points, but the answer indicating the lowest degree of anxiety received one point. The possible range of the FLRAS scales is from 20 to 100. A higher score indicated a higher degree of reading anxiety, however, a lower score indicated a lower degree of reading anxiety. To score each item in questionnaire depends on the negative wording or positive wording. Those positive statements belong to item number 12, 13, 14, and 18 and the other statements are negative. The spesification of foreign language reading anxiety scale are displayed in table 4.

Table 4
Questionnaire Spesification

| Indicators | Number of items | |
|--|-----------------|---|
| | Positive | Negative |
| Students’ anxiety over various reading difficulties in the target language. | | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 |
| Perceptions of relative difficulty of reading as compared to other language skills | | 15, 16 |
| Students’ perceptions of various aspect of reading | 12, 14 | 19, 20 |
| Tension and worry over reading out in the class | | 17 |

| | | |
|--|--------|--|
| Self-belief in English reading proficiency | 13, 18 | |
|--|--------|--|

Source : Sari, 2016, p. 35

3.5.2. Test

Test is some questions or exercises which is used for measuring the skill, knowledge, intelligence, capability or talent of individual or group. In this study, reading test was used as the test instrument. The purpose of the test is to measure the students' reading comprehension achievement. The researcher used objective test type which is multiple choices. The researcher took the question from Interlanguage book for eleventh grade students. There are 40 questions of multiple choices in reading test. The alternatives include one correct answer and four wrong answers. And the writer gave 2, 5 points for a correct answer and 0 point for the wrong one. So totally for correct answer is 100 point.

3.6. Validity, Reliability, and Readability

Before the real test was administered, the researcher tried out the instruments (test) to analyze validity and reliability. In this part, the researcher tried out the instruments to the other students (non sample) of SMA N 1 Palembang who have the same level as the sample to know whether the instruments were valid and reliable or not. The reasons why the researcher chose SMA N 1 Palembang as the place to do try out because both of the school have the same accreditation. The items were tried out to the students as below:

Table 5
The Distribution of Sample (Try Out)

| Class | Number of Students |
|--------------|---------------------------|
| XI IPS 4 | 26 |
| XI IPS 3 | 29 |
| Total | 55 |

3.6.1. Validity Test

Validity is a matter of degree and discussion should focus on how valid a test is not whether it is valid or not. According to Fraenkel, Wallen and Hyun (2012, p.147), Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes. In conducting this study, the researcher used four kinds of validity. Those are:

3.6.1.1. Construct Validity

According to Fraenkel, et. al. (2012, p.148), construct validity refers to the nature of the psychological construct or characteristic being measured by the instrument. After constructing the instruments related to some aspects measured, then it is consulted to achieve some experts judgement from at least three validators to evaluate whether the components of the instruments are valid or not to be applied in research activities. Lecturers were involved as validator to estimate instruments and questionnaire translation. The first, second, and third validator asked to revise some questions. Furthermore, all validators accepted the translation of the English questionnaire with several corrections to make the translation clearer.

3.6.1.2. Content Validity

Fraenkel, et. al. (2012, p. 148) state that content validity refers to the content and format of the instrument. A content validity is very important since it is an accurate measure of what it is supposed to measure. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. The test specification table including: objective of the test, test material, indicator, number of items, total, type of the test, answer key. The result of content validity was explained in table 6.

Table 6**Reading Test Specification**

| Objectives | Test materials | Indicators | Number of items | Total | Types of test | Answer keys |
|---|--|---|--|--------------|----------------------|---|
| To Understand short functional written text and simple essay in the form of report, narrative, and analytical exposition in daily life and to access knowledge. | Report, narrative, and analytical exposition | The students are able to : <ul style="list-style-type: none"> • Identify main idea • Identify vocabularies • Identify reference • Identify detail information | 37, 38 2, 3, 4, 9, 12, 15, 29, 31, 39 10, 11, 21, 23, 25, 1, 5, 6, 7, 8, 13, 14, 16, 17, 18, 19, 20, 22, 24, 26, 27, 28, 30, 32, 33, 34, 35, 36, 40 | 40 | Multiple choices | a, c e, c, c, e, c, b, c, c, a, a, b, c, b, a, e, d, c, a, e, d, b, c, c, d, b, a, e, d, b, c, c, c, b, a, e, d, b, a, |

3.6.1.3. Validity of Questionnaire

Because there were two statements in the questionnaire, positive and negative statements. The response option is assigned values of 5 points indicating strongly agree, a value of 4 points for agree, a value of 3 points for neutral, a value of 2 for disagree, and the last value of 1 for strongly disagree, those are for negative statements and those for positive statement, values of 1 points indicating strongly agree to 5 points indicating disagree. The number of items that consisted positive statements were item number 12, 13, 14, and 18. After distributing the questionnaire to the samples to estimate the validity of the instrument,

each question item on respondents' answer from the questionnaire will be analyzed by using *Pearson Correlation Coefficient* in SPSS 20.

The result of significant score of Pearson Correlation was compared with r_{table} (0.266), it means that the item was valid. From *Pearson Correlation* formula, all items of questionnaire were valid. The result analysis of validity in each item was described in appendix C.

3.6.1.4. Validity of Each Question item

Validity of each question item is used to indicate whether the test item of each instrument is valid or not. To know whether it is valid or not, the score of significance (r-output) should be compared with the score of "r-table" product moment. A question item is considered valid if "r-output" is higher than "r-table" (Priyatno, 2008, p. 18). In this case, the researcher tried out the research instruments to 55 students of XI IPS 3 and XI IPS 4 of SMA N 1 Palembang. There are 70 questions. The correct answers were labelled 1,4 point, and incorrect answers were labelled 0. Then, to analyze the validity of each question item, *Pearson Correlation Coefficient* in SPSS 20 Program was used.

The result of significant score of Pearson Correlation was compared with r_{table} (0.266). it means that the item is valid. From *Pearson Correlation* formula, there were 41 questions considered valid. They were 4, 6, 7, 9, 11, 13, 14, 15, 16, 18, 19, 20, 24, 25, 30, 31, 33, 35, 36, 39, 40, 44, 47, 48, 49, 52, 53, 54, 55, 57, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69. The researcher only took 40 valid question items. The result analysis of validity test in each question item was described in appendix F.

3.6.2. Reliability

Reliability is the consistency of the information obtained. It is used to measure an instrument in order to figure out whether the instrument can be used as a measuring tool or not whenever the instrument is used. Fraenkel, Wallen and Hyun (2012, p. 331) state reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another. Basically, reliability is the degree to which a test consistently measures whatever it measures.

To know the reliability of the test, *Cronbach Alpha* technique in SPSS 20 was used to find out the internal consistency reliability of the questionnaire, and reading test by applying *Split Half* technique.

The scores of reliability are obtained from tryout analysis which was done using the instrument test. The school where the tryout was conducting was the different school where the research study was conducted. It was SMA N 1 Palembang on Monday, 23rd of January 2017 at 1.30 – 3. 00 a.m for XI IPS 4, and for XI IPS 3, the researcher did the tryout on Wednesday, 25th of January 2017 at 1.30 – 3.00 a.m. Therefore, split-half test method was used to obtain the scores of tryout analysis. The test indicated reliable whenever the p-output was higher than 0.70.

Having measured the reliability test by using *split half* method, it was found that the p-output of Guman Split- Half Coefficient is 0. 767 from the score. It can be stated that the reliability of reading test items was reliable since the p-output was higher than r-table (0.70) with sample (N) 55 students. While for the questionnaire, it was found that p-output of Cronbach's Alpha was 0. 854.

Fraenkel and Wallen (2012, p. 163) state that the score is considered reliable if the score of significance is at least or preferably higher than 0.70. Since the score was higher than 0.70. So, it can be assumed that the questionnaire and reading test were considered reliable

for this study. The result analysis of reliability questionnaire and reading test was described in appendix D and G.

3.6.3. Readability

Readability is done to know the appropriate level of reading texts for students' class level in comprehending the reading texts. The name of application is *Readability Formula*. Readability formula test can be measured using **online readability test** which can be accessed from <http://www.readabilityformula.com>. There are some categories in reading text level. They are (1) *very easy level* whenever the result of flesh reading ease score is within 90-100, (2) *easy text level* whenever the result of flesh reading ease score is within 80-89, (3) *fairly easy text level* whenever the result of flesh reading ease score is within 70-79, (4) *standard text level* whenever the result of flesh reading ease score is within 60-69, (5) *fairly difficult* whenever the result of flesh reading ease score is within 50-59, (6) *difficult text level* whenever the result of flesh reading ease score is within 30-49, (7) *very confusing* whenever the result of flesh reading ease score is within 0-29.

Table 7
Result of readability for reading test

| No | Text Tittle | Flesh Kincaid Reading Ease Score | Test category |
|----|---|----------------------------------|---------------|
| 1. | The blonde and the lawyer | 69.1 | Standard |
| 2. | The Jackal who saved the lion | 67.4 | Standard |
| 3. | The necessity of salt | 66.2 | Standard |
| 4. | Kangaroo | 60.3 | Standard |
| 5. | Octopus | 62 | Standard |
| 6. | Muslim's headscarf | 68.6 | Standard |
| 7. | Why are diaznon and dursban should be banned? | 59.6 | Standard |

3.7. Technique for Analyzing the Data

In analyzing the data, data obtained from correlational research design was calculated by means of SPSS 20.0 software (Statistical Package for the Social Science). Moreover, the researcher used and described some techniques, as follows:

3.7.1. FLRAS Questionnaire Analysis

In counting the total score of FLRAS, numerical values were first given to each item in FLRAS. Students who received five points indicate high reading anxiety, those who received one point indicate low reading anxiety. The questionnaire scoring rules can be seen in table 8.

Table 8
The FLRAS Scoring Rules

| Scale | Negative Statement Score | Positive Statement Score |
|-------------------|--------------------------|--------------------------|
| Strongly Agree | 5 | 1 |
| Agree | 4 | 2 |
| Neutral | 3 | 3 |
| Disagree | 2 | 4 |
| Strongly Disagree | 1 | 5 |

Then, for each student a reading anxiety score was derived by summing all rating of the twenty items. Furthermore, the levels of students' reading anxiety were categorized into High Anxiety Reader (HAR), Medium Anxiety Reader (MAR), and Low Anxiety Reader (LAR) according to the following formula proposed by KuruGonen (2007).

High Anxiety : Mean + Standard Deviation = The score higher than this

Low Anxiety : Mean – Standard Deviation = The score lower than this

Medium Anxiety : The score between Mean – Standard Deviation and Mean + Standard Deviation.

In conclusion, based on the formula above, the researcher got the interval score and it presented in table 9.

Table 9
The Interval Score for Reading Anxiety

| Score | Category |
|--------------|-----------------|
| 20 – 60 | Low Anxiety |
| 61 – 82 | Medium Anxiety |
| >83 | High Anxiety |

Source from : Kuru-Gonen (2007)

3.7.2. Reading Comprehension Achievement Test

There are 40 multiple choices questions in reading test. Every correct answer got 2.5 point. So, they could answer the questions correctly, they got 100 point. The interval score was presented in table 10.

Table 10
Reading Test Score

| Score | Category |
|--------------|-----------------|
| 91-100 | Excellent |
| 81-90 | Very Good |
| 71-80 | Good |
| 61-70 | Fair |
| <60 | Poor |

Source from : SMA N 3 Palembang

3.7.3. Data Descriptions

In data description, there were two analysis were done. They were ; (1) distribution of frequency data and (2) descriptive statistics.

3.7.3.1. Distribution of Data Frequency

In this part, the score of the students was described by presenting a number of the students who got a certain score and it's percentage. The distributions of data frequency were obtained from foreign language reading anxiety scales (FLRAS) questionnaire and reading test. To get the result of analysis data frequency, *SPSS Statistics Program* was used. Then, the distribution of data frequency was displayed in a table analysis.

3.7.3.2. Descriptive Statistics

In descriptive statistics, number of sample, the lowest score, the highest score, mean, standard deviation, and standard error of mean were obtained. Then, to get the result of descriptive statistics, *SPSS Statistics Program* was used.

3.7.4. Prerequisite Analysis

3.7.4.1. Normality Test

Normality test is used to see if the distribution of all data are normal; the data are from questionnaire and test. The data can be classified into normal when the p-output is higher than 0.05 level (Priyatno, 2008, p. 28). In analyzing the normality test, *1-Sample Kolmogorov-Smirnov Test* was used.

3.7.4.2. Linearity Test

Linearity test is used to see if the data from tests are linear. The data can be classified into linear when p-output is lower than 0.05 level (Priyatno, 2008, p. 36). To find out the linearity from both questionnaire and test, *Test for Linearity* in Statistical Package for Social and Science (SPSS) was used.

3.7.5. Hypotheses Testing

In measuring significant correlation between reading anxiety and students' reading comprehension achievement and influence on reading anxiety to reading comprehension achievement.

The researcher analyzed the correlation by using *Pearson Product Moment Coefficient* in SPSS. To interpret how strong the correlation between two variables, the researcher made them into table 11 below:

Table 11
Size of Correlation Coefficient

| Correlation coefficient | Interpretation |
|--------------------------------|-----------------------|
| 0.20 - 0.35 | Slight |
| 0.36 – 0.65 | Moderate |
| 0.66 – 0.85 | Strong |
| >0.85 | Very strong |

Source from : Cresswell (2012)

Furthermore, Cresswell (2012) explained the size of correlation coefficients and interpretation in more details as follows:

- *.20 –.35*: When correlations range from .20 to .35, there is only a slight relationship; this relationship may be slightly statistically significant for 100 or more participants. This size of a coefficient may be valuable to explore the interconnection of variables but of little value in prediction studies.
- *.35 –.65*: When correlations are above .35, they are useful for limited prediction. They are the typical values used to identify variable membership in the statistical procedure of factor analysis (the intercorrelation of variables with a scale), and many correlation coefficients for bivariate relationships fall into this area.
- *.66 –.85*: When correlations fall into this range, good prediction can result from one variable to the other. Coefficients in this range would be considered very good.
- *.86 and above*: Correlations in this range are typically achieved for studies of construct validity or test–retest reliability. In fact, researchers want their reliability and validity test correlations to be this high. When two or more variables are related, correlations this high are seldom achieved, and if they result, then two variables actually measure the same underlying trait and should probably be combined in data analysis.

If there was a correlation between the variables measured, the *Regression Analysis* was used to analyze the influence of reading anxiety to reading comprehension achievement. In addition, all statistical calculation above would be completed by SPSS (Statistical Package for Social Science) 20

CHAPTER IV FINDING AND INTERPRETATIONS

This chapter presents (1) research finding, (2) statistical analyses, and (3) interpretations.

4.1. Research Findings

There are two kinds of research findings in this study: (1) the result of students' reading anxiety and (2) the result of students' reading comprehension achievement.

4.1.1 Results of Reading Anxiety

The total active students in the eleventh grade students of SMA Negeri 3 Palembang were 145 students. However, 130 students participated in this study, and the others were absent when conducting this study. The 20 items of Foreign Language Reading Anxiety Scale (FLRAS) were used to investigate students' foreign language anxiety while reading English. The FLRAS was rated by a five-point Likert scale, ranging from five points "strongly agree" to one point "strongly disagree" for negative wording (i.e. item 1-10, 11, 15, 16, 17, 19, 20). Meanwhile, in scoring the positive wording (i.e. item 12, 13, 14, and 18), they were rated one point "strongly agree" to five points "strongly disagree". The total range of score was 20 to 100. A higher score indicated higher degree of foreign language reading anxiety.

The results analysis of descriptive statistics and distribution frequencies of students' foreign language reading anxiety was described in Table 12.

Table 12
Descriptive Statistics and Distribution Frequencies of Reading Anxiety

| | N | Category | Frequencies | % | Min | Max | Mean | Standard deviation |
|----|-----|-------------------|-------------|------|------|------|------|--------------------|
| RA | 130 | Low (20-60) | 22 | 17 | 42.0 | 92.0 | 71. | 11.71919. |
| | | Medium (61-82) | 81 | 62.3 | 0 | 0 | 3308 | |

| | | | | | | | | |
|--|--|------------|----|------|--|--|--|--|
| | | High (>83) | 27 | 20.7 | | | | |
|--|--|------------|----|------|--|--|--|--|

In descriptive statistics of foreign language reading anxiety, it was found that the total number of participants were 130 students. The maximum score was 92.00, and the lowest score was 42.00. The mean of the foreign language reading anxiety for the participants was 71.3308 and the standard deviation was 11.71919.

It was revealed that from the questionnaire, the three levels of foreign language reading anxiety were all perceived by the students with different numbers. Based on the results analysis of the FLRAS questionnaire, it shows that there were 22 (17 %) who got the score 20 – 60 in low level of anxiety, 81 (62.3 %) students got the score between 61 – 82 in medium level of anxiety, and there were 27 students who got >83 (20.7%) in high level of anxiety.

4.1.2 Result of Students' Reading Comprehension Achievement

The result analysis of descriptive statistics and distribution frequencies of students' reading comprehension achievement was described in Table 13.

Table 13
Descriptive Statistics and Distribution Frequencies of Students' Reading Comprehension Achievement

| | N | Category | frequencies | % | Min | Max | Mean | Standard Deviation |
|-----|-----|--------------------|-------------|------|-------|-------|---------|--------------------|
| RCA | 130 | Excellent (91-100) | 22 | 17 | 20.00 | 97.50 | 67.6538 | 19.47408 |
| | | Very good (81-90) | 18 | 13.7 | | | | |
| | | Good (71-80) | 22 | 16.9 | | | | |
| | | Fair (61-70) | 12 | 9.2 | | | | |
| | | Poor | 56 | 43.2 | | | | |

| | | | | | | | | |
|--|--|-------|--|--|--|--|--|--|
| | | (<60) | | | | | | |
|--|--|-------|--|--|--|--|--|--|

In descriptive statistics of students' reading comprehension achievement, it was found that the total number of participants were 130 students. The maximum score was 97.50, and the lowest score was 20.00. The mean of the reading scores for the participants were 67.6538 and the standard deviation was 19.47408. Based on the result analysis of students' reading comprehension achievement, it showed that there were 56 (43.2 %) students who got the score less than 60, there were 12 (9.2 %) students got the score between 61 – 70, there were 22 (16.9 %) students got score between 71-80, there were 18 (13.7 %) students got the score between 81-90, and 22 (17 %) got the score between 91-100.

4.2 Statistical Analyses

There were three statistical analyses that the researcher applied in this study: (1) The statistical analysis of normality and linearity, (2) The statistical analysis of correlation analysis between students' foreign language reading anxiety and their reading comprehension achievement in all participants, and (3) The statistical analysis of regression analysis between students' foreign language reading anxiety and their reading comprehension achievement in all participants.

4.2.1. Normality test and Linearity test

Normality test and linearity test were conducted prior to data analysis through SPSS 20th version for windows. As parametric statistics, in term of correlation and regression were used in this research, it was fundamental to see if the distribution of data were normal for each variable and linear between variables.

4.2.1.1 The Result of Normality Test

The data are interpreted normal if p-output is higher than 0.05. If p-output is lower than 0.05, it means the data are not normal. Kolmogorov-smirnov was used to see the normality. The results of normality test is shown in table below indicated that the data from

each variable were all normal and appropriate for data analysis. It was found that 0.194 for reading anxiety and 0.092 for reading comprehension achievement.

Table 14
Normality Test
One –Sample Kolmogorov-Smirnov Test

| One-Sample Kolmogorov-Smirnov Test | | reading anxiety | Rca |
|---|----------------|-----------------|-----------------|
| N | | 130 | 130 |
| Normal Parameters ^{a,b} | Mean | 71.3308 | 67.6538 |
| | Std. Deviation | 11.71919 | 19.47408 |
| Most Extreme Differences | Absolute | .095 | .109 |
| | Positive | .087 | .107 |
| | Negative | -.095 | -.109 |
| Kolmogorov-Smirnov Z | | 1.079 | 1.241 |
| Asymp. Sig. (2-tailed) | | .194 | .092 |

a. Test distribution is Normal.

b. Calculated from data.

From the table of normality test above, it was found that the significant of normality test from students’ foreign language reading anxiety was 1.079 and their reading comprehension achievement was 1.241. From the scores, it could be stated that the obtained data were categorized normal since it is higher than 0.05.

4.2.1.2 The Result of Linearity Test

In this study, Test for Linearity was used. The linearity found whenever the p-output was lower than 0.05.

Based on measuring linearity test of FLRAS questionnaire and reading comprehension achievement scores, they were found that the two variables were linear since it was lower than 0.05. The significant level was 0.004. The distribution showed that the significance level was lower than 0.05. It means that the variables were linear. To sum up all the data were linear for each correlation and regression. We could see in table 15.

Table 15

Linearity test

ANOVA Table

| | | | Sum of Squares | Df | Mean Square | F | Sig. |
|---------|---------------|--------------------------|------------------|------------|-----------------|--------------|-------------|
| rca * | Between | (Combined) | 20305.421 | 39 | 520.652 | 1.637 | .029 |
| reading | Groups | Linearity | 2858.071 | 1 | 2858.071 | 8.989 | .004 |
| anxiety | | Deviation from Linearity | 17447.350 | 38 | 459.141 | 1.444 | .080 |
| | Within Groups | | 28616.502 | 90 | 317.961 | | |
| | Total | | 48921.923 | 129 | | | |

4.3. The Correlation Analysis

Correlation between Students' Reading Anxiety and Their Reading Comprehension Achievement

This section answered the first research problem. By analyzing the result of descriptive statistics for the questionnaire and reading achievement.

Based on Pearson Product Moment Correlation Coefficient, the result indicated that correlation has found between foreign language reading anxiety and reading comprehension achievement. The result of Pearson Product Moment Correlation Coefficient was described in Table 16

Table 16
Correlation between Reading Anxiety and Reading Comprehension Achievement

| Correlations | | reading anxiety | Rca |
|---------------------|-----------------|-----------------|---------------|
| reading anxiety | Pearson | | |
| | Correlation | 1 | .242** |
| | Sig. (2-tailed) | | .006 |
| | N | 130 | 130 |
| rca | Pearson | | |
| | Correlation | .242** | 1 |
| | Sig. (2-tailed) | .006 | |
| | N | 130 | 130 |

** . Correlation is significant at the 0.01 level (2-tailed).

From the result analysis above, the correlation coefficient or the r -obtained (0.242) was higher than r -table (0.172). then the level of probability (p) significance (sig.2-tailed) was .006. It means that p (0.006) was lower than 0.05. Thus, there was significant correlation between the students' reading anxiety and their reading comprehension achievement. It means that the little anxious students, the highest reading comprehension achievement score would be. It can be stated that the null hypotheses (H_0) is rejected and the alternative hypotheses (H_a) is accepted.

4.4. Regression Analysis

The influence of reading anxiety to the reading comprehension achievement

This section answered the second research problems. By analyzed the result of descriptive statistics for foreign language reading anxiety scales (FLRAS) and reading comprehension achievement.

In addition, since there was a significant correlation between reading anxiety and reading comprehension achievement, it can be inferred that students' reading anxiety influence on their reading comprehension achievement. However, regression analysis was

still used to find out if students' reading anxiety influences their reading comprehension achievement.

The results indicated that students' reading anxiety influenced reading comprehension achievement significantly which t_{value} (2.818) was higher than t_{table} (1.984) and sig. value (0.006) was lower than probability (0.05). Therefore, there was a significant influence between students' reading anxiety toward their reading comprehension achievement of the eleventh grade students of SMA N 3 Palembang. It means that there was a significant influence of students' reading anxiety on their reading comprehension achievement. The result of regression analysis was described in table 17.

Table 17
Regression of Reading Anxiety and Reading Comprehension Achievement

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|-----------------|-----------------------------|---------------|---------------------------|--------------|-------------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 39.004 | 10.301 | | 3.786 | .000 |
| | reading anxiety | .402 | .143 | .242 | 2.818 | .006 |

4.3. Interpretation

In order to strengthen the value of this study the interpretation is made based on the result of data analyses. According to the findings, there was weak correlation between reading anxiety and reading comprehension achievement and there was significant influence of reading anxiety and reading comprehension achievement.

Based on the result of Pearson product moment correlation, it found that there was weak correlation between reading anxiety and reading comprehension achievement of the active students of eleventh grade students of SMA N 3 Palembang ($r = .242$). This means that reading anxiety had relation to their reading comprehension achievement. The finding was

found that most of the active students of the eleventh grade students of SMA N 3 Palembang experienced medium category of reading anxiety (62.3%), there were few students (20.7%) who experienced high category level of reading anxiety, and there were very few students (17%) who experienced low category level of reading anxiety. According to the results of the students' responses of reading anxiety questionnaire, medium category level of reading anxiety occurred due to the fact that most of them (43.2%) having a very bad in academic achievement.

Most of the students anxiety are categorized in medium and high level related to the students reading comprehension achievement which is in poor and very good or their reading comprehension achievement is too high or too low. It is in line with other researchers, Nazarinasab, Nemati, and Mortahan (2014) found that there was significant correlation between reading anxiety and reading comprehension achievement. Highly anxious readers may expend part of their mental energy thinking about things that are completely unrelated to the reading activity, such as the difficulty of the vocabulary in the text, how poorly they are doing, how their classmates are faring, or how much time they have to complete the reading. The reading process can not take place automatically or efficiently. Less anxious reader does not expend energy on these task irrelevant thought, and thereby has more mental energy to contribute to the reading process itself. In their research, the results indicated that the lower of the level of reading anxiety the higher scores they tended to attain in reading comprehension test and vice versa.

Another finding, Guimba and Alico (2013) found that there was significant negative correlation between students' reading anxiety and their reading comprehension achievement. As revealed by the results, the majority of the students are highly anxious most especially when they can not recognize minor ideas (details) of the text, can not get the gist of the text, and can not spot the main idea of a certain paragraph. These findings mean that the students'

high reading anxiety is caused by the lack of understanding and synthesizing details and main ideas of the text. It can not be denied that text details are very important in comprehending the whole texts and students also reported high anxiety when the main idea is not identified. Thus, this could be the reason why they fail in reading comprehension test since they hardly understand the reading passage. The students reported to be having anxiety when the ideas in the text are unclear, the title of the text is unfamiliar, they lack previous knowledge about the ideas expressed in the text, they come across unfamiliar idioms, the word they know has a different meaning in the sentence, a sentence is grammatically unfamiliar, the tense of a certain sentence is unclear, they are unable to recognize different part of speech, a sentence is long and complex, and what they know about grammatical point does not make any sense. Moreover, students feel anxious when they are called to translate a piece of English text into their first language. This anxiety can be possibly related to students lack of understanding of the text which makes difficult for them to translate ideas and interpretation.

Joo and Damron (2014) also found that there was significant correlation between reading anxiety and reading achievement. The finding is indicated that the students are worried about the new symbols they have to learn in order to read. They are anxious about the unfamiliar topic, and also they are not understanding about the script. The result indicated that the more reading anxiety they had the worse reading performance they had on the test, and vice versa.

Lu and Liu (2015) found there was significant correlation between reading anxiety and reading comprehension achievement. This result indicated that more than half of the students generally did not feel anxious when reading English and were confident in and satisfied with their English proficiency. This might be because reading is often the most common activity in foreign language learning and most of the students still felt anxious during a reading task.

Yulia (2015) found that there was correlation between reading anxiety and reading achievement. it was found that the correlation was -0.667. This means that there was a significant negative correlation between students' reading anxiety and reading achievement. From the result of the analyses the writer interpreted that the higher the anxiety questionnaire score, the lower the reading achievement they got.

Furthermore, Jafarigohar (2012) found that there was negative correlation between reading anxiety and reading comprehension achievement. The results indicated that the students felt anxious because they are unfamiliar about the topic and they are not understanding about the sentences. Moreover, Naghadeh, Parsa, Naghadeh, Naghadeh, and Naghadeh (2014) found that there was negative correlation between reading anxiety and reading comprehension achievement. The high anxious the lower the achievement they get, and the lower anxious the higher scores they get.

Finally, this study was successful in investigating the correlation and the influence between reading anxiety and reading comprehension achievement of SMA Negeri 3 Palembang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents (1) conclusions, and (2) suggestions.

5.1 Conclusions

From the findings and interpretation in the previous chapter, some conclusion could be presented. First, all students' reading anxiety gave significant correlation to their reading comprehension achievement with r 0.242. It showed in the level of weak correlation. It could be proved that different level of reading anxiety gave significant effect to the students' reading comprehension achievement. Second, it could be concluded that students' reading anxiety gave significant influence on students' reading comprehension achievement. It indicated that one of psychological factors which is reading anxiety had essential contribution in successing students' reading achievement. This study may have some pedagogical implication for next researchers and students.

5.2 Suggestions

Based upon the result of this research, it is suggested especially for students of SMA Negeri 3 Palembang. This finding can imply that students should pay attention to reading anxiety in learning reading since reading anxiety was one of many factors affecting reading achievement. They have to be aware and explore themselves in the certain learning so that they can achieve more in learning. Then, the students should make reading as a habit and they should not underestimate reading. The most important one is they must have big desire to learn reading in English in order to help them easy to understand the materials and increase their knowledge.

Finally, it is suggested for the further researcher. They were expected to conduct a research with similar type which should be done with greater population in order to gain a wider generalization.

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Appendix A

Foreign Language Reading Anxiety Scales Demographic Data

Name :
Class :
Students' Number :

Directions: Statements 1 through 20 refer to how you feel about reading English while you are doing extensive reading. For each statement, please indicate whether you (1) **strongly disagree**, (2) **disagree**, (3) **neither agree nor disagree**, (4) **agree**, (5) **strongly agree** by marking the appropriate number on the line following each statement. Please give your first reaction to each statement and mark an answer for each statement.

**SD = STRONGLY DISAGREE, D = DISAGREE,
N = NEUTRAL, A = AGREE, SA = STRONGLY AGREE.**

| | | SD | D | N | A | SA |
|----|---|-----------|----------|----------|----------|-----------|
| 1 | You get upset when you are not sure whether you understand what you are reading in English. | SD | D | N | A | SA |
| 2 | When reading English, you often understand the words but still can not understand what the author is saying. | SD | D | N | A | SA |
| 3 | When you are reading English, you get so confused so you can not remember what you are reading. | SD | D | N | A | SA |
| 4 | You feel intimidated whenever you see a whole page of English in front of you. | SD | D | N | A | SA |
| 5 | You are nervous when you are reading a passage in English when you are not familiar with the topic. | SD | D | N | A | SA |
| 6 | You get upset whenever you encounter unknown grammar when reading English. | SD | D | N | A | SA |
| 7 | When reading English, you get nervous and confused when you do not understand every word. | SD | D | N | A | SA |
| 8 | It bothers you to encounter words you can not pronounce while reading English. | SD | D | N | A | SA |
| 9 | You usually end up translating word by word when you are reading English. | SD | D | N | A | SA |
| 10 | By the time you get past the funny letters and symbols in English, it is hard to remember what you are reading about. | SD | D | N | A | SA |
| 11 | You are worried about all the new symbols you have to learn in order to read English. | SD | D | N | A | SA |
| 12 | You enjoy reading English. | SD | D | N | A | SA |
| 13 | You feel confident when you are reading in English. | SD | D | N | A | SA |
| 14 | Once you get used to it, reading English is not so difficult. | SD | D | N | A | SA |
| 15 | The hardest part of learning English is learning to read. | SD | D | N | A | SA |
| 16 | You would be happy just to learn to speak English rather than having to learn to read as well. | SD | D | N | A | SA |
| 17 | You do not mind reading to yourself, but you feel vary uncomfortable when you have to read English aloud. | SD | D | N | A | SA |
| 18 | You are satisfied with the level of reading ability in English that you have achieved so far. | SD | D | N | A | SA |
| 19 | English culture and ideas seem very foreign to you. | SD | D | N | A | SA |
| 20 | You have to know so much about English history and culture in order to read English. | SD | D | N | A | SA |

Reference

Saito, Y., Horwitz, E.K., & Garza, T. J. (1999). *Foreign Language Reading Anxiety*. Retrieved from <http://www.lengeicherry.com>.

Appendix B

Skala Kecemasan Membaca Bahasa Asing Data Demografi

Nama :
Kelas :
No. Absen :

Petunjuk : Pernyataan 1 sampai 20 menunjukkan bagaimana perasaanmu tentang membaca bahasa inggris ketika kamu membaca secara ekstensif. Untuk setiap pernyataan, silahkan merespon apakah kamu **(1) sangat tidak setuju, (2) tidak setuju, (3) netral, (4) setuju, (5) sangat setuju** dengan mencantong nomor yang tersedia di garis di bawah ini pada setiap pernyataan. Tolong berikan reaksi pertamamu ke setiap pernyataan dan cantong setiap jawaban untuk setiap pernyataannya.

STS = SANGAT TIDAK SETUJU, TS = TIDAK SETUJU,

N = NETRAL, S = SETUJU, SS = SANGAT SETUJU.

| | | STS | TS | N | S | SS |
|----|--|-----|----|---|---|----|
| 1 | Kamu kecewa ketika kamu tidak yakin apakah kamu mengerti apa yang sedang kamu baca di dalam bahasa inggris. | STS | TS | N | S | SS |
| 2 | Ketika membaca dalam bahasa inggris, kamu sering mengerti kata-katanya tetapi masih tidak mengerti maksud yang ingin pengarang sampaikan. | STS | TS | N | S | SS |
| 3 | Ketika kamu membaca bahasa inggris, kamu kebingungan sehingga kamu tidak bisa mengingat apa yang kamu sedang baca. | STS | TS | N | S | SS |
| 4 | Kamu merasa terintimidasi ketika kamu melihat sehalaman teks berbahasa inggris di depan mu. | STS | TS | N | S | SS |
| 5 | Kamu gugup ketika kamu sedang membaca sebuah teks berbahasa Inggris ketika kamu tidak tahu banyak tentang topiknya. | STS | TS | N | S | SS |
| 6 | Kamu kecewa kapanpun kamu menjumpai tata bahasa yang tidak kamu mengerti ketika membaca teks berbahasa inggris. | STS | TS | N | S | SS |
| 7 | Ketika membaca bahasa inggris, kamu gugup dan bingung ketika kamu tidak mengerti setiap kata. | STS | TS | N | S | SS |
| 8 | Kata-kata yang kamu tidak tahu pengucapannya ketika membaca teks berbahasa inggris membuatmu merasa terganggu. | STS | TS | N | S | SS |
| 9 | Kamu biasanya mengartikan kata demi kata ketika kamu sedang membaca bahasa inggris. | STS | TS | N | S | SS |
| 10 | Pada saat kamu membaca teks huruf-huruf dan simbol-simbol yang lucu di dalam bahasa inggris, sulit bagimu untuk mengingat apa yang kamu sedang baca. | STS | TS | N | S | SS |
| 11 | Kamu khawatir tentang semua simbol-simbol baru yang kamu harus pelajari untuk membaca teks berbahasa inggris. | STS | TS | N | S | SS |
| 12 | Kamu menikmati membaca di dalam bahasa inggris. | STS | TS | N | S | SS |
| 13 | Kamu merasa percaya diri ketika kamu sedang membaca di dalam bahasa inggris. | STS | TS | N | S | SS |
| 14 | Jika kamu sudah terbiasa membaca teks berbahasa inggris, membaca teks itu tidak terlalu sulit bagimu. | STS | TS | N | S | SS |
| 15 | Hal yang paling sulit dalam mempelajari bahasa inggris adalah mempelajari membaca. | STS | TS | N | S | SS |
| 16 | Kamu lebih bahagia untuk belajar berbicara daripada belajar membaca dengan baik. | STS | TS | N | S | SS |
| 17 | Kamu tidak berkeberatan jika membaca untuk dirimu sendiri, tetapi kamu merasa sangat tidak nyaman ketika kamu harus membaca dengan bersuara. | STS | TS | N | S | SS |
| 18 | Kamu puas dengan tingkat kemampuan membaca berbahasa inggris yang telah kamu raih sejauh ini. | STS | TS | N | S | SS |
| 19 | Budaya dan pemikiran bahasa inggris terasa sangat asing bagi mu. | STS | TS | N | S | SS |
| 20 | Kamu harus tahu banyak tentang sejarah dan budaya bahasa inggris untuk membaca bahasa inggris. | STS | TS | N | S | SS |

Referensi : Saito, Y., Horwitz, E.K., & Garza, T. J. (1999). *Foreign Language Reading Anxiety*. Diterima dari <http://www.lengeicherry.com>

Appendix C

Result of Validity Test of Questionnaire

| No | Question Items | Sig. (2-tailed) of Pearson Correlation | r-table | Result |
|----|----------------|--|---------|--------|
| 1 | Item 1 | - | 0.266 | - |
| 2 | Item 2 | .323 | 0.266 | Valid |
| 3 | Item 3 | .884 | 0.266 | Valid |
| 4 | Item 4 | .806 | 0.266 | Valid |
| 5 | Item 5 | .673 | 0.266 | Valid |
| 6 | Item 6 | .884 | 0.266 | Valid |
| 7 | Item 7 | .323 | 0.266 | Valid |
| 8 | Item 8 | .948 | 0.266 | Valid |
| 9 | Item 9 | .515 | 0.266 | Valid |
| 10 | Item 10 | .835 | 0.266 | Valid |
| 11 | Item 11 | .673 | 0.266 | Valid |
| 12 | Item 12 | .515 | 0.266 | Valid |
| 13 | Item 13 | .878 | 0.266 | Valid |
| 14 | Item 14 | .673 | 0.266 | Valid |
| 15 | Item 15 | .806 | 0.266 | Valid |
| 16 | Item 16 | .737 | 0.266 | Valid |
| 17 | Item 17 | .806 | 0.266 | Valid |
| 18 | Item 18 | .884 | 0.266 | Valid |
| 19 | Item 19 | .878 | 0.266 | Valid |
| 20 | Item 20 | .806 | 0.266 | Valid |

Appendix D

The Result of Reliability Analysis Using Cronbach's Alpha of Questionnaire

Case Processing Summary

| | | N | % |
|--------------|-----------------------|-----------|--------------|
| Cases | Valid | 55 | 100,0 |
| | Excluded ^a | 0 | ,0 |
| | Total | 55 | 100,0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| | |
|------------------|------------|
| Cronbach's Alpha | N of Items |
| ,854 | 20 |

Appendix E

SILABUS SMA KELAS XI

Nama sekolah : SMA Negeri 3 Palembang

Mata Pelajaran : Bahasa Inggris

Kelas : XI

| Standar Kompetensi | Kompetensi Dasar | Materi pembelajaran | Kegiatan pembelajaran | Indikator | Penilaian | Alokasi waktu | Sumber / bahan / alat |
|---|--|--|--|---|--------------------------------|---------------------|--|
| <p>Membaca</p> <p>11 Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative, report</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p> | <p>11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative, report</i>, dan <i>analytical exposition</i>.</p> | <ul style="list-style-type: none"> • Identifying meanings and information in a narrative, report, dan analytical exposition text | <ul style="list-style-type: none"> • Membaca nyaring bermakna teks <i>narrative, report, dan analytical exposition</i> secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok • Berlatih menggunakan kalimat yang menyatakan argumen dan saran | <ul style="list-style-type: none"> • Mengidentifikasi makna kata dan kalimat dalam teks yang dibaca • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi kasus yang dibahas dalam teks • Mengidentifikasi argumen yang diberikan • Mengidentifikasi saran yang diberikan • Mengidentifikasi langkah-langkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks yang dibaca. | <p>Tugas Kuis Tes tertulis</p> | <p>2 x 45 menit</p> | <p>Kamus Koran Kaset / CD Player OHP</p> |

Appendix F

Reading Test Specification (Try Out)

| Objectives | Test materials | Indicators | Number of items | Total | Types of test | Answer keys |
|---|--|---|--|-------|------------------|--|
| To Understand short functional written text and simple essay in the form of report, narrative, and analytical exposition in daily life and to access knowledge. | Report, narrative, and analytical exposition | The students are able to : <ul style="list-style-type: none"> • Identify main idea • Identify vocabularies • Identify reference • Identify detail information | 66, 67 6, 7, 9, 16, 20, 27, 28, 30, 46, 56, 57, 58, 60, 68, 70 8, 10, 18, 19, 29, 40, 47, 49, 50, 1, 2, 3, 4, 5, 11, 12, 13, 14, 15, 17, 21, 22, 23, 24, 25, 26, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 48, 51, 52, 53, 54, 55, 59, 61, 62, 63, 64, 65, 69 | 70 | Multiple choices | a, c e, c, c, e, c, b, c, c, a, c, a, c, a, d, c a, b, c, b, a, b, c, c, d d, d, d, e, a, a, b, c, a, c, c, c, e, b, d, d, e, c, c, c, c, d, c, e, a, c, c, c, d, d, b, d, b, c, b, a, e, d, b, c, c, e, c, c |

Appendix G

XI GRADE READING TESTS (TRYOUT) Subject : English

1. Do the test based on your own capability.
 2. Read the text and cross the best answer (a, b, c, d, or e) on this paper.
 3. One correct answer will get 1,4 point and for wrong answer will get 0 point.
-

Questions 1-10 are based on the following text.

The Blonde and the Lawyer

A blonde and a lawyer are seated next to each other on a flight from LA to NY. The lawyer asks if she would like to play a fun game.

The blonde, tired, just wants to take a nap, politely declines and rolls over to the window to catch a few winks. The lawyer persists and explains that the game is **easy** and a lot of fun.

He explains, "I ask you a question, and if you don't know the answer, you pay me \$5.00, and vice versa."

Again, she declines and tries to get some sleep. The lawyer, now agitated, says, "Okay, if **you** don't know the answer you pay me \$5.00, and if **I** don't know the answer, **I** will pay you \$500.00."

This catches the blonde's attention and, figuring there will be no end to this torment unless she plays, agrees to the game. The lawyer asks the first question. "What's the distance from the earth to the moon?" The blonde doesn't say a word, reaches into her purse, pulls out a \$5.00 bill and hands it to the lawyer. "Okay" says the lawyer, "your turn."

She asks the lawyer, "What goes up a hill with three legs and comes down with four legs?" The lawyer, puzzled, takes out his laptop computer and searches all his references, no answer. He taps into the air phone with his modem and searches the net and the library of congress, no answer. Frustrated, he sends e-mails to all his friends and coworkers, to no avail. After an hour, he wakes the blonde, and hands her \$500.

The blonde says, "Thank you", and turns back to get some more sleep. The lawyer, who is more than a little miffed, wakes the blonde and asks, "Well, what's the answer?" **Without** a word, the blonde reaches into her purse, hands the lawyer \$5.00, and goes back to sleep.

Taken from Interlanguage : English for SHS Student XI

1. The story tells us about
 - a. A plane which a blonde and a lawyer took.
 - b. A lawyer who played a game with a blonde.
 - c. A lawyer who bet on something with a blonde.
 - d. A blonde who was tricked by a lawyer.
 - e. A blonde who lost her money.
2. What did the lawyer want to play with the blonde?
 - a. hide and seek
 - b. chicken limbo
 - c. jump rope
 - d. guessing game
 - e. scrabble
3. What was the rule of the game finally?
 - a. If the blonde could not answer the lawyer's question, she paid him \$5.00, and vice versa.
 - b. If the blonde could not answer the question, she should pay \$5.00. If the lawyer could not answer her question, he should pay \$500.00.
 - c. If the blonde could not answer the lawyer's question, she paid him \$500.00, and vice versa.
 - d. If the blonde could not answer the lawyer's question, she paid him \$500.00. If the lawyer
4. How much money did the blonde benefit from the game?
 - a. \$5.00
 - b. \$50.00
 - c. \$500.00
 - d. \$510.00
 - e. \$495.00
5. Who was cleverer, the blonde or the lawyer?
 - a. the blonde
 - b. the lawyer
 - c. none of them was clever.
 - d. both were clever.
 - e. they were the same.
6. The word "miffed" in the last paragraph has the similar meaning to...
 - a. shy
 - b. happy

- c. generous
- d. doubt
- e. angry

7. "... that the game is **easy** and a lot of fun". The antonym of easy is ..

- a. diligent
- b. expensive
- c. difficult
- d. wonderful
- e. beautiful

8. " If **you** don't know the answer ..." The word you in the third paragraph refers to ...

- a. the blonde
- b. the lawyer
- c. the student
- d. the teacher

- e. the worker

9. " **Without** a word, ..." The antonym of without is ...

- a. between
- b. because
- c. with
- d. so
- e. through

10. "..., and if **I** don't know the answer, **I** will pay you \$ 500.00" The word I in the third paragraph refers to ...

- a. the blonde
- b. the lawyer
- c. the student
- d. the teacher
- e. the worker

Questions 11-20 are based on the following text.

The Jackal who Saved the Lion

Once upon a time, there lived a lion in a forest. One day, when **he** went to drink water in a river, one of his feet got stuck into the damp mushy mud of the river. He tried a lot to get out of the mud, but didn't achieve. He had to lie without food for days because he didn't find any help. On one fortunate day, a kind jackal came to drink water from the river. When he saw the lion, he went closer to the lion and said, "What is the matter? Why are you resting here?"

The lion narrated him the pathetic story. The Jackal instantly made a way out from the sand but the lion was unable to move his feet. As he was set in the same posture for last several days, his body became stiff. The jackal was **intelligent** and understood the condition of the lion and helped him to get out of the mud with an extra effort. The Lion was really thankful to jackal for his kind help. He was very happy to get free after so many days.

The Lion appreciated the effort made by the jackal. He offered the jackal to live close to him and also promised to give food to him whenever he caught food. The jackal accepted the offer and started living with the lion. Thus, they lived happily sharing the food. With the passing time, they expanded their families. The lion had cubs and the jackal had kid jackals. Both, the lion and the jackal were passing their days happily. They didn't have any idea that their friendship was not liked by their families.

One day after a long time, the lioness, lady of the lion's house, told her cubs that she didn't like the **amity** between the jackal and her husband. The cubs passed the message to the kid jackals. The kids complained the matter to the lady jackal. The lady jackal passed the complaint to her husband.

The jackal went to the Lion and asked, "I helped you without any thought in return. You had asked me to live with you, so I started living with you. Now, if you don't want me to live with you, you should have told me yourself. What did you involve your wife and cubs to convey this?" ". The Lion was shocked to hear such words. He said, "My dear friend, what are you saying? I don't find any problem with you or your friendship". He assured the jackal that he had no such ill-feelings for the friendship between them.

The Lion also assured that he would talk to the lioness and solve the whole matter. The jackal was intelligent and understood the situation. He said to the lion, "Dear friend, I know you are sincere, but our families could not exactly respond the same level of friendship. So, let us stay apart and meet often as friends. We could also hunt together. It would be better, if our families stay apart". The Lion agreed to the proposal with a heavy heart.

The two families parted from each other as friends. The Jackal and the Lion continued to share the friendship. **They** often met each other and hunt together. Thus, the two friends shared a healthy friendship throughout their life.

Taken from Interlanguage : English for SHS Student XI

11. What is the story about?

- a. The friendship between the Lion and the Jackal family.
- b. The rivalry between the Lion and the Jackal.
- c. The evilness of the Lioness.
- d. The friendship between a lion and the jackal.
- e. The thoughtfulness of the Lion.

12. Who are the main characters of the story?

- a. The lion's family and the Jackal's family
- b. The Lion and The Jackal
- c. The Lioness and the Lady Jackal
- d. The lion cubs and the Jackal kids
- e. The Lion and the Jackal's family

13. What does the lion do in return of the Jackal's help?
- He told the Jackal to always hunt with him.
 - He told the Jackal to live with him in his house.
 - He told the Jackal to live near the Lion and give him food.
 - He gave him a home.
 - He gave him a present.
14. What did the lioness feel of the lion's and the jackal's friendship?
- She was not pleased.
 - She was pleased.
 - She was delighted.
 - She was happy about it.
 - She was content about it.
15. From whom did the jackal hear that the lion's family doesn't like the friendship between them?
- The Lion
 - The lion cubs
 - The kid Jackals
 - The lady Jackal
 - The Lioness
16. The synonym of the word "**amity**" in the fourth paragraph is.....
- rival
 - rivalry
 - enemy
 - opposition
 - friendship
17. How did the story end?
- The Lion and the Jackal lived apart but still be friends.
 - The Jackal's and the Lion's friendship ends.
 - The Lion and the Jackal still live together and hunt together.
 - The Lion and the Jackal lived apart and doesn't hunt together.
 - The Jackal is very angry and cannot accept the Lion as his friend anymore.
18. "**They** often meet each other and hunt together". The word "they" in the last paragraph refers to ...
- The Lioness and The Jackal
 - The Kid Jackals and The Lion
 - The Jackal and The Lion
 - The Kid Jackals and The Lioness
 - The Lioness and The Lady Jackal
19. "One day, when **He** went to drink water in a river"
- The word "**He**" in the first paragraph refers to ...
- The Jackal
 - The Lion
 - The Kid Jackals
 - The lioness
 - The Lady Jackal
20. "The Jackal was **intelligent** and understood the situation". The synonym of **intelligent** is ...
- sad
 - angry
 - smart
 - busy
 - lazy

Questions 21-30 are based on the text below.

The Necessity of Salt

Once upon a time there was a king who had three daughters. Because they were good and beautiful, **he** loved them all sincerely. He did not know which one he should appoint as queen.

As his birthday approached he summoned his daughters and said to them, "My dear children, I love all three of you sincerely, and for a long time have not known which one of you I should name to be the heir to my throne. But I have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life. Go and make your plans accordingly and with utmost diligence."

The old king's birthday arrived, and the two oldest daughters brought him presents that were very necessary, but at the same time **extremely** expensive. However, the youngest daughter brought him nothing more than a little pile of salt in a decorated container. When the king saw her present, he became very angry, and he drove his daughter out of the castle, forbidding her ever again to let herself be seen by him.

With deep sorrow the rejected daughter went out into the unknown world, comforted only by her faith in her own good sense. After walking a good while she came to an inn. There she found a female innkeeper who thoroughly understood cooking. She entered an apprenticeship with her and soon exceeded even the innkeeper in the art of cooking.

News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few kreuzers left in his pocket stopped to be served a roast or something even more elegant.

The king heard of the cook's reputation, and he hired her as court cook. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared.

Thus on the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the **cook**. Finally the king's favorite dish arrived. Quickly taking a spoon he tasted it. "This has not been salted!" he cried out angrily. "Have the cook brought before me!" They quickly ran for the cook, who entered the hall **undaunted**.

"Why did you forget to salt my favorite dish, you careless girl?" snapped the king at her.

The cook answered, "You drove away your youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so wrong."

When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful. The king lived happily with his children for many years thereafter.

Taken from Interlanguage : English for SHS Student XI

21. The text is about
- A princess who wanted to celebrate her birthday.
 - A king who became a famous cook.
 - A princess who proved that salt was so necessary.
 - A princess who finally got married with a famous cook.
 - A princess who drove his own father out of their castle.
22. Why did the King ask his daughters to bring him a birthday present that was the most necessary thing in human life?
- To show that he was the most powerful man in the kingdom.
 - To see who loved him most.
 - To decide who would be his cook.
 - To decide who would marry with the prince.
 - To decide who would be the next queen.
23. Why did the King drive his youngest daughter out of his castle?
- Because she wanted to become a cook.
 - Because he thought that she did not respect him.
 - Because the King did not want her got married with the Prince.
 - Because he wanted to prepare her to become the queen.
 - Because she did not want to give him any birthday gift.
24. Where did the King's daughter learn to cook?
- In the castle.
 - In a villager's house.
 - In a famous restaurant.
 - In an inn.
 - In a course
25. Why did the King ask the famous cook to prepare the wedding fiest?
- Because the King knew that it was his daughter.
 - Because people believed that she was the best cook in the kingdom.
 - Because she applied for the position of King's cook.
 - Because the King wanted to prove that salt was not so importance.
 - Because the King did not any other cook in the kingdom.
26. How did the King's daughter prove that salt is the most necessary thing in human live?
- By giving the King a container of salt.
 - By telling the King that she is the famous cook.
 - By serving dishes cooked with much salt.
 - By serving very sweet dishes.
 - By serving dishes cooked without salt.
27. The Indonesian equivalent of the word "**cook**" in paragraph 6 is ...
- Memasak
 - juru masak
 - dimasak
 - masakan
 - alat masak
28. The word "**undaunted**" in paragraph 8 is contradictory in meaning to ...
- curious
 - fearless
 - doubt
 - confused
 - afraid
29. "**He** loved them all sincerely."The word "**he**" in first paragraph refers to ...
- King
 - Queen
 - Prince
 - Cook
 - Princess
30. "..., but at the same time **extremely** expensive". The synonym of **extremely** is ...
- often
 - never
 - very
 - of
 - seldom

Questions 31-40 are based on the following text.

Kangaroo

A kangaroo is an animal found only in Australia. It has a smaller relatives, called a wallaby, which lives on the Australian island of Tasmania and in New Guinea.

Kangaroos eat grass and plants. **They** have short front legs, but very long and strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 km per hour.

The largest kangaroos are the Great Gray Kangaroo and the Red Kangaroo. Adult grows to a length of 1.60 meters and weight over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is over tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

Source From Kisi-kisi UN 2015

31. According to the text, the kangaroo ...
- a. can grow as tall as a man
 - b. can run faster than a car
 - c. can walk as soon as it is born
 - d. can jump over a 3 meters-high fence
 - e. can live in a pouch during its life
32. ... are used for sitting up and for jumping.
- a. long tails
 - b. short legs
 - c. body pouch
 - d. short front legs
 - e. strong back legs
33. We know from the text that kangaroo ...
- a. is smaller in size to human
 - b. is an omnivorous animal
 - c. has habitat in Tasmania
 - d. can be called wallaby in New Guinea
 - e. has another name called wallaby
34. Where can we find a kangaroo?
- a. Indonesia
 - b. America
 - c. Australia
 - d. Canada
 - e. China
35. What do kangaroos eat?
- a. meat and plant
 - b. fish and plant
 - c. meat and fish
 - d. plant and grass
 - e. grass and fish
36. How many speeds can kangaroos run?
- a. over 5 km
 - b. over 15 km
 - c. over 45 km
 - d. over 25 km
 - e. over 35 km
37. How much an adult kangaroo can weigh?
- a. over 50 kg
 - b. over 60 kg
 - c. over 70 kg
 - d. over 80 kg
 - e. over 90 kg
38. What is marsupial?
- a. A female kangaroo has an external pouch on the front of her body.
 - b. A male kangaroo has an external pouch on the front of his body.
 - c. A baby kangaroo has an external pouch on the front of his / her body.
 - d. A female kangaroo does not have an external pouch on the front of her body.
 - e. A male kangaroo does not have an external pouch on the front of his body.
39. Where does a baby kangaroo spend its first five months of life?
- a. into tails
 - b. into legs
 - c. into pouch
 - d. into mouth
 - e. into stomach
40. "**They** have short front legs, ..." The word "they" in the second paragraph refers to ...
- a. Koalas
 - b. Kangaroos

- c. Dolphins
- d. Whales

- e. Giraffes

Questions 41-50 are based on the following text.

Octopus

The Octopus is an ocean creature with eight effective feet which it utilizes as hands. These are called tentacles or limbs. "Octopus" originates from two words that have meaning "eight feet".

The octopus, the squid and the cuttlefish fit in with the same family that has no outside shells. Their bodies are secured totally with skin. Along these lines the assortment of an octopus is delicate. It would appear that a huge blow up. A completely developed octopus can be as huge as 8,5 meters from the tip of one arms to the tip of another. **It** can weigh as much as 45 kilograms.

Other than utilizing its tentacles or limbs to catch little fish, ocean plants, crab and lobsters, the octopus additionally utilizes **them** against its adversaries. The octopus wraps its appendages around the exploited person and crushes it before eating it

The octopus escapes from its adversaries by giving out a thick dull liquid to obscure the water. It can likewise change the color of its body to match its surroundings. **It** escapes from its enemies by doing this.

Source From Kisi-kisi UN 2015.

41. Which group of sea creatures belongs to the same family with octopus?

- a. turtle and crab
- b. shrimp and crab
- c. crab and cuttlefish
- d. cuttlefish and squid
- e. squid and crab

42. How much a fully-grown octopus can weigh?

- a. 25 kilograms
- b. 35 kilograms
- c. 45 kilograms
- d. 55 kilograms
- e. 65 kilograms

43. How does the octopus look for food?

- a. It uses magic colors.
- b. It uses its teeth.
- c. It uses its hand.
- d. It uses its tentacles.
- e. it uses its tail

44. Before the octopus eats its victim, the octopus

- a. changes the color of its body
- b. realizes a thick dark fluid
- c. bites it
- d. crushes it
- e. jumps it

45. How large a fully-grown octopus can be from the tip of one tentacle to the tip of another?

- a. 6,5 m
- b. 7,5 m
- c. 8,5 m
- d. 9,5 m

e. 10.5 m

46. What does the word "octopus" mean in Greek?

- a. Eight feet
- b. Fish.
- c. Dark fish.
- d. Ghost Sea
- e. Star Fish

47. The word **them** in paragraph 3 refers to the octopus's

- a. teeth
- b. enemies
- c. tentacles
- d. utilizes
- e. crab

48. What does the octopus do to run away or escape from its enemy?

- a. It stings the enemies.
- b. It gives out a thick dark fluid to darken the water.
- c. It swims.
- d. It runs
- e. It jumps

49. **It** can weigh as much as 45 kilograms. The word "**it**" in the second paragraph refers to...

- a. crab
- b. squid
- c. octopus
- d. cuttlefish
- e. turtle

50. **It** escapes from its enemies by doing this. The word "**it**" in the fourth paragraph refers to...

- a. squid
- b. crab
- c. cuttlefish
- d. octopus

e. tattle

Questions 51-60 are based on the following text.

Muslim's Headscarf

The right to freedom of religion is enshrined in the UN charter and considered by many to be a basic human **right**. Some religions require special diet, others prayer at specific times. Why should a religious mode of dress receive as much protection as these other aspects of religious freedom?

Many Muslim women view the **veil** as a means to protect their modesty and privacy. Just as we would not force any women to be seen in public in her underwear if she did not feel comfortable doing so, why should a woman be forced to show her hair if she does not want to? Modesty is a personal judgement call; some are comfortable in the smallest bikini while others prefer a lot more clothing. No one but the woman herself should make that decision.

Muslim women are not the only ones to feel coerced over their mode of dress. Most people are affected by the societal norms surrounding them. Fashion trends could be seen in exactly the same light as religious traditions.

Banning head coverings is only likely to provoke a more extreme reaction among highly religious communities. Framing laws to ban only Islamic forms of dress could be considered an attack on one religion. Feeling under attack could cause the Islamic community to close off into itself. They could set up religious schools where their children can dress as they want them to and not mix with children from other faiths. These effects could never be good for the integration of society and would further the influence of extremists. Internationally, the perceived attack on Islamic values would inflame wider Muslim opinion, feed conspiracy theories and add to the dangerous feeling that there is a clash of civilisations.

Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression. In a multicultural society, students should be aware of the **different** religious practise and cultural traditions of their classmates, and be taught to understand and respect these. Without such respect, Muslims and other groups with distinctive dress, such as Orthodox Jews and Sikhs, will be driven out of mainstream education and forced to educate their children separately, which will really create divisions and alienation.

Based on the above discussion, the government should not banned Muslim's headscarf as a part of school or office uniforms.

Taken from Interlanguage : English forSHS Student XI

51. What does the text discuss?
- Muslim students
 - Muslim boarding school
 - Muslim life
 - Muslim headscarf
 - Muslim community
52. What is Muslim women's view on the veil?
- It is an obstacle of their freedom.
 - It is to protect their modesty and privacy.
 - It is a fashion trend among them.
 - They feel being forced to wear it.
 - It is what their parents told them to wear.
53. Paragraph 4 tells us that banning on Muslim headscarf could
- arouse social conflict among social communities.
 - maintain solidarity among social communities.
 - provoke a more extreme reaction among highly religious communities
 - teach students social awareness.
 - make Muslim women loose their identity.
54. "Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression" (paragraph 5)
The sentence implies...
- Muslims freedom of religious expression may cause problems.
 - Many social conflicts arouse because of Muslims freedom of religious expression.
 - Schools should not be tolerant to any freedom of religious expression.
 - Schools are allowed to ban Muslim headscarf because it may cause problems.
 - Schools should not ban Muslims freedom of religious expression on any reason.
55. What does the writer suggest?
- Schools should not be tolerant to any freedom of religious expression.
 - Students should know various social groups among the society.
 - The government should ban Muslims headscarf because it may arouse conflicts.
 - Muslim's headscarf as a part of school or office uniforms should not be banned
 - Schools are allowed to ban Muslim headscarf because it may arouse many problems.
56. The word "**veil**" in paragraph 2 has similar meaning to ...
- helmet
 - glove
 - headscarf
 - napkin

e. sock

57. “**Intolerant** schools make up problems as ...”. The antonym of “intolerant” in the fifth paragraph is ...

- a. tolerant
- b. appreciation
- c. rejection
- d. punishment
- e. violence

58. “....., students should be aware of the **different** religious practice ...”. The antonym of “**different**” in the fifth paragraph refers to...

- a. busy
- b. bad
- c. same
- d. big

Questions 61-70 are based on the following text.

Why are Diazinon and Dursban should be Banned

Diazinon and dursban are chemicals used on lawns, gardens, agricultural crops and livestock as an insecticide or nematocide (for worms). They are banned for several **good** reasons.

Firstly, they cause nausea, dizziness, burning sensations, headaches, blurred visions, stomach and muscle cramps, twitching, diarrhea, aching joints, disorientation and an inability to concentrate.

Secondly, these chemicals cause human and animal birth defects in many areas of the human body including the brain, nervous system, teeth, eyes, ears, nipples and genitals. They can also cause profound growth and mental retardation when pregnant mothers are exposed. This may affect on **lower** birth weights of infants if mothers are exposed before and during pregnancy, and this is associated with lower IQs.

Finally, residues, of course, are on some foods--up to 14 days on lettuce, for example--and the chemical also seeps into the nearby water. Therefore, the government must be urged to keep the safety factor of pesticides paramount in their thinking. Children are so much more sensitive than adults to the toxic effects of chemicals.

Taken from Interlanguage : English for SHS Student XI

61. What does the text discuss?

- a. Why farmers should use diazinon and dursban.
- b. Why worms are resistant to diazinon and dursban.
- c. Why pests can be removed fast and effectively by using diazinon and dursban.
- d. Why farmers choose diazinon and dursban instead of other pesticides.
- e. Why diazinon and dursban are banned.

62. Diazinon and dursban are banned because

- a. they are very expensive.
- b. the government can no longer subsidize farmers with diazinon and dursban.
- c. they can remove pests fast and effectively.
- d. they are dangerous to human health and other animals.
- e. they may benefit the farmers a lot.

63. What would happen if a pregnant mother is exposed to diazinon or dursban?

- a. It may effect on their nervous system.
- b. It may cause lower birth weight and lower IQs of the baby.
- c. It may cause a terrible headache.
- d. It may effect on its eyes, ears, and teeth.
- e. This may increase its weight and IQs.

64. What does the writer suggest that the government should do?

- a. allow farmers to use diazinon and dursban.
- b. help the victims of diazinon and dursban.

e. small

59. What is modesty according to the text?

- a. A public judgment call
- b. A personal judgment call
- c. A private judgment call
- d. A public and private judgment call
- e. A personal and public judgment call

60.”.... and considered by many to be a basic human **right**” The “**right**” in the first paragraph opposites to ...

- a. obligatory
- b. hunger
- c. anger
- d. tolerant
- e. intolerant

- c. ban the use of diazinon and dursban.
- d. immunize children regularly.
- e. subsidize farmers with safe pesticides.

65. "Children are so much more sensitive than adults to the toxic effects of chemicals." What does the statement mean?

- a. We should protect our children from dangerous chemicals.
- b. Children are resistant to several chemicals.
- c. Parents should not be worried about their children's health.
- d. The government should pay more attention to adults than to children.
- e. Children have greater immunity than adults.

66. What is the main idea of the first paragraph?

- a. The reasons why diazinon and dursban are banned.
- b. Diazinon and dursban can cause many diseases
- c. Diazinon and dursban can cause human and animal birth defects in many areas.
- d. The government must be urged to keep the safety factor of pesticides paramount in their thinking
- e. The reasons why diazinon and dursban are not banned.

67. What is the main idea of the second paragraph?

- a. The reasons why diazinon and dursban are not banned,
- b. the reasons why diazinon and dursban are banned.
- c. Diazinon and dursban can cause many diseases.
- d. Diazinon and dursban can cause human and animal birth defects in many areas.
- e. The government must be urged to keep the safety factor of pesticides paramount in their thinking

68. "They are banned for several **good** reasons". The opposite word of "**good** " in the first paragraph is ...

- a. kind
- b. low
- c. high
- d. bad
- e. busy

69. Below are the diseases that is caused by diaznon and dursban, except ...

- a. dizziness
- b. diarrhea
- c. aching joints
- d. nausea
- e. heart attack

70. "..... affects on **lower** birth weight of infants if mothers are exposed before and during pregnancy, and this is associated with lower IQs". The opposite word of **lower** is ...

- a. bigger
- b. smaller
- c. higher
- d. busier
- e. lazier

Appendix H

Result of Validity test of Question Items

| No | Question Items | Sig. (2-tailed) of Pearson Correlation | r-table | Result |
|----|----------------|--|---------|--------------|
| 1 | Item 1 | - | 0.266 | Invalid |
| 2 | Item 2 | .000 | 0.266 | Invalid |
| 3 | Item 3 | .000 | 0.266 | Invalid |
| 4 | Item 4 | .774 | 0.266 | Valid |
| 5 | Item 5 | .153 | 0.266 | Invalid |
| 6. | Item 6 | .815 | 0.266 | Valid |
| 7 | Item 7 | .735 | 0.266 | Valid |
| 8 | Item 8 | .119 | 0.266 | Invalid |
| 9 | Item 9 | .815 | 0.266 | Valid |
| 10 | Item 10 | .017 | 0.266 | Invalid |
| 11 | Item 11 | .857 | 0.266 | Valid |
| 12 | Item 12 | .000 | 0.266 | Invalid |
| 13 | Item 13 | .857 | 0.266 | Valid |
| 14 | Item 14 | .735 | 0.266 | Valid |
| 15 | Item 15 | .898 | 0.266 | Valid |
| 16 | Item 16 | .939 | 0.266 | Valid |
| 17 | Item 17 | .230 | 0.266 | Invalid |
| 18 | Item 18 | .848 | 0.266 | Valid |
| 19 | Item 19 | .857 | 0.266 | Valid |
| 20 | Item 20 | .335 | 0.266 | Valid |
| 21 | Item 21 | .000 | 0.266 | Invalid |
| 22 | Item 22 | .017 | 0.266 | Invalid |
| 23 | Item 23 | .073 | 0.266 | Invalid |
| 24 | Item 24 | .656 | 0.266 | Valid |
| 25 | Item 25 | .516 | 0.266 | Valid |
| 26 | Item 26 | .017 | 0.266 | Invalid |

| | | | | |
|-----|---------|------|-------|--------------|
| 27 | Item 27 | .212 | 0.266 | Invalid |
| 28 | Item 28 | .069 | 0.266 | Invalid |
| 29 | Item 29 | .041 | 0.266 | Invalid |
| 30 | Item 30 | .857 | 0.266 | Valid |
| 31 | Item 31 | .471 | 0.266 | Valid |
| 32 | Item 32 | .179 | 0.266 | Invalid |
| 33 | Item 33 | .848 | 0.266 | Valid |
| 34 | Item 34 | .017 | 0.266 | Invalid |
| 35 | Item 35 | .774 | 0.266 | Valid |
| 36. | Item 36 | .561 | 0.266 | Valid |
| 37 | Item 37 | .017 | 0.266 | Invalid |
| 38 | Item 38 | .004 | 0.266 | Invalid |
| 39 | Item 39 | .693 | 0.266 | Valid |
| 40 | Item 40 | .848 | 0.266 | Valid |
| 41 | Item 41 | .000 | 0.266 | Invalid |
| 42 | Item 42 | .000 | 0.266 | Invalid |
| 43 | Item 43 | .000 | 0.266 | Invalid |
| 44 | Item 44 | .848 | 0.266 | Valid |
| 45 | Item 45 | .000 | 0.266 | Invalid |
| 46 | Item 46 | .004 | 0.266 | Invalid |
| 47 | Item 47 | .533 | 0.266 | Valid |
| 48 | Item 48 | .735 | 0.266 | Valid |
| 49 | Item 49 | .590 | 0.266 | Valid |
| 50 | Item 50 | .073 | 0.266 | Invalid |
| 51 | Item 51 | .073 | 0.266 | Invalid |
| 52 | Item 52 | .546 | 0.266 | Valid |
| 53 | Item 53 | .774 | 0.266 | Valid |
| 54 | Item 54 | .285 | 0.266 | Valid |
| 55 | Item 55 | .815 | 0.266 | Valid |
| 56 | Item 56 | .041 | 0.266 | Invalid |
| 57 | Item 57 | .590 | 0.266 | Valid |
| 58 | Item 58 | .073 | 0.266 | Invalid |

| | | | | |
|----|---------|------|-------|----------------|
| 59 | Item 59 | .344 | 0.266 | Valid |
| 60 | Item 60 | .471 | 0.266 | Valid |
| 61 | Item 61 | .815 | 0.266 | Valid |
| 62 | Item 62 | .939 | 0.266 | Valid |
| 63 | Item 63 | .898 | 0.266 | Valid |
| 64 | Item 64 | .898 | 0.266 | Valid |
| 65 | Item 65 | .774 | 0.266 | Valid |
| 66 | Item 66 | .693 | 0.266 | Valid |
| 67 | Item 67 | .815 | 0.266 | Valid |
| 68 | Item 68 | .622 | 0.266 | Valid |
| 69 | Item 69 | .590 | 0.266 | Valid |
| 70 | Item 70 | .017 | 0.266 | Invalid |

Appendix I

The Result of Reliability Analysis Using Split-Half of Question Items

Reliability Statistics

| | | | |
|--------------------------------|------------------|------------|-----------------------|
| Cronbach's Alpha | Part 1 | Value | ,918 |
| | | N of Items | 20^a |
| | Part 2 | Value | ,514 |
| | | N of Items | 20^b |
| | Total N of Items | 40 | |
| Correlation Between Forms | | | ,697 |
| Spearman-Brown Coefficient | Equal Length | | ,821 |
| | Unequal Length | | ,821 |
| Guttman Split-Half Coefficient | | | ,767 |

a. The items are: item4, item6, item7, item9, item11, item13, item14, item15, item16, item18, item19, item20, item24, item25, item30, item31, item33, item35, item36, item39.

b. The items are: item40, item47, item49, item52, item54, item57, item59, item60, item61, item62, item63, item64, item66, item68, item69, item53, item55, item65, item67, item48.

Appendix J

Reading Test Specification

| Objectives | Test materials | Indicators | Number of items | Total | Types of test | Answer keys |
|---|--|---|--|-------|------------------|---|
| To Understand short functional written text and simple essay in the form of report, narrative, and analytical exposition in daily life and to access knowledge. | Report, narrative, and analytical exposition | The students are able to : <ul style="list-style-type: none"> • Identify main idea • Identify vocabularies • Identify reference • Identify detail information | 37, 38 2, 3, 4, 9, 12, 15, 29, 31, 39 10, 11, 21, 23, 25, 1, 5, 6, 7, 8, 13, 14, 16, 17, 18, 19, 20, 22, 24, 26, 27, 28, 30, 32, 33, 34, 35, 36, 40 | 40 | Multiple choices | a, c e, c, c, e, c, b, c, c, a, a, b, c, b, a, e, d, c, a, e, d, b, c, c, d, b, a, e, d, b, c, c, c, b, a, e, d, b, a, |

Appendix K

XI GRADE READING TESTS

Subject : English

1. Do the test based on your own capability.
 2. Read the text and cross the best answer (a, b, c, d, or e) on this paper
 3. One correct answer will get 2,5 point and for wrong answer will get 0 point.
-

Questions 1-4 are based on the following text.

The Blonde and the Lawyer

A blonde and a lawyer are seated next to each other on a flight from LA to NY. The lawyer asks if she would like to play a fun game.

The blonde, tired, just wants to take a nap, politely declines and rolls over to the window to catch a few winks. The lawyer persists and explains that the game is **easy** and a lot of fun.

He explains, "I ask you a question, and if you don't know the answer, you pay me \$5.00, and vice versa."

Again, she declines and tries to get some sleep. The lawyer, now agitated, says, "Okay, if **you** don't know the answer you pay me \$5.00, and if **I** don't know the answer, **I** will pay you \$500.00."

This catches the blonde's attention and, figuring there will be no end to this torment unless she plays, agrees to the game. The lawyer asks the first question. "What's the distance from the earth to the moon?" The blonde doesn't say a word, reaches into her purse, pulls out a \$5.00 bill and hands it to the lawyer. "Okay" says the lawyer, "your turn."

She asks the lawyer, "What goes up a hill with three legs and comes down with four legs?" The lawyer, puzzled, takes out his laptop computer and searches all his references, no answer. He taps into the air phone with his modem and searches the net and the library of congress, no answer. Frustrated, he sends e-mails to all his friends and coworkers, to no avail. After an hour, he wakes the blonde, and hands her \$500.

The blonde says, "Thank you", and turns back to get some more sleep. The lawyer, who is more than a little **miffed**, wakes the blonde and asks, "Well, what's the answer?" **Without** a word, the blonde reaches into her purse, hands the lawyer \$5.00, and goes back to sleep.

Taken from Interlanguage : English for SHS Student XI

1. How much money did the blonde benefit from the game?
 - A. \$5.00
 - B. \$50.00
 - C. \$500.00
 - D. \$510.00
 - E. \$495.00
2. The word "miffed" in the last paragraph has the similar meaning to...
 - A. shy
 - B. happy
 - C. generous
 - D. doubt
 - E. angry
3. "... that the game is **easy** and a lot of fun". The antonym of easy is ..
 - A. diligent
 - B. expensive
 - C. difficult
 - D. wonderful
 - E. beautiful
4. "**Without** a word, ..." The antonym of without is ...
 - A. between
 - B. because
 - C. with
 - D. so
 - E. through

Questions 5-13 are based on the following text.

The Jackal who Saved the Lion

Once upon a time, there lived a lion in a forest. One day, when **he** went to drink water in a river, one of his feet got stuck into the damp mushy mud of the river. He tried a lot to get out of the mud, but didn't achieve. He had to lie without food for days because he didn't find any help. On one fortunate day, a kind jackal came to drink water from the river. When he saw the lion, he went closer to the lion and said, "What is the matter? Why are you resting here?"

The lion narrated him the pathetic story. The Jackal instantly made a way out from the sand but the lion was unable to move his feet. As he was set in the same posture for last several days, his body became stiff. The jackal was **intelligent** and understood the condition of the lion and helped him to get out of the mud with an extra effort. The Lion was really thankful to jackal for his kind help. He was very happy to get free after so many days.

The Lion appreciated the effort made by the jackal. He offered the jackal to live close to him and also promised to give food to him whenever he caught food. The jackal accepted the offer and started living with the lion. Thus, they lived happily sharing the food. With the passing time, they expanded their families. The lion had cubs and the jackal had kid jackals. Both, the lion and the jackal were passing their days happily. They didn't have any idea that their friendship was not liked by their families.

One day after a long time, the lioness, lady of the lion's house, told her cubs that she didn't like the **amity** between the jackal and her husband. The cubs passed the message to the kid jackals. The kids complained the matter to the lady jackal. The lady jackal passed the complaint to her husband.

The jackal went to the Lion and asked, "I helped you without any thought in return. You had asked me to live with you, so I started living with you. Now, if you don't want me to live with you, you should have told me yourself. What did you involve your wife and cubs to convey this?" The Lion was shocked to hear such words. He said, "My dear friend, what are you saying? I don't find any problem with you or your friendship". He assured the jackal that he had no such ill-feelings for the friendship between them.

The Lion also assured that he would talk to the lioness and solve the whole matter. The jackal was intelligent and understood the situation. He said to the lion, "Dear friend, I know you are sincere, but our families could not exactly respond the same level of friendship. So, let us stay apart and meet often as friends. We could also hunt together. It would be better, if our families stay apart". The Lion agreed to the proposal with a heavy heart.

The two families parted from each other as friends. The Jackal and the Lion continued to share the friendship. **They** often met each other and hunt together. Thus, the two friends shared a healthy friendship throughout their life.

Taken from Interlanguage : English for SHS Student XI

5. What is the story about?
 - A. The friendship between the Lion and the Jackal family.
 - B. The rivalry between the Lion and the Jackal.
 - C. The evilness of the Lioness.
 - D. The friendship between a lion and the jackal.
 - E. The thoughtfulness of the Lion.
6. What does the lion do in return of the Jackal's help?
 - A. He told the Jackal to always hunt with him.
 - B. He told the Jackal to live with him in his house.
 - C. He told the Jackal to live near the Lion and give him food.
 - D. He gave him a home.
 - E. He gave him a present.
7. What did the lioness feel of the lion's and the jackal's friendship?
 - A. She was not pleased.
 - B. She was pleased.
 - C. She was delighted.
 - D. She was happy about it.
 - E. She was content about it.
8. From whom did the jackal hear that the lion's family doesn't like the friendship between them?
 - A. The Lion
 - B. The lion cubs
 - C. The kid Jackals
 - D. The lady Jackal
 - E. The Lioness
9. The synonym of the word "**amity**" in the fourth paragraph is.....
 - A. rival
 - B. rivalry
 - C. enemy
 - D. opposition
 - E. friendship

10. “**They** often meet each other and hunt together”. The word “they” in the last paragraph refers to ...

- A. The Lioness and The Jackal
- B. The Kid Jackals and The Lion
- C. The Jackal and The Lion
- D. The Kid Jackals and The Lioness
- E. The Lioness and The Lady Jackal

11. “One day, when **He** went to drink water in a river”

The word “**He**” in the first paragraph refers to ...

- A. The Jackal

- B. The Lion
- C. he Kid Jackals
- D. The lioness
- E. The Lady Jackal

12. “The Jackal was **intelligent** and understood the situation”. The synonym of **intelligent** is ...

- A. sad
- B. angry
- C. smart
- D. busy
- E. lazy

Questions 13-15 are based on the text below.

The Necessity of Salt

Once upon a time there was a king who had three daughters. Because they were good and beautiful, **he** loved them all sincerely. He did not know which one he should appoint as queen.

As his birthday approached he summoned his daughters and said to them, “My dear children, I love all three of you sincerely, and for a long time have not known which one of you I should name to be the heir to my throne. But I have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life. Go and make your plans accordingly and with utmost diligence.”

The old king’s birthday arrived, and the two oldest daughters brought him presents that were very necessary, but at the same time **extremely** expensive. However, the youngest daughter brought him nothing more than a little pile of salt in a decorated container. When the king saw her present, he became very angry, and he drove his daughter out of the castle, forbidding her ever again to let herself be seen by him.

With deep sorrow the rejected daughter went out into the unknown world, comforted only by her faith in her own good sense. After walking a good while she came to an inn. There she found a female innkeeper who thoroughly understood cooking. She entered an apprenticeship with her and soon exceeded even the innkeeper in the art of cooking.

News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few kreuzers left in his pocket stopped to be served a roast or something even more elegant.

The king heard of the cook’s reputation, and he hired her as court cook. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared.

Thus on the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the **cook**. Finally the king’s favorite dish arrived. Quickly taking a spoon he tasted it. “This has not been salted!” he cried out angrily. “Have the cook brought before me!” They quickly ran for the cook, who entered the hall **undaunted**.

“Why did you forget to salt my favorite dish, you careless girl?” snapped the king at her.

The cook answered, “You drove away your youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so wrong.”

When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful.

The king lived happily with his children for many years thereafter.

Taken from Interlanguage : English for SHS Student XI

13. Where did the King’s daughter learn to cook?

- A. In the castle.
- B. In a villager’s house.
- C. In a famous restaurant.
- D. In an inn.
- E. In a course

- B. Because people believed that she was the best cook in the kingdom.
- C. Because she applied for the position of King’s cook.
- D. Because the King wanted to prove that salt was not so importance.
- E. Because the King did not any other cook in the kingdom.

14. Why did the King ask the famous cook to prepare the wedding fiest?

- A. Because the King knew that it was his daughter.

15. “..., but at the same time **extremely** expensive”. The synonym of **extremely** is ...

- A. often
- B. never
- C. very

- D. of
- E. seldom

Questions 16-21 are based on the following text.

Kangaroo

A kangaroo is an animal found only in Australia. It has a smaller relatives, called a wallaby, which lives on the Australian island of Tasmania and in New Guinea.

Kangaroos eat grass and plants. **They** have short front legs, but very long and strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 km per hour.

The largest kangaroos are the Great Gray Kangaroo and the Red Kangaroo. Adult grows to a length of 1.60 meters and weight over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is over tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

Source From Kisi-kisi UN 2015

16. According to the text, the kangaroo ...

- A. can grow as tall as a man
- B. can run faster than a car
- C. can walk as soon as it is born
- D. can jump over a 3 meters-high fence
- E. can live in a pouch during its life

- A. over 5 km
- B. over 15 km
- C. over 45 km
- D. over 25 km
- E. over 35 km

17. We know from the text that kangaroo ...

- A. is smaller in size to human
- B. is an omnivorous animal
- C. has habitat in Tazmania
- D. can be called wallaby in New Guinea
- E. has another name called wallaby

20. Where does a baby kangaroo spend its first five months of life?

- A. into tails
- B. into legs
- C. into pouch
- D. into mouth
- E. into stomach

18. What do kangaroos eat?

- A. meat and plant
- B. fish and plant
- C. meat and fish
- D. plant and grass
- E. grass and fish

21. "**They** have short front legs, ..." The word "they" in the second paragraph refers to ...

- A. Koalas
- B. Kangaroos
- C. Dolphins
- D. Whales
- E. Giraffes

19. How many speeds can kangaroos run?

Questions 22-25 are based on the following text.

Octopus

The Octopus is an ocean creature with eight effective feet which it utilizes as hands. These are called tentacles or limbs. "Octopus" originates from two words that have meaning "eight feet".

The octopus, the squid and the cuttlefish fit in with the same family that has no outside shells. Their bodies are secured totally with skin. Along these lines the assortment of an octopus is delicate. It would appear that a huge blow up. A completely developed octopus can be as huge as 8,5 meters from the tip of one arms to the tip of another. **It** can weigh as much as 45 kilograms.

Other than utilizing its tentacles or limbs to catch little fish, ocean plants, crab and lobsters, the octopus additionally utilizes **them** against its adversaries. The octopus wraps its appendages around the exploited person and crushes it before eating it

The octopus escapes from its adversaries by giving out a thick dull liquid to obscure the water. It can likewise change the color of its body to match its surroundings. **It** escapes from its enemies by doing this.

Source From Kisi-kisi UN 2015.

22. Before the octopus eats its victim, the octopus
.....
A. changes the color of its body
B. realizes a thick dark fluid
C. bites it
D. crushes it
E. jumps it
23. The word **them** in paragraph 3 refers to the
octopus's
A. teeth C. tentacles
B. enemies D. utilizes
E. crab
24. What does the octopus do to run away or
escape from its enemy?
25. **It** can weigh as much as 45 kilograms. The
word "**it**" in the second paragraph refers to...
A. crab
B. squid
C. octopus
D. cuttlefish
E. turtle
- A. It stings the enemies.
B. It gives out a thick dark fluid to darken the
water.
C. It swims.
D. It runs
E. It jumps

Questions 26-31 are based on the following text.

Muslim's Headscarf

The right to freedom of religion is enshrined in the UN charter and considered by many to be a basic human **right**. Some religions require special diet, others prayer at specific times. Why should a religious mode of dress receive as much protection as these other aspects of religious freedom?

Many Muslim women view the **veil** as a means to protect their modesty and privacy. Just as we would not force any women to be seen in public in her underwear if she did not feel comfortable doing so, why should a woman be forced to show her hair if she does not want to? Modesty is a personal judgement call; some are comfortable in the smallest bikini while others prefer a lot more clothing. No one but the woman herself should make that decision.

Muslim women are not the only ones to feel coerced over their mode of dress. Most people are affected by the societal norms surrounding them. Fashion trends could be seen in exactly the same light as religious traditions.

Banning head coverings is only likely to provoke a more extreme reaction among highly religious communities. Framing laws to ban only Islamic forms of dress could be considered an attack on one religion. Feeling under attack could cause the Islamic community to close off into itself. They could set up religious schools where their children can dress as they want them to and not mix with children from other faiths. These effects could never be good for the integration of society and would further the influence of extremists. Internationally, the perceived attack on Islamic values would inflame wider Muslim opinion, feed conspiracy theories and add to the dangerous feeling that there is a clash of civilisations.

Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression. In a multicultural society, students should be aware of the **different** religious practise and cultural traditions of their classmates, and be taught to understand and respect these. Without such respect, Muslims and other groups with distinctive dress, such as Orthodox Jews and Sikhs, will be driven out of mainstream education and forced to educate their children separately, which will really create divisions and alienation.

Based on the above discussion, the government should not banned Muslim's headscarf as a part of school or office uniforms.

Taken from Interlanguage : English forSHS Student XI

26. What is Muslim women's view on the veil?
A. It is an obstacle of their freedom.
D. It is to protect their modesty and privacy.
E. It is a fashion trend among them.

- B. They feel being forced to wear it.
C. It is what their parents told them to wear.
27. Paragraph 4 tells us that banning on Muslim headscarf could
A. arouse social conflict among social communities.
B. maintain solidarity among social communities.
C. provoke a more extreme reaction among highly religious communities
D. teach students social awareness.
E. make Muslim women loose their identity.
28. "Intolerant schools make up problems as an excuse for not allowing Muslims freedom of religious expression" (paragraph 5)
The sentence implies...
A. Muslims freedom of religious expression may cause problems.
B. Many social conflicts arouse because of Muslims freedom of religious expression.
C. Schools should not be tolerant to any freedom of religious expression.
D. Schools are allowed to ban Muslim headscarf because it may cause problems.
- E. Schools should not ban Muslims freedom of religious expression on any reason.
29. "**Intolerant** schools make up problems as ...".
The antonym of "intolerant" in the fifth paragraph is ...
A. tolerant
B. appreciation
C. rejection
D. punishment
E. violance
30. What is modesty according to the text?
A. A public judgment call
B. A personal judgment call
C. A private judgment call
D. A public and private judgment call
E. A personal and public judgment call
31. "... and considered by many to be a basic human **right**" The "**right**" in the first paragraph opposites to ...
A. obligatory
B. hunger
C. anger
D. tolerant
E. intolerant

Questions 32-40 are based on the following text.

Why are Diazinon and Dursband should be Banned

Diazinon and dursban are chemicals used on lawns, gardens, agricultural crops and livestock as an insecticide or nematocide (for worms). They are banned for several **good** reasons.

Firstly, they cause nausea, dizziness, burning sensations, headaches, blurred visions, stomach and muscle cramps, twitching, diarrhea, aching joints, disorientation and an inability to concentrate.

Secondly, these chemicals cause human and animal birth defects in many areas of the human body including the brain, nervous system, teeth, eyes, ears, nipples and genitals. They can also cause profound growth and mental retardation when pregnant mothers are exposed. This may affect on **lower** birth weights of infants if mothers are exposed before and during pregnancy, and this is associated with lower IQs.

Finally, residues, of course, are on some foods--up to 14 days on lettuce, for example--and the chemical also seeps into the nearby water. Therefore, the government must be urged to keep the safety factor of pesticides paramount in their thinking. Children are so much more sensitive than adults to the toxic effects of chemicals.

Taken from Interlanguage : English for SHS Student XI

32. What does the text discuss?
- Why farmers should use diazinon and dursban.
 - Why worms are resistant to diazinon and dursban.
 - Why pests can be removed fast and effectively by using diazinon and dursban.
 - Why farmers choose diazinon and dursban instead of other pesticides.
 - Why diazinon and dursban are banned.
33. Diazinon and dursban are banned because
- they are very expensive.
 - the government can no longer subsidize farmers with diazinon and dursban.
 - they can remove pests fast and effectively.
 - they are dangerous to human health and other animals.
 - they may benefit the farmers a lot.
34. What would happen if a pregnant mother is exposed to diazinon or dursban?
- It may effect on their nervous system.
 - It may cause lower birth weight and lower IQs of the baby.
 - It may cause a terrible headache.
 - It may effect on its eyes, ears, and teeth.
 - This may increase its weight and IQs.
35. What does the writer suggest that the government should do?
- allow farmers to use diazinon and dursban.
 - help the victims of diazinon and dursban.
 - ban the use of diazinon and dursban.
 - immunize children regularly.
 - subsidize farmers with safe pesticides.
36. "Children are so much more sensitive than adults to the toxic effects of chemicals." What does the statement mean?
- We should protect our children from dangerous chemicals.
 - Children are resistant to several chemicals.
 - Parents should not be worried about their children's health.
 - The government should pay more attention to adults than to children.
 - Children have greater immunity than adults.
37. What is the main idea of the first paragraph?
- The reasons why diazinon and dursban are banned.
 - Diazinon and dursban can cause many diseases
 - Diazinon and dursban can cause human and animal birth defects in many areas.
 - The government must be urged to keep the safety factor of pesticides paramount in their thinking
 - The reasons why diazinon and dursban are not banned.
38. What is the main idea of the second paragraph?
- The reasons why diazinon and dursban are not banned,
 - the reasons why diazinon and dursban are banned.
 - Diazinon and dursban can cause many diseases.
 - Diazinon and dursban can cause human and animal birth defects in many areas.
 - The government must be urged to keep the safety factor of pesticides paramount in their thinking
39. "They are banned for several **good** reasons". The opposite word of "**good** " in the first paragraph is ...
- kind

- b. low
- c. high
- d. bad
- e. busy

40. Below are the diseases that is caused by diaznon and dursban, except ...

- a. dizziness
- b. diarrhea
- c. aching joints
- d. nausea
- e. heart attack

Appendix L

DESCRIPTIVE STATISTICS AND FREQUENCIES

| Statistics | | | |
|------------|---------|-----------------|-----|
| | | reading anxiety | Rca |
| N | Valid | 130 | 130 |
| | Missing | 0 | 0 |

| reading anxiety | | | | | |
|-----------------|-----------|---------|---------------|--------------------|------|
| | Frequency | Percent | Valid Percent | Cumulative Percent | |
| Valid | 42,00 | 1 | ,8 | ,8 | ,8 |
| | 48,00 | 2 | 1,5 | 1,5 | 2,3 |
| | 49,00 | 1 | ,8 | ,8 | 3,1 |
| | 52,00 | 2 | 1,5 | 1,5 | 4,6 |
| | 53,00 | 4 | 3,1 | 3,1 | 7,7 |
| | 54,00 | 1 | ,8 | ,8 | 8,5 |
| | 55,00 | 2 | 1,5 | 1,5 | 10,0 |
| | 56,00 | 3 | 2,3 | 2,3 | 12,3 |
| | 57,00 | 2 | 1,5 | 1,5 | 13,8 |
| | 58,00 | 2 | 1,5 | 1,5 | 15,4 |
| | 59,00 | 1 | ,8 | ,8 | 16,2 |
| | 60,00 | 1 | ,8 | ,8 | 16,9 |
| | 61,00 | 5 | 3,8 | 3,8 | 20,8 |
| | 62,00 | 3 | 2,3 | 2,3 | 23,1 |
| | 63,00 | 4 | 3,1 | 3,1 | 26,2 |
| | 64,00 | 1 | ,8 | ,8 | 26,9 |
| | 65,00 | 4 | 3,1 | 3,1 | 30,0 |
| | 66,00 | 5 | 3,8 | 3,8 | 33,8 |
| | 67,00 | 11 | 8,5 | 8,5 | 42,3 |
| | 68,00 | 4 | 3,1 | 3,1 | 45,4 |
| | 69,00 | 7 | 5,4 | 5,4 | 50,8 |
| | 70,00 | 2 | 1,5 | 1,5 | 52,3 |
| | 71,00 | 1 | ,8 | ,8 | 53,1 |
| | 72,00 | 2 | 1,5 | 1,5 | 54,6 |

| | | | | |
|-------|-----|-------|-------|-------|
| 73,00 | 2 | 1,5 | 1,5 | 56,2 |
| 74,00 | 2 | 1,5 | 1,5 | 57,7 |
| 75,00 | 2 | 1,5 | 1,5 | 59,2 |
| 76,00 | 8 | 6,2 | 6,2 | 65,4 |
| 77,00 | 1 | ,8 | ,8 | 66,2 |
| 78,00 | 12 | 9,2 | 9,2 | 75,4 |
| 79,00 | 2 | 1,5 | 1,5 | 76,9 |
| 80,00 | 2 | 1,5 | 1,5 | 78,5 |
| 82,00 | 1 | ,8 | ,8 | 79,2 |
| 85,00 | 1 | ,8 | ,8 | 80,0 |
| 86,00 | 2 | 1,5 | 1,5 | 81,5 |
| 87,00 | 9 | 6,9 | 6,9 | 88,5 |
| 88,00 | 2 | 1,5 | 1,5 | 90,0 |
| 89,00 | 8 | 6,2 | 6,2 | 96,2 |
| 90,00 | 4 | 3,1 | 3,1 | 99,2 |
| 92,00 | 1 | ,8 | ,8 | 100,0 |
| Total | 130 | 100,0 | 100,0 | |

Rca

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|-----------------------|
| Valid | 20,00 | 1 | ,8 | ,8 |
| | 25,00 | 1 | ,8 | 1,5 |
| | 27,50 | 1 | ,8 | 2,3 |
| | 32,50 | 2 | 1,5 | 3,8 |
| | 35,00 | 2 | 1,5 | 5,4 |
| | 37,50 | 1 | ,8 | 6,2 |
| | 40,00 | 2 | 1,5 | 7,7 |
| | 42,50 | 2 | 1,5 | 9,2 |
| | 45,00 | 4 | 3,1 | 12,3 |
| | 47,50 | 8 | 6,2 | 18,5 |
| | 50,00 | 7 | 5,4 | 23,8 |
| | 52,50 | 5 | 3,8 | 27,7 |
| | 55,00 | 9 | 6,9 | 34,6 |
| | 57,50 | 8 | 6,2 | 40,8 |

| | | | | |
|--------------|------------|--------------|--------------|-------|
| 60,00 | 3 | 2,3 | 2,3 | 43,1 |
| 62,50 | 7 | 5,4 | 5,4 | 48,5 |
| 65,00 | 2 | 1,5 | 1,5 | 50,0 |
| 67,50 | 3 | 2,3 | 2,3 | 52,3 |
| 72,50 | 5 | 3,8 | 3,8 | 56,2 |
| 75,00 | 3 | 2,3 | 2,3 | 58,5 |
| 77,50 | 6 | 4,6 | 4,6 | 63,1 |
| 80,00 | 8 | 6,2 | 6,2 | 69,2 |
| 82,50 | 5 | 3,8 | 3,8 | 73,1 |
| 85,00 | 6 | 4,6 | 4,6 | 77,7 |
| 87,50 | 5 | 3,8 | 3,8 | 81,5 |
| 90,00 | 2 | 1,5 | 1,5 | 83,1 |
| 92,50 | 7 | 5,4 | 5,4 | 88,5 |
| 95,00 | 14 | 10,8 | 10,8 | 99,2 |
| 97,50 | 1 | ,8 | ,8 | 100,0 |
| Total | 130 | 100,0 | 100,0 | |

| Descriptive Statistics | | | | | |
|-------------------------------|------------|----------------|----------------|----------------|-----------------------|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| reading anxiety | 130 | 42,00 | 92,00 | 71,3308 | 11,71919 |
| rca | 130 | 20,00 | 97,50 | 67,6538 | 19,47408 |
| Valid N (listwise) | 130 | | | | |

Appendices M

NORMALITY TEST

| | | reading anxiety | Rca |
|----------------------------------|----------------|-----------------|-----------------|
| N | | 130 | 130 |
| Normal Parameters ^{a,b} | Mean | 71,3308 | 67,6538 |
| | Std. Deviation | 11,71919 | 19,47408 |
| Most Extreme Differences | Absolute | ,095 | ,109 |
| | Positive | ,087 | ,107 |
| | Negative | -,095 | -,109 |
| Kolmogorov-Smirnov Z | | 1,079 | 1,241 |
| Asymp. Sig. (2-tailed) | | ,194 | ,092 |

a. Test distribution is Normal.

b. Calculated from data.

Appendices N

LINEARITY TEST

Case Processing Summary

| | Cases | | | | | |
|-----------------------|----------|---------|----------|---------|-------|---------|
| | Included | | Excluded | | Total | |
| | N | Percent | N | Percent | N | Percent |
| rca * reading anxiety | 130 | 100,0% | 0 | 0,0% | 130 | 100,0% |

Report

| Rca | Mean | N | Std. Deviation |
|-----------------|---------|----|----------------|
| reading anxiety | | | |
| 42,00 | 82,5000 | 1 | . |
| 48,00 | 76,2500 | 2 | 26,51650 |
| 49,00 | 52,5000 | 1 | . |
| 52,00 | 55,0000 | 2 | 10,60660 |
| 53,00 | 48,7500 | 4 | 20,25874 |
| 54,00 | 95,0000 | 1 | . |
| 55,00 | 53,7500 | 2 | 5,30330 |
| 56,00 | 64,1667 | 3 | 10,10363 |
| 57,00 | 38,7500 | 2 | 8,83883 |
| 58,00 | 40,0000 | 2 | 10,60660 |
| 59,00 | 92,5000 | 1 | . |
| 60,00 | 52,5000 | 1 | . |
| 61,00 | 51,0000 | 5 | 3,79144 |
| 62,00 | 37,5000 | 3 | 10,89725 |
| 63,00 | 61,2500 | 4 | 17,96988 |
| 64,00 | 92,5000 | 1 | . |
| 65,00 | 60,0000 | 4 | 25,08319 |
| 66,00 | 65,0000 | 5 | 18,37117 |
| 67,00 | 73,4091 | 11 | 15,94023 |
| 68,00 | 68,7500 | 4 | 21,45732 |
| 69,00 | 66,0714 | 7 | 12,40440 |
| 70,00 | 70,0000 | 2 | 3,53553 |
| 71,00 | 52,5000 | 1 | . |
| 72,00 | 85,0000 | 2 | ,00000 |
| 73,00 | 60,0000 | 2 | 35,35534 |

| | | | |
|--------------|----------------|------------|-----------------|
| 74,00 | 80,0000 | 2 | ,00000 |
| 75,00 | 90,0000 | 2 | 3,53553 |
| 76,00 | 75,6250 | 8 | 19,30720 |
| 77,00 | 97,5000 | 1 | . |
| 78,00 | 78,9583 | 12 | 14,55625 |
| 79,00 | 67,5000 | 2 | 17,67767 |
| 80,00 | 52,5000 | 2 | 3,53553 |
| 82,00 | 87,5000 | 1 | . |
| 85,00 | 77,5000 | 1 | . |
| 86,00 | 67,5000 | 2 | 35,35534 |
| 87,00 | 76,1111 | 9 | 18,16208 |
| 88,00 | 76,2500 | 2 | 12,37437 |
| 89,00 | 63,4375 | 8 | 27,28610 |
| 90,00 | 68,7500 | 4 | 18,31438 |
| 92,00 | 57,5000 | 1 | . |
| Total | 67,6538 | 130 | 19,47408 |

| | | | Sum of Squares | Df | Mean Square | F | sig |
|-----------------------|----------------|--------------------------|------------------|------------|-----------------|--------------|-------------|
| rca * reading anxiety | Between Groups | (Combined) | 20305,421 | 39 | 520,652 | 1,637 | ,029 |
| | | Linearity | 2858,071 | 1 | 2858,071 | 8,989 | ,004 |
| | | Deviation from Linearity | 17447,350 | 38 | 459,141 | 1,444 | ,080 |
| | Within Groups | | 28616,502 | 90 | 317,961 | | |
| | Total | | 48921,923 | 129 | | | |

Measures of Association

| | R | R Squared | Eta | Eta Squared |
|-----------------------|-------------|-------------|-------------|-------------|
| rca * reading anxiety | ,242 | ,058 | ,644 | ,415 |

Appendices O

CORRELATIONS ANALYSIS

Correlations

| | | reading anxiety | Rca |
|-----------------|---------------------|-----------------|---------------|
| reading anxiety | Pearson Correlation | 1 | ,242** |
| | Sig. (2-tailed) | | ,006 |
| | N | 130 | 130 |
| Rca | Pearson Correlation | ,242** | 1 |
| | Sig. (2-tailed) | ,006 | |
| | N | 130 | 130 |

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix P

REGRESSION ANALYSIS

Variables Entered/Removed^a

| Model | Variables Entered | Variables Removed | Method |
|-------|------------------------------|-------------------|--------|
| 1 | reading anxiety ^b | . | Enter |

a. Dependent Variable: rca

b. All requested variables entered.

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | ,242 ^a | ,058 | ,051 | 18,97034 |

a. Predictors: (Constant), reading anxiety

ANOVA^a

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|-------|-------------------|
| 1 | Regression | 2858,071 | 1 | 2858,071 | 7,942 | ,006 ^b |
| | Residual | 46063,852 | 128 | 359,874 | | |
| | Total | 48921,923 | 129 | | | |

a. Dependent Variable: rca

b. Predictors: (Constant), reading anxiety

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|-------|-----------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 39,004 | 10,301 | | 3,786 | ,000 |
| | reading anxiety | ,402 | ,143 | ,242 | 2,818 | ,006 |

STUDENTS' ATTENDANCE LIST
TRY OUT (READING TEST and QUESTIONNAIRE)
: SMA NEGERI 1 PALEMBANG

School :
 Class :
 Number of students :
 Date :

| NO | NAME | CLASS | SIGNATURE |
|----|------------------------|------------|-----------|
| 1 | Salsabica Adya N | XI. IPS. 4 | |
| 2 | Cindy Irawan | XI IPS 4 | Adhif |
| 3 | Tai Nanda Agusvina | XI IPS 4 | Gatut |
| 4 | Ardatia Murty | XI IPS 4 | Adhif |
| 5 | Sania Fahmatika | XI IPS 4 | |
| 6 | Mita Ayu Permata Sari | XI IPS 4 | Ker |
| 7 | Firtai Afifah | XI IPS 4 | Mira |
| 8 | Aulia Tasya Azhariana | XI IPS 4 | Aus |
| 9 | Tiara Agnes | XI IPS 4 | Adhif |
| 10 | Inna Fajarul Kamil | XI IPS 4 | Adhif |
| 11 | Canada Surya Prida | XI IPS 4 | Cauly |
| 12 | Eland Marlana M | XI IPS 4 | Eunif |
| 13 | Didin Burmansyah | XI IPS 4 | Adhif |
| 14 | Muhammad Aldo | XI IPS 4 | Adhif |
| 15 | Jihan Rafifah | XI IPS 4 | Adhif |
| 16 | Karunia | XI IPS 4 | Adhif |
| 17 | Farrel | XI IPS 4 | Adhif |
| 18 | Rahon | XI IPS 4 | Adhif |
| 19 | A Zen Rifky | XI IPS 4 | Adhif |
| 20 | M. Syarif Hadi | XI IPS 4 | Adhif |
| 21 | Sandy Alaudin | XI IPS 4 | Adhif |
| 22 | M. Agung Hapsah | XI IPS 4 | Adhif |
| 23 | Wahyu Agus Wafellw | XI IPS 4 | Adhif |
| 24 | LIRANDI | -II- | Adhif |
| 25 | 'ubna Aliyah | -II- | Adhif |
| 26 | Mutiara Wahyuni | XI IPS 3 | Adhif |
| 27 | Rahma Suci faonfa | -II- | Adhif |
| 28 | Descy Kusuma Wardhani | -II- | Adhif |
| 29 | Mira Gizzella | XI IPS 3 | Adhif |
| 30 | Nyayu hera Sabrina. h. | -II- | Adhif |
| 31 | Dwi sekar Ningrum | -II- | Adhif |
| 32 | Anggraini Rahmayanti | -II- | Adhif |
| 33 | Indri Juni Arti | -II- | Adhif |
| 34 | Hayu Hanifah | -II- | Adhif |
| 35 | Ahmad Syaifuddin. | -II- | Adhif |
| 36 | Andre Jovi Saputra. | XI IPS 3 | Adhif |
| 37 | Mohd. Faizal Dziana | XI IPS 3 | Adhif |
| 38 | M. Alzi A. | | |

| | | | |
|----|-------------------------|----------|--|
| 39 | M. Adhik Puri Amarah | XI IPS 3 | |
| 40 | M. RIDHO AKBARULLAH | XI IPS 3 | |
| 41 | Alcio D.P | XI IPS 3 | |
| 42 | M. FURNI ALKASIRAH | XI IPS 3 | |
| 43 | Atifah Muplihah | XI IPS 3 | |
| 44 | Shania Salsabilla | XI IPS 3 | |
| 45 | Chintia Resta Saputri | XI IPS 3 | |
| 46 | Dekar Arum K. Maharani | XI IPS 3 | |
| 47 | Bella Ranyu Insyra | XI IPS 3 | |
| 48 | RIZKULDIAN ARYAN N. | XI IPS 3 | |
| 49 | Saidina Akasyah | XI IPS 3 | |
| 50 | Farhan Pratama | XI IPS 3 | |
| 51 | M. Edrianggh | XI IPS 3 | |
| 52 | M. Farhan Al-Thuhiy | XI IPS 3 | |
| 53 | ANIVARA | XI IPS 3 | |
| 54 | AHMAD IROAM SETYA PUTRA | XI IPS 3 | |
| 55 | M. IRSYAD | XI IPS 3 | |

LEMBAR VALIDASI TES

Petunjuk : Berilah tanda cek (✓) dalam kolom penelitian yang sesuai menurut pendapat anda.

Keterangan :

1 = "Kurang Baik"

a : Dapat digunakan sebagai revisi

2 = "Cukup Baik"

b : Dapat digunakan dengan sedikit revisi

3 = "Baik"

c : Dapat digunakan dengan banyak revisi

4 = "Sangat Baik"

d : Belum dapat digunakan

| No | Komponen Rencana Pembelajaran | Skala Penilaian | | | |
|------------|---|-----------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| I | Aspek Petunjuk | | | | |
| | 1. Petunjuk tes yang dinyatakan jelas. | | | | ✓ |
| | 2. Kriteria skor dinyatakan jelas. | | | | ✓ |
| II | Aspek Cakupan Tes Prestasi Kognitif | | | | |
| | 1. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas. | | | | ✓ |
| III | Aspek Bahasa | | | | |
| | 1. Rumusan pernyataan kognitif | | | | ✓ |
| | 2. Menggunakan bahasa yang sesuai dengan kaidah bahasa inggris yang baik dan benar. | | | | ✓ |
| | 3. Menggunakan kalimat dan kata-kata yang mudah dipahami. | | | | ✓ |
| IV | Penilaian Validasi Umum | a | b | c | d |

Kesimpulan :

.....

.....

.....

Palembang,

2017

Validator I

Nova Lingga P.

LEMBAR VALIDASI KUESIONER

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

- | | |
|---------------------------|--|
| 1 = berarti “kurang baik” | a: dapat digunakan tanpa revisi |
| 2 = berarti “cukup baik” | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti “baik” | c: dapat digunakan dengan banyak revisi |
| 4 = berarti “sangat baik” | d: belum dapat digunakan |

| No | Komponen Rencana Pembelajaran | Skala Penilaian | | | |
|-------------|--|-----------------|----------|----------|----------|
| | | 1 | 2 | 3 | 4 |
| I. | Aspek Petunjuk | | | | |
| | 3. Petunjuk kuesioner dinyatakan jelas | | | ✓ | |
| | 4. Kriteria penilaian dinyatakan jelas | | | ✓ | |
| II. | Aspek Cakupan Kuesioner Kognitif | | | | |
| | 2. Butir-butir pernyataan pada kuesioner kognitif dinyatakan dengan jelas | | | ✓ | |
| III. | Aspek Bahasa | | | | |
| | 4. Rumusan pernyataan komunikatif | | | ✓ | |
| | 5. Menggunakan bahasa yang sesuai dengan kaidah bahasa indonesia yang baik dan benar | | | ✓ | |
| | 6. Menggunakan kalimat dan kata-kata yang mudah dipahami | | | ✓ | |
| IV | Penilaian validasi umum | a | b | c | D |

Kesimpulan:

There are some to be revised

.....

.....

**Palembang,
Validator I**

2017

JFF

LEMBAR VALIDASI TES

Petunjuk : Berilah tanda cek (✓) dalam kolom penelitian yang sesuai menurut pendapat anda.

Keterangan :

1 = "Kurang Baik"

2 = "Cukup Baik"

3 = "Baik"

4 = "Sangat Baik"

a : Dapat digunakan sebagai revisi

b : Dapat digunakan dengan sedikit revisi

c : Dapat digunakan dengan banyak revisi

d : Belum dapat digunakan

| No | Komponen Rencana Pembelajaran | Skala Penilaian | | | |
|-----|---|-----------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| I | Aspek Petunjuk | | | | |
| | 1. Petunjuk tes yang dinyatakan jelas. | | | ✓ | |
| | 2. Kriteria skor dinyatakan jelas. | | | ✓ | |
| II | Aspek Cakupan Tes Prestasi Kognitif | | | | |
| | 3. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas. | | | ✓ | |
| III | Aspek Bahasa | | | | ✓ |
| | 4. Rumusan pernyataan kognitif | | | | ✓ |
| | 5. Menggunakan bahasa yang sesuai dengan kaidah bahasa inggris yang baik dan benar. | | | | ✓ |
| | 6. Menggunakan kalimat dan kata-kata yang mudah dipahami. | | | | ✓ |
| IV | Penilaian Validasi Umum | a | b | c | d |

Kesimpulan :

Revise as suggested

Palembang, 10 Jan 2017

Validator II

Deta Desviantari, M.Pd.

LEMBAR VALIDASI KUESIONER

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:

- | | |
|---------------------------|--|
| 1 = berarti "kurang baik" | a: dapat digunakan tanpa revisi |
| 2 = berarti "cukup baik" | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti "baik" | c: dapat digunakan dengan banyak revisi |
| 4 = berarti "sangat baik" | d: belum dapat digunakan |

| No | Komponen Rencana Pembelajaran | Skala Penilaian | | | |
|-------------|--|-----------------|-----|---|---|
| | | 1 | 2 | 3 | 4 |
| I. | Aspek Petunjuk | | | | |
| | 1. Petunjuk kuesioner dinyatakan jelas | | | ✓ | |
| | 2. Kriteria penilaian dinyatakan jelas | | | ✓ | |
| II. | Aspek Cakupan Kuesioner Kognitif | | | | |
| | 1. Butir-butir pernyataan pada kuesioner kognitif dinyatakan dengan jelas | | | ✓ | |
| III. | Aspek Bahasa | | | | |
| | 1. Rumusan pernyataan komunikatif | | | ✓ | |
| | 2. Menggunakan bahasa yang sesuai dengan kaidah bahasa indonesia yang baik dan benar | | | | ✓ |
| | 3. Menggunakan kalimat dan kata-kata yang mudah dipahami | | | ✓ | |
| IV | Penilaian validasi umum | a | (b) | c | d |

Kesimpulan:


Peruse as suggested, then it is ok

.....

.....

Palembang, 16 Jan 2017

Validator II


 Deta Desnitasari, M.Pd.

LEMBAR VALIDASI TES

Petunjuk : Berilah tanda cek (✓) dalam kolom penelitian yang sesuai menurut pendapat anda.

Keterangan :

1 = "Kurang Baik"

a : Dapat digunakan sebagai revisi

2 = "Cukup Baik"

b : Dapat digunakan dengan sedikit revisi

3 = "Baik"

c : Dapat digunakan dengan banyak revisi

4 = "Sangat Baik"

d : Belum dapat digunakan

| No | Komponen Rencana Pembelajaran | Skala Penilaian | | | |
|------------|---|-----------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| I | Aspek Petunjuk | | | | |
| | 1. Petunjuk tes yang dinyatakan jelas. | | | ✓ | |
| | 2. Kriteria skor dinyatakan jelas. | | | ✓ | |
| II | Aspek Cakupan Tes Prestasi Kognitif | | | | |
| | 3. Butir-butir pertanyaan pada prestasi kognitif dinyatakan dengan jelas. | | | ✓ | |
| III | Aspek Bahasa | | | | |
| | 4. Rumusan pernyataan kognitif | | | ✓ | |
| | 5. Menggunakan bahasa yang sesuai dengan kaidah bahasa inggris yang baik dan benar. | | | ✓ | |
| | 6. Menggunakan kalimat dan kata-kata yang mudah dipahami. | | | ✓ | |
| IV | Penilaian Validasi Umum | a | b | c | d |

Kesimpulan :

.....

.....

.....

Palembang, 10 - 1 - 2017

Validator III



Beni Wiyaya, S.Pd., M.Pd.

LEMBAR VALIDASI KUESIONER

Petunjuk: Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan:


- | | |
|---------------------------|--|
| 1 = berarti "kurang baik" | a: dapat digunakan tanpa revisi |
| 2 = berarti "cukup baik" | b: dapat digunakan dengan sedikit revisi |
| 3 = berarti "baik" | c: dapat digunakan dengan banyak revisi |
| 4 = berarti "sangat baik" | d: belum dapat digunakan |

| No | Komponen Rencana Pembelajaran | Skala Penilaian | | | |
|-------------|--|-----------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| I. | Aspek Petunjuk | | | | |
| | 5. Petunjuk kuesioner dinyatakan jelas | | | ✓ | |
| | 6. Kriteria penilaian dinyatakan jelas | | | ✓ | |
| II. | Aspek Cakupan Kuesioner Kognitif | | | | |
| | 3. Butir-butir pernyataan pada kuesioner kognitif dinyatakan dengan jelas | | | ✓ | |
| III. | Aspek Bahasa | | | | |
| | 7. Rumusan pernyataan komunikatif | | | ✓ | |
| | 8. Menggunakan bahasa yang sesuai dengan kaidah bahasa indonesia yang baik dan benar | | | ✓ | |
| | 9. Menggunakan kalimat dan kata-kata yang mudah dipahami | | | ✓ | |
| IV | Penilaian validasi umum | a | b | c | D |

Kesimpulan:

.....

Palembang, 19-1-2017
 Validator III


 Beni Wiyana, S.Pd., M.Pd.