ABSTRACT

The aim of this study is to explore the possible correlation and influence between reading anxiety and reading comprehension achievement of students. Three classes of the eight grade students at SMP LTI IGM Palembang were chosen as the study sample by using purposive sampling technique. This research used quantitative research method and the design of the study was correlational research design. To obtain the data, the Foreign Language Reading Anxiety Scale (FLRAS) developed by Saito at al. (1999) was applied to measure the reading anxiety of students. Moreover, the reading comprehensioni test was used to measure students' reading comprehension achievementi in the form of multiple choice consisting of 50 items. The result showed that there was significant correlation between students' reading anxiety and their reading comprehension achievement with r= -.867. Beside that, a significant influece of students' reading anxiety and their reading comprehension achievement was also existed withi r = .725. It is proven that the higher or the lower students' reading anxiety score, the lower or the higher their reading comprehension achievement result.

Keywords: reading anxiety, reading comprehension achievement