

## ABSTRACT

The objectives of this study were to find out the significant correlation and the contribution between students' reading anxiety and their reading comprehension. The method of this study used quantitative research. For the population of this study were 215 eleventh grade students of SMAN 1 Banyuasin III. The cluster sampling technique was used in this study to choose 88 students to collect the data. The reading anxiety questionnaire was used to collect data, and the reading comprehension test was used to determine reading comprehension. The result indicated that there was no significant correlation between students' reading anxiety and their reading comprehension with the correlation coefficient or  $r$ -obtained (.063) was lower than  $r$ -table (.177). In addition to, the significant level (sig.2-tailed) was (.599). It indicated that  $p$  (.559) was higher than (.05). Because there was no significant correlation in this study, the contribution between students' reading anxiety and their reading comprehension could not be contributed. Additionally, there were several factors that influence reading comprehension apart from reading anxiety namely: (1) the lack of motivation, encouragement, and support from students' environment, (2) lack of vocabulary, (3) had a bad reading habit. The findings of this study revealed that students' reading anxiety had no significant impact on their ability to comprehend what they read.

**Keywords:** Correlation, reading anxiety, reading comprehension.