



Language Anxiety and Reading Comprehension: A Correlational Study

by

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- A photograph of wooden blocks spelling out the word 'READING' on a wooden surface. The blocks are light-colored with dark letters and subscripts. The word is spelled as R
- ₁
- , E
- ₁
- , A
- ₁
- , D
- ₂
- , I
- ₁
- , N
- ₁
- , G
- ₂
- . Other blocks with letters like C, W, P, F, H, and Z are scattered around.
- Introduction
 - Purpose
 - Research Method
 - Findings
 - Conclusion & Implications

Promoting students' reading comprehensions in EFL learning

→ Amidst COVID-19 Pandemic is challenging

Technological Learning Environment + New-normal life circumstances

READING – in the foreign language deserves attention (Cross, 1991)

Language Anxiety ? Reading Comprehension

a negative link between anxiety and the learning process that can be noticed from their academic achievements (Horwitz et al., 1986; Aida, 1994; Elkhafaifi, 2005).

Anxiety → hinder students from improving their skills while learning English as a second or foreign language (Yamat & Bidabadi, 2012; Ali & Fei, 2016; Razak, Yassin, & Maasum, 2017).

Purpose

A conceptual image of a red rocket ship with a person on top, flying towards a large target on a cloudy sky. The rocket is red with a silver nozzle and a small figure of a person sitting on top. The target is a large, circular bullseye with concentric rings of red and silver. The background is a bright, cloudy sky.

To investigate

→ whether there was a **statistically significant correlation** between the eighth-grade students' language anxiety and their reading comprehension.



Reading Comprehension

integration of background knowledge, vocabulary, and previous experiences (Anderson et al., 1985).

an active process to which the reader brings his or her individual attitudes, interests, [and] expectations. (Irwin, 1991, p. 7).

“...making meaning from print and from visual information...an active process that requires a great deal of practice and skills” (Moreillon, 2007, p.10)



Language Anxiety

“a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz, Horwitz, & Cope, 1986, p. 128).

Foreign language anxiety is fear or apprehension occurring when a learner is expected to perform in a second or foreign language (Gardner & MacIntyre, 1993).

Foreign Language Anxiety and Reading Comprehension

link

Language anxiety “harms learners” performance in many ways, both indirectly through worry and self-doubt, and directly by reducing class participation and creating overt avoidance of the language” (Xiang, 2004, p. 116).

Anxiety can negatively affect the language learning experience in numerous ways and that reducing anxiety seems to increase language acquisition, retention and learner motivation (Wörde, 2004; Horwitz et al., 1986; Young, 1990).

Hypothesis

tested in this study, as follows:

**H
o**

there is NO **statistically significant correlation** between the eighth-grade students' language anxiety and their reading comprehension.

**H
a**

there is a **statistically significant correlation** between the eighth-grade students' language anxiety and their reading comprehension.



Research Method

Research design → Correlational Study

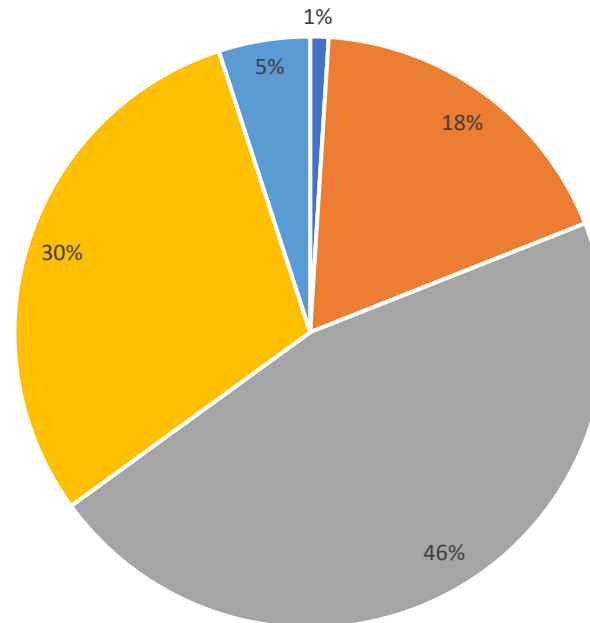
Population & Subject of the study → 100 students [Grade VIII] of SMP N 49 Jakarta

Data collection → Questionnaire [35-item Questionnaire adopted from Yassin and Razak, 2018, Foreign Language Anxiety Scale] and Reading Comprehension Test [35-item multiple choice typed test]

Data analysis → descriptive and inferential statistics

Language Anxiety Level

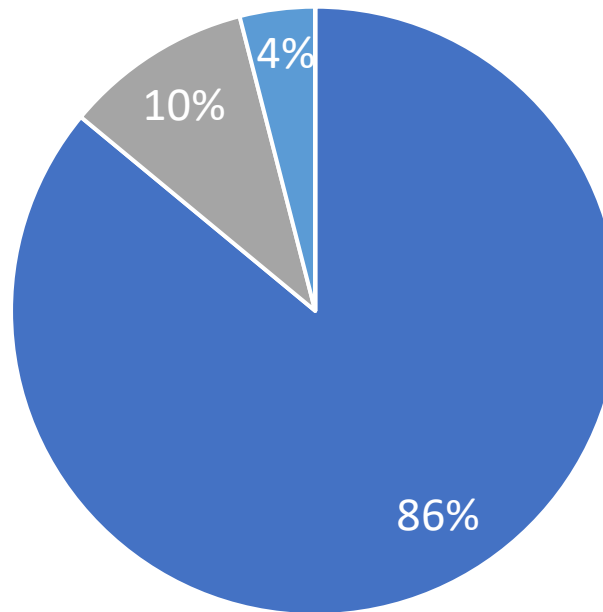
2.89 Moderate



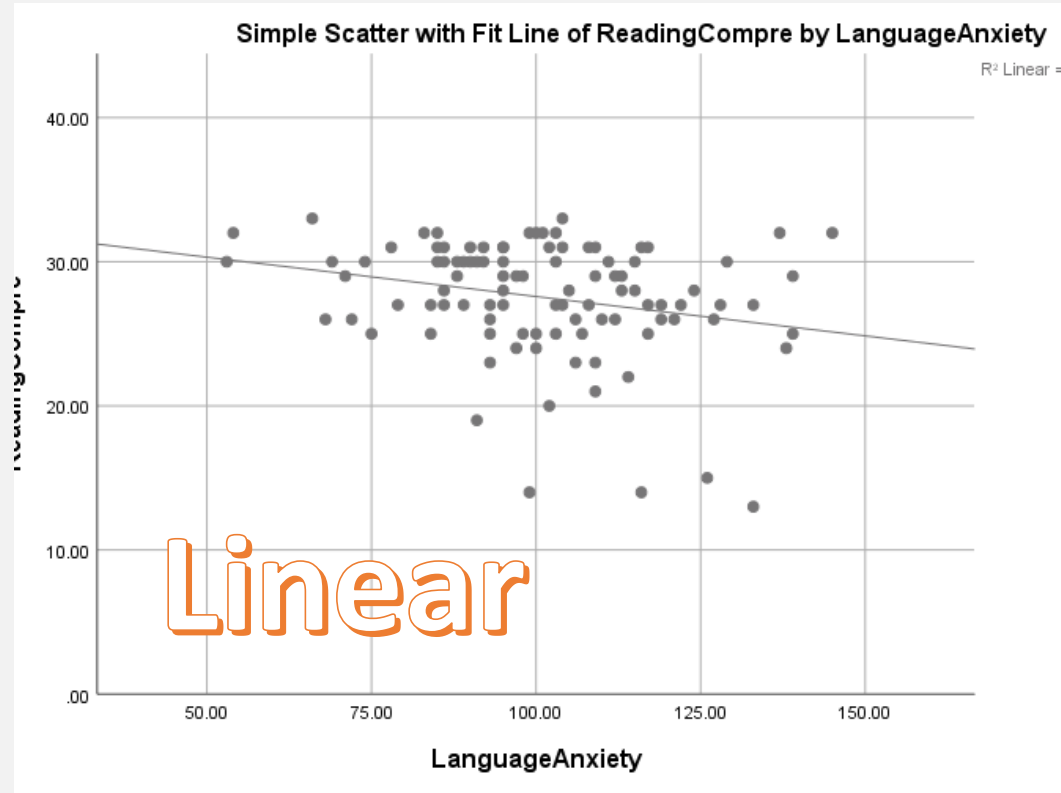
■ Very High ■ High ■ Moderate ■ Low ■ Very Low

Reading Comprehension

27.52 (Very Good)



■ Very good ■ Good ■ Moderate ■ Poor ■ Very Poor



One-Sample Kolmogorov-Smirnov Test			
		ReadingCompre	LanguageAnxiety
N		100	100
Normal Parameters ^{a,b}	Mean	27.5200	101.2100
	Std. Deviation	4.05388	18.44966
Most Extreme Differences	Absolute	.129	.055
	Positive	.115	.042
	Negative	-.129	-.055
Test Statistic		.129	.055
Asymp. Sig. (2-tailed)		.000 ^c	.200 ^{c,d}
a. Test distribution is Normal. b. Calculated from the data. c. Lilliefors Significance Correction. d. This is a lower bound of the true significance.			

Not normally distributed

Linearity and Normality Tests

Finding

Prerequisite Tests → NOT Fulfilled

DATA → NOT normally distributed → **The Spearman's rank-order correlation (Spearman's correlation)**

Spearman's correlation was run to measure the strength and direction of the association/relationship between the students' language anxiety and their reading comprehension.

Weak-Negative Correlation

		ReadingCompre
mo	ReadingCompre	Correlation Coefficient
		1.000
		Sig. (2-tailed)
		100
LanguageAnxiety		100
	LanguageAnxiety	Correlation Coefficient
		-.237 [*]
		1.000
		Sig. (2-tailed)
		.017
		N
		100

Conclusion

there was a statistically significant, negative correlation between the students' language anxiety and their reading comprehension, $r_s = -0.237$, $p < .05$.

Implications



Teachers → Teaching instructions – Technology based



Students → having positive beliefs and self motivated



Researchers → further researches –the nature of the further researches

**Do you have questions?
Please contact us**



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Thank You
for your attentions

This

Certificate of Recognition

is awarded to

L. Angelianawati, M.Pd.

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for successfully delivering a virtual presentation of the research paper titled:

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The 1st AEJ UKI SLA Research International Conference

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SURAT TUGAS

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Merujuk surat dari Lembaga Penelitian dan Pengabdian Kepada Masyarakat No. 281/LPPM.UKI/PPM.1.5/2021 tanggal 19 April 2021, maka Wakil Rektor Akademik menugaskan:

L. Angelianawati, M.Pd

Sebagai **Pemakalah** dalam Seminar 1st AEJ UKI SLA Research Conference yang diselenggarakan pada tanggal 23-25 April 2021 melalui Zoom.

Demikianlah surat tugas ini kami berikan agar dapat dipergunakan sebagaimana mestinya dan harap untuk melaporkan hasil acara tersebut satu minggu setelah kegiatan berlangsung.

Jakarta, 20 April 2021

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Language Anxiety and Reading Comprehension: A Correlational Study

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Abstract:

Anxiety remains becoming an internal factor influencing students' successfulness in learning English as a Foreign Language (EFL) namely in Indonesia. This study was aimed at examining whether there was a statistically significant correlation between the eighth-grade students' language anxiety and their language skills, namely reading comprehension. This study was a correlational study, which participants were one hundred eighth-grade students of SMP Negeri 49 Jakarta. Data were collected from language anxiety questionnaire and reading comprehension test, and statistically analyzed using descriptive and inferential statistics. Pearson product moment correlation and regression analysis were used to determine whether there was a significant correlation between the students' language anxiety and their reading comprehension. The data analysis presented that there was a statistically significant, negative correlation between the students' language anxiety and their reading comprehension, $r(98) = -0.237, p < .05$, with language anxiety explaining 6.2% of the variability in the students' reading comprehension. Accordingly, it is suggested that EFL teaching and learning activities must be in an anxiety-free atmosphere to make the language mastery successful. Moreover, the teaching instructions, learning materials, including the assessment must be well-planned.

Keywords:

Reading comprehension, language anxiety, correlation



International Conference 2021

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SAMPLE TOPICS

- Second language acquisition research
- CLIL
- Teaching EFL ESL experiences
- Discourse analysis
- ESP research
- Gender issues
- Curriculum design & planning
- First language impact on second language learning
- TESOL Teacher training review
- English as an International language
- Qualitative Research Methods
- Content Based Instruction
- Culture within Curriculum
- Current issues in teacher training
- Motivation in SLA education
- Impact of On Line Teaching
- Material development
- Other topics on TESOL training
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- Abstracts will be accepted for review until January 22, 2021.
- Abstracts must be in English and should not exceed 500 words including references and key words. Use the provided template in preparing your paper.
- Approval or otherwise will be notified within 7 days of receipt of abstract.
- Authors will have the unique opportunity to present their papers to an international audience. Only 150 research papers will be accepted for publication. Each author / presenter may only have a maximum of 2 co-authors/co-presenters.
- The 150 research papers will be published in either the Asian EFL Journal or the Asian ESP Journal, both Scopus-indexed.
- Presenters may deliver a paper on their research area which shall be within the field of Second Language Acquisition / SLA Research / ESP / Linguistics / English as an International language.
- For those whose abstract is accepted for presentation at the conference should submit papers for publication by April 30th (publishing scheduled June-September 2021).
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