

**A CORRELATIONAL STUDY BETWEEN STUDENTS' READING
ANXIETY AND STUDENTS' GRAMMATICAL MASTERY TOWARD
READING COMPREHENSION AT THE ELEVENTH GRADE OF SMA
NEGERI GONDANGREJO KARANGANYAR IN THE ACADEMIC YEAR
OF 2022/2023**

THESIS

Submitted as A Partial Requirements
for the degree of *Sarjana*



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DEDICATION

Alhamdulillah rabbil' alamin, praise thanks to Allah who has given all the blessing, I would dedicate this thesis to the people who I love yesterday, now and tomorrow ever after.

1. My beloved father and mother (Mr. Oke Dwi Pujo Effendi and Mrs. Ngatini) who always give me support, spirit and motivation.
2. My beloved family (brother, sister, uncle, aunty, and my grandparents)
3. My thesis advisor (Mrs. Dr. Yusti Arini, M.Pd)
4. All of my beloved friends
5. My Almamater UIN Raden Mas Said Surakarta

MOTTO

“A teacher should be the light in the dark who teach students how to think, how to learn, and how to live well.”

(The Writer)

“There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.”

(Niccolo Machiavelli)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “A Correlational Study Between Students’ Reading Anxiety and Students’ Grammatical Mastery toward Reading Comprehension at the Eleventh Grade of SMA Negeri Gondangrejo in the Academic Year of 2022/2023” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realized that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo,

The researcher

A handwritten signature in black ink, consisting of a large, stylized initial 'H' followed by several vertical strokes and a horizontal line ending in a small upward-pointing arrow.

Hani Yuliana

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ABSTRACT

Hani Yuliana. 2023. *A Correlational Study Between Students' Reading Anxiety and Students' Grammatical Mastery toward Reading Comprehension at the Eleventh Grade of SMA Negeri Gondangrejo Karanganyar in the Academic Year Of 2022/2023*. Thesis. English Language Education, Cultures and Languages Faculty.

Advisor : Dr. Yusti Arini, M.Pd.

The purpose of the study is to know the correlation between students' reading anxiety and grammatical mastery toward reading comprehension at the eleventh grade of SMA Negeri Gondangrejo in the academic year of 2022/2023. Then objectives of the research are to determine the correlation between (1) students' reading anxiety and reading comprehension; (2) students' grammatical mastery and reading comprehension; (3) students' reading anxiety and students' grammatical mastery toward reading comprehension.

This study used correlational research conducted at SMAN Gondangrejo with a total sample of 70 students who were taken using proportionate random sampling. The instruments in collecting data were questionnaire and test. In analyzing the data, the researcher used Pearson Product Moment Formula on SPSS 26 to know the coefficient correlation between (1) students' reading anxiety and reading comprehension; (2) students' grammatical mastery and reading comprehension. Then the researcher used Multiple Linier Regression on SPSS 26 to know the coefficient correlation between students' reading anxiety and grammatical mastery toward reading comprehension.

The result of prerequisite test from the three variables showed that the normality is normal and the linearity is linier. The result of the research showed that (1) There is no positive and significant correlation between students' reading anxiety (X_1) and reading comprehension (Y) because the coefficient of correlation (r_o) is lower than r_t ($-0.313 < 0.232$). (2) There is a positive and significant correlation between students' grammatical mastery (X_2) and reading comprehension (Y) because the coefficient of correlation (r_o) is higher than r_t ($0.845 > 0.232$). (3) There is a positive and significant correlation between students' reading anxiety (X_1) and students' grammatical mastery (X_2) toward reading comprehension (Y) because the coefficient of correlation (r_o) is higher than r_t ($0.715 > 0.232$). So, alternative hypothesis is accepted and null hypothesis is rejected. Therefore, the conclusion of this research is there is a positive and significant correlation between students' reading anxiety (X_1) and students' grammatical mastery (X_2) toward reading comprehension (Y).

Keywords: *Reading Anxiety, Grammatical Mastery, Reading Comprehension*

CHAPTER I

INTRODUCTION

A. Background of the Study

In English, listening, speaking, reading, and writing are the four skills that must be acquired. Because, the four skills must be blended. One of the four skills required for detailed comprehension is reading. Reading is a constant process of guesswork, word by word and sentence by sentence, and what one brings to the text is often more important than what readers find it (Hastowadi, 2015). Grammar is also one of the language components. It is meant that teachers can assist students in improving their language skills. In truth, the students' capacity to grasp language skills varies. For example, some students succeed in reading but struggle with public speaking. Some students may have a contrast ability for language mastery. Students must understand how they learn.

Reading is an important ability to improve when learning English because it is a vital role in individual development and the most essential activity in school. It is required at all academic levels. People, for example, require certain understanding information. Reading success is essential since it is a tool for education. Mathematics, science, and others are taught in elementary, junior high, and senior high school. That is why students should learn reading comprehension. The ability to interpret English language is very important nowadays. Understanding English text to obtain

information globally. As a result, being able to read English material in any format will provide a meaningful advantage in our life.

Based on a modern psycholinguistic perspective reading is considered as a “psycholinguistic guessing game” (Goodman, 1982). This practice featured the interaction of language and through. The reading process is comprised of cycles of sampling, prediction, testing, and confirmation. The reader predicts, tests, and confirms the test by guessing. This means that the learners' prior knowledge is essential for understanding the material. This means that the learners' prior knowledge is essential for understanding the material. According to Carrel and Eisterhold, "the process of interpretation is driven by the notion that every input is mapped against some existing scheme and that all parts of that schema must be compatible with the input information" (Fauziati, 2002: 139).

According to Anas (2015), reading is the process by which readers discover the interpretation of a text. Readers must comprehend the meaning of the text in order to comprehend the message. It takes effort and various elements that assist and aid in reading skills to develop them. Some of these things include the educator's motivation, the environment, and themselves, as well as mastery of vocabulary and grammar.

According to Grabe and Stoller (2013), reading comprehension is the ability to process words, interpret meaning, and integrate with what the reader already knows. Reading comprehension is part of the reading skills that use to understand the information delivered in written form. Higher-order thinking skills are needed to understand the intent in-depth and

thoroughly. In English subjects, students must have the reading comprehension ability to work on the questions given by the teacher. The essential of students having reading comprehension ability is that students can determine the purpose, intent, and point of view of the writers and conclude the text.

What about the reading habit in Indonesia? Do Indonesian people like reading? According to Gunawan (2016), Indonesia is the second-least literate nation in the world in a list of 61 countries conducted by Central Connecticut State University in New Britain. Finland, Norway, Iceland, Denmark, and Sweden are the 5 most literate nations. This is such a huge homework for the Indonesian government to increase the reading habit for its people, especially for the young generation in the field of education. Especially senior high school students who are considered as the “senior” and have more experience by reading. Sadly, most students are not enthusiastic about reading in English and in some cases, they are avoid reading English materials (Jalango & Hirsh, 2010).

One of the reason why the reading problem becomes ‘everlasting’ in Indonesia is because of reading anxiety. Saito (1999) states “reading anxiety is an anxiety that is experienced by students in the reading process when reading a foreign language.” According to Kulsum (2018), there are two explanations for students' lack of reading interest. First, students have less reading motivation when they have to read and grasp a dense text book that is unappealing to them. Students cannot read comprehensively unless they are motivated. Another factor to consider is the worry and anxiety

associated with reading the content. When students are required to read and comprehend a foreign language material, the reading process becomes difficult and complicated. According to Zoghi (2012)'s theoretical framework, foreign language reading anxiety is influenced by a variety of factors, including top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety.

Anxiety that occurs in students affects language skills. This involves knowledge of grammar. Language production using grammar can be expanded according to the needs (Jones & Quinn, 2014). This statement proves that learning and mastering grammar is done to meet the criteria for using language. This also applies to high school students who should have mastered grammar a lot. Based on the minister being educated in the latest curriculum, English is one of the lessons that students must take. Grammar is one component of English lessons this implies that grammar is not only a language guide but includes language rules that function in life.

Based on the Oxford Advanced Students Dictionary, grammar is rules for forming words and forming sentences. In other words, grammar is the description of the rules for forming sentences including an account that these forms convey (Thornbury, 1993:13). According to Eastwood (1994:4), the grammatical units of English are words, phrases, clauses, and sentences. Grammar is generally considered a set of rules that determine the correct order of words at the sentence level.

Grammatical mastery is the mastery of formal rules concerning word forms and application of words in a sentence to create correct and

meaningful sentences. Grammatical mastery is the understanding of sentence structure, sentence element, and also includes the understanding of simple clause and complex clause. But now, in fact, students' motivation is weak to master grammar. This situation is caused by many factors, including the learning atmosphere in the classroom. The grammar component studied at this school will be closely related to the ability to learn English, which in this case is included in reading comprehension.

The lack of knowledge of grammar will result in the grammatically incorrect sentences which can lead to misunderstanding of what one is saying or writing. Further, knowledge of grammar is important in comprehension because complexity of grammar can cause difficulty. A simple clause is easier to understand than a complex cause. If there are more complex clause than simple clauses, the complexity of the text in the term of grammar is high.

The reason of researcher choose this title is because researcher realize the important of students' reading anxiety and students' grammatical mastery toward reading comprehension. Reading comprehension is difficult to perform, however, if the students do not possess a strong command of grammar. In contrast, students' reading anxiety is an external factor. Reading anxiety is impacted by their learning environment, particularly while learning English, which is under a lot of pressure from learning actors at school and in the environment. Therefore, it may be predicted that students who manage their anxiety would find it simpler to acquire components of learning English, such as grammar or reading

comprehension. From the preceding description, the researcher surmises that there may be a link between students' reading anxiety, grammatical mastery, and reading comprehension.

From these facts, researchers are interested in observing one of the schools in Gondangrejo. Researcher conducted observations at SMA Negeri Gondangrejo. SMA Negeri Gondangrejo Karanganyar is one of strategic school located on Jl. Solo-Purwodadi Km. 11, Gondangrejo, Karanganyar. The researcher tries to find the phenomenon of the problems associated with the reading of senior high school, especially in SMA Negeri Gondangrejo.

Based on the researchers' experience when conducting observation and interview with English teacher in SMA Negeri Gondangrejo. It was found that students face difficulties in reading because they do not familiar with the topic and they do not understand. The teacher has to translate the text word by word with a correct grammar and do many other supports which discourage students to learn. Students usually depend on teachers and will not be able to find solutions or solve problems they actually faced. When the teacher gives opportunity for students to ask questions, most of them don't ask anything, even though they don't understand the subject and can't answer teacher's question.

Therefore, the students cannot do exercises well while doing reading text and their score was low. They were afraid and shy to practice with the target language, in this case the target language is English, because they are worried about making mistake. In fact, many students are not able to comprehend and understand about reading because they can be feel anxious.

In many cases the student with reading anxiety is fully able to read, but they are afraid to capable of doing so. These negative emotions impact how the students thinks about reading, creating a cycle of increased anxiety and lowered students' reading skills. It causes the students focused on strong negative emotions that it makes it difficult to process new information.

There are several previous studies that researchers use a references, the first is a study conducted by Anis Choirunnisa (2017) entitled "The Correlation Between the Students' Grammar Mastery and Their Reading Comprehension at the Sixth Semester on Academic Year 2015-2016 of Department of English Education of State Islamic University Syarif Hidayatullah Jakarta". The result of this study shows that there is significant correlation between the students' grammar mastery and their reading comprehension. It is proved by the r_{xy} (0.386) which is higher than r_{table} (0.367) with $df = 29$ in the table of significant of 5%. As a result, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. In other words, there is a correlation between the students' grammar mastery and their reading comprehension.

The second is a research by Raudatul Jannah (2021) entitled "The Correlation Among Reading Habit, Reading Anxiety and Reading Comprehension of the Eight Grade Students at MTS Al-Khalifah Sarolangun". The result of this study shows there is correlation among reading habit and reading comprehension with person correlation 0,192 and it is categorized very low correlation. Also, it was positive correlation, means that more positive reading habit of students had, higher the students'

achievement of reading comprehension got or contrar. There is a correlation between reading anxiety and reading comprehension with person correlation 0,151 and it is categorized very low correlation. Also, it was positive correlation, means that more positive reading anxiety of students had, higher the students' achievement of reading comprehension. There is correlation among reading habit, reading anxiety and reading comprehension is $0,00 < 0,5$ with person correlation 0,1 it means that there is significant correlation between reading anxiety and reading comprehension and categorized very low correlation. So it could be concluded that the achievement of students in reading comprehension is not really significantly influenced by reading habit and reading anxiety.

The novelty of this study compared to the previous study is there are variables that the researcher did. The previous study above examined two variables meanwhile the researcher used three variables, namely students' reading anxiety, students' grammatical mastery and reading comprehension. The object of this study was the second grade students' of SMA Negeri Gondangrejo in the academic year 2022/2023. The first researcher made the sixth semester grade students' of UIN Syarif Hidayatullah Jakarta and the second researcher made the eight grade of MTS Al-Khalifah Sarolangun Academic Year 2020/2021.

Based on the explanation above, the researcher is curious to know whether there is a negative and significant correlation between reading anxiety and reading comprehension. Second, the researcher wants to know whether there is a positive and significant correlation between grammatical

mastery and reading comprehension. Third, the researcher is curious to know whether there is a positive and significant correlation between students' reading anxiety and grammatical mastery towards reading comprehension. From the background above, the researcher are interested in conducting further research entitled: **A CORRELATIONAL STUDY BETWEEN STUDENTS' READING ANXIETY AND STUDENTS' GRAMMATICAL MASTERY TOWARD READING COMPREHENSION AT THE ELEVENTH GRADE OF SMA NEGERI GONDANGREJO IN THE ACADEMIC YEAR OF 2022/2023**

B. Identification of Problems

Based on the background of study above, the researcher found the following problems:

1. What factors can influence students' reading comprehension?
2. Does students' grammatical mastery influence their reading comprehension?
3. Is the students' reading comprehension influenced by their reading anxiety?
4. Which one is more influential in determining reading comprehension, reading anxiety or grammatical mastery?
5. How far is the correlation between students' reading anxiety and their reading comprehension?
6. How far is the correlation between students' grammatical mastery and their reading comprehension?

C. Limitation of Problems

Based on the background of the study and the identification of the problem above, it is known that the problems related to students' reading comprehension is very complex. This study aims to determine the correlation between reading anxiety and grammatical mastery toward reading comprehension at SMA Negeri Gondangrejo in the academic year 2022/2023. In addition, it is also to find out why students difficulty in process of learning English. The research sample was taken from eleventh grade students. Here the researcher gave a multiple choice and questionnaire test.

D. Formulation of the Problems

Based on the problem limitation above the researcher formulated the problem statement as follow:

1. Is there any no positive and significant correlation between students' reading anxiety and reading comprehension at the eleventh grade of SMA Negeri Gondangrejo Karanganyar in the academic year of 2022/2023?
2. Is there any a positive and significant correlation between students' grammatical mastery and reading comprehension at the eleventh grade of SMA Negeri Gondangrejo Karanganyar in the academic year of 2022/2023?
3. Is there any a positive and significant correlation between students' reading anxiety and students' grammatical mastery toward reading

comprehension at the eleventh grade of SMA Negeri Gondangrejo Karanganyar in the academic year of 2022/2023?

E. Objectives of the Study

The objectives of this study is important part of this research. Based on the problem of this study, the objectives of this problem are a follow:

1. To find out whether there is no positive and significant correlation between students' reading anxiety and reading comprehension at the eleventh grade of SMA Negeri Gondangrejo Karanganyar in the academic year of 2022/2023.
2. To find out whether there is a positive and significant correlation between students' grammatical mastery and reading comprehension at the eleventh grade of SMA Negeri Gondangrejo Karanganyar in the academic year of 2022/2023.
3. To find out whether there is a positive and significant correlation between students' reading anxiety and students' grammatical mastery toward reading comprehension at the eleventh grade of SMA Negeri Gondangrejo Karanganyar in the academic year of 2022/2023.

F. Benefits of the Study

The result of the study are expected to give advantages both theoretically and practically.

1. Theoretical Benefits

The researcher hopes that this research can be as reference for other researchers. The researcher also hopes that this research can give real description of correlation between reading anxiety, grammatical

mastery, and reading comprehension to development of education. In addition, this research can be an offer solution to face problem in English learning especially about reading anxiety, grammatical mastery, and reading comprehension.

2. Practical Benefits

- a. This research is expected to provide students with the information about grammatical mastery and reading comprehension, in which the teachers will help their students when facing some problems n mastering both of them. English teachers can use the result of the study as a feedback on teaching reading activities so that the objectives of the English teaching program (especially reading goals) can be achieved.
- b. The researcher hopes the students to develop their reading comprehension by improving grammatical mastery and manage reading anxiety.
- c. The researcher hopes this research can be reference for the other researchers.

G. Definition of Key Terms

1. Reading Anxiety

Reading anxiety is a specific, situational phobia toward the act of reading that has physical and cognitive reaction (Zbornik, 2001). In this research, reading anxiety refers to feeling of worry and apprehension when learners try to read and comprehend reading texts.

2. Grammatical Mastery

Knapp and Watkins (2005:320) Grammar is the structural basis of our ability to express ourselves in the rules of language in which the grammar that contains the purpose and function of the text will be meaningful (Made et al., 2021)

3. Reading comprehension

Reading comprehension is a skill that requires information, experience, and attitude. The goal of this reading practice is to process reading to get information (Sari et al., 2020)

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Review on Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is a highly complicated cognitive task. According to Jeffries and Mikulecky (2007), reading comprehension is more than merely identifying and comprehending words. Making sense of what you read and linking the concepts in the text to what you already know is what true comprehension entails. Every phrase in a reading text, according to Kumara, is coherent and cohesive. The reader uses creativity to generate the meaning required from the text. The reader learns some specific meaning that he need via his expertise to attain his reading purpose. According to Grabe and Stoller (2002), reading comprehension is an astonishing achievement of balancing and coordinating various talents in a very complicated and quick series of routines that makes understanding appear effortless and joyful for fluent readers. Based on the description above, the researcher concluded that reading comprehension is vital for reading because it allows to make sense of what the text read and relate the concepts in the text to what already know.

Reading comprehension, according to Westwood (2008), is an active thinking process in which a reader consciously creates

meaning in order to gain a greater knowledge of concepts and information offered in a book. To interpret written materials, readers often employ prior information, vocabulary, grammatical understanding, expertise with a text, and other skills. Reading comprehension is a difficult cognitive task.

In this sense, the researcher concludes that reading comprehension is a reading action in which the reader evaluates the necessary information from the text read. Remember that the reading text may not include all of the information. As readers, we study the information in the text as well. As a result, reading comprehension is a person's ability to grasp reading or content in an article.

b. Facets of Reading Comprehension

Based on Philippot and Michael F. Gaves in their book which discusses the facets of comprehension:

- 1) Encouraging text-based learning. Students are assisted in understanding, learning from, and enjoying each material they read by giving numerous pre-reading, during reading, and post-reading activities.
- 2) Teaching for understanding. Students get in-depth treatment on important subjects in order for them to effectively comprehend these issues, retain major sections of what they read, and be able to use the knowledge they gain via reading in school and in their life outside of school.

- 3) Developing Literary Reaction. Literature influences both cognitive and affective outcomes and helps students respond to literature in a variety of ways.
- 4) Techniques for Teaching Comprehension Students may help themselves become independent readers by learning techniques like predicting, summarizing, and being metacognitive.
- 5) Developing Higher-Order Thinking. Students are provided instruction as well as abundant opportunities to engage in analysis, synthesis, evaluation, and other thought-provoking assignments.

c. Indicator of Students' Reading Comprehension

According to Bilbao, Donguilla, and Vasal (2016), comprehension is a key component in reading activities. Reading is pointless without comprehension activities. The four levels of knowing are literal, inferential or interpretive, evaluative, and creative understanding (Labarrete, 2019). Grade level influences reading comprehension in school-aged students. Reading comprehension will change between students in the tenth and eleventh grades. This assessment is a complicated procedure, thus the assessment phases of reading will change. Multiple choice assessments, open-ended questions, and other similar methods are commonly used in high school and higher to calculate the estimate (Bastug, 2014).

The level of reading comprehension in grade eleven includes the material listed in the latest curriculum. This is following the regulation made by ministry of education. The material includes:

- 1) Personal Letter. Hopefully in this material students can identify parts of personal letters and understand questions related to personal letters.
- 2) Analytical Exposition Text. Students able to analyzing exposition texts so that they are able to understand reading texts and practice questions.
- 3) Invitation Text. Students can identify the function and purpose of the invitation text and understand the reading of information related to the texts.

Based on the explanation above, it can be concluded that indicator of students reading comprehension students must know the four levels that are; literal is another name for factual level. The ability of readers to decode words, interpret meaning in light of context, and identify word relationships is discussed. The interpretive level, on the other hand, necessitates application and analysis, which is higher order thinking. In contrast, the evaluative or critical level calls on readers to offer "their" evaluations of the reading material, which forces them to assess the texts they are currently reading. Finally, the creativity level. Reading in this way is referred to as transcendental reading because it forces readers to think in ways that go beyond what the author intended, such

applying new knowledge to a different situation or combining the author's ideas to come up with their own. As a result, this level pushes readers to produce original content as proof of their knowledge or grasp of the reading materials.

2. Review on Anxiety

a. Definition of Anxiety

In basic terms, anxiety is a state of stress, fear, nervousness and concern over potential negative consequence or incidents (Spielberbeger, 1983, as cited in Seinfeld et al, 2016). Shri (2010) also stated that anxiety is a subjective feeling of discomfort, unease, apprehension or fearful concern accompanied by host of autonomic and somatic manifestations. Furthermore, Horwitz et al. (1986) said that anxiety is subjective feeling of anticipation, panic that makes the learner have difficulty in concentrating, forgetfulness, trembling, and palpitation.

Students' anxiety is the inability to feel confident when they desire to achieve something. Students' with anxiety exhibit inconsistent conduct, based on the article of Minahan and Rappaport (2013) they claim that students with less anxiety in school have not gained the required abilities.

Some individuals feel that anxiety causes additional problems for people. There are various symptoms of anxiety that manifest themselves in the body, mind, and behavior (Dixon, 2019). There are symptoms are follows:

1) In the body

Someone who is nervous about confronting something frequently exhibits the following symptoms:

- a) Breathing becomes more rapid
- b) Heart beat speeds up
- c) Feel dizzy and light-headed
- d) Get butterflies in stomach
- e) Feel sick and need a toilet
- f) The mouth becomes dry and it feels difficult to swallow
- g) Feel sweat more
- h) Feel jittery or jumpy

2) In the mind

- a) Feel frightened
- b) May tell ourselves that we are physically ill have heart attack or going mad
- c) Think that people are looking at us
- d) Worry that we may lose control and make a fool of ourselves in front of others
- e) Feel that we must escape and get to safe place

3) In the behavior

- a) Make excuses to avoid going out or doing things
- b) Hurry out a places or situations where are feel anxious
- c) Walk to avoid buses cross the street to avoid people
- d) May have a drink before doing something we find stressful

Based on the explanation above, it can be concluded that students' anxiety at school affects their confidence when they want to achieve something. When you feel anxious, various symptoms of anxiety occur in your body, mind and behavior.

b. Impact of Students' Anxiety

Students who are nervous are more likely to experience anxiety or sadness. Students will fall behind and fail academically. According to Hopko (2005), students with high levels of anxiety may struggle in class since it interferes with their ability to think and do tasks confidently.

Some learners experience the cognitive, affective, and physiological reactions associated with language learning anxiety on a nearly daily basis, while others are commonly observed in testing situations, when exam takers forget previously known information or make careless and otherwise avoidable mistakes due to nervousness (Paradowski et al 2015: 34). Teachers who instruct nervous students play a significant part in reducing students' anxiety; they may do a variety of things to assist their students' in overcoming test reading anxiety. Making an enjoyable activity available in class is one method to assist students'.

Therefore, the researcher believes that students need motivation and a lot of effort to do their best in each performance in order to lessen their feelings of failure, anxiety, nervousness, and being unconfident in their abilities by utilizing their own strength

and the teacher's and the class's support. All negative sentiments should be eradicated from the students' minds in order to improve their confidence and determination to accomplish better than before.

c. Factors of Anxiety

The knowledge possessed by the individual, as well as how the individual responds to the circumstance and governs himself, are factors that determine anxiety. According to Addler and Rodman in (Annisa & Ifdil, 2016), anxiety has two causes:

- 1) Bad experience in the past. One of the most common causes of anxiety is traumatic events. Even if the occurrence occurred in the past, it will have an impact in the future. When confronted with the same circumstance, feelings of danger and discomfort will arise. For example, in school, taking an exam and receiving a low grade might lead to feelings of anxiety before taking the next exam.
- 2) Irrational thoughts. At this stage, the individual's irrational thought is when he believes something horrible will happen and is unable to take action to fix the situation. Another irrational concept is the pursuit of perfection. This person expects perfection since they don't want any flaws in their actions, which makes them anxious before doing anything. Unsuitable generalization is another thing; it occurs when a person lacks experience and expresses it as a result of a sense of urgency to act (Annisa & Ifdil, 2016).

Based on the explanation above, it can be concluded that the cause of anxiety is bad experiences in the past, namely events that will have an impact in the future due to trauma. Irrational thoughts are caused by the perfection of attitudes where a person wants perfection in the actions taken.

d. Anxiety Level

Based on the book *Nursing Practice for Psychiatric Disorder* (P.243-244) in Salmiah (2017), anxiety has four levels: mild, moderate, severe, and panic.

1) Mild anxiety

- a) Wide perceptual field
- b) Sharpened senses
- c) Increased motivation
- d) Effective problem solving
- e) Increased learning ability
- f) Irritability

2) Moderate anxiety

- a) Perceptual field narrowed to immediate task
- b) Selectively attentive
- c) Cannot connect thoughts or events independently
- d) Increased use of automatisms.

3) Severe anxiety

- a) Perceptual field reduced to one detail or scattered details
- b) Cannot complete tasks

- c) Cannot solve problems or learn effectively
 - d) Behavior geared toward anxiety relief and is usually ineffective
 - e) Doesn't respond to redirection, feels awe, dread, or horror
 - f) Cries
 - g) Ritualistic behavior.
- 4) Panic
- a) Perceptual field reduced to focus on self
 - b) Cannot process any environmental stimuli
 - c) Distorted perceptions
 - d) Loss of rational thought
 - e) Doesn't recognize potential danger
 - f) Can't communicate verbally
 - g) Possible delusions and hallucination
 - h) May be suicidal

Based on the explanation above, it can be concluded that each level causes both physiologic and emotional changes in the person. Mild anxiety is a sensation that something is different and warrants special attention. Sensory stimulation increases and helps the person focus attention to learn, solve problems, think, act, feel, and protect himself or herself. Moderate anxiety is the disturbing feeling that something is definitely wrong; the person becomes nervous or agitated. As the person progresses to severe anxiety and

panic, more primitive survival skills take over, defensive responses ensue, and cognitive skills decrease significantly.

e. Types of Anxiety

Anxiety may be classified into several forms. Freud in Kendra (2020) discovered that anxiety is classified into three types:

- 1) Realistic anxiety, also known as objective anxiety, is worry that emerges from the outside and is directed toward a risk that threatens and culminates in a poor situation.
- 2) Neurotic anxiety is anxiety caused by one's instincts or five senses not being able to control it, resulting in punishment or consequences for the behavior.
- 3) Moral Anxiety is anxiety that emerges from the heart in response to emotions of guilt when doing something wrong or acting in an unorthodox manner.

This type of anxiety is very familiar and closely related to our lives in all fields (Sutejo, 2019). Meanwhile, Spielberger in (Rizkiah, 2010) divides the types of anxiety into 2 parts:

- 1) State Anxiety. Anxiety that persists for a time as a result of encountering a risky or scary circumstance that exhibits signs of pressure and unease, raising the level of the autonomic nervous system.
- 2) Trait anxiety is a type of anxiety that is ingrained in a person or a person's personality and separates one individual's anxiety

from another even when there is no immediate danger (Auliani, 2010).

The emergence of anxiety and the existence of a threatening situation are the first two steps, after which the situation is evaluated in light of the person's background, aptitude, and attitude. Finally, at this point, physiological responses like a faster heartbeat and lowered blood pressure will start to show. In response, some people reevaluate and enhance their motor abilities as a form of self-defense so that when they reach the coping stage, they will act in threatening situations.

f. Reading Anxiety

Reading anxiety refers to the sensation of uncertainty and stress that students have when attempting to read and interpret foreign language text (Muhlis, 2014). Reading anxiety is defined by Zbornik (2001), as referenced in Jalango & Hirsh, (2010) as a specific, situational phobia to the act of reading with physical and cognitive reactivity. He further notes that bodily symptoms of worry include sweating, heart beating, feeling weak or weary, fast breathing, headache, stomachache, or even throwing. Anxiety-related cognitive reactions include severe fear, low self-esteem, feelings of powerlessness, and fear of public humiliation. Some researchers discovered that reading anxiety has a negative impact on reading performance (Sellers, 2000; Shi & Liu, 2006), impaired comprehension and acquisition of second language. According to

MacIntyre (1995), if students are apprehensive while reading, their performance suffers, which may lead to poor self-evaluation and more self-deprecating cognition, which further impairs their performance. Saito (1999) proposed that teachers prepare their students for the possibility of reading anxiety when introducing reading assignments, introduce reading strategies to lessen reading anxiety, and pay attention to the selection of texts to ensure students encounter material at an appropriate level of difficulty. Faruq (2019) urges teachers to apply error correction approaches, undertake small group activities, and focus on topics that are engaging to students. In addition, according to Zoghi & Alivandivafa (2014), the reading anxiety divided into three level of anxiety;

Score	Level of reading anxiety
68 – 80	High level
56 – 67	Moderate level
20 – 55	Low level

Based on the explanation above, it can be concluded that reading anxiety is a distinct type of anxiety. There is a phenomena of worry among students while they are reading, and most students are unaware that anxiety has been identified as one of the variables that may impede the reading process.

g. Indicators of Reading Anxiety

According to Guimba and Alico (2015, P.51), there are three indicators of reading anxiety which are:

1) Top-down Reading Anxiety

According to Zoghi (2012), Top-down reading anxiety is a component that influences reading anxiety apart from reader-specific related anxiety. Readers' background knowledge, cultural understanding, and general reading competence are all related to top-down reading anxiety. It occurs when students are unable to recognize specific details as well as the major idea of the text. When the ideas in the texts are culturally unclear, the title of the work is unfamiliar, and they lack expertise about the ideas stated in the text, the learner will become nervous (Guimba and Alico, 2015).

2) Bottom-up Reading Anxiety

According to Zoghi (2012), Bottom-up reading anxiety is a component that influences reading anxiety from text-specific associated anxiety. Reading anxiety caused by vocabulary and grammar. It occurs when pupils encounter unusual vocabulary in the text and grammatical structures that are overly difficult. Learners may become worried if they cannot understand the meaning of a word, come across a large number of words whose meanings are uncertain, a sentence is grammatically foreign, or the tenses of particular sentences are confusing (Guimba and Alico, 2015). This difficulty can be overcome by selecting reading material, text content, and language complexity that are appropriate for the students' diverse backgrounds.

3) Classroom Reading Anxiety

According to Zoghi (2012), classroom reading anxiety is influenced by the instructional approach used by teachers in classroom activities. When the teacher corrects their pronunciation and translation errors in a harsh manner, the pupils may experience classroom reading anxiety (Guimba and Alico, 2015). As a result, negative feedback from teachers can often increase reading anxiety and make the learning environment unfriendly for students.

Based on the explanation above, it can be concluded that top-down reading anxiety is caused when students struggle to identify key details and the text's core concept. When the language in the book is unfamiliar and difficult to understand, as well as when the grammatical structures are complex, students may experience bottom-up reading anxiety. Finally, when the teacher criticizes the students while they read the material aloud, students may experience reading anxiety in class. When the teacher provides uninteresting texts, the students could feel anxious. If the teacher corrects the errors made by the students, the students might not like it. As a result, the teacher's critical comments may occasionally increase reading anxiety in the reading class, which is a sign of an unfriendly learning environment.

3. Review on Grammatical Mastery

a. Definition of Grammatical Mastery

The definition of grammar is the description of the ways in which English words are combined to form meaningful and acceptable sentences. In technical terms this means: syntax that is the systematic rules by which we group and order words to form phrases, clauses, and sentences and morphology that is the ways in which the forms of words are changed according to their use in phrases, clauses, and sentences (Seely, 2007:2)

Another definition is grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. (Ur, 2006:4) Other definition about grammar is the study of language, specifically, how words are put together. Because of obsessive English teachers and their rules, grammar also means a set of standards that you have to follow in order to speak and write better, however, the definition of better changes according to situation, purpose, and audience (Woods, 2010:9)

According to Scott Thornbury (2007:1), grammar is the study of how language is formed. Grammar analysis is often done on a sentence, either orally or in writing. So, Scott refers to grammar as the science that governs or rules in sentence formation (Naiggolan, 2019). Another opinion is supported by Azam

(2014:62), who states that grammar is a linguistic guide that advances a language and compiles its essential parts (Azam, 2014).

Based on the explanation above, it can be concluded that grammar is the study of rules and principles that cover the arrangement and combination of words to form grammatically correct and meaningful sentences.

b. The Importance of Grammar

Teachers have two goals while teaching a language: to ensure fluency and accuracy in all language abilities. Fluency is the capacity to communicate fluently, whereas accuracy is the ability to speak accurately utilizing grammatical structures such as verb forms, phrasal verbs, prepositions, and so on. A student must understand the grammar of the target language in order to communicate effectively. For instance: the phrase “the beautiful girls” is a well-formed phrase in English, but the following two phrases are not at all well-formed. “girls the beautiful” beautiful girls the. The example above showed that English has strict rules for combining words into phrases. The article (the) must go before the adjective (beautiful) and the adjective should have to go before noun (girls). It can be concluded that to be grammatically correct, those type of phrase must have the sequence article + adjective + noun.

According to Knapp and Megan (2005), “grammar is a label for the resources accessible to users of a language system for composing texts.” A speaker's or writer's grasp of grammar

transforms language usage from implicit and unconscious to conscious manipulation of language and selection of acceptable content.” From that remark, it is apparent that grammar is one of the most significant aspects of English since it not only relates to the quality of the phrase but also to its meaning. Grammar knowledge in this sense is concerned not only with the rules for what can and cannot be done with the order and usage of words in English sentences, but also with how written English works. People must master grammar in order to write or communicate more clearly and effectively. It may be adequate for rudimentary language usage for persons who have unconscious awareness of grammar. People who want to communicate in an artistic way with well-defined frameworks, on the other hand, must pursue the higher depth of comprehension and expertise that grammar study provides.

Therefore, it is very natural since high school in English lessons need to implement the use of grammar is various language skills. Common things in high school about grammar that are usually studied related to tenses because they are closely related to everyday life.

c. Types of Grammar

According to Kolln and Funk (2012), there are two forms of grammar: structural grammar and transformational grammar.

1) Structural Grammar

The structuralism recognizes the significance of describing language on its own terms. By paying close attention to how words vary in sound and spelling (their forms) and how they are used in sentences (their functions), and examining the sentences objectively. Furthermore, new grammar, which is an important component of structuralism, emphasizes the systematic nature of English.

2) Transformational Grammar

Transformationalists provide specifics about their systematic nature, as opposed to structuralists, who examine sentences. The goal was to discover the secrets of language by creating a model that could generate all grammatical phrases. It may be useful to think of our built-in language system as a computer program.

Grammar is still an important component in English no matter how many experts classified it into several types. In conclusion, the most important thing in learning language is the learners have to know the language structure as well as possible in order to increase their ability in using the target language itself.

d. Students' Grammar Mastery

According to Widdowson in Anggraini (2022), a learner is regarded to be successful if he learned one thing, namely grammatical precision and fluency in studying the target language. Although grammar is not the focus of high school English studies, it is intended that students would be able to recognize and differentiate

terminology such as nouns, adjectives, adverbs, conjunctions, pronouns, and so on. Students must be able to construct a phrase or clause using the right grammar from these terms. This has been in use since the 2006 school curriculum (Quway, 2017)

Various indications must be met in order for an 11th-grade high school student to understand English grammar. There are several grammar resources that must be learned. The material is as follows:

- 1) Complex Sentence. A complex sentence is one of the sentence types. Complex sentences are made up of one main (independent) clause and one or more dependent (subordinate) clauses. Students should be able to understand the sequence of complicated sentence language by employing conjunctions before, after, while, till, and so on (Offord, 2012)
- 2) Modal Auxiliary. Students comprehend the inquiries and sentence formulae that use modal auxiliary verbs.
- 3) Infinitives. Students may grasp practice questions based on infinitive sentences.
- 4) Passive Voice. Students can grasp the questions since the subject of the verb is being acted on.

In conclusion, learning English in high school is focused on two things. First, it focuses not only on the learning curriculum but also communicative grammar. English teachers confront several

challenges when teaching grammar since grammar must be not only remembered but also comprehend by students.

B. Previous Related Studies

In this section, the researcher writes down previous research related to the research topic being studied. This is made so that researchers understand the main issues and research fields as well as evidence that researchers have the abilities, competencies and backgrounds that are in accordance with their fields. The first research was conducted by Nadia Anggraini (2022), entitled “The Correlation between Students’ Anxiety and Students’ Grammatical Mastery toward Reading Comprehension at the Eleventh Grade of SMA Negeri 1 Padangcermin”. The aim of this study was to investigate the effect of students’ anxiety and grammatical mastery to students’ reading comprehension in online learning. The result shows that there is no significant or negative correlation between students’ anxiety and reading comprehension, meanwhile the second finding shows that there is significant correlation between the correlation between students’ grammatical mastery and reading comprehension.

The second research was conducted by Anis Choirunnisa (2017) entitled “The Correlation Between the Students’ Grammar Mastery and Their Reading Comprehension at the Sixth Semester on Academic Year 2015-2016 of Department of English Education of State Islamic University Syarif Hidayatullah Jakarta”. The result of this study shows that there is significant correlation between the students’ grammar mastery and their reading comprehension. It is proved by the r_{xy} (0.386) which is higher than

rtable (0.367) with $df = 29$ in the table of significant of 5%. As a result, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. In other words, there is a correlation between the students' grammar mastery and their reading comprehension.

The third is a research by Raudatul Jannah (2021) entitled "The Correlation Among Reading Habit, Reading Anxiety and Reading Comprehension of the Eight Grade Students at MTS Al-Khalifah Sarolangun". The result of this study shows there is correlation among reading habit and reading comprehension with person correlation 0,192 and it is categorized very low correlation. Also, it was positive correlation, means that more positive reading habit of students had, higher the students' achievement of reading comprehension got or contrar. There is correlation between reading anxiety and reading comprehension with person correlation 0,151 and it is categorized very low correlation. Also, it was positive correlation, means that more positive reading anxiety of students had, higher the students' achievement of reading comprehension. There is correlation among reading habit, reading anxiety and reading comprehension is $0,00 < 0,5$ with person correlation 0,1 it means that there is significant correlation between reading anxiety and reading comprehension and categorized very low correlation. So it could be concluded that the achievement of students in reading comprehension is not really significantly influenced by reading habit and reading anxiety.

The fourth is an international article by Jayoung Song (2018) under the title “Relationships among Reading Anxiety, Reading Processing, and Reading Comprehension” from Rice University. The findings of this study provide insights into Korean adolescent EFL learners’ reading anxiety and its effect on reading processing and reading comprehension.

And the fifth is an international journal conducted by Guimba and Alico (2015). Guimba and Alico (2015) used a questionnaire of the English as a Foreign Language Reading Anxiety Inventory (EFLRAI) adopted from Zoghi & Alivandivafa (2012). This study aims to find out the main causes of students’ reading anxiety and comprehension performance among 78 students Grade 8 in Mindanao State University-Integrated Laboratory School, Marawi City. The results showed that most of them failed in the test and they had high level of reading anxiety. Meanwhile, three factors which causing their reading anxiety are: top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety. Moreover, there is a significant negative relationship between students’ reading anxiety level and reading comprehension performance.

C. Rationale

1. The Correlation of Students’ Reading Anxiety and Reading Comprehension

Learning a foreign language is not simple; there are many challenges that students must encounter. It can be used to differentiate between the mother tongue and the foreign language. Some variables might impact learners’ decision to study a foreign language. Anxiety among students

is one of them. Despite the hurdles, students' eagerness to learn is critical to achieving the aim of the learning process. Anxiety is an emotion of worry about unclear possible futures that is frequently accompanied by anxiety and dread, resulting in illogical conduct. Anxiety may develop in a variety of situations, including language class anxiety. Students' anxiety will surely impair their performance in language class. Reading, speaking, listening, and writing are the four English class abilities. Reading anxiety of these learners may have an impact on the reading comprehension interpreted in practice questions. Students' reading comprehension ability will suffer in English class if they just concentrate on their anxiousness. In this English lesson, learners' anxiousness is felt in the reading part and other abilities. Students in foreign language classes, on the other hand, are more concerned about their final grades. Some students study extensively to prepare for the last step in English, which consists of reading comprehension questions. Students can deal with reading comprehension issues if they can regulate their anxiousness in English class. As a result, students' reading anxiety levels correspond with their reading comprehension.

2. The Correlation of Students' Grammatical Mastery and Reading Comprehension

Grammar is referred to be the framework and foundation of a language. When dealing with reading comprehension issues affecting high school students in the eleventh grade, grammatical competence is

required. The majority of students simply comprehend reading based on the terminology they are familiar with. As a result, occasionally students' performance on English exam questions is low. Grammar mastery is considered to lead to enhanced reading comprehension in students. In addition, students' command of grammar gives them assurance in their reading comprehension.

3. The Correlation of Students' Reading Anxiety and Students' Grammatical Mastery Toward Reading Comprehension

The rule in reading comprehension is seen in the students' reading anxiety and grammatical mastery. Students should focus on mastering grammar since it will make it simpler for them to comprehend reading, whether it be in practice problems or in the text. Reading comprehension is difficult to perform, however, if the students do not possess a strong command of grammar. In contrast, students' reading anxiety is an external factor. Reading anxiety is impacted by their learning environment, particularly while learning English, which is under a lot of pressure from learning actors at school and in the environment. Therefore, it may be predicted that students who manage their anxiety would find it simpler to acquire components of learning English, such as grammar or reading comprehension. From the preceding description, the researcher surmises that there may be a link between students' reading anxiety, grammatical mastery, and reading comprehension. Research is required to support this assumption.

D. Hypothesis

Based on the framework of thinking described above, the researcher formulates a hypothesis as follows:

1. The First Hypothesis

Ho : There is no positive and significant correlation between reading anxiety and reading comprehension

Ha : There is a positive and significant correlation between reading anxiety and reading comprehension

2. The Second Hypothesis

Ho : There is no positive and significant correlation between grammatical mastery and reading comprehension

Ha : There is positive and significant correlation between grammatical mastery and reading comprehension

3. The Third Hypothesis

Ho : There is no positive and significant correlation between reading anxiety and grammatical mastery towards reading comprehension

Ha : There is positive and significant correlation between reading anxiety and grammatical mastery towards reading comprehension

CHAPTER III

RESEARCH METHODOLOGY

This chapter is about to answer the problem of this research involved: research design, setting of the research, population, sample, and sampling, data and data source, research instrument, techniques of collecting data, technique of analyzing data and validity and reliability.

A. Research Design

There are several types of studies that may be classified as descriptive research design with the type of correlational study Ary (1985:327) says that:

“Correlation studies are concerned with determining the extent of relationship between variables. They enable one to measure the extent to which variations in one variable are associated with variations in determined through the use of the coefficient of correlation” The main purpose of a correlation study is to determine relationships between variables, and if a relationship exists, to determine a regression equation that could be used make predictions to a population (Marilyn K. Simon and Jim Goes, 2011).

The reason of choosing this method is the researcher want to know the strength of the two and more variable based on coefficient correlation. The researcher has three variables, two independent variables and one dependent variable. The statistic that expresses a correlational statistic as a linear relationship is the product-moment correlation coefficient. It is also called the *bivariate correlation*, *zero-order correlation*, or simply *r*, and it is indicated by an “r” for its notation the statistic is calculated for two variables (r_{xy}) by

multiplying the z scores on X and Y for each case and then dividing the number of cases minus one (e.g., see the detailed steps in Vockell & Ashner, 1995) in (Creswell, 2012:338).

1. The Independent Variable (X)
 - a. Students' Reading Anxiety among the eleventh grade of SMA Negeri Gondangrejo in the academic year of 2022/2023 (X_1)
 - b. Students' Grammatical Mastery among the eleventh grade of SMA Negeri Gondangrejo in the academic tea of 2022/2023 (X_2)

2. The Dependent Variable (Y)

Reading comprehension among the eleventh grade of SMA Negeri Gondangrejo in the academic year of 2022/2023 (Y)

The correlation between three variables can be seen in the figure 3.1

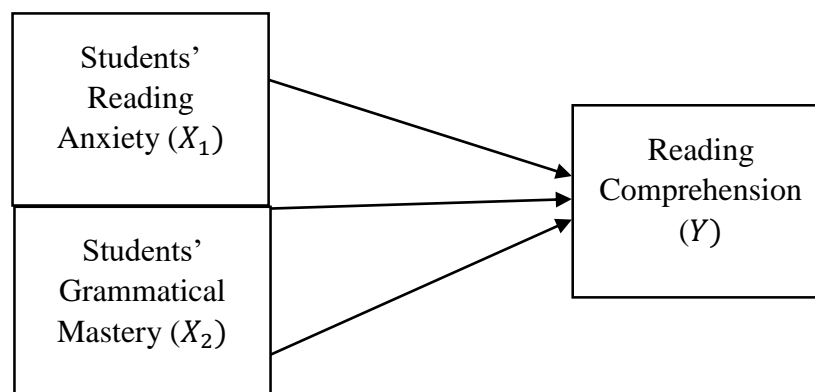


Figure 3. 1 Correlation between Students' Reading Anxiety (X1), Grammatical Mastery (X2), and Reading Comprehension (Y)

Based on classification above, the first variable (reading anxiety). The second variable (grammatical mastery) are classified into an independent variable. These are variables regarded the cause of other variables. The last variable (reading comprehension) is classified as

dependent variable. It means that the existence of this variable is leading by proceeding one. These variables are named as variable X_1 Reading Anxiety, X_2 Grammatical Mastery, and Y Reading Comprehension.

B. Research Setting

1. Research Setting

This research was conducted at SMA Negeri Gondangrejo, one of the high schools in Central Java province, which is precisely located on Jl. Solo-Purwodadi Km. 11, Gondangrejo, Karanganyar. This school has two majors and divided into 24 classes. Researchers, in this case, will focus on eleventh grade students majoring in science and social studies, all of which have 8 classes. The current situation, which is offline studies after pandemic. The researcher chose this school because the eleventh grade had common concerns with English learning anxiety, including mastery of grammar in reading comprehension, the researcher picked this school. This is a typical problem that has occurred in the past but has never been researched, so it can assist researchers in carrying out their research precisely in this case.

2. Research Time

The researcher hold the research on October 2022 – May 2023 at SMA Negeri Gondangrejo. The activities of the research were writing proposal, action, and analyzing data.

Table 3. 1 Table of Research Activities in SMAN Gondangrejo

NO	Activity	Oct	Nov	Dec	Jan	Feb	March	April	May
1	Pre-Research								
2	Making Proposal								
3	Seminar Proposal								
4	Making Instrument								
5	Revise Instrument								
6	Taking Try Out Data								
7	Taking Main Data								
8	Analyzing the Data								
9	Reporting the Results								

C. Population, Sampling and Sample

1. Population

According to Sugiyono (2011:80) population is a generalization of objects that have the same quality or characteristics determined by the researcher to be studied and identified conclusions from the characteristics equation (Soegiyono, 2011). For this reason, basically, the population does not only focus of an object but also objects around item.

The participation in this study were class XI students of SMAN Gondangrejo, both from science and social disciplines. The population of the research is all the eleventh grade students of SMA Negeri Gondangrejo in first semester in academic year 2022/2023. There are eighth class students of SMA Negeri Gondangrejo. The researcher then estimates the population in this school to be 282 students as follow.

Table 3. 2 Population of the Research

No.	Grade	Total
1.	XI A1	36
2.	XI A2	36
3.	X1 A3	36
4.	X1 A4	36
5.	XI S1	36
6.	XI S2	36
7.	X1 S3	36
8.	XI S4	36
Total		282

(Source: SMAN Gondangrejo)

2. Sampling Technique

The sampling technique applied in sampling in this study is proportionate random sampling. Proportionate random sampling is a sampling technique in heterogeneous and stratified populations by taking samples from each sub-population whose number is adjusted to the number of members of the group each sub-population randomly. The sampling technique is proportional random sampling is used with the aim of obtaining a good sample representative by looking at the population of class XI students in SMAN Gondangrejo is stratified, which consists of several different classes heterogeneous (not homogen). So the researchers take samples from class XI IPA and XI IPS from each class are taken as representatives as sample.

3. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2011: 142). In an ideal situation, the researcher selects a sample of individuals who are representative of the entire population. The chosen class was XI IPA 2 as a sample of try out testing, XI IPA, and XI IPS from each class are taken as representative were as a sample of the instrument testing. Based on some of these considerations, the samples are takes in this study are 70 students, with each sample for class level must be proportional to the population.

$$\text{XI IPA 1} = 36/246 \times 70 = 10,24$$

$$\text{XI IPA 3} = 36/246 \times 70 = 10,24$$

$$\text{XI IPA 4} = 36/246 \times 70 = 10,24$$

$$\text{XI IPS 1} = 36/246 \times 70 = 10,24$$

$$\text{XI IPS 2} = 36/246 \times 70 = 10,24$$

$$\text{XI IPS 3} = 36/246 \times 70 = 10,24$$

$$\text{XI IPS 4} = 36/246 \times 70 = 10,24$$

To facilitate research, the number of these calculations can be rounded up to class XI IPA 1 = 10 students, XI IPA 3 = 10 students, XI IPA 4 = 10 students, XI IPS 1 = 10 students, XI IPS 2 = 10 students, XI IPS 3 = 10 students, XI IPS 4 = 10 students. So that the sample size reached 70 students.

D. Techniques of Collecting Data

In the success of a research, it is necessary to collect data supported by what instruments will be used in the study. Therefore, research data collection is taken from the source or object of research. There are two techniques used in this study to collect data, both test and non-test techniques. To find out student anxiety data, the researcher used a questionnaire. Related to other variables in the form of grammar mastery and reading comprehension, a test instrument was used. Another instrument used in this research is documentation to determine students' grammar mastery in reading comprehension by researchers by looking at recaps of grades or class activities carried out in collaboration with subject teachers.

E. Research Instrument

Explaining the meaning of research instruments. The process of collecting research data stages by distributing research instruments to respondents. Followed by data sources, the instruments used in this study include:

Table 3. 3 Data Collection Techniques

Data Source	Instrument	Data Needed
Students	Questionnaire Test	Students Reading Anxiety Level Students Grammatical Mastery Reading Comprehension

1. Questionnaire

Questionnaire is list of question which is sent per post or respondents to be completed. The respondents answer the question without the researcher help. So the researcher should make question clearly (Dajan, 1986;38). In this research, the questionnaire was giving to measure students' reading anxiety. The questionnaire utilized in this study constitutes EFLRAI (English as Foreign Language Reading Anxiety Level Inventory) questionnaire designed by Zoghy (2012). EFLRAI has been utilized by some researchers in conducting the research to measure the reading anxiety level.

In the EFLRAI, there were 20 question items and a scale ranging from 1 (one) to 4 (four) points Likert scale of agreement. Each item on the scale was rated on a 4-point Likert scale: *strongly agree* (4 points), *Agree* (3 points), *Disagree* (2 points) and, *Strongly disagree* (1 point). The scores of language anxiety were divided into three levels of anxiety: low anxiety (X=20-55), moderate anxiety (X=56-67), and high anxiety (X=68-80). Students' anxiety score were picked up by summing up the rating of all the items. The score of students' anxiety scale would extend from a low of 20 to a high of 80, with higher score reflecting greater perceive reading anxiety.

There are the indicators of reading anxiety in the ELFRAI questionnaire adapted from Zoghy & Alivandivafa, 2014, those are:

Table 3. 4 The Blue Print of Questionnaire Students' Reading Anxiety

No.	Concept	Indicators	Items	Total
1.	According to	Top_down Reading Anxiety (TRA)	1,2,3,4,5	5

	Zbornik (2001), reading anxiety is a specific, situational phobia toward the act of reading that has physical and cognitive reaction.	<ul style="list-style-type: none"> a. cannot recognize minor ideas (details) of the text b. cannot get the gist of the text c. cannot spot the main idea of a certain paragraph 		
2.		Bottom-up reading anxiety (BRA) <ul style="list-style-type: none"> a. cannot figure out the meaning of a word that they feel they have seen before b. encounter a lot of words whose meanings are unclear c. find it difficult to pronounce unknown words 	6,7,8,9,10,11,12,13,14,15	10
3.		Classroom Reading Anxiety <ul style="list-style-type: none"> a. pronunciation or translation mistakes 	16,17,18,19,20	5
Total Item		20		

2. Test

Creswell (2012: 210) say that a test is an instrument containing items whose answer right or wrong. Creswell (2012: 215), states that a test can be

defined as a task or series of task used to obtain systematic observation presumed to be representative of educational or psychological traits or attributes. This study will employ a test to collect data on students' grammatical mastery and reading comprehension. In this case, the test tested on the sample was adjusted to the curriculum from the education office that was implemented at the school. The test is made by researchers who are consulted directly by advisors and supervising teachers at the school. The use of test was intended to collect the data about grammatical mastery and reading comprehension. Described below:

1) The Test of Grammatical Mastery

This test was used to measure grammatical mastery of the students. The test is objective test in the form of multiple choice types consisting of 30 items. There are five answer option: a, b, c, d, and e in each question. The scoring system of the grammatical mastery, whether student choice correct answer got 1 score, but whether the answer was wrong they got 0 score. Below is the matrix of data grammar mastery based on grammar mastery of test used in this research on table.

Table 3. 5 The Blue Print of Grammatical Mastery

No.	Concept	Indicator	Item Number	Total
1.	Grammar is a linguistic framework where words may take on	Complex Sentence: Students know the order of complex sentence by using conjunctions before, after, while, until, etc.	1,2,9,10,17,21	6
2.	different	Modal Auxiliary:	3,4,11,12,18,19,	12

	forms and be integrated into sentences.	Students understand the questions and formulas of sentences using modal auxiliary.	20,22,23,26,27,28	
3.		Infinitives: Students comprehend the inquiries and sentence formulae that use modal auxiliary verbs.	5,6,13,24,25	5
4.		Passive Voice: Students can grasp the questions since the subject of the verb is being acted on.	7,8,14,15,16,29,30	7
Total Item		30		

2) The Test of Reading Comprehension

This test was intended to collect data of Reading Comprehension variable. The researcher gave 30 questions which the form is multiple choices. The test conducted following by the syllabus of the eleventh grade. The researcher gave 1 point for correct answer and 0 point for false answer.

Table 3. 6 The Blue Print of Reading Comprehension

No.	Concept	Indicator	Item Number	Total
1.	The ultimate goal of reading is to understand what is read. Reading is	Personal Letter: students can identify parts of personal letters and understand questions related to personal	10,11,21,22,23,24,27,28,29,30	10

	nothing if you do not know what has been read.	letters and understand questions related to personal letters.		
2.	Understanding texts requires complex procedures related to one's reading ability affects one's capacity	Analytical Exposition: Students able to analyzing exposition texts so that they are able to understand reading texts and practice questions.	6,7,8,9,17,18,19,20,25,26	10
3.	to understand readers or sign. .	Invitation Text: Students can identify the function and purpose of the invitation text and understand the reading of information related to the invitation text.	1,2,3,4,5,12,13,14,15,16	10
Total Item		30		

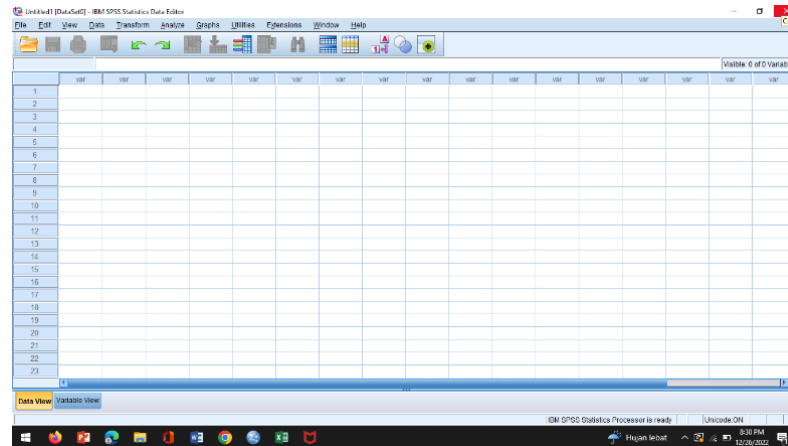
F. Data Validation

1. Validity

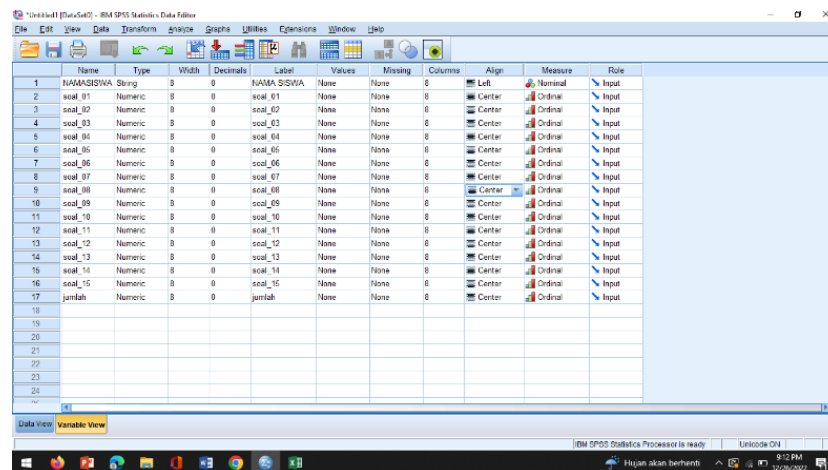
Ary et al. (2010: 225), Validity is the most important consideration I developing and evaluating measuring instruments. He stated that validity is defined as the extent to which instrument measured what it claimed to measure.

To measure the validity of Reading Comprehension and Grammatical Mastery the researcher used analysis validity from SPSS 26.00. The instruments test are valid if $r_{observed} > r_{table}$. The steps are as follows:

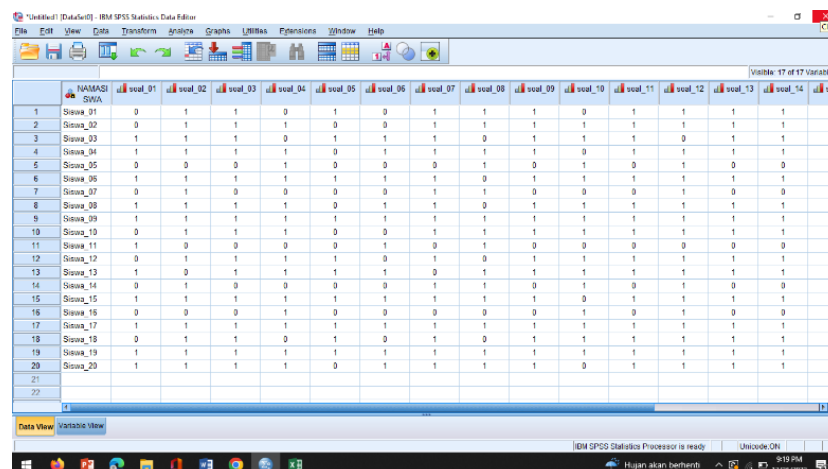
1) Open program SPSS 26 for Windows



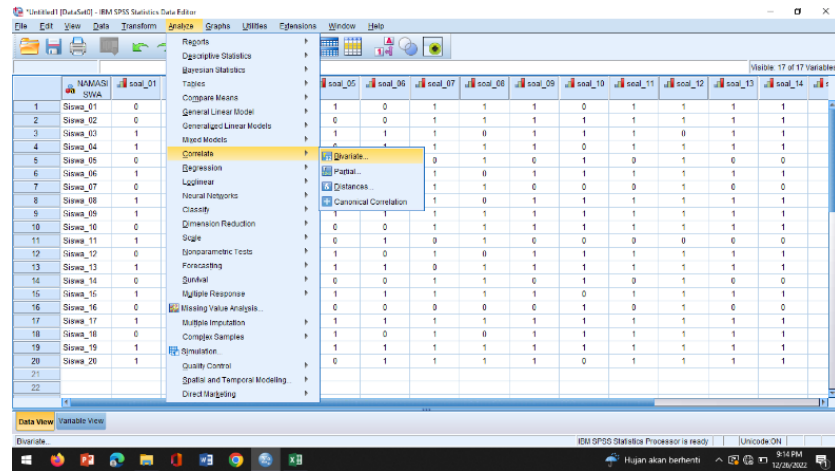
2) Click variable view, give content of the name column with item until the questions are complete and decimal column stay 0.



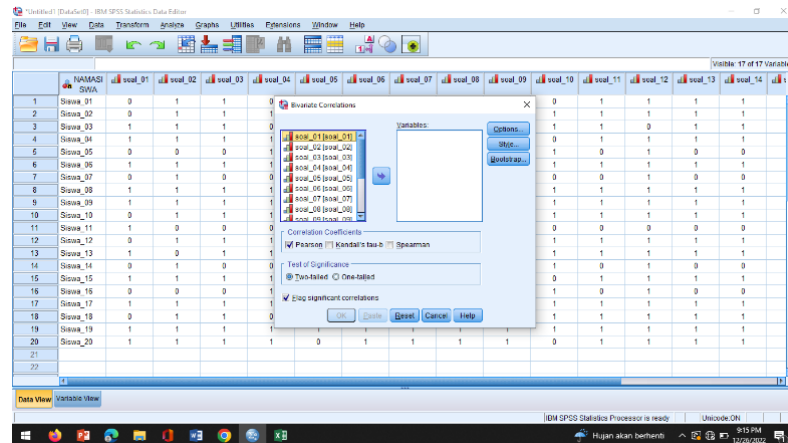
3) Click data view >> insert data from the variable



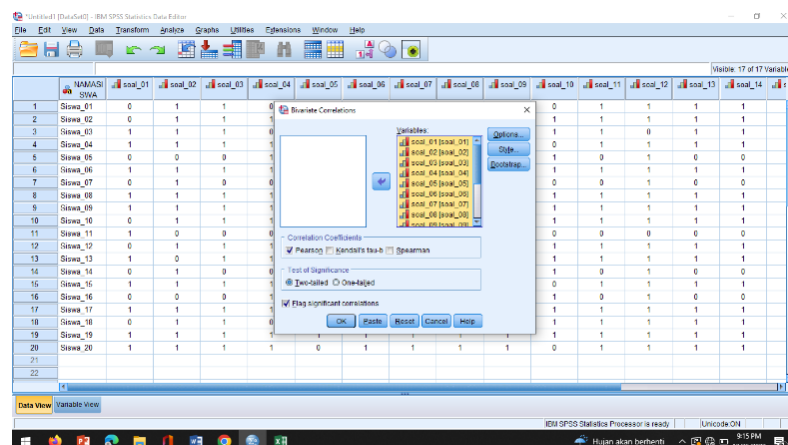
4) Click analyze >> click correlate >> Bivariate



5) Then will appear like this the table below:



6) After that remove the variable column, check list Pearson the analyze to find correlation 2 variables that required parametric analyze >> click OK



7) Finally, there will appear the result in below.

Variable	Pearson Correlation	Sig. (2-tailed)	N
scot_09	.486	.577 ^{**}	20
scot_10	.454	.005	20
scot_11	.486	.577 ^{**}	20
scot_12	-.392	.250	20
scot_13	.486	.577 ^{**}	20
scot_14	.486	.577 ^{**}	20
scot_15	.486	.577 ^{**}	20
jantah	.539	.995 ^{**}	20

According to Riduwan & Akdon (2005) Criteria of interpretation the validity is (Rofifah, 2020):

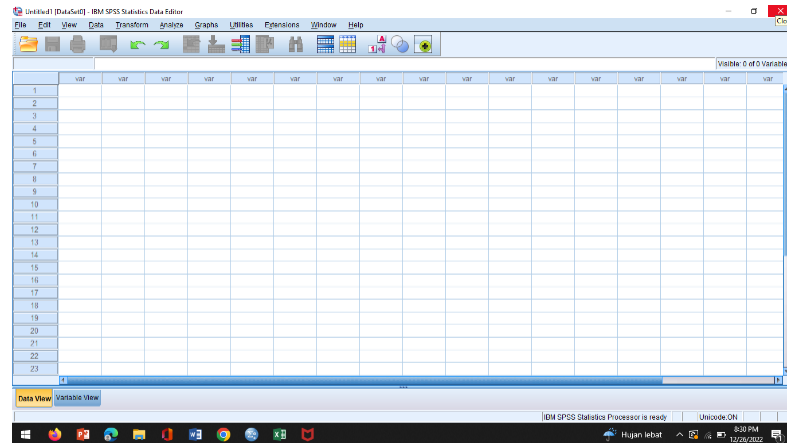
Table 3. 7 Criteria of Validity

Coefficient Interval	Correlation
0,80 – 1,000	Very High Validity
0,60 – 0,799	High Validity
0,40 – 0,599	Fair Validity
0,20 – 0,399	Poor Validity
0,00 – 0,199	Very Poor Validity

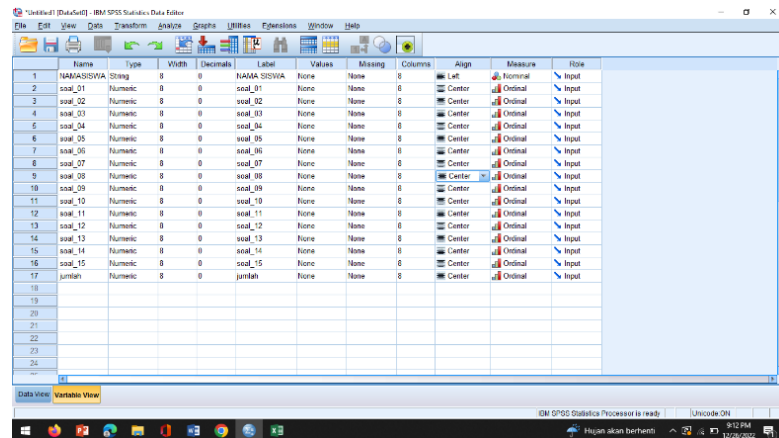
2. Reliability

Ary et al. (2010:236) states that the reliability of measuring instruments is the degree of consistency with which is measures whatever it is measuring. To determine the reliability of the instruments, the researcher used Alpha Cronbach Formula is as follows through SPSS 26 version from Windows. The instruments variable are valid if the value of Cronbach Alpha > $t_{table} (0.5)$. (Arikunto, 2006: 276)

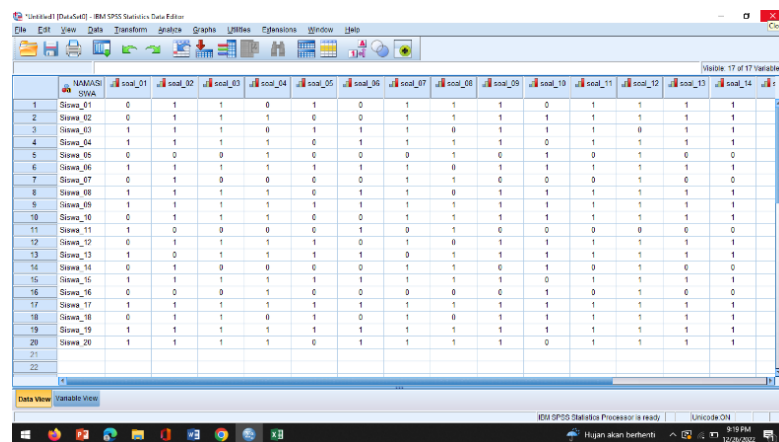
1) Open program SPSS 26 for Windows



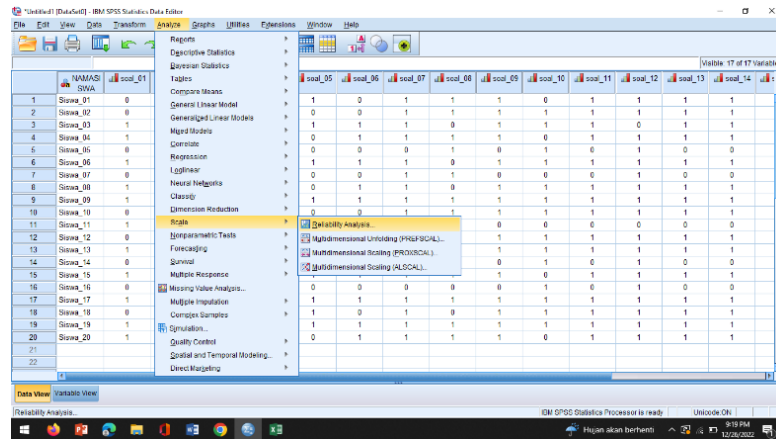
2) Click variable view, give content of the name column with item until the questions are complete and decimal column stay 0.



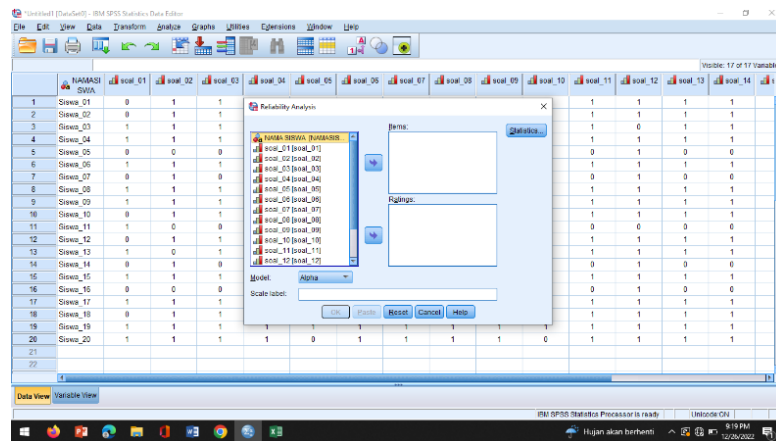
3) Click data view >> insert data from the variable



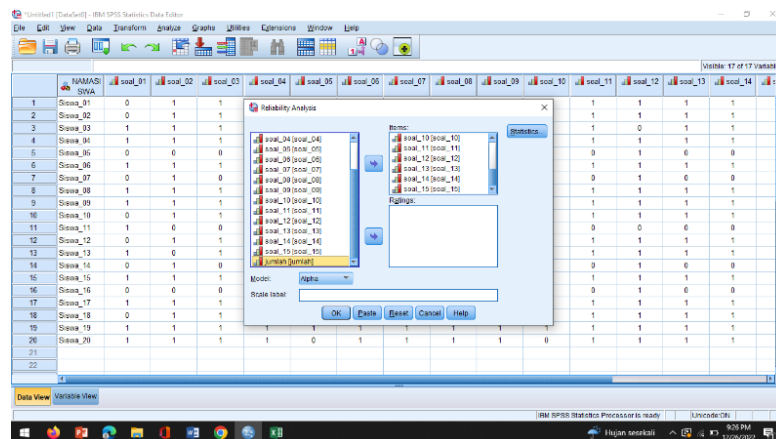
4) Click Analyze >> click scale >> click Reliability Analysis



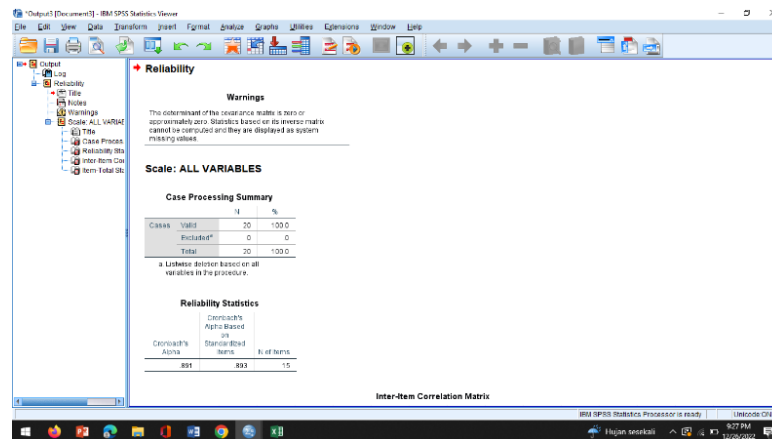
5) Then will appear like this the table below:



6) After that remove the variable column >> click OK



7) Finally, there will appear the result in below.



Guidelines for determining high, medium, low reliability of the instrument can be calculated reliability coefficient using the formula and explained in the guideline provisions contained in:

Table 3. 8 Level of Reliability based on Alpha

Alpha	Tingkat Reliabilitas
0.800 - 1.000	Very High
0.600 – 0.800	High
0.400 – 0.600	Medium
0.200 – 0.400	Low
0.000 – 0.200	Very Low

(Suharsimi Arikunto, 2013: 319)

G. Techniques of Analyzing the Data

After collecting the data, the next step is to analyze them to know whether or not there is a significant correlation between students' anxiety (X1) and grammatical mastery (X2) toward reading comprehension (Y). In carrying out data analysis techniques, researchers perform the following stages:

1. The Description of the Data

The researcher presents the mean, range, medium, modus, and standard deviation of the sample as follow:

a. Mean

Mean is the average value of data group. It is gained from summing up all individual data of the group and dividing it by the total of the individuals (Arikunto, 2006: 150)

b. Range

Range is the gap between the highest and the lowest value in a data group. It is gained by subtracting the highest value with the lowest value (Arikunto, 2006: 152)

c. Median

Standard deviation is the distance of an individual value from the mean (Arikunto, 2006: 170)

d. Mode

Mode is the most frequent value of a data group. It is gained by counting the similar data and finding the highest.

e. Measures of Variability

Variability indicates the spread of the scores in a distribution. Range, variance, and standard deviation all indicate the amount of variability in a distribution of scores.

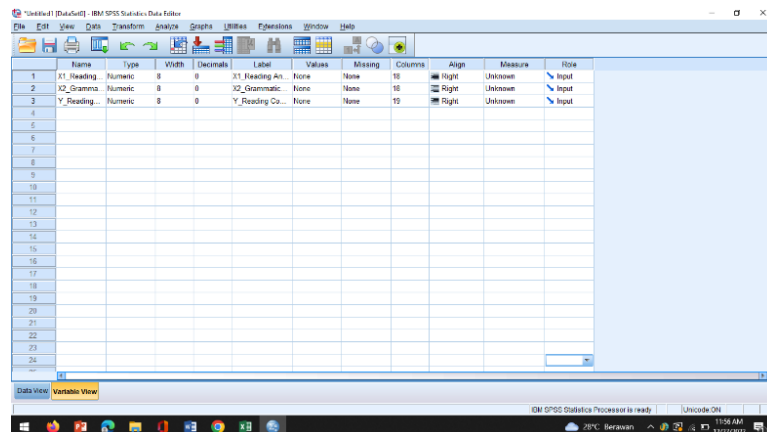
f. Standard Deviation

The standard deviation is the most often used variance metric. The square root of the variance is used to calculate the standard deviation.

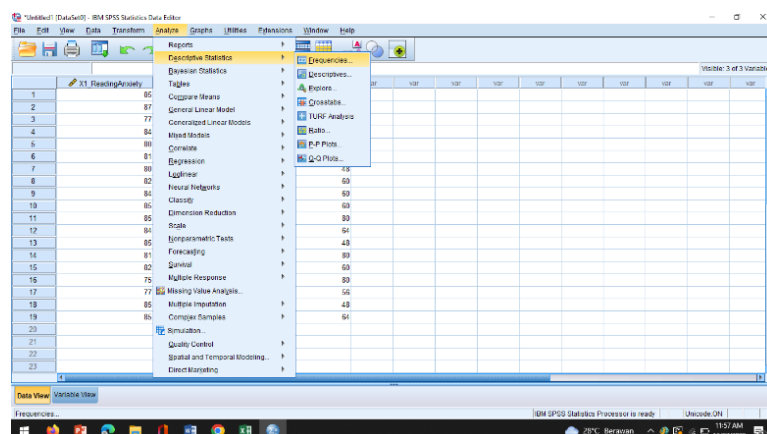
The difference between each data piece and the average is used to search for variation.

The steps of SPSS are as follows:

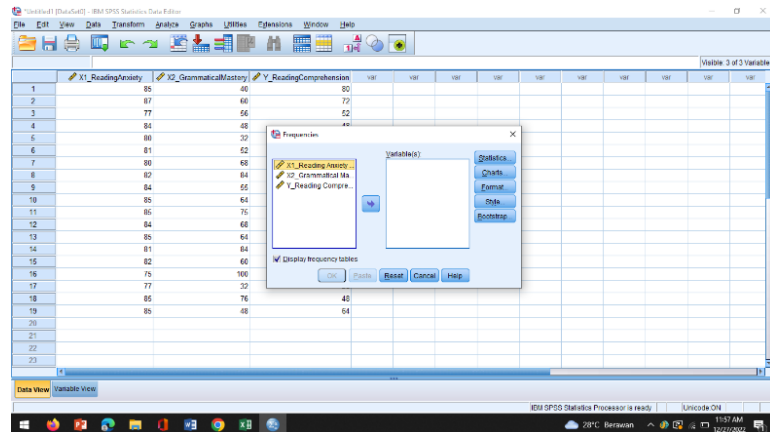
- 1) Open SPSS
- 2) Then, click variable view put label with reading anxiety, grammatical mastery, and reading comprehension.



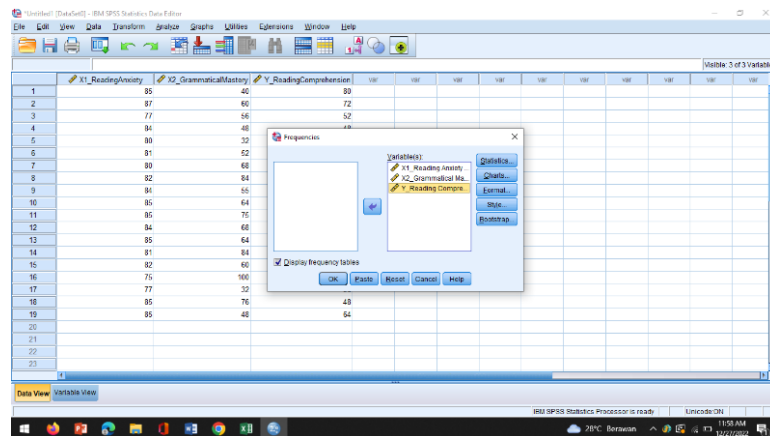
- 3) After inserting data from variables then click analyze >> Descriptive statistic is summary of mean, mode, median, and standard deviation.



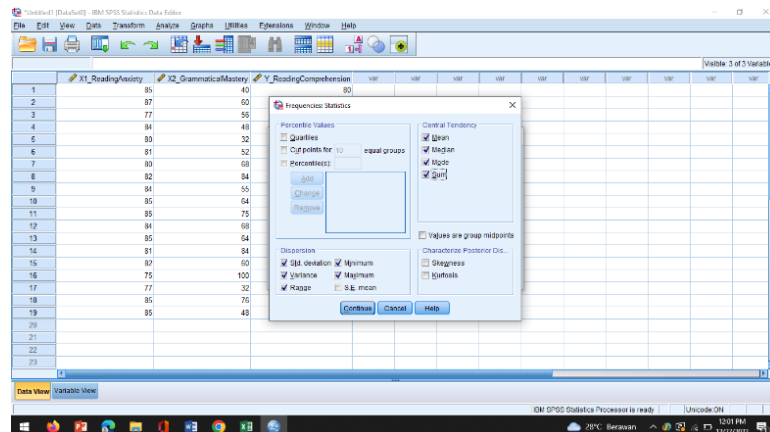
4) Appear column below



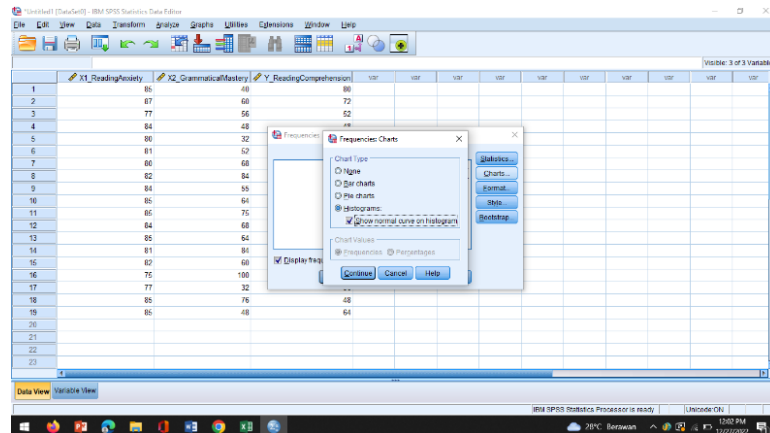
5) Replace the variable column then click OK



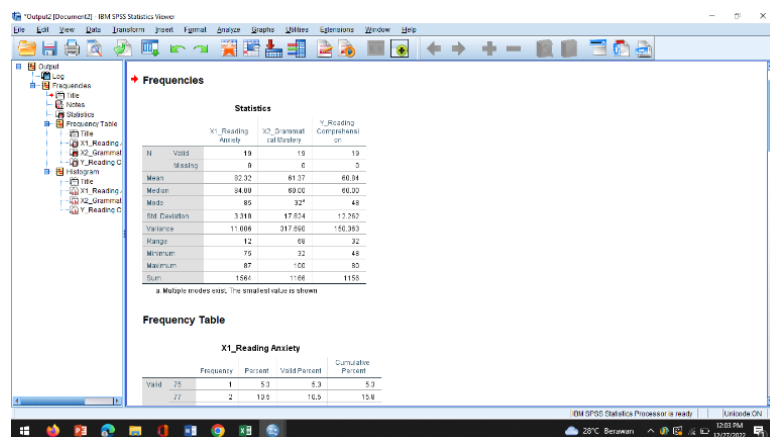
6) Next click Mean, Median, Mode, Stand Deviation, Range, Minimum, Maximum. After that click continue.



- 7) After appear column like below then >> click chart >> click histogram, and give check list at the show curve on histogram >> then click OK



- 8) Finally, the result will appear as follow:



2. Prerequisite Test

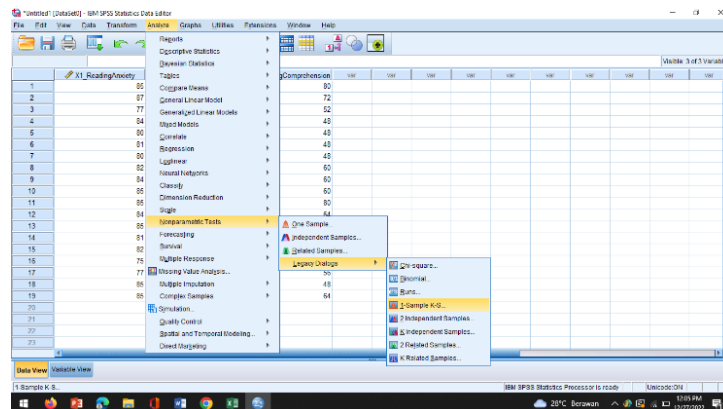
Before the researcher is done the test of hypothesis. The early step is pre-requisite test.

a. Normality Test

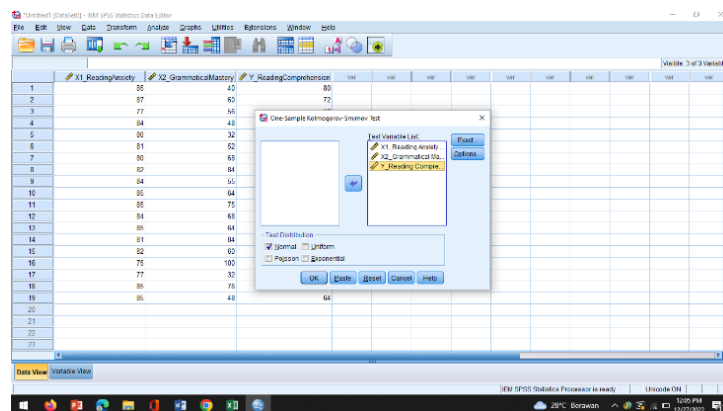
Normality test is one of the prerequisite tests before entering linear correlation analysis that is to know whether the sample that took from the population has normal distribution or not. Normality testing which the most simple data can make graphic distribution of score frequency.

The researcher computed data using Kolmogorov-mirnov (K-S) from SPSS 26. The test will be normal if K-S value > 0.05 . The steps of SPSS are as follows:

- 1) Open program SPSS 26 for Windows
- 2) Make variable by checking variable view
- 3) Write the label column
- 4) Open data view, input the data in the variable.
- 5) Click analyze >> Non Parametric Test used to compare the value of the mean to sample population. Then click legacy dialog to make the table in normality test. Then click 1-sample K-S (one sample).



- 6) After date replace data to the list and normal give check list.



7) Finally, the normality test is below.

	X1_Reading Anxiety	X2_Grammatical Mastery	Y_Reading Comprehension
N	19	19	19
Normal Parameters ^{a,b}	Mean = 62.22	61.37	62.84
	Std. Deviation = 3.719	11.624	12.292
Most Extreme Differences	Absolute = .220	.062	.160
	Positive = .157	.062	.160
	Negative = .220	-.069	-.151
Test Statistic	.220	.062	.160
Asymp. Sig. (2-sided)	.01 ^c	.209 ^d	.152 ^d

a. Test Statistic is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.
 d. This is a lower bound of the true significance.

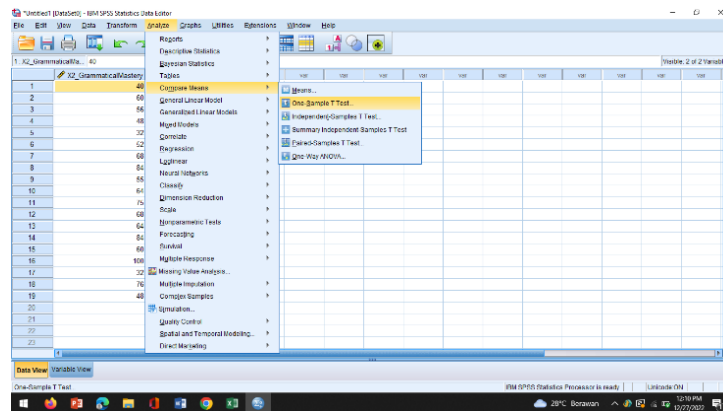
b. Linearity Test

The linearity test is used to know the linearity relationship between the independent and dependent variable. Multiple linear tests were performed to assess the association between the independent variable (reading anxiety) and the dependent variable (reading comprehension). Furthermore, another independent variable (grammatical mastery) was associated with the dependent variable (reading comprehension).

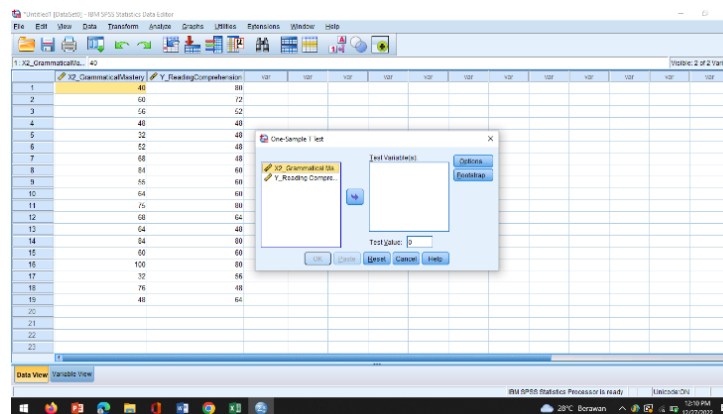
The researcher computed the data using analysis through SPSS 26 version. The test will be linear if the Sig. linear value > 0.05 . The steps of SPSS are follows:

- 1) Open program SPSS 26 for windows
- 2) Make variable by variable view
- 3) Write the label column
- 4) Open data view, input the data in the variable.
- 5) Next click data view put grammatical mastery and reading comprehension >> click analyze >> click compare mean for

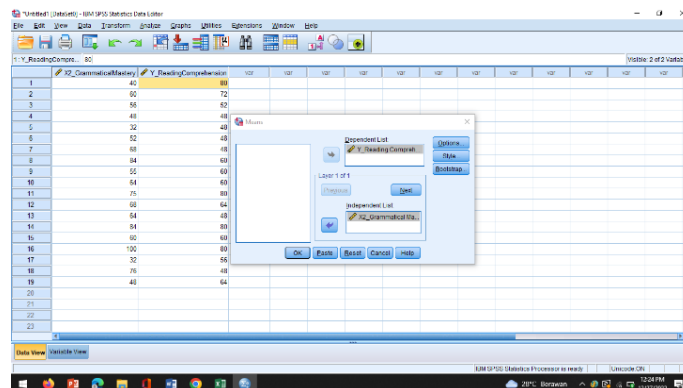
comparing the average of one sample or couple sample >> click mean.



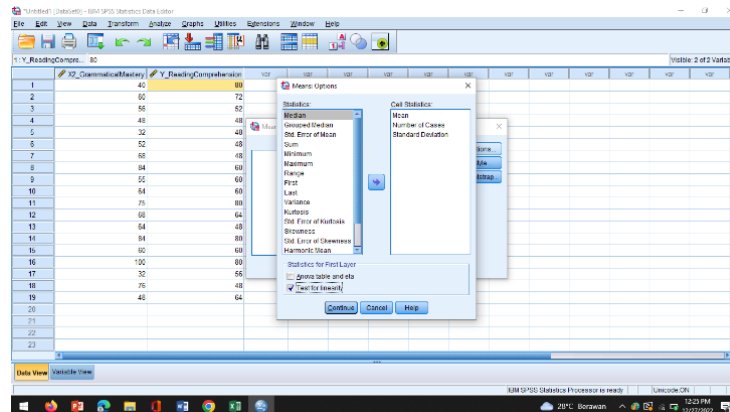
- 6) After appear column below replace variable appropriate with column list dependent or independent list.



- 7) Next choose mean, number of cases and standard deviation at statistic column for replace to cell statistic column. Check list for linearity and click continue.



8) Click Show normality



9) Finally, that is result of Linearity Testing

The screenshot shows the SPSS 'ANOVA Table' and 'Measures of Association' results. The ANOVA table shows the results of the linearity test, and the Measures of Association table shows the results of the chi-square test.

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Y_ReadingsCompassation	Between Groups (Combined)	1074.526	12	89.544	8.541	.281
	Linearity	497.292	1	497.292	3.967	.052
Y_ReadingsCompassation	Deviation from Linearity	1482.742	11	134.804	8.439	.281
Y_ReadingsCompassation	Total	2557.268	23			

Measures of Association			
	df	N of Valid	Chi-Square
Y_ReadingsCompassation	3	168	975
Y_ReadingsCompassation	3	168	768

H. Hypothesis Testing

A hypothesis is a statement of your assumption about the prevalence of a phenomenon or about a relationship between three variables that you plan to test within the framework of the study. When formulating a hypothesis you have an obligation to draw conclusions about it in the text of the report. You must be acquainted with the correct way of wording them. In a study you may have as many hypotheses as you want to test. However, it is not essential to have a hypothesis in order to undertake a study – you can conduct a perfectly satisfactory study without formulating a hypothesis. (Kumar, 2011:205)

This research is conducting to test three hypotheses. To test the first and the second hypothesis the researcher use Pearson Product Moment formula, while to test the third hypothesis the researcher used Multiple Correlation.

The statistical hypothesis can be determined is as follows:

1. The First Hypothesis

Ho : There is no positive and significant correlation between reading anxiety and reading comprehension

Ha : There is positive and significant correlation between reading anxiety and reading comprehension

2. The Second Hypothesis

Ho : There is no positive and significant correlation between grammatical mastery and reading comprehension

Ha : There is positive and significant correlation between grammatical mastery and reading comprehension

3. The Third Hypothesis

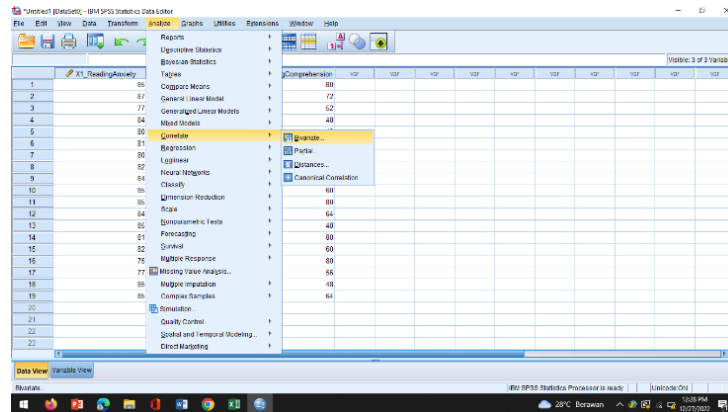
Ho : There is no positive and significant correlation between reading anxiety and grammatical mastery towards reading comprehension

Ha : There is positive and significant correlation between reading anxiety and grammatical mastery towards reading comprehension

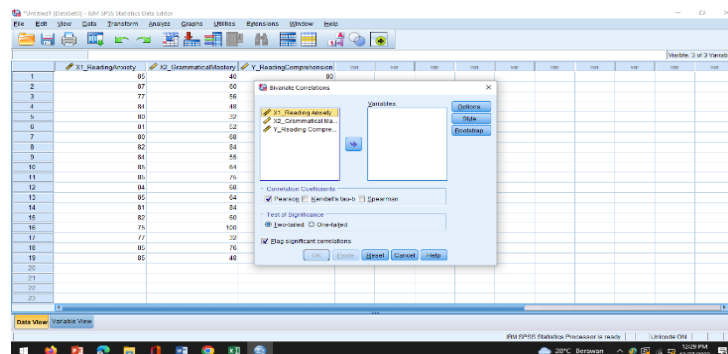
To test the first, the second hypothesis, the researcher used Pearson Product Moment Formula through SPSS 26 from Windows. Ha is accepted if significant correlation value is lower than 0.05. The steps of computing first and second hypothesis are as follows:

1) Open program SPSS 26 for Windows

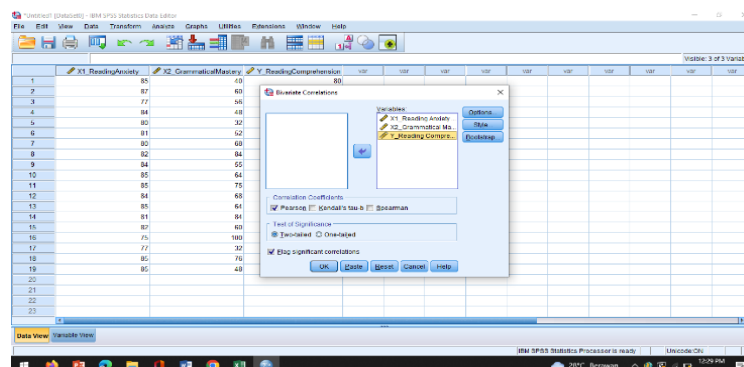
- 2) Make variable by variable view
- 3) Write the label column
- 4) Open data view, input the data in the variable.
- 5) The click Analyze >> Correlate >> Bivariate. As follow:



- 6) Appears a box enter variable box >> Select Pearson two tailed and flag significant correlation >> click OK. As follow:



- 7) Replace the variable



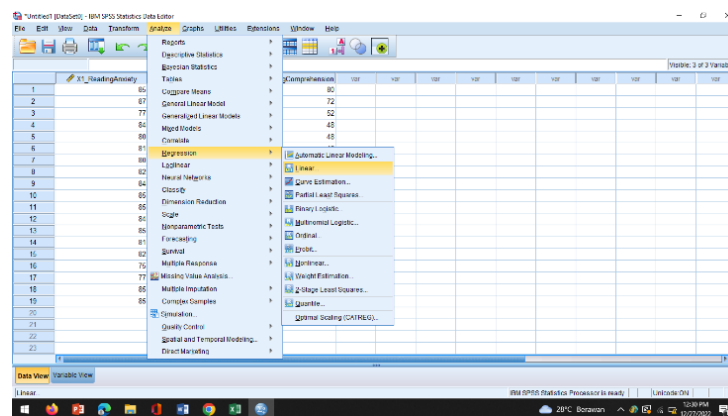
8) Finally, it will appear SPSS output, as follow:

Correlations

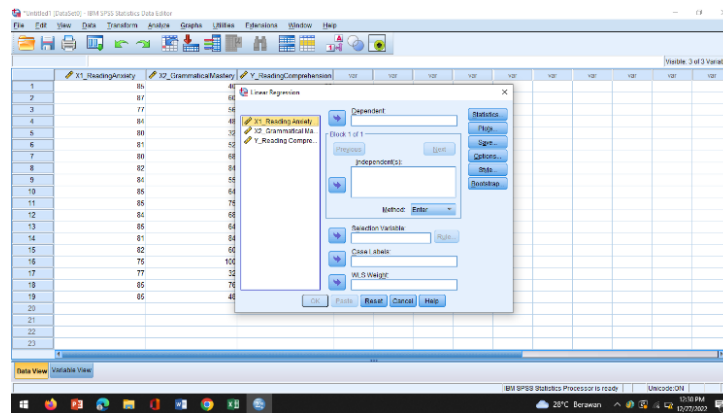
		X1_Reading Anxiety	X2_Grammatical Mastery	Y_Reading Comprehension
X1_Reading Anxiety	Pearson Correlation	1	-.345	.081
	Sig. (2-tailed)		.299	.743
X2_Grammatical Mastery	Pearson Correlation	-.345	1	.289
	Sig. (2-tailed)	.299		.191
Y_Reading Comprehension	Pearson Correlation	.081	.289	1
	Sig. (2-tailed)	.743	.191	
	n.	19	19	19

The steps of computing third hypothesis are as follows:

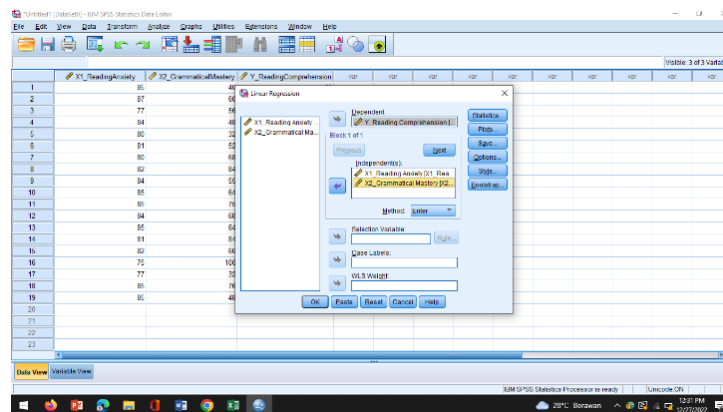
- 1) Open program SPSS 26 for Windows
- 2) Make variable by variable view
- 3) Write the label column
- 4) Open data view, input the data in the variable.
- 5) Then click Analyze >> Regression >> Linear



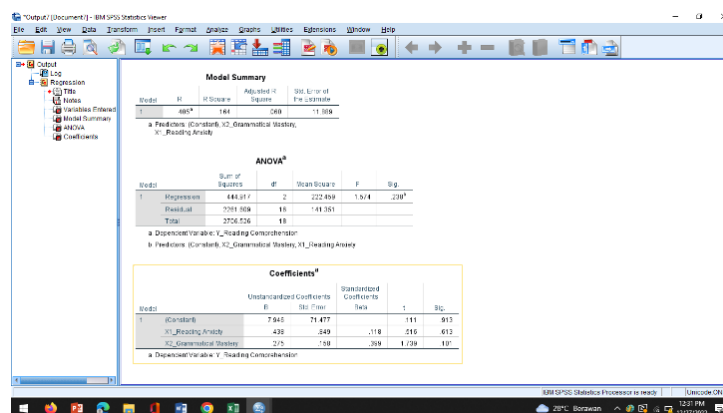
6) Then the program will appear table dialog as follows:



7) Replace the variable column appropriate with independent and dependent variable.



8) Finally, it will appear SPSS output, as follow:



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents discusses the research findings and the discussion of the research findings. The researcher find consist of the research finding, the description of the data, and data analysis, hypothesis testing. There are three variables in this research: reading anxiety (X_1), grammatical mastery (X_2), and reading comprehension (Y). From the three variables will be explained in the data description. The data description consists normality testing, linearity testing, linearity regression, significant regression, and hypothesis testing.

A. Research Findings

In this research finding, the researcher describes the description of the data which have three variables, two independent variables, and one dependent variable.

1. The Research Instrument Testing

a. The Validity of the Instrument

1) The Validity of Reading Anxiety

The instrument of students' reading anxiety validity criterion becomes valid if $r_{\text{observed}} > r_{\text{table}}$ and invalid if $r_{\text{observed}} < r_{\text{table}}$. however, the validity of this variable has been tested periodically by EFLRAI (English as Foreign Language Reading Anxiety Level Inventory) experts, namely Zoghy. The validation of ELFRAI instrument using Cronbach Alpha (α) of reliability was acceptable with. 813. Based on this result, the three factors Top-Down Reading

Anxiety (TRA), Bottom Up Reading Anxiety (BRA) and Classroom Reading Anxiety (CRA) associated with foreign language anxiety support the validity of the instrument. The instrument is valid and is suggested for future reteach in the related field.

2) The Validity of Grammatical Mastery Test

The validity of reading comprehension test used internal validity that consisted validity. The researcher used Person Product Moment to measure the construct validity. The criteria of the validity is that the test becomes valid if $r_{\text{observed}} > r_{\text{table}}$ and it is invalid if $r_{\text{observed}} < r_{\text{table}}$. The validity of the test can be seen in Table 4.1:

Table 4. 1 The Validity Test of Grammatical Mastery

Items	$r_{\text{observed}} (r_{xy})$	$r_{\text{table}} (0.05$ with $N = 36$	Result
Item 1	0.668	0.320	Valid
Item 2	0.302	0.320	Invalid
Item 3	0.664	0.320	Valid
Item 4	0.740	0.320	Valid
Item 5	0.766	0.320	Valid
Item 6	0.366	0.320	Valid
Item 7	0.358	0.320	Valid
Item 8	0.565	0.320	Valid
Item 9	0.565	0.320	Valid
Item 10	0.702	0.320	Valid
Item 11	0.702	0.320	Valid
Item 12	0.740	0.320	Valid
Item 13	-0.174	0.320	Invalid
Item 14	0.740	0.320	Valid
Item 15	0.542	0.320	Valid

Item 16	0.684	0.320	Valid
Item 17	0.302	0.320	Invalid
Item 18	0.668	0.320	Valid
Item 19	0.664	0.320	Valid
Item 20	0.491	0.320	Valid
Item 21	0.702	0.320	Valid
Item 22	0.664	0.320	Valid
Item 23	-0.003	0.320	Invalid
Item 24	0.513	0.320	Valid
Item 25	0.664	0.320	Valid
Item 26	0.361	0.320	Valid
Item 27	-0.098	0.320	Invalid
Item 28	0.358	0.320	Valid
Item 29	0.740	0.320	Valid
Item 30	0.668	0.320	Valid
Adverb	Valid items= 25 Invalid items= 5		

After being computed, they are consulted to the r_{table} of Pearson Product Moment. The value of r_{table} for $N = 36$ at the level $\alpha = 0.05$ is 0.320. The result of the try out test indicates that from 30 items test 25 items are valid and 5 items are invalid. The data is presented in Appendix 9.

3) The Validity of Reading Comprehension Test

The validity of reading comprehension test used internal validity that consisted construct validity. The researcher used Person Product Moment to measure the construct validity. The criteria of the validity is that the test becomes valid if $r_{\text{observed}} > r_{\text{table}}$ and it

is invalid if $r_{\text{observed}} < r_{\text{table}}$. The validity of the test can be seen in Table 4.2.

Table 4. 2 The Validity Test of Reading Comprehension

Items	$r_{\text{observed}} (r_{xy})$	$r_{\text{table}} (0.05$ with $N = 36$)	Result
Item 1	0.471	0.320	Valid
Item 2	0.548	0.320	Valid
Item 3	0.365	0.320	Valid
Item 4	0.701	0.320	Valid
Item 5	0.720	0.320	Valid
Item 6	0.603	0.320	Valid
Item 7	0.376	0.320	Valid
Item 8	0.545	0.320	Valid
Item 9	0.480	0.320	Valid
Item 10	0.527	0.320	Valid
Item 11	0.640	0.320	Valid
Item 12	0.527	0.320	Valid
Item 13	0.466	0.320	Valid
Item 14	0.636	0.320	Valid
Item 15	0.419	0.320	Valid
Item 16	0.611	0.320	Valid
Item 17	0.471	0.320	Valid
Item 18	0.328	0.320	Invalid
Item 19	0.459	0.320	Valid
Item 20	0.640	0.320	Valid
Item 21	0.638	0.320	Valid
Item 22	0.512	0.320	Valid
Item 23	0.783	0.320	Valid
Item 24	0.308	0.320	Invalid
Item 25	0.602	0.320	Valid

Item 26	0.636	0.320	Valid
Item 27	0.616	0.320	Valid
Item 28	0.456	0.320	Valid
Item 29	0.319	0.320	Invalid
Item 30	0.331	0.320	Valid
Adverb	Valid items= 27 Invalid items= 3		

After being computed, they are consulted to the r_{table} of Pearson Product Moment. The value of r_{table} for $N = 36$ at the level $\alpha = 0.05$ is 0.320. The result of the try out test indicates that from 30 items test 27 items are valid and 3 items are invalid. The data is presented in Appendix 12.

b. The Reliability of the Instrument

After computing the validity, the researcher computed the reliability test. There are three reliability tests, for reading anxiety, grammatical mastery, and reading comprehension. The researcher used SPSS 26 for Windows to compute the reliability test. The results are as follows:

1) The Reliability of Reading Anxiety

For measure reliability of students' reading anxiety using Zhogy theory Cronbach's Alpha coefficient was used to calculate the internal reliability of the translated version of the EFLRAI. English as Foreign Language Reading Anxiety Level Inventory is an anxiety-measuring tool for adult language learners developed by Zoghy (2012), and it has been tested for validity and reliability under many circumstances such as cultural groups and ages. Furthermore,

studies which tested EFLRAI in terms of validity and reliability have found that the scale is reliable and valid (Zoghy, 2012; Zoghy & Alivandivafa, 2014). Cronbach's alpha coefficient of 0.89 was reported for the EFLRAI by Zoghy (2012).

2) The Reliability of Grammatical Mastery

Table 4. 3 The Reliability of Grammatical Mastery

Variable	Cronbach's Alpha	N of Items
Grammatical Mastery	0.936	25

From the result of reliability of grammatical mastery, the reliability coefficient is 0.936. The variable is stated as reliable if Cronbach's Alpha value > 0.5 or the result Cronbach's Alpha $> r_{table}$. The result shows that Cronbach's Alpha value is $0.936 > 0.5$. It means that, the try out test of grammatical mastery is reliable.

3) The Reliability of Reading Comprehension

Table 4. 4 The Reliability of Reading Comprehension

Variable	Cronbach's Alpha	N of Items
Reading Comprehension	0.912	27

From the result of reliability of grammatical mastery, the reliability coefficient is 0.912. The variable is stated as reliable if Cronbach's Alpha value > 0.5 or the result Cronbach's Alpha $> r_{table}$. The result shows that Cronbach's Alpha value is $0.912 > 0.5$. It means that, the try out test of grammatical mastery is reliable.

In Brief, it can be concluded that the test of reading anxiety, grammatical mastery and reading comprehension are appropriate to

be used as the research instruments. All items that are used in the tests are valid and reliable.

2. Description of the Data

The researcher description is based on the score of instrument test to know the students' ability of grammatical mastery and reading comprehension, and instrument questionnaire to know the students' ability of reading anxiety. The object of the research was SMA Negeri Gondangrejo and the sample was the eleventh grade students. In the data description consist of mean, mode, standard deviation, the highest and the lower score. The computation of mean, median, mode, etc. The research was used SPSS 26 for Windows. There are three data variables in this research, namely the data of reading anxiety, the data of grammatical mastery, and the data of reading comprehension.

a. The Data of Reading Anxiety

The data of reading anxiety was collected by using questionnaire and computed by using SPSS 26 program for Windows. The data of students reading anxiety can be seen in Table 4. 5 below.

Table 4. 5 The Statistic Data of Students' Reading Anxiety

Statistics		
Reading Anxiety		
N	Valid	70
	Missing	0
Mean		49.23
Std. Error of Mean		.933
Median		49.00
Mode		44 ^a
Std. Deviation		7.806
Variance		60.933

Range	28
Minimum	36
Maximum	64
Sum	3446

a. Multiple modes exist. The smallest value is shown

From the data in Table 4.5 above, it is know that the maximum score of students' reading anxiety is 64 and the minimum score is 36. The range of students' reading anxiety is 20. The mean is 49.23. It is calculated by summing all scores the dividing the sum by number of score. The standard error of mean is 0.933. The median is 49.00 then the mode is 44. The standard deviation is 7.806. The variance is 60.933 and the sum of the data is 3446.

The frequency of reading anxiety score is presented in Table 4.6 below:

Table 4. 6 The Frequency of Students' Reading Anxiety

		Reading Anxiety			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	36	2	2.9	2.9	2.9
	37	2	2.9	2.9	5.7
	38	2	2.9	2.9	8.6
	39	2	2.9	2.9	11.4
	40	2	2.9	2.9	14.3
	41	3	4.3	4.3	18.6
	42	2	2.9	2.9	21.4
	43	2	2.9	2.9	24.3
	44	5	7.1	7.1	31.4
	45	4	5.7	5.7	37.1
	46	2	2.9	2.9	40.0
	47	4	5.7	5.7	45.7
	48	2	2.9	2.9	48.6
49	5	7.1	7.1	55.7	

50	3	4.3	4.3	60.0
51	3	4.3	4.3	64.3
52	2	2.9	2.9	67.1
53	2	2.9	2.9	70.0
54	2	2.9	2.9	72.9
55	3	4.3	4.3	77.1
56	1	1.4	1.4	78.6
57	2	2.9	2.9	81.4
58	1	1.4	1.4	82.9
59	2	2.9	2.9	85.7
60	2	2.9	2.9	88.6
61	2	2.9	2.9	91.4
62	2	2.9	2.9	94.3
63	2	2.9	2.9	97.1
64	2	2.9	2.9	100.0
Total	70	100.0	100.0	

From the table 4.6 above, there is 2 students who got the score 36 (2.9%), 2 students who got the score 37 (2.9%), 2 students who got the score 38 (2.9%), 2 students who got the score 39 (2.9%), 2 students who got the score 40 (2.9%), 3 students who got the score 41 (4.3%), 2 students who got the score 42 (2.9%), 2 students who got the score 43 (2.9%), 5 students who got the score 44 (7.1%), 4 students who got the score 45 (5.7%), 2 students who got the score 46 (2.9%), 4 students who got the score 47 (5.7%), 2 students who got the score 48 (2.9%), 5 students who got the score 49 (7.1%), 3 students who got the score 50 (4.3%), 3 students who got the score 51 (4.3%), 2 students who got the score 52 (2.9%), 2 students who got the score 53 (2.9%), 2 students who got the score 54 (2.9%), 3 students who got the score 55 (4.3%), 1 student who got the score 56 (1.4%), 2 students who got the score 57 (2.9%), 1 student who

got the score 58 (1.4%), 2 students who got the score 59 (2.9%), 2 students who got the score 60 (2.9%), 2 students who got the score 61 (2.9%), 2 students who got the score 62 (2.9%), 2 students who got the score 63 (2.9%), 2 students who got the score 64 (2.9%).

The frequency of students' reading anxiety can also be seen in the Figure 4.1 below:

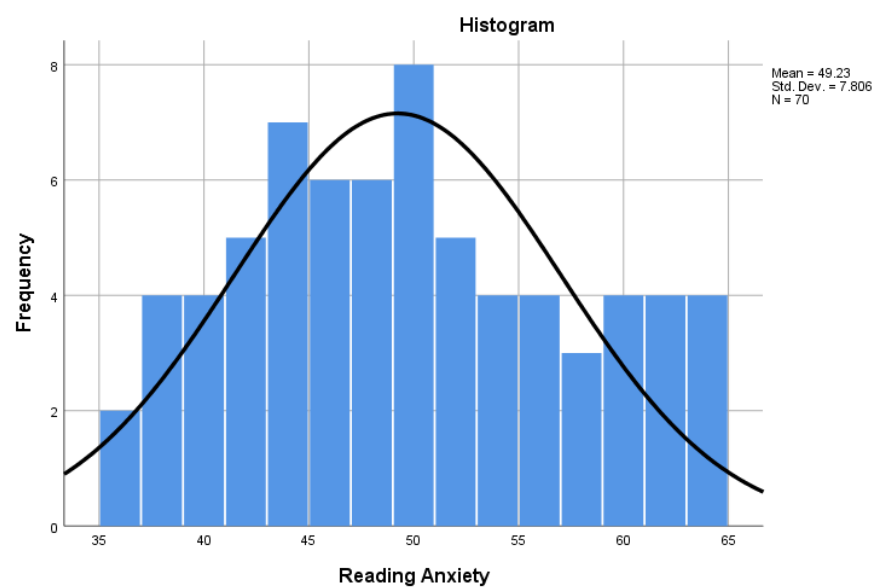


Figure 4. 1 Histogram of Reading Anxiety

b. The Data of Grammatical Mastery

The data of students' grammatical mastery getting from the test with 25 item number and computed by using SPSS 26 program for Windows. The data of grammatical mastery can be seen in Table 4.7 below:

Table 4. 7 The Statistic Data of Grammatical Mastery

Statistics		
Grammatical Mastery		
N	Valid	70
	Missing	0

Mean	64.69
Std. Error of Mean	1.414
Median	64.00
Mode	60 ^a
Std. Deviation	11.834
Variance	140.045
Range	48
Minimum	44
Maximum	92
Sum	4528

a. Multiple modes exist. The smallest value is shown

From the data in Table 4.7 above, it is known that the maximum score of grammatical mastery is 92 and the minimum score is 44. The range of grammatical mastery is 48. The mean is 64.69. It is calculated by summing all scores the dividing the sum by number of score. The standard error of mean is 1.414. The median is 64.00 and the mode is 60. The standard deviation is 11.834. The variance is 140.045 and the sum of the data is 4528.

The frequency of grammatical mastery score is presented in Table 4.8 below:

Table 4. 8 The Frequency of Grammatical Mastery

		Grammatical Mastery			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	3	4.3	4.3	4.3
	48	4	5.7	5.7	10.0
	52	8	11.4	11.4	21.4
	56	7	10.0	10.0	31.4
	60	9	12.9	12.9	44.3
	64	9	12.9	12.9	57.1
	68	7	10.0	10.0	67.1
	72	7	10.0	10.0	77.1

76	5	7.1	7.1	84.3
80	5	7.1	7.1	91.4
84	4	5.7	5.7	97.1
92	2	2.9	2.9	100.0
Total	70	100.0	100.0	

From the Table 4.8 above, there are 3 students who got the score 44 (4.3%), 4 students who got the score 48 (5.7%), 8 students who got the score 52 (11.4%), 7 students who got the score 56 (10.0%), 9 students who got the score 60 (12.9%), 9 students who got the score 64 (12.9%), 7 students who got 68 (10.0%), 7 students who got the score 72 (10.0%), 5 students who got the score 76 (7.1%), 5 students who got the score 80 (7.1%), 4 students who got the score 84 (5.7%), 2 students who got the score 92 (2.9%).

The frequency of grammatical mastery can also be seen in the Figure 4.2 below:

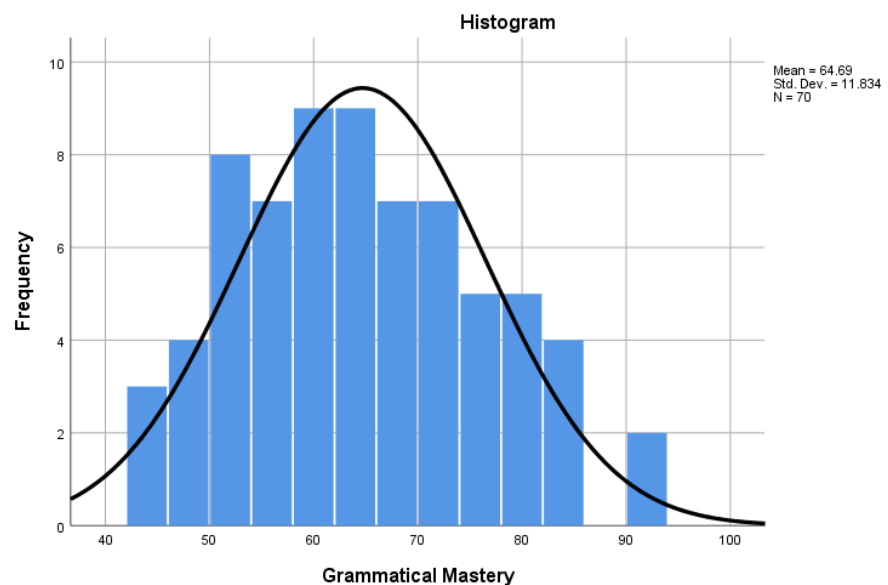


Figure 4. 2 Histogram of Grammatical Mastery

c. The Data of Reading Comprehension

The data of students' grammatical mastery getting from the test with 25 item number and computed by using SPSS 26 program for Windows.

The data of reading comprehension can be seen in Table 4.9 below:

Table 4.9 The Statistic Data of Reading Comprehension

Statistics		
Reading Comprehension		
N	Valid	70
	Missing	0
Mean		72.46
Std. Error of Mean		1.404
Median		72.00
Mode		68 ^a
Std. Deviation		11.747
Variance		137.991
Range		44
Minimum		52
Maximum		96
Sum		5072

a. Multiple modes exist. The smallest value is shown

From the data in Table 4.9 above, it is known that the maximum score of reading comprehension is 96 and the minimum score is 52. The range of reading comprehension is 44. The mean is 72.46. It is calculated by summing all scores the dividing the sum by number of score. The standard error of mean is 1.404. The median is 72.00 and the mode is 68. The standard deviation is 11.747. The variance is 137.991 and the sum of the data is 5072.

The frequency of grammatical mastery score is presented in Table 4.10 below:

Table 4. 10 The Frequency of Reading Comprehension

		Reading Comprehension			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	52	5	7.1	7.1	7.1
	56	4	5.7	5.7	12.9
	60	6	8.6	8.6	21.4
	64	6	8.6	8.6	30.0
	68	9	12.9	12.9	42.9
	72	8	11.4	11.4	54.3
	76	9	12.9	12.9	67.1
	80	7	10.0	10.0	77.1
	84	7	10.0	10.0	87.1
	88	3	4.3	4.3	91.4
	92	4	5.7	5.7	97.1
	96	2	2.9	2.9	100.0
	Total	70	100.0	100.0	

From the Table 4.10 above, there are 5 students who got the score 52 (7.1%), 4 students who got the score 56 (5.7%), 6 students who got the score 60 (8.6%), 6 students who got the score 64 (8.6%), 9 students who got the score 68 (12.9%), 8 students who got the score 72 (11.4%), 8 students who got the score 76 (12.9%), 7 students who got the score 80 (10.0%), 7 students who got the score 84 (10.0%), 3 students who got the score 88 (4.3%), 4 students who got the score 92 (5.7%), 2 students who got the score 96 (2.9%).

The frequency of reading comprehension can also be seen in the Figure 4.3 below:

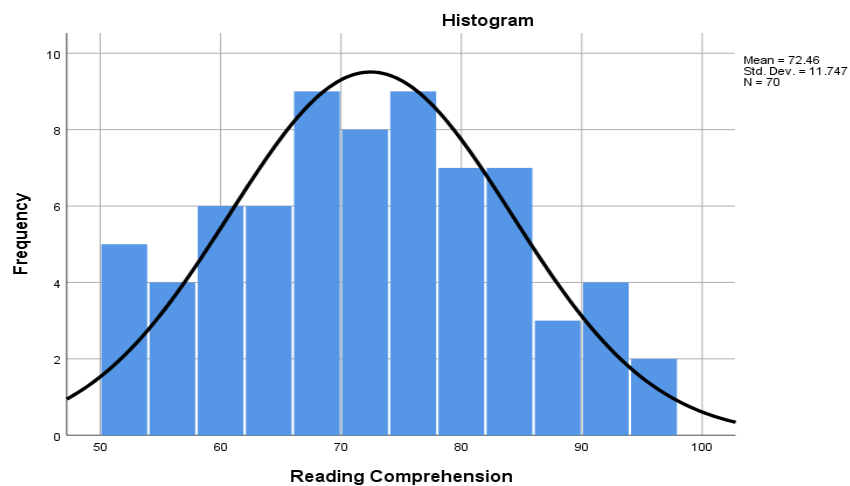


Figure 4. 3 Histogram of Reading Comprehension

3. Data Analysis

a. Normality Testing

Normality testing distribution is aimed to know whether the distribution of variable data research is normal or not. In this research has three variables of normality testing, there are normality of students' reading anxiety, normality of grammatical mastery and normality of reading comprehension.

In testing the normality distribution of the data, the researcher used Kolmogorov-smirnov by using SPSS 26 for windows. The result can be seen in the table below:

Table 4. 11 One-Sample Kolmogorov-Smirnov Test

		Reading Anxiety	Grammatical Mastery	Reading Comprehension
N		70	70	70
Normal Parameters ^{a,b}	Mean	49.23	64.69	72.46
	Std. Deviation	7.806	11.834	11.747

Most Extreme Differences	Absolute	.077	.097	.076
	Positive	.077	.097	.076
	Negative	-.066	-.060	-.076
Test Statistic		.077	.097	.076
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.171 ^c	.200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

From the table 4.11 above, it can be interpreted as follows:

1) Normality testing of Students' Reading Anxiety (X₁)

After being computed, the value for N= 70 at the level of significant $\alpha = 0.05$ is 0.200. It shows that the value is higher than 0.05 or $P_{value} 0.200 > 0.05$. It means that the data distribution of students' reading anxiety is normal.

2) Normality testing of Grammatical Mastery (X₂)

After being computed, the value for N= 70 at the level of significant $\alpha = 0.05$ is 0.171. It shows that the value is higher than 0.05 or $P_{value} 0.171 > 0.05$. It means that the data distribution of grammatical mastery is normal.

3) Normality testing of Reading Comprehension (Y)

After being computed, the value for N= 70 at the level of significant $\alpha = 0.05$ is 0.200. It shows that the value is higher than 0.05 or $P_{value} 0.200 > 0.05$. It means that the data distribution of reading comprehension is normal.

b. Linearity Testing

Linearity is used to know whether the independent variables and dependent variable have linear relationship or not. If the data is not linear, the regression analysis cannot be used to compute the linearity testing. The researcher used F-test at the level significant $\alpha = 0.05$ through SPSS 26 from Windows.

- 1) Linearity testing of Reading Anxiety (X_1) and Reading Comprehension (Y)

Table 4. 12 The Linearity testing of Reading Anxiety (X_1) and Reading Comprehension (Y)

			Sum of		Mean		
			Squares	df	Square	F	Sig.
Reading Comprehension *	Between Groups	(Combin ed)	3772.03 8	28	134.716	.961	.537
		Linearity	935.589	1	935.589	6.672	.013
Reading Anxiety		Deviation from Linearity	2836.44 9	27	105.054	.749	.784
		Within Groups	5749.33 3	41	140.228		
Total			9521.37 1	69			

From the table 4.12 above, the linearity testing of reading anxiety (X_1) and reading comprehension (Y) for $N=70$ at the level significant $\alpha = 0.05$ is 0.784. The result of the table shows that $0.784 > 0.05$. It means that the data of reading anxiety and reading comprehension is linear.

- 2) Linearity testing of Grammatical Mastery (X_2) and Reading Comprehension (Y)

Table 4. 13 The Linearity Testing of Grammatical Mastery (X₂) and Reading Comprehension (Y)

			ANOVA Table				
			Sum of Square s	df	Mean Square	F	Sig.
Reading Comprehension * Grammatical Mastery	Between Groups	(Combin ed)	7158.9 78	11	650.816	15.978	.000
		Linearity	6799.9 15	1	6799.915	166.947	.000
		Deviation from Linearity	359.06 3	10	35.906	.882	.555
		Within Groups	2362.3 94	58	40.731		
Total			9521.3 71	69			

From the table 4.13 above, the linearity testing of grammatical mastery (X₂) and reading comprehension (Y) for N=70 at the level significant $\alpha = 0.05$ is 0.555. The result of the table shows that $0.555 > 0.05$. It means that the data of reading anxiety and reading comprehension is linier.

c. Linearity of Regression

- 1) The Linearity Regression of Reading Anxiety (X₁) and Reading Comprehension (Y)

The researcher used equation of simple linier regression through SPSS 26 Program for Windows to predict how far the reading anxiety influences the reading comprehension. The result of the equation is below:

Table 4. 14 The Regression of Reading Anxiety (X1) and Reading Comprehension (Y)

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	95.680	8.636		11.079	.000
Reading Anxiety	-.472	.173	-.313	-2.722	.004

a. Dependent Variable: Reading Comprehension

From the equation $Y = 95.680 - 0,472X$ can be analyzed that:

- a) If the score of reading anxiety (X_1) = 0, it can be predicted that the score of reading comprehension is 95.680. If the score of reading anxiety is 52, it can be predicted the score of reading comprehension is $95.680 + (-0.472) (52) = 71.136$
 - b) The coefficient regression $b = 95.680$ indicates that the addition value of reading score for every addition of reading anxiety score. It also indicates that the correlation between reading anxiety and reading anxiety is negative because the coefficient is negative.
- 2) The Linearity Regression of Grammatical Mastery (X_2) and Reading Comprehension (Y)

Table 4. 15 The Regression of Grammatical Mastery (X2) and Reading Comprehension (Y)

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	18.194	4.231		4.300	.000
Grammatical Mastery	.839	.064	.845	13.035	.000

a. Dependent Variable: Reading Comprehension

From the equation $Y = 18.194 + 0.839X$ can be analyzed that:

- a) If the score of grammatical mastery (X_1) = 0, it can be predicted that the score of reading comprehension is 18.194. If the score of grammatical mastery is 80, it can be predicted the score of reading is $18.194 + 0.839(80) = 85.314$
 - b) The coefficient regression $b = 18.194$ indicates that the addition value of reading score for every addition of grammatical mastery score. It also indicates that the correlation between grammatical mastery and reading comprehension is positive because the coefficient is positive.
- 3) The Linearity Regression of Reading Anxiety (X_1), Grammatical Mastery (X_2) and Reading Comprehension (Y)

The researcher used equation of multiple linier regression to predict how far reading anxiety and grammatical mastery and reading comprehension. The result of equation is below:

Table 4. 16 The Regression of Reading Anxiety (X_1), Grammatical Mastery (X_2) and Reading Comprehension (Y)

		Coefficients^a				
		Unstandardized Coefficients		Standardize d Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	21.086	7.893		2.671	.009
	Reading Anxiety	-.045	.104	-.030	-.435	.665
	Grammatical Mastery	.829	.069	.835	12.040	.000

a. Dependent Variable: Reading Comprehension

From the equation $Y = 21.086 + -0.045X_1 + 0.829X_2$ can be analyzed that:

- a) If the score of reading anxiety (X_1) = 0 and grammatical mastery (X_2) = 0 it can be predicted that the score of reading comprehension is 21.086. While whether the score of reading anxiety and grammatical mastery is 92, it can be predicted that the score of reading comprehension is $21.086 + (-0,045) (92) + 0.829 (92) = 93.214$
- b) The coefficient regression $b = 21.086$ indicates that the addition value of reading score for every addition of reading anxiety score. It also indicates that the correlation between reading anxiety, grammatical mastery and reading comprehension is positive because the coefficient is positive.

d. Significant Regression

- 1) Significant Regression of Students' Reading Anxiety (X_1) and Reading Comprehension (Y)

Table 4. 17 Significant Regression of Students' Reading Anxiety (X_1) and Reading Comprehension (Y)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	935.589	1	935.589	7.410	.004 ^b
	Residual	8585.783	68	126.262		
	Total	9521.371	69			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Reading Anxiety

The result of significant regression of the students' reading anxiety (X_1) and reading comprehension (Y) is 7.410. The value of

F_{table} for df (n1) and df (n2) is 3.98. The $F_{observed}$ is higher than F_{table} ($7.410 > 3.98$). The significant is $0.004 < 0.05$. It means that the regression is significant.

- 2) Significant Regression of Students' Grammatical Mastery (X_2) and Reading Comprehension (Y)

Table 4. 18 Significant Regression of Students' Grammatical Mastery (X_2) and Reading Comprehension (Y)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6799.915	1	6799.915	169.907	.000 ^b
	Residual	2721.456	68	40.021		
	Total	9521.371	69			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Grammatical Mastery

The result of significant regression of the students' grammatical mastery (X_2) and reading comprehension (Y) is 169.907. The value of F_{table} for df (n1) and df (n2) is 3.98. Because the $F_{observed}$ is higher than F_{table} ($169.907 > 3.98$) and the significant is $0.000 < 0.05$. It means that the regression is significant.

- 3) Significant Regression of Students' Reading Anxiety (X_1), Grammatical Mastery (X_2) and Reading Comprehension (Y)

Table 4. 19 Significant Regression of Students' Reading Anxiety (X_1), Grammatical Mastery (X_2) and Reading Comprehension (Y)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6807.580	2	3403.790	84.035	.000 ^b
	Residual	2713.791	67	40.504		
	Total	9521.371	69			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Grammatical Mastery, Reading Anxiety

The result of significant regression of the students' grammatical mastery (X_2) and reading comprehension (Y) is 84.035. The value of F_{table} for df (n1) and df (n2) is 3.98. Because the $F_{observed}$ is higher than F_{table} ($84.035 > 3.98$) and the significant is $0.000 < 0.05$. It means that the regression is significant.

Since the computation of normality, linearity, and significant testing. It shows that data is normal distribution, and the regression is linear and significant. So, the researcher continued the testing to hypothesis testing. The researcher computed by using Pearson Product Moment Formula. To test the third hypothesis, the researcher used multiple correlation.

4. Hypothesis Testing

Based on the computation analysis, the result show that the data has normal distribution and the regression is linear. The researcher continued to the next testing. It is hypothesis testing. The researcher has 3 hypotheses. For the first and second hypothesis, the researcher computed the test testing used Pearson Product Moment through SPSS 26. For the third hypothesis the researcher used F_{test} . Below is the table of Pearson Product Moment is as follow.

a) First Hypothesis

The first hypothesis on this research, there is no positive and significant correlation between students' reading anxiety and reading comprehension at the eleventh grade students of SMA Negeri

Gondangrejo in the academic year 2022/2023. To test the hypothesis testing, the researcher analyzed the data using Pearson Product Moment Formula through SPSS 26 from Windows. The statistical formulation of the hypothesis are:

- 1) H_0 : There is no positive and significant correlation between reading anxiety and reading comprehension
- 2) H_a : There is a positive and significant correlation between reading anxiety and reading comprehension

Table 4. 20 Pearson Product Moment of Reading Anxiety and Reading Comprehension

		Correlations	
		Reading Anxiety	Reading Comprehension
Reading Anxiety	Pearson Correlation	1	-.313**
	Sig. (2-tailed)		.004
	N	70	70
Reading Comprehension	Pearson Correlation	-.313**	1
	Sig. (2-tailed)	.004	
	N	70	70

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

The result computation shows that the correlation between reading anxiety (X_1) and reading comprehension (Y) is -0.313 and at the level significant $\alpha = 0.05$ for $N = 70$ where $\text{sig} = 0.004 < 0.05$. So there is a negative and significant correlation between reading anxiety and reading comprehension. In addition, the coefficient of determination, that shows between students' reading anxiety and reading comprehension is gotten from $(r_{x_1y})^2 \times 100\% = (-0.313)^2 \times 100\% = 9.79\%$. It means that 9.79% reading comprehension is influenced by

reading anxiety and 90.20% is influenced by the other factors. It is categorized into low negative correlation.

b) Second Hypothesis

The second hypothesis, there is a significant correlation between students' grammatical mastery and reading comprehension at the eleventh grade students of SMA Negeri Gondangrejo in the academic year 2022/2023. To test the hypothesis testing, the researcher analyzed the data using Pearson Product Moment Formula through SPSS 26 from Windows. The statistical formulation of the hypothesis are:

- 1) H_0 : There is no positive and significant correlation between grammatical mastery and reading comprehension
- 2) H_a : There is positive and significant correlation between grammatical mastery and reading comprehension

Table 4. 21 Pearson Product Moment of Grammatical Mastery and Reading Comprehension

		Reading Comprehension	Grammatical Mastery
Reading Comprehension	Pearson Correlation	1	.845**
	Sig. (2-tailed)		.000
	N	70	70
Grammatical Mastery	Pearson Correlation	.845**	1
	Sig. (2-tailed)	.000	
	N	70	70

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

The result computation shows that the correlation between grammatical mastery (X_2) and reading comprehension (Y) is 0.845 and at the level significant $\alpha = 0.05$ for $N = 70$ where $\text{sig} = 0.000 < 0.05$. So

there is a positive and significant correlation between grammatical mastery and reading comprehension. In addition, the coefficient of determination, that shows between students' reading anxiety and reading comprehension is gotten from $(r_{xy})^2 \times 100\% = (0.845)^2 \times 100\% = 71.40\%$. It means that 71.40% reading comprehension is influenced by grammatical mastery and 28.6% is influenced by the other factors. It is categorized into high positive correlation.

c) Third Hypothesis

The third hypothesis, there is a simultaneously significant correlation between students' reading anxiety and grammatical mastery towards reading comprehension at the eleventh grade students of SMA Negeri Gondangrejo in the academic year 2022/2023. To test the hypothesis testing, the researcher analyzed the data using ANOVA through SPSS 26 from Windows. The statistical formulation of the hypothesis are:

- 1) H_0 : There is no positive and significant correlation between reading anxiety and grammatical mastery towards reading comprehension
- 2) H_a : There is positive and significant correlation between reading anxiety and grammatical mastery towards reading comprehension

Table 4. 22 Anova Table of Reading Anxiety (X1), Grammatical Mastery (X2) and Reading Comprehension (Y)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6807.580	2	3403.790	84.035	.000 ^b
	Residual	2713.791	67	40.504		
	Total	9521.371	69			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Grammatical Mastery, Reading Anxiety

The result computation shows that the correlation coefficient between reading anxiety (X_1), grammatical mastery (X_2), and reading comprehension (Y) is 84.035. After being adapted to the Fvalue, Fobserved shows the value 0.000. It means that $0.000 < 0.05$, so the coefficient correlation is significant. It means H_0 is rejected and H_a is accepted. Therefore, there is a positive and significant correlation between reading anxiety and grammatical mastery towards reading comprehension at the eleventh grade of SMA Negeri Gondangrejo in the academic year 2022/2023.

Table 4. 23 Model Summary of Reading Anxiety (X1), Grammatical Mastery (X2) and Reading Comprehension (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.846 ^a	.715	.706	6.364

a. Predictors: (Constant), Grammatical Mastery, Reading Anxiety

The result computation shows that the correlation coefficient between reading anxiety (X_1), grammatical mastery (X_2), and reading comprehension (Y). The coefficient determination is gotten from $(r_{x_1x_2y})^2 \times 100\% = (0.715)^2 \times 100\% = 51.12\%$. It means that 51.12%

reading comprehension is influenced by reading anxiety and grammatical mastery and 48.88% is influenced by the other factors. It is categorized into high positive correlation.

B. Discussion

1. The Correlation Between Students' Reading Anxiety and Reading Comprehension

The result of the first hypothesis test shows that there is no positive and significant correlation between students' reading anxiety and reading comprehension. It can be proved from the product moment correlation test result that $r_{x1y} < r_{table}$ ($-0.313 < 0.232$) for level significance 0.05. This means that the lower students' reading anxiety have implicating to higher the reading comprehension.

Acceptance of the hypothesis above in accordance with the opinion of (Zbornik, 2001) that reading anxiety is a specific, situational phobia toward the act of reading that has physical and cognitive reaction. Reading anxiety of these learners may have an impact on the reading comprehension interpreted in practice questions. Students' reading comprehension ability will suffer in English class if they just concentrate on their anxiousness. In this English lesson, learners' anxiousness is felt in the reading part and other abilities. Students in foreign language classes, on the other hand, are more concerned about their final grades. Some students study extensively to prepare for the last step in English, which consists of reading comprehension questions. Students can deal with reading comprehension issues if they can regulate their anxiousness in English class. As a result,

students' reading anxiety levels correspond with their reading comprehension. The result showed that students' reading anxiety negatively correlated with students' reading comprehension. This shows that students' reading anxiety when learning English can increase students' motivation in learning to improve students' reading comprehension.

According to computation, the $r_{observed}$ is -0.313. In addition, the coefficient of determination, that shows between students' reading anxiety and reading comprehension is gotten from $(r_{xy})^2 \times 100\% = (-0.313)^2 \times 100\% = 9.79\%$. It means that 9.79% reading comprehension is influenced by reading anxiety and 90.20% is influenced by the other factors.

The coefficient between students' reading anxiety and reading comprehension is categorized into low negative correlation. These results suggest that students' reading anxiety negatively correlates with reading comprehension. This means that the higher reading anxiety, the worse reading comprehension will be. On the other hand, the lower reading anxiety, the better reading comprehension will be.

2. The Correlation Between Students' Grammatical Mastery and Reading Comprehension

The result showed of the second hypothesis test shows that there is a significant correlation between students' grammatical mastery and reading comprehension. It can be proved from the product moment correlation test result that $r_{x2y} > r_{table}$ ($0.845 > 0.232$) for the level significance 0.05. This means that the higher students' grammatical mastery have implicating to higher reading comprehension.

Grammar is referred to be the framework and foundation of a language. When dealing with reading comprehension issues affecting high school students in the eleventh grade, grammatical competence is required. The majority of students simply comprehend reading based on the terminology they are familiar with. As a result, occasionally students' performance on English exam questions is low. Grammar mastery is considered to lead to enhanced reading comprehension in students. In addition, students' command of grammar gives them assurance in their reading comprehension.

According to computation, the $r_{observed}$ is 0.845. In addition, the coefficient of determination, that shows between students' reading anxiety and reading comprehension is gotten from $(r_{xy})^2 \times 100\% = (0.845)^2 \times 100\% = 71.40\%$. It means that 71.40% reading comprehension is influenced by grammatical mastery and 28.6% is influenced by the other factors.

The coefficient between students' grammatical mastery and reading comprehension is categorized into high positive correlation. In other words, students' grammatical mastery gives high contribution to reading comprehension. Then, it also means that the improvement of students' grammatical mastery will be followed by the improvement of students' reading comprehension.

3. The Correlation Between Students' Reading Anxiety and Students' Grammatical Mastery Toward Reading Comprehension

The result of the third hypothesis test shows that there is a significant correlation between reading anxiety and grammatical mastery toward

reading comprehension. It can be proved from the linear regression analysis result the $R_{y(1,2)} = 0.846$, its mean the correlation between reading anxiety and grammatical mastery toward reading comprehension included on strong correlation. The R square was 0.715 which means that 51.12% variants of students' reading comprehension could be explained by reading anxiety and grammatical mastery and the less 48.88% was by other factors.

Significantly of the third hypothesis test is $F > F_{table}$ ($84.035 > 3.98$) for level significance 0.05. Its mean that there is significantly correlation between reading anxiety and grammatical mastery toward reading comprehension.

Saito (1999) reading anxiety is an anxiety that is experienced by students in the reading process when reading a foreign language. Anxiety that occurs in students affects language skills. This involves knowledge of grammar. Language production using grammar can be expanded according to the needs (Jones & Quinn, 2014). Considering that reading anxiety and grammatical mastery will affect reading comprehension. The teacher should pay create the process of learning English which increase grammatical mastery and good environment for students. As a result, it will give contribution for students' reading comprehension.

The result shows that, the correlation coefficient of R between reading anxiety (X_1), grammatical mastery (X_2), and reading comprehension (Y). The coefficient determination is gotten from $(r_{x_1x_2y})^2 \times 100\% = (0.715)^2 \times 100\% = 51.12\%$. It means that 51.12% reading comprehension

is influenced by reading anxiety and grammatical mastery and 48.88% is influenced by the other factors.

The coefficient between students' reading anxiety and students' grammatical mastery toward reading comprehension is categorized into high positive correlation. It means that the lower reading anxiety have implicating to higher reading comprehension and the higher grammatical mastery have implicating to higher reading comprehension. It can be assumed that reading comprehension is supported by two factors, namely reading anxiety and grammatical mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis, so the researcher can come to the conclusion as follow:

First, there is no positive and significant correlation between students' reading anxiety and reading comprehension at the eleventh grade of SMA Negeri Gondangrejo Karanganyar in the academic year of 2022/2023. It can be proved from the product moment correlation test result that $r_{x1y} < r_{table}$ ($-0.313 < 0.232$) for level significance 0.05. This means that the lower students' reading anxiety have implicating to higher the reading comprehension. The coefficient determination (R^2) is 0.098. It means that 9.79% reading comprehension is influenced by reading anxiety and the other 90.20% is influenced by the other factors.

Second, there is a positive and significant correlation between students' grammatical mastery and reading comprehension at the eleventh grade of SMA Negeri Gondangrejo Karanganyar in the academic year of 2022/2023. It can be proved from the product moment correlation test result that $r_{x2y} > r_{table}$ ($0.845 > 0.232$) for the level significance 0.05. This means that the higher students' grammatical mastery have implicating to higher reading comprehension. The coefficient determination (R^2) is 0.714. It means that 71.40% reading comprehension is influenced by grammatical mastery and 28.6% is influenced by the other factors.

Third, there is a positive and significant correlation between reading anxiety and grammatical mastery toward reading comprehension at the eleventh grade of SMA Negeri Gondangrejo Karanganyar in the academic year of 2022/2023. It can be proved from the linear regression analysis result the $F > F_{table}$ ($84.035 > 3.98$) for level significance 0.05. The R square was 0.715 which means that 51.12% variants of students' reading comprehension could be explained by reading anxiety and grammatical mastery and the less 48.88% was by other factors.

B. Suggestion

Based on the result, the researcher would like to present some suggestions as follows:

1. Suggestion for the Teacher

After conducted the research, the researcher has several suggestions for the teacher. First, the teacher should know what aspects that influence the students reading comprehension are. Second, the teacher should pay attention in grammatical mastery, by using interactive method to teach grammar to the students. In addition, the teacher must be sensitive to the class situation, including the students' anxiety in reading.

2. Suggestion for Students

The students should study harder. Even though their grammatical mastery test result is good, they still need to learn more about grammar especially related to the aspect of reading comprehension. The language skills in the mastery of grammar will be easier to master for students

who practice frequently, and their level of anxiety will be lower. As a result, students can participate in the event to enhance their grammatical mastery, reading comprehension, and etc.

3. Suggestion for the other researchers

The researchers should give innovation in their research, so it can give contribution for education. Then the other researchers should be creative in the study of reading comprehension to find other factors which can enhance reading comprehension skill.

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APPENDICES

Appendix 1 List of the Students XI IPA 2 Joining Try-Out

NO	NAME	NO	NAME
1	Agung Prayogi	19	Ika Purnamasari
2	Ahmad Rosyid	20	Intan Amalia Nur Khasanah
3	Ahmad Sofi Fuadi	21	Istikhomah
4	Alfiani Musyarroh	22	Laily Risqi Analia
5	Anisa Intan Permatasuci	23	Lia Anggraini
6	Annisa Wiqoyatul Khoiriyah	24	Monika Febriani
7	Ardi Winardi	25	Nur Laila
8	Bagus Adi Prayoga	26	Rani Amaliyah
9	Cantika Putri Lestari	27	Santika Maharani
10	Cici Wahyuni	28	Sarif Hidayat
11	Dimas Adi Prayoga	29	Septi Mugiani
12	Dwi Lestari	30	Siti Rodatul Janah
13	Endang Sri Wahyuningsih	31	Subhan Yusuf Abdillah
14	Eka Mastri	32	Tri Apriani
15	Fika Nurrohmah	33	Wahyu Chayo Saputro
16	Firmansyah Alam	34	Winda Nurul
17	Friska Oktaviani	35	Yuni Wulandari
18	Ida Agustina	36	Yustiani Puspitasari

Appendix 2 List of the Students Joining the Test (Research)

NO	NAME	NO	NAME
1	Putri Mawardani	36	Fatmah Hasna
2	Andika Wahyu Wardana	37	Indriani Nur Cahyani
3	Isnaini Nur H	38	Teguh Triyadi
4	Abdurrahman Aziz Amri	39	Ahmad Nur Kholik
5	Shabiya Hasna	40	Elsa Marina
6	Irmala Taibat Waqiah S	41	Indah Nabila Sari
7	Fathurohmah Putri D	42	Rohmania Nuranisa
8	Adinda Nurul Amanah	43	Windy Saputri
9	Adelina Damayanti A	44	Cindikia Nur
10	Hilda Fitria D	45	Khofifah
11	Ema Agustin R	46	Ade Triana
12	Wahyu Fanny E	47	Rofik Nur Izan
13	Suci Ramadhan	48	Wahyu Ardianto
14	Fitria Ayu Nashita	49	Khairul Irawan
15	Viona Anggraini	50	Ika Daniati
16	Oktaviola Wahyu N	51	Nurul Astriyah
17	Zindha Jesica Kama S	52	Evita
18	Talitha Ghea Shafa	53	Andika Wahyu Wardana
19	Nadia Rahmawati	54	Annisa Berliani Setyafany
20	Dias Calysta N	55	Afni Dian P
21	Desyana Putri S	56	Eva Arliana

22	Meiliana Trinurwati	57	Wafa Umrotu Sihab
23	Riska Rahayu	58	Almira Eka M
24	Esti Atika Putri	59	Ely Maysaroh
25	Fitri Sekar Handini	60	Alifia Fitri
26	Lulu Sofiyana	61	Anita Listiawati
27	Usman Zakaria	62	Dinar Atmaja
28	Siti Latifah	63	Febi Fadillah
29	Sely Amelia W	64	Ratri Nursetiani
30	Uswatun Khasanah	65	Aprilia Maya S
31	Pepy Devis Imelia	66	Sekar Ifa Cahyaningrum
32	Dewi Arum Sarri	67	Meilani Tri Andini
33	Irma Safitri	68	Marhamah
34	Lutfia Septinur Isnaeni	69	Vita Destianti
35	Devi Kusumawati	70	Rendi Firmansyah

Appendix 3 The Blue Print of Questionnaire Students' Reading Anxiety

No.	Concept	Indicators	Items	Total
1.	According to Zbornik (2001), reading anxiety is a specific, situational phobia toward	Top_down Reading Anxiety (TRA) d. cannot recognize minor ideas (details) of the text e. cannot get the gist of the text f. cannot spot the main idea of a certain paragraph	1,2,3,4,5	5
2.	the act of reading that has physical and cognitive reaction.	Bottom-up reading anxiety (BRA) e. cannot figure out the meaning of a word that they feel they have seen before f. encounter a lot of words whose meanings are unclear g. find it difficult to pronounce unknown words	6,7,8,9,10,11,12,13,14,15	10
3.		Classroom Reading Anxiety c. pronunciation or translation mistakes	16,17,18,19,20	5
Total Item		20		

Appendix 4 English Foreign Language Reading Anxiety Inventory Adapted from M. Zoghi, 2012

Name :

Class :

Please give checklist on the column based your answer!

1 = Strongly Disagree (Sangat Tidak Setuju)

2 = Disagree (Tidak Setuju)

3 = Agree (Setuju)

4 = Strongly Agree (Sangat Setuju)

No.	Statement	SD	D	A	SA
1.	I do feel unease when the title of the text is unfamiliar to me. (Saya merasa tidak nyaman ketika judul teks itu asing bagi saya.)				
2.	It is worrying to me when the ideas expressed in the text are culturally unclear. (Saya khawatir ketika ide-ide yang diungkapkan dalam teks tidak jelas secara budaya.)				
3.	I get upset when I lack the previous knowledge about the ideas expressed in the text. (Saya kesal ketika saya kurang memiliki pengetahuan sebelumnya tentang ide-ide yang diungkapkan dalam teks.)				
4.	I worry when I unable get the gist of the text although no new vocabulary items or grammatical points exist in the text. (Saya khawatir ketika saya tidak bisa mendapatkan inti dari teks meskipun tidak ada item kosa kata atau poin tata bahasa baru yang ada dalam teks.)				

5.	<p>I am nervous when I find difficulty in finding the main idea of a certain paragraph.</p> <p>(Saya gugup ketika menemukan kesulitan dalam menemukan ide pokok suatu paragraf.)</p>				
6.	<p>I get upset when I cannot figure out the meaning of a word that I feel I have seen before.</p> <p>(Saya kesal ketika saya tidak dapat memahami arti dari sebuah kata yang saya rasa pernah saya lihat sebelumnya.)</p>				
7.	<p>I get confused when the word I know has a different meaning in the sentence.</p> <p>(Saya bingung ketika kata yang saya tahu memiliki arti yang berbeda dalam kalimat.)</p>				
8.	<p>I get upset when I come across idioms that are unfamiliar to me.</p> <p>(Saya kesal ketika saya menemukan idiom yang asing bagi saya.)</p>				
9.	<p>I feel worried when the unknown word is difficult to pronounce</p> <p>(Saya merasa khawatir ketika kata yang tidak dikenal sulit untuk diucapkan)</p>				
10.	<p>I am nervous when a certain sentence is long and has a complex structure</p> <p>(Saya gugup ketika kalimat tertentu panjang dan memiliki struktur yang kompleks)</p>				
11.	<p>When a certain sentence is grammatically unfamiliar is worrying to me.</p> <p>(Ketika kalimat tertentu secara tata bahasa asing membuat saya khawatir.)</p>				

12.	<p>It bothers me when a passive voice is used in a sentence.</p> <p>(Itu mengganggu saya ketika suara pasif digunakan dalam sebuah kalimat)</p>				
13.	<p>I feel upset when the tense of a certain sentence is unclear to me.</p> <p>(Saya merasa kesal ketika kalimat tertentu tidak jelas bagi saya.)</p>				
14.	<p>I worry when I am unable to recognize different parts of speech such as adjectives, adverbs, or connective words.</p> <p>(Saya khawatir ketika saya tidak dapat mengenali bagian-bagian pembicaraan yang berbeda seperti kata sifat, kata keterangan, atau kata penghubung.)</p>				
15.	<p>I get confused when what I know about a grammatical point does not make any sense.</p> <p>(Saya bingung ketika apa yang saya ketahui tentang poin tata bahasa tidak masuk akal.)</p>				
16.	<p>It bothers me when the instructor calls on me to read out.</p> <p>(Itu mengganggu saya ketika instruktur memanggil saya untuk membacakan.)</p>				
17.	<p>It worries me when the instructors call on me to translate a piece of an English text into our first language.</p> <p>(Saya khawatir ketika instruktur meminta saya untuk menerjemahkan sepotong teks bahasa Inggris ke dalam bahasa pertama kami.)</p>				
18.	<p>When the instructor asks me reading comprehension questions is worrying to me.</p>				

	(Ketika instruktur bertanya kepada saya pertanyaan pemahaman bacaan mengkhawatirkan saya.)				
19.	It makes me feel uneasy when the instructor corrects my pronunciation or translation mistakes. (Itu membuat saya merasa tidak nyaman ketika instruktur mengoreksi kesalahan pengucapan atau terjemahan saya.)				
20.	I am nervous when the instructor uses English as a medium of instruction and hardly ever makes use of our first language. (Saya gugup ketika instruktur menggunakan bahasa Inggris sebagai bahasa pengantar dan hampir tidak pernah menggunakan bahasa pertama kami.)				

Appendix 5 The Blue Print of Grammatical Mastery

No.	Concept	Indicator	Item Number	Total
1.	Grammar is a linguistic framework where words may take on different forms and be integrated into sentences.	Complex Sentence: Students know the order of complex sentence by using conjunctions before, after, while, until, etc.	1,2,9,10,17,21	6
2.		Modal Auxiliary: Students understand the questions and formulas of sentences using modal auxiliary.	3,4,11,12,18,19,20,22,23,26,27,28	12
3.		Infinitives: Students comprehend the inquiries and sentence formulae that use modal auxiliary verbs.	5,6,13,24,25	5
4.		Passive Voice: Students can grasp the questions since the	7,8,14,15,16,29,30	7

		subject of the verb is being acted on.		
Total Item		30		

Appendix 6 Test of Grammatical Mastery**Name :****Class :****Choose the right answer by crossing a, b, c, d, or e!**

1. He felt shocked, _____ I told him about my secret.
 - a. Before
 - b. because
 - c. after
 - d. and
 - e. for
2. You better be prepared _____ the teacher held the test.
 - a. before
 - b. after
 - c. while
 - d. when
 - e. if
3. I really don't know why Tony didn't come to the meeting. There _____ something wrong with him.
 - a. might be
 - b. could be
 - c. will be
 - d. should have been
 - e. must have been
4. You are sick, but you don't come to the hospital to see a doctor. You _____ visit him soon.
 - a. would
 - b. should
 - c. could
 - d. will
 - e. can
5. X : Why does Clara wake up early every morning?
Y : _____ the school bus and she must get there at 7 morning everyday.
 - a. Get to
 - b. Getting to
 - c. Got to
 - d. Be getting to
 - e. To get
6. What does your son want after graduating from senior high school this year?

- a. To enter his favorite university
 - b. Getting the best job
 - c. Got married
 - d. Spending at home
 - e. He will it again
7. They translated some old documents last week. What is the passive form of this sentence?
- a. Some old documents are translated by them last week.
 - b. Some old documents have been translated by them last week.
 - c. Some old documents were being translated by them last week.
 - d. Some old documents were translated by them last week.
 - e. Some old documents been translated by them last week.
8. The important email has been sent by my secretary. What is the active form of this sentence?
- a. My secretary was sending the important email
 - b. My secretary sends the important email
 - c. My secretary is sending the important email
 - d. My secretary has been sending the important email
 - e. My secretary has sent the important email
9. You better be prepared _____ the teacher held the test
- a. before
 - b. after
 - c. while
 - d. when
 - e. if
10. I will wait for Lucy _____ she comes.
- a. unless
 - b. until
 - c. because
 - d. because not
 - e. if
11. John : I feel so thirsty today
Jeni : I see, your glass is empty. _____ I get you some more fresh water.
John : What a kind of you
- a. Shall
 - b. Will
 - c. Can
 - d. Should
 - e. Should have
12. Taka : You seem to be having trouble there. _____ I help you?
Hany : Thank you, can you help me to bring this books to the class?
Taka : Sure
- a. Would
 - b. Will
 - c. Shall

- d. Should
 - e. Might
13. Mommy : Why you look so disappointed?
Dinda : I regret because _____ the important news on it, I promise wake up more early.
- a. losing
 - b. to lose
 - c. lost
 - d. lose
 - e. be lost
14. We'll be visiting our grandmother next week. What is the passive form of this sentence?
- a. Our grandmother will be being visited by us next week.
 - b. Our grandmother will be visited by us next week.
 - c. Our grandmother would be visited by us next week.
 - d. Our grandmother would be being visited by us next week.
 - e. Our grandmother would have been visited by us next week.
15. We can see many beautiful paintings in this exhibition. They were ____ by famous Indonesian painter.
- a. painting
 - b. painted
 - c. paint
 - d. be painting
 - e. being painting
16. Two tents for our camping would _____ by my mother.
- a. being bought
 - b. been bought
 - c. be bought
 - d. bought
 - e. been buying
17. Little Jimmy will not cry _____ you do not leave him alone.
- a. until
 - b. when
 - c. although
 - d. will
 - e. if
18. They _____ because next March they will take the examination.
- a. will
 - b. should
 - c. can
 - d. must
 - e. may
19. She _____ speak English well if she took English course.
- a. will
 - b. can

- c. could
 - d. may
 - e. may not
20. Ray is old enough. He _____ know better than the others about it.
- a. will
 - b. could
 - c. must
 - d. maybe
 - e. can
21. I haven't locked myself out of the house _____ I was ten years old.
- a. before
 - b. after
 - c. since
 - d. while
 - e. when
22. _____ I was almost twelve, my mother pinned the key to my coat.
- a. Unless
 - b. If
 - c. Because
 - d. Will
 - e. Until
23. I can't take evening classes _____ I work at night.
- a. unless
 - b. if
 - c. because
 - d. will
 - e. until
24. Ramli went to the USA _____ his study.
- a. to continue
 - b. be continue
 - c. continue
 - d. continue to
 - e. shall continue
25. We have a lot of English story books _____.
- a. have read
 - b. to read
 - c. reading to
 - d. be reading
 - e. to be reading
26. You _____ stay here until tomorrow.
- a. shall
 - b. will
 - c. can
 - d. should
 - e. should have

27. You look so tired. You ____ take a rest.
- will
 - can
 - could
 - may
 - maybe
28. Susanna ____ go to Surabaya tomorrow.
- will
 - can
 - shall
 - could
 - may
29. Sam has taken an English course. What is the passive form of this sentence?
- Sam has been taken an English course.
 - An English course taken by Sam.
 - An English course has been taken by Sam.
 - English course have taken by Sam.
 - English courses been taken by Sam.
30. The students are using computers now. What is the passive form of this sentence?
- The computers are used by them now.
 - The computers were used by them now.
 - Computers is being used by them now.
 - The computers are being used by the students now.
 - The computers been used by them now.

Appendix 7 The Answer Key of Grammatical Mastery

1.	C	11.	A	21.	C
2.	A	12.	A	22.	E
3.	E	13.	B	23.	C
4.	B	14.	E	24.	A
5.	E	15.	B	25.	B
6.	A	16.	C	26.	C
7.	B	17.	E	27.	B
8.	B	18.	B	28.	A
9.	A	19.	C	29.	C
10.	B	20.	C	30.	D

Appendix 8 The Blue Print of Reading Comprehension

No.	Concept	Indicator	Item Number	Total
1.	The ultimate goal of reading is to understand what is read. Reading is nothing if you do not know what has been read. Understanding texts requires complex procedures related to one's reading ability affects one's	Personal Letter: students can identify parts of personal letters and understand questions related to personal letters and understand questions related to personal letters.	10,11,21,22,23,24,27,28,29,30	10
2.	capacity to understand readers or sign.	Analytical Exposition: Students able to analyzing exposition texts so that they are able to understand reading texts and practice questions.	6,7,8,9,17,18,19,20,25,26	10
3.		Invitation Text: Students can identify the function and purpose of the invitation text and understand the reading of information related to the invitation text.	1,2,3,4,5,12,13,14,15,16	10
Total Item			30	

Appendix 9 Test of Reading Comprehension

Name :

Class :

Choose the best answer from the question below!

Question from 1-5 refer to the following text!

Dear Mr. and Mrs. Nurhasan,

As the parents of the bride, we would like to take this opportunity to invite you to the wedding of our daughter, Sandra Gwen to her fiancé, Adam Hardi. On this joyous occasion, we wish to share the day with our closest friends and family members.

Children grow faster than any of us can imagine, the time is upon us to watch our child grow and flourish into a new stage of their life. He proposed while the two of them were on vacation. She happily accepted his proposal and now they are to be married.

The formal event will be located at the Fire Lake Golf and Country Club on the fifteenth of August at three o'clock, two thousand and seventeen.

We hope to see you there to enjoy this special day with friends and family.

Sincerely yours,

Signatures

Purwadirjo

1. What is the letter about?
 - a. The bride's parents
 - b. The joyous occasion.
 - c. The invitation to the wedding
 - d. The wedding of Sandra Gwen
 - e. The attendance of friends and family

2. When did Sandra's fiancé propose her?
 - a. While he was in her house
 - b. While they were on vocations
 - c. When they visited her parents
 - d. While he was meeting her parents
 - e. When they were in front of her parents

3. On this joyous occasion, we wish to share the day with our closest friends and family members. The underlined word has the similar meaning as
 - a. happy
 - b. crucial
 - c. gloomy
 - d. important
 - e. unforgettable

4. What is the main idea of paragraph 2?
 - a. Parents remember the moment of the proposal
 - b. Their daughter imagines the moment of proposal
 - c. Parents feel happy with their daughter's wedding
 - d. Parents are worried about their daughter's wedding
 - e. Parents tell his memory on his daughter's grown up

5. Why did Mr. Purwudirjo invite Mr. Nurhasan to his daughter's wedding?
 - a. To inform Mr. Nurhasan that there will be a wedding party
 - b. To keep a good relationship with Mr. Nurhasan
 - c. To inform about her daughter marriage
 - d. To share wedding party's experience
 - e. To keep in touch with Mr. Nurhasan

This text is for no 6 – 9

Smoking in restaurants is not just disturbing. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurant is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people should not smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

6. Smoking in the restaurants must be avoided because

- a. it is harmful to other
 - b. it is impolite
 - c. it is dangerous
 - d. it can cause heart and lung disease
 - e. all answer are correct
7. We have many reasons to say that smoking must be avoided. The word reasons mean
- a. conclusion
 - b. point of view
 - c. argument
 - d. reinforcement
 - e. statement
8. What is the purpose of the text?
- a. To inform the readers to the readers
 - b. To persuade to the readers
 - c. To describe to the readers
 - d. To tell a story to the readers
 - e. To argue about smoking to the readers
9. Smoking in restaurant should not be allowed. It means that
- a. people should do smoking in restaurant
 - b. people should not do smoking in restaurant
 - c. people must not smoking in restaurant
 - d. people is not suggested smoke in restaurant
 - e. people should smoke in restaurant

This text is for no 10 – 11

Jl. Flamboyan No. 89 Pernalang
February 2nd, 2009

Dear Intan

Intan, sorry I haven't written to you for so long. We moved into a new apartment last month and we've been really busy getting settled.

It's a nice apartment. It is bigger than our old one. It's big so there are a lot of rooms to work in. It has a big living room, two bedrooms and two bathrooms.

Another thing I like is the kitchen.

The apartment is on a quiet street in a good neighborhood. There's also a shopping centre just down the street with a supermarket, some quite good restaurants and some stores.

We really enjoy living here. Do come over and have a look next time you are in the town. I'll wait

Love
Shinta

10. What is the letter about?
 - a. Shinta's room.
 - b. Shinta's business
 - c. Shinta's new apartment
 - d. Intan and Shinta's apartment
 - e. Shopping centre near Shinta's apartment
11. Why hasn't Shinta written a letter to Intan for so long?
 - a. Because she was busy getting settled
 - b. Because she enjoyed living in an apartment
 - c. Because she was reluctant
 - d. Because she had to move into an apartment
 - e. Because she lived in an apartment

This text for no 12 – 16

Syafaruddin Tonda
Jln. M.Hatta no 70 Jakarta Selatan

Date: 22 August 2017

Subject: Business event invitation letter

Dear Sir,

It is indeed a great pleasure to invite you to the launching of our new magazine "Health and you". It will be on September 7, 2017 at 7.30 pm. The event will also introduce the editor and the team that has made this magazine.

The event is for our business partners and high-profile clients. The event will start with the formal launch of the magazine, which covers various health issues contributed by leading doctors and consultants. We feel that the society needs a magazine that will focus on issues related to their health, hence our decision to go for this type of publication.

This event will give you an opportunity to interact with various clients and colleagues in the media industry. Please confirm your presence by September 2, 2016.

We look forward to seeing you at the event.

Sincerely,

Syafaruddin Tonda

12. What is the letter about?
 - a. The announcement of launching new magazines
 - b. The invitation to launch new health magazines
 - c. The launching of health and your magazines
 - d. Opening if new style of magazine
 - e. The events for business partners

13. Whom is the letter for?
 - a. His colleagues and clients
 - b. Editors and magazines team
 - c. Leading doctors and consultants
 - d. His business partners and clients
 - e. His colleagues and business partners

14. **hence** our decision to go for this type of publication.
 - a. because
 - b. although
 - c. therefore
 - d. otherwise
 - e. furthermore

15. Why will Larry hold this event?
 - a. To keep a good relationship with his business partner.
 - b. To announce the launching of his new magazines.
 - c. To inform about launching a new magazine.
 - d. To share the experience in media industry.
 - e. To keep in touch with his business partner.

16. In what way does this event benefit the addressee?
 - a. Knowing editor and the team of health magazines
 - b. The chance to know doctors and health consultants
 - c. The chance to meet various doctors and consultants
 - d. Having valuable time with various doctors and consultants
 - e. The chance to meet various clients and colleagues in the media industry

This text for no 17 – 20

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear.

Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

17. In institutions without uniform students, one will be regarded poor because he/she ...
 - a. does not wear a school uniform
 - b. cannot afford to buy a school uniform
 - c. wears no expensive designer clothes
 - d. posses a bad academic record
 - e. has a bad attitude at school

18. "As such it promotes discipline and helps to drive up academic standards" (Paragraph 3). What does the it word refer?
 - a. Community
 - b. School ethos
 - c. Research finding
 - d. A study
 - e. Uniform

19. The last paragraph is about

- a. the writer's suggestion
 - b. the writer's arguments
 - c. the writer's reasons
 - d. the writer's reiteration
 - e. the writer's thesis
20. "... Substance abuse, behavioral problems or attendance." (Paragraph 2).
The antonym of "attendance" word is
- a. arrival
 - b. come up
 - c. appearance
 - d. presence
 - e. absence

This text for no 21 – 24

Surabaya, February 1st, 2014

Dear Igon

How are you? Hope everything is okay with you. I'm all right here. We are going to have the national examination, aren't we? Are you well prepared for it? Well, to be honest, I just have some difficulties in preparing for it, especially in science. There are extra lessons in my school and I take them all. But, I feel that they don't help. I'm still confused in solving mathematic problems. I'm just worried that I fail the national examination. Do you have any suggestion for me? I really appreciate your help. I look forward to hearing from you.

Your buddy

Fahim

21. What does the letter tell us about?
- a. Asking for a friend to teach mathematic
 - b. Giving a solution to a friend
 - c. Preparing for the national examination
 - d. Having extra lesson at school
 - e. Asking for a friend's suggestion to solve a problem
22. Why is Fahim worried that he may fail the national examination?
- a. There are extra lessons at Fahim's school
 - b. He appreciated Igon's help
 - c. He will have the national examination soon
 - d. His friends are all well prepared

- e. He is confused in solving mathematic problem

23. *I'm still confused in solving mathematic problems.* The word **confused** means

- a. unable to think clearly
- b. unable to perform well
- c. unable to behave politely
- d. unable to speak fluently
- e. unable to read quickly

24. *I'm just worried that I fail the national examination.* The antonym of word **fail** is

- a. escape
- b. predict
- c. success
- d. reach
- e. underestimate

This text for no 25 – 26

Everybody should change their way of life to reduce global warming. There are several things that we can do. One of them is by buying and consuming fresh local groceries as much as possible. It of course includes local vegetables, fruits, bread, etc.

Local groceries don't need much transportation to get it into the market. It of course means, the amount of carbon dioxide produced is less than the groceries from other region. Therefore, by buying local groceries we are helping reduce the amount of carbon dioxide produce.

Consuming fresh groceries instead of frozen ones are healthier for us. Furthermore, fresh food or groceries means no requirements for it to be freeze up. It means that no electricity is needed and saving energy means reducing carbon dioxide and money.

So, from now on we should consume fresh local groceries to reduce global warming

25. The type of the text above is ...

- a. analytical exposition
- b. hortatory exposition
- c. narrative
- d. discussion
- e. explanation

26. To reduce the global warming we should ...
- buy import product
 - buy expensive clothes
 - consume frozen foods
 - consume fresh foods
 - not use electricity efficiently

This text for no 27 – 28

Apt BLK 30, Eunos St. #05 – 116
Singapore 1441
2nd April 2009
Dear Liza,

I have received your letter asking me to meet you at your house this Sunday to discuss the urgent matter you have. I regret however to say that it will not be possible for me to see you on Sunday as I already have a previous appointment. I shall see you on Monday next week at 5 p.m. Hoping the change of date will be convenient to you.

Your sincerely
Daisy

27. What does the letter tell us about?
- Liza's problem
 - Liza's appointment
 - Daisy's previous letter to Liza
 - Daisy's regret for not being able to come
 - A meeting held at Liza's house
28. Why did Liza ask Daisy to come to her house?
- Liza wanted Daisy to solve her problem
 - Daisy would discuss her problem with Liza
 - Liza persuaded Daisy to go somewhere
 - Daisy wanted to meet Liza's family
 - Liza wanted to chat with Daisy

This text for no 29 – 30

Dear Susan,

It feels like such a long time since the last time I saw you. I know it's only been several weeks since I saw you. So far my summer has been great!

I spend my all my weekends at the beach. I am getting a nice tan and you can no longer say I am paler than you. I have been playing lots of volleyball, surfing and building a nice collection of sea shells. Just this past week-end I took second place in a sandcastle building contest!

On the weekdays I work. I drive an ice cream truck around and sell ice cream to the kids. It is so cool. It is a combination of the two things I love most, ice cream and kids. The pay isn't too great but I love the job so much.

I hope the summer's been going well for you too. There's only a month and a half left in summer vacation and after that it's back to school. Would you like to meet up some time before school starts?

Your friend,

P.S. John Austin

29. The letter shows about ...
- spending time in summer
 - happiness someone who meet her friends soon
 - the poor students in summer vacation
 - how to finished summer vacation
 - missing old friend in summer
30. What is writer do on the weekdays?
- She is getting a nice tan
 - Drive an ice cream truck around and sell ice cream
 - Spend her time with working
 - Playing lots of volleyball and surfing
 - Building a nice collection of sea shells

Appendix 10 The Answer Key of Reading Comprehension

1.	D	11.	B	21.	C
2.	B	12.	B	22.	C
3.	A	13.	D	23.	A
4.	C	14.	E	24.	A
5.	B	15.	C	25.	E
6.	C	16.	A	26.	A
7.	B	17.	B	27.	A
8.	D	18.	A	28.	E
9.	C	19.	C	29.	A
10.	E	20.	B	30.	B

Appendix 11 The Result of Grammatical Mastery (Tryout)

	Item_01	Item_02	Item_03	Item_04	Item_05	Item_06	Item_07	Item_08	Item_09	Item_10	Item_11	Item_12	Item_13	Item_14	Item_15	Item_16	Item_17	Item_18	Item_19	Item_20	Item_21	Item_22	Item_23	Item_24	Item_25	Item_26	Item_27	Item_28	Item_29	Item_30	TOTAL		
Resp_01	0	1	0	0	1	1	1	1	1	1	0	0	0	0	1	0	1	0	0	1	0	0	0	1	0	1	0	1	0	0	11		
Resp_02	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30		
Resp_03	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	25		
Resp_04	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28		
Resp_05	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	0	0	1	1	1	22		
Resp_06	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1		
Resp_07	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29		
Resp_08	0	1	0	0	1	1	1	1	1	0	0	0	1	0	0	1	0	0	1	0	0	1	1	0	1	0	0	1	1	0	0	12	
Resp_09	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	8	
Resp_10	1	0	1	0	1	1	1	0	0	0	0	0	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	18	
Resp_11	0	1	0	1	0	1	1	1	1	0	0	1	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	13	
Resp_12	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	25	
Resp_13	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	25	
Resp_14	0	1	0	0	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	1	1	0	0	0	9	
Resp_15	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	27	
Resp_16	0	1	0	1	0	1	1	1	1	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	13	
Resp_17	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	25	
Resp_18	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	0	0	1	1	0	1	1	1	1	1	0	20	
Resp_19	1	0	1	1	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	20	
Resp_20	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
Resp_21	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	23	
Resp_22	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	26	
Resp_23	0	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	21	
Resp_24	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	26	
Resp_25	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	27	
Resp_26	0	1	0	0	0	1	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12
Resp_27	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	25	
Resp_28	1	0	0	1	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	0	0	1	0	1	0	0	1	1	0	1	1	1	16
Resp_29	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	0	1	0	0	0	1	1	1	21	
Resp_30	0	1	0	0	1	1	1	1	1	0	0	0	1	0	1	0	1	0	0	1	0	0	0	1	1	0	1	1	1	0	0	15	
Resp_31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	
Resp_32	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	1	1	1	18
Resp_33	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	24	
Resp_34	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	22	
Resp_35	1	0	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	21	
Resp_36	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	0	1	0	0	0	0	1	1	21	

Appendix 12 Validity of Grammatical Mastery Tryout Test

		Correlations																												TOTAL							
		Item_01	Item_02	Item_03	Item_04	Item_05	Item_06	Item_07	Item_08	Item_09	Item_10	Item_11	Item_12	Item_13	Item_14	Item_15	Item_16	Item_17	Item_18	Item_19	Item_20	Item_21	Item_22	Item_23	Item_24	Item_25	Item_26	Item_27	Item_28	Item_29	Item_30	TOTAL					
Item_01	Pearson Correlation	1	-.175	.437	.614	.614	.047	-.130	.047	.047	.598	.598	.614	.000	.614	.279	.559	-.175	1.000	.437	-.050	.598	.437	.000	.219	.437	.351	.000	-.136	.614	1.000	.668					
	Sig. (2-tailed)		.306	.000	.000	.784	.429	.784	.784	.000	.000	.000	1.000	.000	.160	.002	.306	.000	.008	.774	.000	.000	.000	.000	1.000	.199	.009	.038	1.000	.429	.000	.000	.000				
	N		36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36			
Item_02	Pearson Correlation	-.175	1	-.159	.169	.169	.564	.645	.713	.713	-.105	-.105	.169	-.273	.169	-.105	-.044	1.000	-.175	-.159	.636	.105	-.159	.273	.446	-.159	-.246	-.273	.645	.169	-.175	.302					
	Sig. (2-tailed)		.306	.355	.324	.324	.000	.000	.000	.000	.543	.543	.324	.108	.324	.543	.000	.000	.000	.306	.355	.000	.000	.000	.000	.000	.000	.000	.000	.351	.148	.108	.000	.324	.306	.074	
	N		36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Item_03	Pearson Correlation	.437	-.159	1	.338	.402	-.030	.032	.104	.104	.481	.481	.338	.009	.338	.348	.551	-.159	.437	1.000	.184	.481	1.000	.009	.214	1.000	.402	.009	.032	.338	.437	.664					
	Sig. (2-tailed)		.008	.355	.044	.005	.893	.852	.546	.546	.005	.005	.044	.957	.044	.038	.000	.355	.008	.000	.000	.284	.005	.000	.000	.957	.210	.005	.957	.852	.044	.008	.000	.000	.000	.000	
	N		36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Item_04	Pearson Correlation	.614	.169	.338	1	.585	.265	.072	.614	.614	.608	.608	1.000	-.273	1.000	.231	.614	.169	.614	.338	.165	.608	.338	-.273	.308	.338	.169	-.273	.072	1.000	.614	.740					
	Sig. (2-tailed)		.000	.324	.044	.000	.118	.679	.612	.012	.000	.000	.000	.108	.000	.176	.000	.324	.000	.044	.335	.000	.044	.108	.068	.044	.324	.108	.679	.000	.000	.000	.000	.000	.000	.000	
	N		36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Item_05	Pearson Correlation	.614	.169	.482	.585	1	1.116	.215	.265	.265	.608	.608	.585	-.021	.585	.356	.614	.169	.614	.482	.165	.608	.482	-.021	.308	.482	.486	-.021	.215	.585	.614	.794					
	Sig. (2-tailed)		.000	.324	.005	.000	.000	.000	.000	.000	.000	.000	.000	.993	.000	.000	.324	.000	.005	.335	.000	.005	.000	.957	.210	.005	.957	.852	.044	.008	.000	.000	.000	.000	.000		
	N		36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Item_06	Pearson Correlation	.047	.564	-.030	.265	.116	1	.617	.679	.679	-.045	-.045	.265	-.316	.265	.000	.169	.564	.047	-.030	.265	-.045	-.030	-.316	.713	-.030	-.182	-.316	.617	.265	.047	.366					
	Sig. (2-tailed)		.784	.000	.893	.118	.000	.000	.000	.784	.784	.118	.000	.118	.000	.118	.000	.270	.000	.784	.893	.000	.000	.000	.000	.000	.893	.267	.060	.000	.118	.784	.823				
	N		36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Item_07	Pearson Correlation	-.136	.447	.032	.072	.215	.617	1	.617	.617	-.098	-.098	.072	-.098	.072	.143	.136	.645	-.136	.447	.032	.081	-.098	.032	-.098	.000	.032	-.215	-.098	1.000	.072	-.136	.366				
	Sig. (2-tailed)		.429	.000	.852	.679	.208	.000	.000	.000	.000	.571	.571	.679	.571	.679	.343	.429	.000	.429	.852	.000	.571	.852	.571	.002	.852	.208	.571	.002	.852	.208	.571	.002	.429	.032	
	N		36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Item_08	Pearson Correlation	.047	.713	.104	.414	.265	.679	.617	1	1.000	.226	.226	.414	-.316	.414	.361	.199	.713	.047	.104	.713	.226	.104	-.316	.713	.104	-.033	-.316	.617	.414	.047	.565					
	Sig. (2-tailed)		.784	.000	.548	.012	.118	.000	.000	.000	.185	.185	.012	.002	.012	.000	.270	.000	.784	.548	.000	.185	.548	.000	.000	.548	.848	.060	.000	.012	.784	.000	.000	.000	.000	.000	
	N		36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Item_09	Pearson Correlation	.047	.713	.104	.414	.265	.679	.617	1.000	1	.226	.226	.414	-.316	.414	.361	.199	.713	.047	.104	.713	.226	.104	-.316	.713	.104	-.033	-.316	.617	.414	.047	.565					
	Sig. (2-tailed)		.784	.000	.548	.012	.118	.000	.000	.000	.185	.185	.012	.002	.012	.000	.270	.000	.784	.548	.000	.185	.548	.000	.000	.548	.848	.060	.000	.012	.784	.000	.000	.000	.000	.000	
	N		36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Item_10	Pearson Correlation	.598	.105	.481	.608	.608	-.045	-.098	.226	.226	1	1.000	.608	-.143	.608	.314	.598	.105	.598	.481	.612	1.000	.481	-.143	.105	.461	.231	-.143	-.098	.608	.598	.702					
	Sig. (2-tailed)		.000	.543	.005	.000	.784	.571	.185	.185	.000	.000	.000	.000	.543	.005	.000	.480	.005	.480	.005	.005	.005	.480	.005	.406	.571	.185	.406	.571	.000	.000	.000	.000			
	N		36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Item_11	Pearson Correlation	.598	.105	.481	.608	.608	-.045	-.098	.226	.226	1.000	1	1.000	-.143	.608	.314	.598	.105	.598	.481	.612	1.000	.481	-.143	.105	.461	.231	-.143	-.098	.608	.598	.702					
	Sig. (2-tailed)		.000	.543	.005	.000	.784	.571	.185	.185	.000	.000	.000	.000	.543	.005	.000	.480	.005	.480	.005	.005	.005	.480	.005	.406	.543	.005	.406	.571	.000	.000	.000	.000			
	N		36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Item_12	Pearson Correlation	.614	.169	.338	1.000	.585	.265	.072	.614	.614	.608	.608	1	-.273	1.000	.231	.614	.169	.614	.338	.165	.608	.338	-.273	.308	.338	.169	-.273	.072	1.000	.614	.740					
	Sig. (2-tailed)		.000	.324	.044	.000	.118	.679	.612	.012	.000	.000	.000	.108	.000	.176	.000	.324	.000	.044	.335	.000	.044	.108	.068	.044	.324	.108	.679	.000	.000	.000	.000	.000	.000		
	N		36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36	36
Item_13	Pearson Correlation	.000	-.273	.000	-.273	-.021	-.316	-.098	-.316	-.143	-.143	-.273	1	-.273	.000	-.120	.273	.000	.000	-.131	-.143	.000	1.000	-.273	.000	.000	.000	.000	.000	-.098	-.273	.000	-.003				
	Sig. (2-tailed)		1.000	.108	.957	.108	.903	.060	.571	.060	.060	.406	.406	.108	.500	.242	.487	.108	1.000	.957	.448	.406	.957	.000	.108	.957	.543	.000	.571	.108	1.000						

Appendix 13 Reliability of Grammatical Mastery Tryout Test

Reliability Statistics

Cronbach's Alpha	N of Items
.936	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item_01	15.92	49.221	.664	.932
Item_03	16.11	49.016	.654	.933
Item_04	15.86	48.866	.761	.931
Item_05	15.86	49.037	.733	.932
Item_06	15.81	51.818	.315	.937
Item_07	15.83	52.143	.248	.938
Item_08	15.81	50.675	.509	.935
Item_09	15.81	50.675	.509	.935
Item_10	16.00	48.800	.695	.932
Item_11	16.00	48.800	.695	.932
Item_12	15.86	48.866	.761	.931
Item_14	15.86	48.866	.761	.931
Item_15	16.00	50.514	.442	.936
Item_16	15.92	49.050	.691	.932
Item_18	15.92	49.221	.664	.932
Item_19	16.11	49.016	.654	.933
Item_20	15.78	51.435	.401	.936
Item_21	16.00	48.800	.695	.932
Item_22	16.11	49.016	.654	.933
Item_24	15.86	50.637	.474	.935
Item_25	16.11	49.016	.654	.933
Item_26	15.86	51.609	.321	.937
Item_28	15.83	52.143	.248	.938
Item_29	15.86	48.866	.761	.931
Item_30	15.92	49.221	.664	.932

Appendix 16 Reliability of Reading Comprehension Tryout Test

Reliability Statistics

Cronbach's Alpha	N of Items
.912	27

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Item_01	16.61	44.073	.438	.910
Item_02	16.75	43.393	.479	.909
Item_03	16.83	44.486	.292	.913
Item_04	16.89	41.987	.678	.905
Item_05	16.86	41.894	.694	.905
Item_06	16.69	42.904	.585	.907
Item_07	17.22	44.978	.312	.911
Item_08	16.72	43.692	.440	.910
Item_09	16.56	44.083	.493	.909
Item_10	16.61	43.673	.512	.908
Item_11	16.67	42.800	.622	.906
Item_12	16.94	43.197	.491	.909
Item_13	16.81	44.275	.327	.912
Item_14	16.69	42.847	.595	.907
Item_15	16.75	44.079	.369	.911
Item_16	16.53	43.856	.586	.908
Item_17	16.61	43.959	.459	.909
Item_19	16.69	44.333	.346	.911
Item_20	16.61	42.930	.650	.906
Item_21	16.64	42.866	.633	.906
Item_22	16.92	43.507	.440	.910
Item_23	16.75	41.621	.770	.903
Item_25	16.64	43.152	.582	.907
Item_26	16.69	42.847	.595	.907
Item_27	16.81	42.790	.560	.907
Item_28	17.03	44.085	.368	.911
Item_30	16.58	44.936	.298	.912

Appendix 20 The Distribution Frequency and Histogram of Reading Anxiety

Statistics

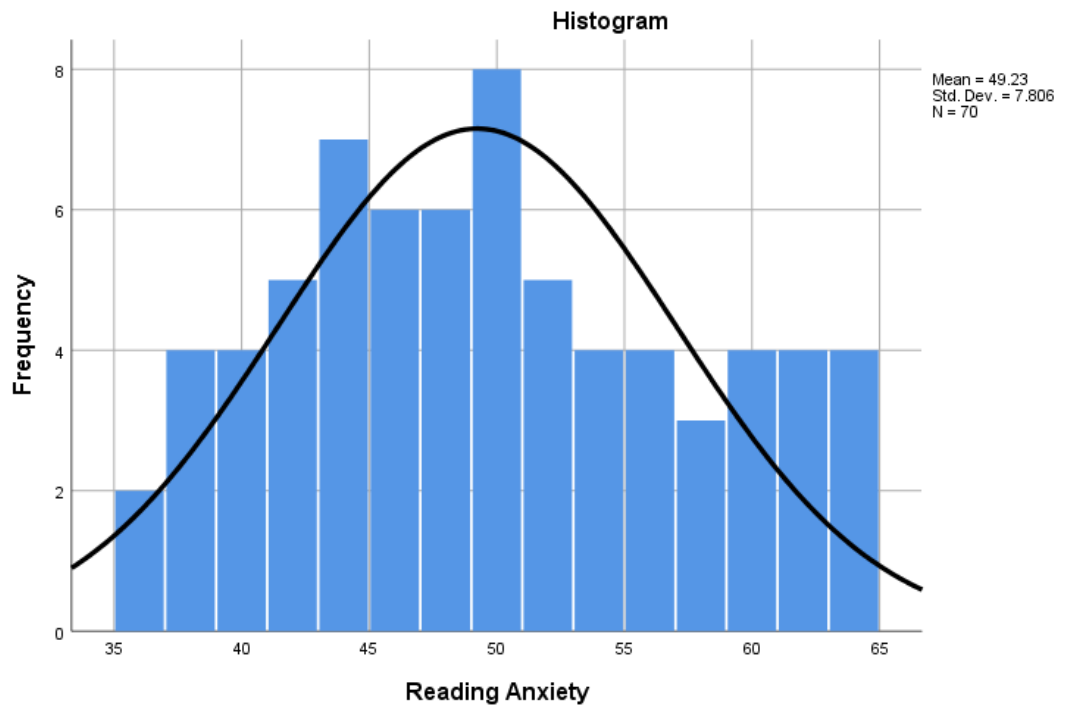
Reading Anxiety		
N	Valid	70
	Missing	0
Mean		49.23
Std. Error of Mean		.933
Median		49.00
Mode		44 ^a
Std. Deviation		7.806
Variance		60.933
Range		28
Minimum		36
Maximum		64
Sum		3446

a. Multiple modes exist. The smallest value is shown

Reading Anxiety

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	2	2.9	2.9	2.9
	37	2	2.9	2.9	5.7
	38	2	2.9	2.9	8.6
	39	2	2.9	2.9	11.4
	40	2	2.9	2.9	14.3
	41	3	4.3	4.3	18.6
	42	2	2.9	2.9	21.4
	43	2	2.9	2.9	24.3
	44	5	7.1	7.1	31.4
	45	4	5.7	5.7	37.1
	46	2	2.9	2.9	40.0
	47	4	5.7	5.7	45.7
	48	2	2.9	2.9	48.6
	49	5	7.1	7.1	55.7
	50	3	4.3	4.3	60.0
	51	3	4.3	4.3	64.3
	52	2	2.9	2.9	67.1

53	2	2.9	2.9	70.0
54	2	2.9	2.9	72.9
55	3	4.3	4.3	77.1
56	1	1.4	1.4	78.6
57	2	2.9	2.9	81.4
58	1	1.4	1.4	82.9
59	2	2.9	2.9	85.7
60	2	2.9	2.9	88.6
61	2	2.9	2.9	91.4
62	2	2.9	2.9	94.3
63	2	2.9	2.9	97.1
64	2	2.9	2.9	100.0
Total	70	100.0	100.0	



Appendix 21 The Distribution Frequency and Histogram of Grammatical Mastery

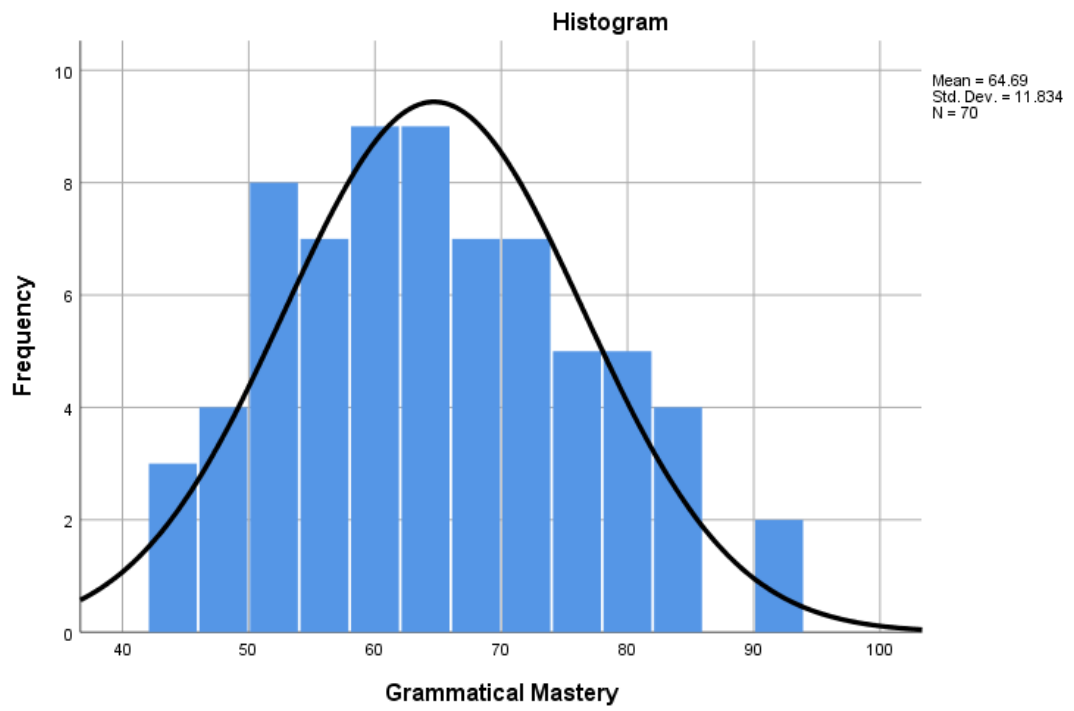
Statistics

Grammatical Mastery		
N	Valid	70
	Missing	0
Mean		64.69
Std. Error of Mean		1.414
Median		64.00
Mode		60 ^a
Std. Deviation		11.834
Variance		140.045
Range		48
Minimum		44
Maximum		92
Sum		4528

a. Multiple modes exist. The smallest value is shown

Grammatical Mastery

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	44	3	4.3	4.3	4.3	
	48	4	5.7	5.7	10.0	
	52	8	11.4	11.4	21.4	
	56	7	10.0	10.0	31.4	
	60	9	12.9	12.9	44.3	
	64	9	12.9	12.9	57.1	
	68	7	10.0	10.0	67.1	
	72	7	10.0	10.0	77.1	
	76	5	7.1	7.1	84.3	
	80	5	7.1	7.1	91.4	
	84	4	5.7	5.7	97.1	
	92	2	2.9	2.9	100.0	
	Total		70	100.0	100.0	



Appendix 22 The Distribution Frequency and Histogram of Reading Comprehension

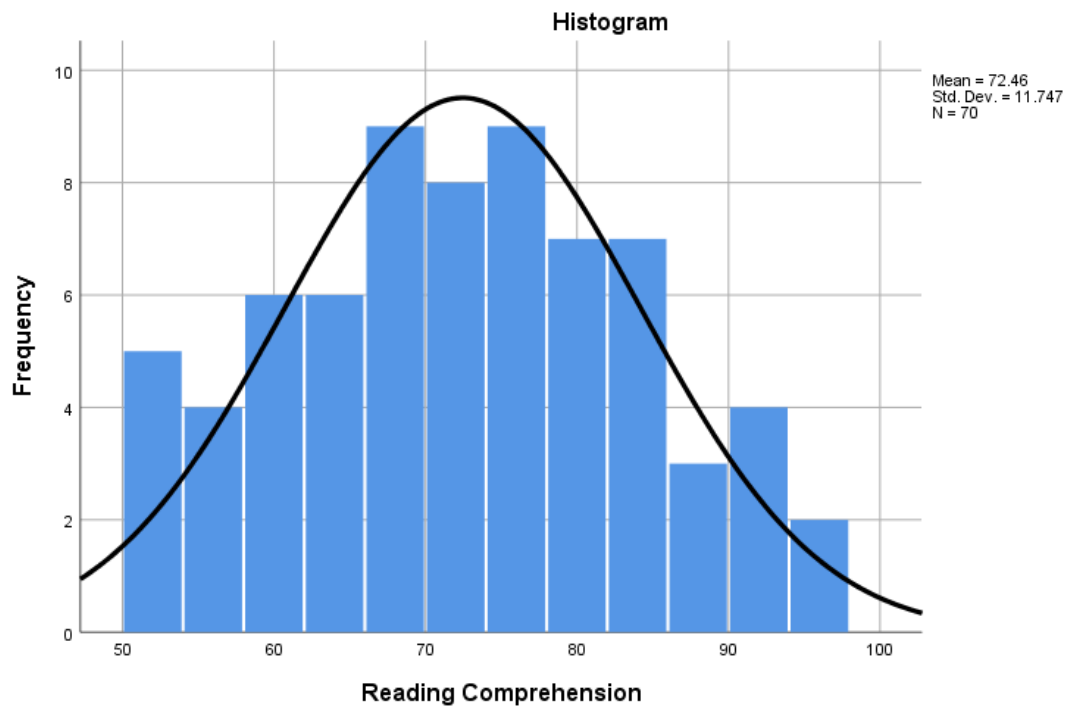
Statistics

Reading Comprehension		
N	Valid	70
	Missing	0
Mean		72.46
Std. Error of Mean		1.404
Median		72.00
Mode		68 ^a
Std. Deviation		11.747
Variance		137.991
Range		44
Minimum		52
Maximum		96
Sum		5072

a. Multiple modes exist. The smallest value is shown

Reading Comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	5	7.1	7.1	7.1
	56	4	5.7	5.7	12.9
	60	6	8.6	8.6	21.4
	64	6	8.6	8.6	30.0
	68	9	12.9	12.9	42.9
	72	8	11.4	11.4	54.3
	76	9	12.9	12.9	67.1
	80	7	10.0	10.0	77.1
	84	7	10.0	10.0	87.1
	88	3	4.3	4.3	91.4
	92	4	5.7	5.7	97.1
	96	2	2.9	2.9	100.0
	Total		70	100.0	100.0



Appendix 23 Normality Test of Reading Anxiety, Grammatical Mastery and Reading Comprehension

One-Sample Kolmogorov-Smirnov Test

		Reading Anxiety	Grammatical Mastery	Reading Comprehension
N		70	70	70
Normal Parameters ^{a,b}	Mean	49.23	64.69	72.46
	Std. Deviation	7.806	11.834	11.747
Most Extreme Differences	Absolute	.077	.097	.076
	Positive	.077	.097	.076
	Negative	-.066	-.060	-.076
Test Statistic		.077	.097	.076
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.171 ^c	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Appendix 24 Linearity Test

1) Linearity testing of Reading Anxiety (X₁) and Reading Comprehension (Y)

Case Processing Summary

	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
	Reading Comprehension *	70	100.0%	0	0.0%	70
Reading Anxiety						

Report

Reading Comprehension

Reading Anxiety	Mean	N	Std. Deviation
36	80.00	2	5.657
37	76.00	2	5.657
38	84.00	2	16.971
39	72.00	2	5.657
40	78.00	2	19.799
41	72.00	3	12.000
42	84.00	2	5.657
43	82.00	2	2.828
44	77.60	5	10.431
45	66.00	4	17.436
46	70.00	2	14.142
47	84.00	4	11.776
48	76.00	2	16.971
49	75.20	5	4.382
50	64.00	3	12.000
51	65.33	3	8.327
52	62.00	2	2.828
53	64.00	2	16.971
54	74.00	2	25.456
55	74.67	3	8.327
56	52.00	1	.
57	72.00	2	.000
58	60.00	1	.

59	60.00	2	11.314
60	66.00	2	8.485
61	78.00	2	2.828
62	66.00	2	2.828
63	74.00	2	14.142
64	66.00	2	19.799
Total	72.46	70	11.747

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension	Between Groups	(Combined)	3772.038	28	134.716	.961	.537
		Linearity	935.589	1	935.589	6.672	.013
		Deviation from Linearity	2836.449	27	105.054	.749	.784
	Within Groups		5749.333	41	140.228		
	Total		9521.371	69			

Measures of Association

	R	R Squared	Eta	Eta Squared
Reading Comprehension	-.313	.098	.629	.396
* Reading Anxiety				

2) Linearity testing of Reading Anxiety (X_1) and Reading Comprehension (Y)

Case Processing Summary

	Included		Cases Excluded		Total	
	N	Percent	N	Percent	N	Percent
Reading Comprehension *	70	100.0%	0	0.0%	70	100.0%
Grammatical Mastery						

Report

Reading Comprehension

Grammatical Mastery	Mean	N	Std. Deviation
44	57.33	3	4.619
48	61.00	4	11.489
52	59.50	8	7.540
56	64.57	7	5.855
60	65.33	9	4.472
64	73.78	9	5.333
68	78.29	7	7.251
72	78.29	7	5.589
76	83.20	5	7.155
80	87.20	5	7.155
84	85.00	4	2.000
92	94.00	2	2.828
Total	72.46	70	11.747

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension *	Between Groups	(Combined)	7158.978	11	650.816	15.978	.000
		Linearity	6799.915	1	6799.915	166.947	.000
		Deviation from Linearity	359.063	10	35.906	.882	.555
Grammatical Mastery	Within Groups		2362.394	58	40.731		
	Total		9521.371	69			

Measures of Association

	R	R Squared	Eta	Eta Squared
Reading Comprehension *	.845	.714	.867	.752
Grammatical Mastery				

Appendix 25 Test of Hypothesis

1) The Result of First Hypothesis

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Reading Anxiety ^b	.	Enter

a. Dependent Variable: Reading Comprehension

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.313 ^a	.098	.085	11.237

a. Predictors: (Constant), Reading Anxiety

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	935.589	1	935.589	7.410	.004 ^b
	Residual	8585.783	68	126.262		
	Total	9521.371	69			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Reading Anxiety

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	95.680	8.636		11.079	.000
	Reading Anxiety	-.472	.173	-.313	-2.722	.004

a. Dependent Variable: Reading Comprehension

2) The Result of Second Hypothesis

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
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1	Grammatical Mastery ^b	.	Enter
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a. Dependent Variable: Reading Comprehension

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.845 ^a	.714	.710	6.326

a. Predictors: (Constant), Grammatical Mastery

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6799.915	1	6799.915	169.907	.000 ^b
	Residual	2721.456	68	40.021		
	Total	9521.371	69			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Grammatical Mastery

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.194	4.231		4.300	.000
	Grammatical Mastery	.839	.064	.845	13.035	.000

a. Dependent Variable: Reading Comprehension

3) The Result of Third Hypothesis

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Grammatical Mastery, Reading Anxiety ^b	.	Enter

a. Dependent Variable: Reading Comprehension

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.846 ^a	.715	.706	6.364

a. Predictors: (Constant), Grammatical Mastery, Reading Anxiety

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6807.580	2	3403.790	84.035	.000 ^b
	Residual	2713.791	67	40.504		
	Total	9521.371	69			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Grammatical Mastery, Reading Anxiety

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.086	7.893		2.671	.009
	Reading Anxiety	-.045	.104	-.030	-.435	.665
	Grammatical Mastery	.829	.069	.835	12.040	.000

a. Dependent Variable: Reading Comprehension

Appendix 26 Pictures of Research

Day 1



Day 2

