

PREDICTING EFL LEARNERS' READING COMPREHENSION SCORE FROM READING ANXIETY AND MOTIVATION

Nurul Hidayati

*Institut Dirosat Islamiyah Al-Amien Preduan Sumenep
Email: Nurulonly.hidayati@gmail.com*

Abstrak

Language requires some skills such as reading, writing, listening, and speaking that may use in communication. In language teaching English reading has always been considered one of the most important parts of foreign/second language learning. Based on previous empirical researches, this study emphasizes to predict EFL learners' reading comprehension from reading anxiety and motivation. The subject of the study was all the accessible population because the number of the sample is quite small so the researcher takes all the sample of the population. The units used in this research were English department students at University of Madura (UNIRA). Data were collected using questionnaire from 100 students of English department in University of Madura and analyzed using Multi Linier Regression program in SPSS 20 version for windows. The major findings include first, Reading anxiety have negative significant correlation on EFL learners in reading comprehension. Second, Motivation has positive significant correlation on EFL learners in reading comprehension. And third, Reading Anxiety and Motivation have significant correlation with EFL learners' in reading comprehension simultaneously. Therefore, when the learners have high motivation their anxiety will decrease and learners will get better score. Those finding suggests one impact the other, so there is a need to incorporate motivation (intrinsic and extrinsic) to improve EFL learner's reading comprehension being well then anxiety still in controlled.

Keyword: Reading Anxiety, Motivation , Reading Comprehension.

INTRODUCTION

Language requires some skills such as reading, writing, listening, and speaking that may use communication. In language teaching English reading has always been considered one of the most important parts of foreign/second language learning. As cited in Ali. Urquhart and Weir defined reading as "the process of receiving and interpreting information encoded in language form via the medium of print". It can be assume that reading can be a problem solving activity for the reader. Comprehending the reading material is applicable in almost every subject area at every grade level and is one of the life-long skills needed for success.

Studies on L2 reading over the past few decades have shown that reading is an important source of input. Reading is centrally a comprehending process, people read to understand what the writer intended to convey in their writing. It cans be said that reader could get the information from the written text. However, there are some factors which are, influences the reader in comprehend the reading, one of them is anxieties. Here anxiety plays an important affective role in second language acquisition. Due to different purposes of different researches, anxiety may have different definitions. Defines foreign language anxiety as a "distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning and arising from the uniqueness of the language learning process". Actually anxiety is not easy to define in simple sentences, because it is associated with the feelings of uneasiness, frustration, self-doubt,

apprehension, and worry. . From those various factors it can be said that reader will faced many situation that affect their language learning. In line with the opinion about anxiety MacIntyre and Gardner in Zarei noted that situation-specific anxiety develops from negative experiences, particularly early in language learning. Giving a speech, taking a test, doing math, and using a second language are examples of situation-specific anxiety. It is, means that language anxiety can manifest as self-evaluation, excessive concern about failure, and concern about what think, apprehension and worry, avoidance of the target language, careless errors, and excessive studying. Students may think that they, themselves are not good in reading comprehension and this situation cause them to feel worry or frustration when the teacher asks to read.

Another case that influences the students in reading comprehension is a motivation. Motivation is an influential factor in learning process. Motivation is needed to get better in learning process. It is also one of the “particular interests to second language or foreign language learner, administrators and researchers, because it can be presumably enhanced in one specific learning context but weakened in another learning context”. Motivation could be influenced by many factors such as effort, desire, satisfaction, and learning situation. There some types of motivation that has been discussed such as integrative, instrumental, intrinsic, and extrinsic motivation. Several studies have investigated motivation and foreign language anxiety, but there are few studies on the direct relationship between the two.

Motivation could be a cognitive process to develop reading comprehension skill of EL learners. Motivation also plays the important rule in comprehending the text as well as cognitive process. Successful readers monitor their reading and the state of their learning; they use strategies, adjust effort appropriately and evaluate the success of their ongoing efforts to understand. As cited in Horwitz considers motivation as a stimulant for achieving a specific target. There are so many teachers try to increase the students' motivation to achieve their success in learning process.

Those research shows that trait anxiety is a relatively stable personality characteristic in a wide range of situations. Person with this predisposition tends to become predictably nervous in any situation. However motivation also one of the important factor that influence the successful reading comprehension and in this case motivation can decrease the level of anxiety. Considering the previous studies about language anxiety and motivation which most of the samples are not from English department students and the finding of the research shows the positive correlation between anxiety and reading and the other one show the negative correlation between anxiety and reading comprehension. Therefore, the researcher comes up with an assumption that it still needs a deep investigation regarding the correlation between reading anxiety and motivation on reading comprehension. Especially, in analysing the variables the researcher considered reading anxiety, motivation and reading comprehension should be investigated simultaneously. It aimed to know whether reading anxiety is still has positive correlation

or not. Thus, in this study, the researcher investigated predicting EFL learners' reading comprehension from reading anxiety and motivation.

METHODOLOGY

Research design in this study uses multiple linear regression analysis to examine the linear relationships between one continuous response and two or more predictors. It also uses multiple correlational design, to know the strength of the relationship between reading anxiety and motivation (as predictors) on EFL learners' reading comprehension criterion variable. The variables in this research consist of predictor variables and criterion variables. The first predictor variable in this research was reading anxiety which is classified into five types' categories: uneasiness (X1.1), frustration (X1.2), self-doubt (X1.3), apprehension (X1.4), and worry (X1.5), the second predictor variable is motivation which is classified into two types: intrinsic (X2.1) and extrinsic (X2.2). Data were collected from respondents' answers through a questionnaire distributed to English department students in University of Madura. Before collecting the data, Foreign Language Reading Anxiety Scale (FLRAS) and motivation reading questionnaires (MRQ) the questionnaires would be translated into Indonesian language in order to minimize the student's problem and also to avoid misinterpretation in comprehending each item and response scale.

Research Framework

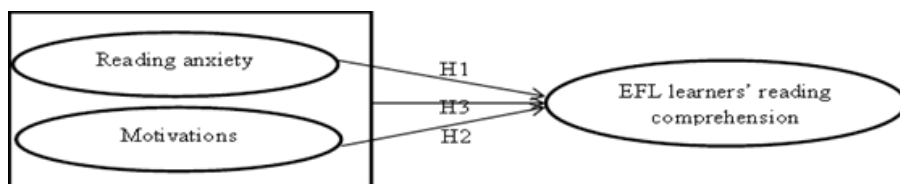


Figure 1
Research framework

Likert scale is a measurement scale with five response categories ranging from "strongly agree" to "strongly disagree" which requires the respondents to show a degree of agreement or disagreement with each of a series of statements related to the stimulus object.¹ The variables in the research were described become indicators of variables and those indicators used as a starting point to construct the items in the form of questions. The answer from question in anxiety items on uneasiness, frustration, self-doubt, apprehension, and worry, intrinsic and extrinsic variables using Likert scales with interval judgments for each respondent answer from 1 to 5 (negative statement). Motivation question on the items of intrinsic and extrinsic variable using Likert scale with interval judgment for each respondent answer is ranging from 5 to 1 (positive statement). Reading comprehension was measuring by Likert scales with interval judgments for each respondent answers from 1 to 5: 1. From 0 to 39 (E), 2. From 40 to 59 (D), 3. From 60 to 69 (C), 4. From 70 to 84 (B) and 5. From 85 to 100 (A). in interpreting the correlation of the data the research used the directive interpretation that

¹ Malhotra, N.K. (2002). *Basic Marketing Research: Applications to Contemporary Issues*. International Edition. Hall International, Inc. New Jersey.

proposed by Sugiono. According to Sugiono the directive to interpret coefficient correlation are define as follow:²

0.00 – 0.199 = very low

0.20 – 0.399 =low

0.40 - 0.599 = medium

0.60 – 0.799 = strong

0.80 – 1.000 = very strong

The subject of this study is all of the students in reading comprehension class, because of the number of the participant are quite small so the researcher takes the entire participant. The units used in this research were English department students at University of Madura (UNIRA). Based on the number of population are 100 students and it is divided into four classes. The results of validity test, all the items shows significant value 0.000 it means that lower than 0.05 and the data is valid. In reliability test the value of Alpha Cronbach 0.911 it means that the instrument was reliable because it is greater than 0.6. Data were analysed using Multi Linier Regression in PSS 20 version for windows, the results of study as follow:

RESULT

From the result of the first analysis there is a correlation between anxiety and reading comprehension correlation coefficient shows the value -0.187 and the significant level 0.031 it is means that there is a significant but low negative correlation

² Sugiono, (2007). “ Metode Penelitian Bisnis”, Bandung: CV.Alfabeta.

between anxiety and EFL learner’s reading comprehension, but the significant level is low.

Moreover, the research question to be answer in this section is *“does reading anxiety correlate significantly with EFL learner’s reading comprehension?”* To this question a direct hypothesis which states, *“there is a significant negative correlation between reading anxiety and EFL learner’s reading comprehension”* was forwarded as a tentative answer. For the sake of hypothesis testing, however, this hypothesis was converted into a null hypothesis, which says, *“Reading anxiety has no negative correlation on EFL learner’s reading comprehension”*.

Analysis of data found that null hypothesis was rejected so that the working hypothesis was accepted. That is, reading anxiety shows the significant negative correlation on EFL learners reading comprehension. Negative correlation it may cause by the test that given by the lecturer is not significant. The t-test analysis resulted in t-value of $(-4.078 > -1.660)$. Thus, the t-value was significant at 0.025 (two side test). From the correlation analysis it can be conclude that the higher the students’ anxiety, the lower level of students’ reading comprehension.

Table 1
Correlation Analysis between Anxiety, Motivation and Reading Comprehension

		READING	ANXIET	MOTIVATION
		Y		
Pearson	READING	1.000	-.187	.202
Correlation	ANXIETY	-.187	1.000	.581

Sig. (1-tailed)	MOTIVATION	.202	.581	1.000
	READING	.	.031	.022
	ANXIETY	.031	.	.000
N	MOTIVATION	.022	.000	.
	READING	100	100	100
	ANXIETY	100	100	100
	MOTIVATION	100	100	100

Source: Processed data (2018)

The test result of the second analysis shows that correlation coefficient between rmotivation and EFL learners' reading comprehension the value is 0.202 with the significant level 0.022 in this case indicate there is a significant but low positive correlation between motivation and reading anxiety. Whereas, the direction of the correlation is positive means that the higher the motivation students have, the better they get in reading comprehension score.

Moreover, the research question to be answer in this section is "*does motivation correlate significantly with EFL learner's reading comprehension?*" To this question a direct hypothesis which states, "*there is a significant positive correlation between motivation and EFL learner's reading comprehension*" was forwarded as a tentative answer. For the sake of hypothesis testing, however, this hypothesis was converted into a null hypothesis, which says, "*Motivation have not positive correlation on EFL learner's reading comprehension*". Analysis of data found that null hypothesis was rejected so that the working hypothesis was accepted. That is, motivation shows the significant positive correlation on EFL learners reading comprehension. The t-test analysis resulted shows the value of t test > t table (4.161 >

1.660). Thus, the t-value was significant at 0.025 (two side test). Whereas, the direction of the correlation is positive means that the higher the motivation students have, the better the students get in reading comprehension score.

Third finding, multiple regression equation is used to analyze the relationship between these variables is ($Y = a + b_1.X_1 + b_2.X_2 + e$)

Y=reading comprehension

a= konstanta

b₁,b₂= regression coefficient

X₁= reading anxiety

X₂= motivation

In order to make a multiple regression equation, first a multiple linear regression analysis performed, the results can be seen in the table 2.

Base on the Table 3 show the value of konstanta is 3.236 it is means that if anxiety (X₁) and motivation (X₂) the sore is 0 then the value of reading comprehension (Y) is 3.236. Regression coefficient variable X₁ (anxiety) is -0.023, it is means that another predictors variabel the value is constant and anxiety get increase about 1, then reading comprehension will get decrease about is - 0.023 negative coefficient it is means that there is a negative correlation between anxiety and reading comprehension. The higher the students's anxiety then the reading sore will be decrease.

Regression coefficient of motivation variabel (X2) the value is 0.024, if another predictor variable the value is constant and motivation has increase about 1% so, reading comprehension score (Y) will increase about 0.024. the value of positive coefficient is happen because there is a positive correlation between motivation and reading comprehension, the higher the motivation students have then the better the students of reading comprehension.

Table 2
Multi Linier Regression Analysis

Variable	Dependent	Correlation Coefficient	t-test	Sig.	Decision
Independent (X1)	Y	-0.023	- 4.078	0.000	H3 accepted
(X2)		0.024	4.161	0.000	
Constanta (a)	:	3.236			
R	:	0.426			
R2	:	0.181			
Adjusted R Square(R ²)	:	0.164			
Std. Error of the Estimate	:	0.64310			
Sig.		0.000			
N	:	100			
F-test	:	10.740			
F-table	:	3.090			
Sig.	:	0.000			

Source: Processed data (2018)

a. Multi Correlation Analysis (R)

Multi correlation analysis in this study is used to measure the relationship between two or more predictor variables (anxiety (X1), motivation (X2)) toward criterion variabel reading

comprehension (Y) simultaneously. According to Sugiono,³ the value of R shift between 0 until 1, when the value is near with 1, it means the correlation is strong, while the value is near with 0 means that the correlation is weak.

Table 3
Model Summary of R

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.426 ^a	0.181	0.164	0.64310

Source: Processed data (2018)

Based on the table above the value of R is 0.426 it means that there is a strong correlation between anxiety and motivation on EFL learners' reading comprehension. The value of R is 0.426 mean that $R > 0$, so the conclusion is also answer the third of research question. Reading Anxiety and Motivation variables have correlation on EFL learners' reading comprehension. Based on the table 4 the value of R^2 0.181 or 18.1%. In this case shows that the effect of contribution percentage of the predictors variable (anxiety and motivation) on the criterion variable (reading comprehension) is about 18.1%. While for the residual value amount of 80.9% is contributed by other variables, which are not included to this research model.

b. Determination Analysis (R^2)

Adjusted R Square is the value of R square which is adjusted, this value alwas lower than R square and this number

³ Ibid

has a negative price. According to Santoso aid that in multiple regression analysis it is free to decide Adjusted R2 as a determination coefficient.⁴ *Adjusted R Square (R²)* indicates the contribution of Reading Anxiety and Motivation variables on EFL learners' reading comprehension 0.164.

Standard error of the estimate is the measurement of many regression errors in predicting the score of criterion variable (Y). From the regression analysis the standard error of the estimate is 0.64310.

c. Regression Coefficient Analysis Simultaneously (F-test)

Table. 4
ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.883	2	4.442	10.740	.000 ^b
	Residual	40.117	97	.414		
	Total	49.000	99			

Source: Processed data (2018)

F test is used to knot whether predictors variabel anxiety and motivation (X1,X2) have signifacantly correlate on the criterion variable reading comprehension (Y) simmultaneously. F test also used to know whether regression model can be usai to predict the criterion variable or not. There are some steps to do an F test. First, formulate the hypothesis. Second, determine the significant level, in this study the significant level is used $\alpha = 5\%$

⁴ Santoso, Singgih.. 2001. SPSS Versi 11,5 Mengolah Data Statistik Secara Profesional. Jakarta: PT Elex Media Komputindo.

(significant 5% or 0.05 is the standard level which is mostly used in some reaserch. Third, determine F test, based on analysis the value of F-test was 10.740, by using the conviction level 95%, $\alpha = 5\%$, $df_1 = 2$, and $df_2 (n-k-1)$ or $100-2-1 = 97$ (n is the total of stuedents and K is the total of predictor variables), the result of F table 3.09. Fourth, testing the criteria and compare between F test and F table, the value of F test $>$ F table ($10.740 > 3.09$) F-test was higher that F-table, and the conclusion of this analysis there is a significant correlation between anxiety and motivation on EFL learners' reading comprehension simmultaneously. But then, the contribution is low.

d. Partial Analysis of Regression Coefficient (T-test)

Table 5
Coefficients

Model	Unstandardized Coefficients		Standardize d Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.236	0.370		8.749	0.000
1 ANXIETY	0.023	0.006	-0.460	-4.078	0.000
MOTIVATION	0.024	0.006	0.470	4.161	0.000

Source: Processed data (2018)

t-test analysis is used to know whether the regression model of predictor variables (X_1 , X_2 (anxiety and motivation)) have significant effect on the criterion variable (reading comprehension (Y)) partially. From the regression analysis the output of t- tes is presented as follows:

e. Testing Regression Coefficient of Anxiety Variable

This analysis is shows the partial correlation between anxiety and EFL learner's reading comprehension. After determine the hypothesis and significant level ($\alpha = 0.025\%$), the researcher determine the test result of the t-test. The t-test of this study shows the value -4.078 it means that t-test was higher than t-table ($-4.078 > -1.660$). It can be assumed that in partial analysis there is no significant correlation between anxiety and reading comprehension.

f. Regression Coefficient Analysis of motivation variable

In this analysis is aimed to know whether the regression model of motivation have significant correlation on the criterion variable (reading comprehension). First of all the researcher determines the hypothesis which formulated into null hypothesis that says "there is no significant positive correlation between motivation and EFL learners' reading comprehension". While the alternative hypothesis that says "there is significant positive correlation motivation and EFL learner's reading comprehension". From the test result the t test is 4.161 and the distribution is looked for $\alpha = 5\%:2 = 2.5\%$ (2 side test) with the (df) $n-k-1$ or $100-2-1 = 97$ (n is total of students and k is the total of predictor variables (anxiety and motivation). Using two side test (significant = 0.025) the result of t table 1.660. The last is testing of the criteria, It is accepted if $-t \text{ table} \leq t \text{ test} \leq t \text{ table}$, H_0 is rijected if $-t \text{ test} < -t \text{ table}$ or $t \text{ test} > t \text{ table}$. From the formula the value of t test $> t \text{ table}$ ($4.161 > 1.660$) means that H_0 is rejected and the conclusion, in partial analysis there is a significant correlation

between motivation and reading comprehension. From this case, it can be assume that in partial analysis motivation have positive effect on EFL learners' reading comprehension at UNIRA. Motivation could make the students better in reading comprehension. Moreover it's also answering the third research problems that say "which is the better predictor of reading comprehension score, level of anxiety or motivation". The finding shows that between those two predictors variable (anxiety and motivation) it can be assume that motivation is the better predictor of EFL learners' reading comprehension.

DISCUSSION

This section affords the interpretation of the result under this research about the correlation of reading anxiety and motivation on EFL learner's reading comprehension. This section also elaborates the finding. The result of data analysis can be seen in Table below:

Table 6
The Finding of Hypothesis Analysis

Hypothesis	The finding
H1 Reading anxiety have significant negative correlation on EFL learners reading comprehension	Significant
H2 Motivation have significant positive correlation on EFL learners reading comprehension	Significant
H3 Reading Anxiety and Motivation have significant correlation on EFL learners' in reading comprehension simultaneously.	Significant

On the basis of data description presented above, it is obvious that this research found the negative correlation between reading anxiety on EFL learner's reading comprehension. Result of analysis found that there is a negative correlation between anxiety and reading comprehension, correlation coefficient shows the value -0.187 and the significant level 0.031, but the significant level is low it is probably because the reading comprehension test is not significant.

The statistical data processing result indicates that null hypothesis (Ho) was rejected and working hypothesis (H1) was accepted. It means that there is a significant negative correlation between Reading Anxiety and EFL learners' reading comprehension variable. This result is consistent with Zarei,⁵ and Morthan⁶ those empirical research also found that Reading anxiety has negative correlation on EFL learner's reading comprehension. Nevertheless, anxiety can be controlled by other variables such as motivation that reduce the level of anxiety. It indicates that decreasing Reading anxiety will increase EFL learners in reading comprehension and the opposite.

In other case between motivation and reading comprehension the result indicate that Motivation levels have a positive correlation on EFL learner's reading comprehension. The test result shows that correlation coefficient between rmotivation and EFL learners' reading comprehension shows the value 0.202 with the significant level 0.022 in this case indicate

⁵ Ibid

⁶ Ibid

that there is positive correlation between motivation and reading anxiety. Whereas, the direction of the correlation is positive means that the higher the motivation students have, the better they get in reading comprehension score. The statistical data processing result indicates that null hypothesis (Ho) is rejected and working hypothesis (H2) was accepted. It means that Motivations has significant positive correlation on EFL learners' reading comprehension. Students who have high motivation they get better in reading comprehension. This result is consistent with Morthan⁷ those research find that students with high motivation will get a good score in their reading comprehension text. The finding of the present study also corroborated by Zarei⁸, the report said that students with high motivation tend to have more strategy in reading. On the other hand, the present study is different from Johnson who reported that internal motivation has no significant effect on reading comprehension.⁹ Because the previous research found the different result about the correlation between motivation and reading comprehension, therefore, the researcher do the research about motivation and reading comprehension. The result shows that increasing Motivation will increase EFL learners in reading comprehension. English department can increase Motivation by improving 2 factors such as: Intrinsic and Extrinsic variables.

The correlation between reading anxiety, motivation and EFL learner's reading comprehension simultaneously, the finding

⁷ Ibid

⁸ Ibid

⁹ Johnson, D.W. 2003. Cooperative Learning: Increasing College Faculty Instructional Productivity. Minnesota: James Rhem & Associates, LLC.

of data analysis found the value of R is 0.426 it means that $R > 0$, so the conclusion is Reading Anxiety and Motivation variables have correlation on EFL learners' reading comprehension. Based on R^2 (determinants coefficient), the test is carried out with a significance level of 0.05. The test result shows that coefficient of multiple determinants R^2 was 0.181 and significant value is 0.000 (less than 0.05). The test result shows the coefficient of determinants *Adjusted R Square (R^2)* was 0.164 and significant value is 0.000 (less than 0.05). In percentage, 16.4% of *Adjusted R Square (R^2)* indicates the contribution of Reading Anxiety and Motivation variables on EFL learners' reading comprehension was 16.4%. While for the residual in amount of 83.6% is contributed by other variables, which are not included to this research model. The finding of data analysis also found that the value of F-test 10.740 > F-table 3.090 mean that F-test higher than F-table. So H_0 is rejected it means that Reading Anxiety and Motivation variables have significant correlation on EFL learners' reading comprehension (Y) simultaneously. And also base on table 4.13 known that motivation variable has dominance correlation on EFL learners' reading comprehension with the Correlation Coefficient (b2) is 0.024 with its significant value is 0.000. While anxiety variable has negative correlation on EFL learners' reading comprehension with its Correlation Coefficient (b1) is -0.023 with significant value is 0.000. This result is consistent with Zarei¹⁰, Mortahan¹¹, those empirical research also found that Reading Anxiety has negative Correlation and

¹⁰ Ibid

¹¹ Ibid

Motivation have positive correlation on EFL learners in reading comprehension. it also supported by Cheng and Liu the result revealed that when students had higher levels of motivation, as well as higher scores on all two motivational subcomponents, their language proficiency in either listening or reading was higher.¹² In contrast, the higher the learner motivation, the lower the levels of anxiety for all three components, includes speaking anxiety, the fear of negative evaluation, and self-confidence in speaking English. In conclusion, increasing student's Motivation will decrease the Reading anxiety and will increase their ability reading comprehension. By doing this act the higher motivation the lower Reading Anxiety students will have. Meanwhile, to answer the fourth research question, partial analysis between anxiety and motivation shows that motivation is better predictor of reading comprehension. If the lecturer wants to increase the students' reading comprehension, so the lecturer should improve students' motivation. After that, decrease the student's anxiety in reading comprehension.

CONCLUSION

This research is aimed to analyse predicting EFL learners' reading comprehension from reading anxiety and motivation. Based on the research finding and discussion previously, it can be conclude into third conclusion. First, in correlation analysis shows that reading anxiety has negative correlation on EFL learner's reading comprehension. It can be assumed that in

¹² Liu,H & Cheng, S,H. (2014) Assessing Language Anxiety in EFL Students with Varying Degrees of Motivation. *Electronic Journal of Foreign Language Teaching*. Vol.11, No 2. 285-299.

partial analysis anxiety do not affect EFL learners' reading comprehension at UNIRA.

Second, in correlation analysis motivation has positive correlation on EFL learner's reading comprehension (there is a significant correlation between motivation and reading comprehension). It can be assume that in partial analysis motivation has positive effect on EFL learners' reading comprehension at UNIRA. This probably implies that for those learners who are motivated to read automatically assumes that learners would decrease their anxiety in reading comprehension. It is shows in third finding the correlation between reading anxiety and motivation on EFL learner's reading comprehension simultaneously. Reading Anxiety has negative Correlation and Motivation have positive correlation on EFL learners in reading comprehension. It means that there is a strong correlation between anxiety and motivation on EFL learners' reading comprehension. Therefore, when the learners have high motivation their anxiety will decrease and learners will get better score. Those finding suggests one impact the other, so there is a need to incorporate motivation (intrinsic and extrinsic) to improve EFL learner's reading comprehension being well then anxiety still in controlled.

Finally, as the result of this research showed. Motivation may be beneficial in enhancing reading comprehension of the text, it has been found to be beneficial by other researcher (Zarei,¹³ Cheng and Liu¹⁴) there exists a strongest correlation

¹³ Ibid

between learner's motivation to read and their reading achievement. From the value of the contribution, it can be conclude that motivation is the better predictor on EFL learners' reading comprehension.

SUGGESTION

Based on the results of testing the direct correlation of reading anxiety on EFL learners' reading comprehension show the negative correlation equal -0.187 or -1.8% , but in testing correlation of reading anxiety together with Motivation on EFL learners' reading comprehension the value of reading anxiety decrease equal $= -0.023$ or -2.3% it shows that the existence of motivation reduce the felling of anxiety, the higher of motivation the lower the anxiety that students have. Therefore, it recommends that English department of UNIRA should give much explanation about how to comprehend and analyse the content of reading text. Therefore, students should do much exercise in order to reach the success of reading comprehension. One of the important things is motivated the students to love reading.

This research is held in English department in University of Madura (UNIRA). For a great understanding of the correlation from reading anxiety and Motivations on EFL learners' reading comprehension may also be implemented on the other research in other university. Further researchers can compare the correlation from Reading Anxiety and Motivations on EFL learners' Reading Comprehension, especially between the Private

¹⁴ Ibid

University and Government University. Because the researcher in this study has the restrictiveness in implementing reading comprehension test so, it is suggested for further researcher to implement the reading comprehension test directly in order to get better finding of the research. Besides that, in correlation analysis further researches is expected to add other variables (which are not included in this research model) such as self-efficacy, online reciprocal teaching, emotional intelligence, cooperative learning, with reading comprehension in order to get deep analysis and better finding of the research.

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