ENGLISH LANGUAGE ANXIETY AND READING COMPREHENSION PERFORMANCE OF COLLEGE STUDENTS IN A STATE UNIVERSITY

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ABSTRACT

This study was conducted to investigate the relationship between language and reading anxiety and reading comprehension performance of AB English students. The issue of whether students' LA and RA vary with gender was also explored. The results from two measures of anxiety, and two reading comprehension tests completed by 65 AB English students showed that RA and LA was related to Reading Performance. Although reading comprehension performance did not differ significantly with the students in different levels of LA and RA, a general trend of lower LA and RA going with higher performance was identified. In contrast to other studies, no difference was found in LA and RA based on gender. Students' LA decreased with their learning in reading classes while RA showed no differences. These results suggest that students with LA tend to have RA.

Decreasing students' anxiety and creating a low-anxiety classroom environment might help improve students' reading comprehension performance. Since RA seems to be a more stable construct as compared to LA, coping with RA may require more time.

Keywords: Language anxiety, reading anxiety, reading comprehension, classroom environment.

INTRODUCTION:

It is argued that language learning is regarded as the cornerstone of human existence. Knowing the language can help us to express our opinions, hopes, and even our dreams (Tavil, 2009). In foreign language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008).

Anxiety is a basic human emotion that consists of fear and uncertainty. According to Deutsch (2005) there are many variables that cause difficulties in ESL/EFL learning to read. He observed that junior and high school students experience problems while talking comprehension tests." In a foreign language causes anxiety and poor language achievements in conjunction of students' levels of reading anxiety and general foreign language anxiety." Unfamiliar scripts, writing system and unfamiliar cultural material are some factors that cause an emotional block to reading in students when they take a reading comprehension tests. There are many irrational beliefs also that cause anxiety among foreign and second language students. Foreign language anxiety only increases student's problem with decoding the text and actual processing of textual meaning. It is difficult to get the students to take an interest in reading inside or outside the EFL classroom. There are several reasons for this all stem from one general problem "deep-rooted fear of reading in English." Students have high level of interest in authentic texts in English but they often lack confidence in attempting to explore and enjoy reading articles and stories in English.

Learning an additional language is both cognitively and emotionally demanding (Abu-Rabia, 2004). Anxiety a complicated phenomenon is a kind of emotion so the issue of anxiety and second language (L2) learning has concern language educators and researchers for many years. A substantial amount of researchers has been conducted in this area and suggests that anxiety is an important factor in second language acquisition (Na.2007.Wei 200). However, most of the research centers discussions on listening, speaking, and writing. Little attention has been paid to reading. Therefore, the present study attempted to fill the gap and explore the role of the anxiety in L2 reading.

LITERATURE REVIEW:

Language anxiety is a type of anxiety, specifically with second and foreign language learning contacts(Young 1991).According to Horwitz et al.(1996), the three components of language anxiety are communication apprehension,tests anxiety, and fear of negative evaluation. People with communication apprehension are shy about communicating with others and have difficulty in speaking in public and sometimes ask to speak in dyads, in group, or in public. Students with communicating apprehension tend to develop language anxiety.

Result from outside studies on language learning and anxiety reveal that anxiety is significant variable in second language oral production with adults (Clement etal., 1987. Clement, 1987; Gardner, 1985; Hortwitz, 1986: and Wolf, 1987.In review of studies on L2 reading and anxiety, Scovel (1978) and Hortwitz discussed the ambiguities method as well as conflicting result and Gardner(1989)stated that even with the disparities in research methodologies there is a clear relationship between foreign language anxiety and foreign language proficiency in communicative situation.

Wang (2005) studied 222 non-English major students in Henan University of Technology, 126 males and 96 females. She used Strategy Inventory for Language Learning (SILL) and FLCAS were employed as the instruments. The results of her study showed that Chinese college students experienced comparatively high levels of anxiety in their foreign language class. There were also significant gender differences in foreign language anxiety, with female students were less anxious than male students in English class.

Li (2007) investigated the relationships between foreign language anxiety, learning strategies and Test for English Major (TEM)-4 scores in Chinese English majors. A total of 188 English majors from the School of Foreign Languages of Ludong University took part in the study as subjects. The revised questionnaire of FLCAS and SILL by Oxford (1990) and the scores of TEM-4 were used. The results revealed that Chinese sophomores majoring in English are likely to experience foreign language anxiety. Foreign language anxiety has a negative correlation with TEM-4 scores: the higher the students' anxiety is, the poorer their scores are; and the relationship between foreign language anxiety and learning strategies is negative. The higher the students' anxiety is, the lower the frequency of use of learning strategies.

Jin (2007) selected 223 students of non-English major in her second grade in Jiangxi Normal University for the study, including 109 students of social science and 114 of science. From these, 12 students were interviewed.

She used FLCAS of the scale in this study and scores 15 of College English Test (CET)-4 were obtained to access students' English proficiency. The findings of her study indicate that there exist significant differences between social science and science students in language anxiety. Science students are universally more anxious than social science students. And there also exist significant differences between high proficiency and low proficiency students in language anxiety. Low proficiency students are commonly more anxious than high proficiency students.

ANXIETY AND L2 READING:

To date, only few studies have adhered affect and L2 reading. Franson (1945)found that type of motivation for reading particular text is an important factor influencing the choice of approach to learning, and this also determines likely the level of outcome. He concluded that students naturally perform better on reading comprehension where there's no expectation of a factual knowledge test.

According to Stephen,Goatz, and Cheng (1999) affective domain of learning is a key factor in studying about readers' non- verbal responses.

READING IN L1 AND READING IN L2:

Of the fourth skills, reading can be regarded as specifically important because reading is assumed to be a central means of learning new information (Grabe and Stoller 2001),Frees(1999)pointed out that some students encounter problems when reading they read the paragraph in the text but are still unaware of what they have read.Unlike students, Carrel, and Grabe, (2002)claim that proficient readers can employ different reading skills when reading different text or reading for different purpose. For instance, they search for the information in a manual by scanning for the key words, reading newspapers them skim headlines to see if they want to read in more detail.For studying they read carefullytointegrate information, so various reading skills are employed in different situation. From this perspective, the nature of reading is complex. In addition to the complexity of reading, the readers process cognitively demanding because learners need to coordinate attention, perception, memory, and comprehension according to (Seller 2001).

Moreover, there are additional factors to consider such as language ability, learned motivation, and culture background. Hence, L2 reading is further complicated.

STATEMENT OF THE PROBLEM:

In response to the research gap identified in the literature, this study investigated the role of language anxiety (LA) and reading anxiety (RA) among AB-English students.

It addressed the issue of how LA and RA are related, whether students' reading comprehension performance varied with different levels of LA and RA differed across gender and changes with the aspect of language learning.

Specifically, this study examined the following research questions:

1. What is the respondents' English language classroom and language reading anxiety levels?
2. What is the difference between the respondents' reading comprehension level when they are grouped according to their gender?
3. What is the relationship between the respondents' English language classroom anxiety level and their reading comprehension performance?
4. What is the relationship between the respondents' English reading anxiety level and their reading comprehension performance?

HYPOTHESES OF THE STUDY:

1. There is no significant difference between the respondents' reading comprehension when they are grouped according to their gender.
2. There is no significant relationship between the respondents' reading anxiety level and their reading comprehension performance.
3. There is no significant relationship between the respondents' language anxiety level and their reading comprehension performance

METHODOLOGY:
RESEARCH DESIGN:

This study utilized the descriptive-correlational method to determine the respondents' anxiety and reading comprehension performance in English as a second language.

RESPONDENTS OF THE STUDY:

The respondents of the study were the AB-English students of College of Arts and Sciences, Isabela State University, Echague, Isabela, Philippines enrolled during the school year 2012-2013. Total enumeration was employed in this study.

RESEARCH INSTRUMENTS:

The Chinese version of Foreign Language and Reading Classroom Anxiety Scale were used to determine the respondents' language and reading anxiety levels. The respondents responded to a 5-point Likert scale for each item with 1,2,3,4, and 5 signifying strongly agree, agree, moderately agree, disagree, and strongly disagree. The Chinese version of Foreign Language and Reading Anxiety Scale (FLRAS) designed by Saito et al. (1999) contains 30 items measuring RA and related to ESL reading. The multiple choice reading comprehension test was used to evaluate the respondents' reading comprehension (Wolf 1993,as discussed in Hosu,2004). Each participant spent 25 minutes reading a dialog before answering the comprehension test.

STATISTICAL TOOLS:

The collected data were computer-processed using the Statistical Package for Social Sciences (SPSS).
  a. Frequency counts and percentages were used to describe the respondents' English language and reading classroom anxiety levels
  b. T- test of independent samples was utilized to determine if there exists difference on the reading comprehension level between males and females.
  c. Pearson r was used to determine if there is a significant relationship between the respondents reading anxiety level and reading comprehension performance. The same test was performed to determine if there is a significant relationship between the respondents' language anxiety level and reading comprehension performance.

DATA ANALYSIS:

The presentation and the accompanying discussion followed the sequence of the problem statements as well as the objectives and the hypotheses.

PROFILE OF THE RESPONDENTS:

Table1: Distribution of respondents according to Gender

Gender	Frequency (n=65)	Percent 100%
Male	14	21.50
Female	51	78.50

As shown in the table above, there were more females than males. The females comprised of 51 or 78.50 percent followed by 14 or 21.50 percent males.

MEAN-COMPUTED ON THE RESPONDENTS' LANGUAGE CLASSROOM ANXIETY LEVEL:

Table 2: Respondents' language Classroom Anxiety Level

Activity	Mean	Anxiety level
1. I never feel quite language sure of myself when I speaking in my English class.	3.17	Moderate
2. I don't worry about making in mistakes in language class.	3.14	Moderate
3. I tremble when I know that I am going to be called on in language class.	3.08	Moderate
4. It frightens me when I don't understand what the teacher is saying in the English class.	3.05	Moderate
5. It wouldn't bother me at all to take more English class.	2.72	Moderate
6. During language class. I find myself thinking about things that have nothing to do with the course.	2.77	Moderate
7. I keep thinking that the other students are better language that I am.	3.08	Moderate
8. I am usually easy during tests in my language class.	2.83	Moderate
9. I start to panic when I have to speak without preparation in language class.	3.29	Moderate
10. I worry about consequences of failing my English language class.	3.68	High
11. I don't understand why people get to upset over English language class.	2.69	Moderate
12. In language class, I can get so nervous I forget things I know.	3.17	Moderate
13. It embraces me to volunteer answer in my language class.	2.82	Moderate
14. I would not be nervous speaking the English language with the native speaker.	2.86	Moderate
15. I get upset when I understand what the teacher is correcting.	3.00	Moderate
16. Even If I am well prepared for language class. I feel anxious about it.	3.12	Moderate
17. I often feel like not going to my language class.	2.38	Moderate
18. I feel confident when I speak in my English language class.	2.85	Low
19. I'm afraid that my language teacher is ready to correct every mistake.	2.88	Moderate
20. I can feel my heart pounding when I am going to be called in my language class.	3.03	Moderate
21. The more I study for an language test that more confused I get.	2.55	Moderate
22. I don't feel pressure to prepare every well for language class.	3.02	Moderate
23. I always feel that the other students speak in English language better than I do.	2.95	Moderate
24. I feel very self- conscious about speaking the English language in front of other students	2.91	Moderate
25. Language class move so quickly. I worry about getting left behind.	3.31	Moderate
26. I feel more tense and nervous in my language class than in my other classes.	2.66	Moderate
27. I get nervous and confused when I am speaking in my language class.	2.89	Moderate
28. When I am on my way to language class, I feel very sure and relaxed	2.85	Moderate
29. I get nervous when I don't understand every word the language teacher says.	2.91	Moderate
30. I feel overwhelmed by the number of the rules you have to learn to speak an English language.	3.55	High

Table 3 reflects that the respondents' English language classroom anxiety level is moderate. But the items "I worry about consequences of failing my English language class" obtained a mean of 3.68 which is described as High and "I feel overwhelmed by the number of the rules you have to learn to speak an English language" obtained a Mean of 3.55 which is described as high.

The item "I often feel like not going to my language class" has a Mean of 2.85 which is described as low.

These results strengthened the assumption of Horwitz (1986) that language anxiety is a distinct complex of self-perception, beliefs, feelings and behaviors related to classroom learning arising from the uniqueness of the language learning process. It also confirms the studies of Yan (1998) as it revealed the causes of language which are the learners themselves, the teachers, and the environment.

In the study conducted by Meihua (2006) on the causes and consequences of anxiety in EFL classrooms to Chinese undergraduate's non-English majors, results revealed that students at al proficiency levels were anxious in Oral English lessons and affected their performance in oral English. It was also shown that results of anxiety in oral English classroom were fear or hatred of speaking English, inability to say something even on a very easy topic, inability to think clearly, reduced interest in English, more mistakes, stammering during a speech, inability to recall learned words, increased anxiety, and fewer chances for practice.

MEAN- COMPUTED ON THE RESPONDENTS' ENGLISH READING ANXIETY LEVEL:

Table 3: Respondents' English Reading Anxiety level

Activity/Situation	Mean	Anxiety level
1. Iget upset when I am not sure whether I understand what I am reading in English.	3.92	High
2. When reading English, I often understand words but still can't quite understand what the author saying	3.14	Moderate
3. When I'm reading English, I get so confused I can't remember what I'm reading.	2.58	Moderate
4. I feel intimidated whenever I see a whole page of English in front of me.	2.63	Moderate
5. I am nervous when I am reading a passage English when I'm not familiar with the topic.	2.92	Moderate
6. I get upset whenever I encounter unknown grammar when reading English.	2.85	Moderate
7. When reading English, I got nervous and confused when I don't understand every word.	3.28	Moderate
8. It bothers me to encounter words I can't pronounce while reading English.	3.02	Moderate
9. I usually end up translating word by word when I am reading English.	3.00	Moderate
10. By the time I get past the funny letters and symbols in English, it's hard to remember what your reading about.	2.86	Moderate
11. I am worried about all the symbols I have to learn in order to read in English.	3.11	Moderate
12. I enjoy reading English.	1.77	Low
13. I feel confident when I'm reading in English.	1.98	Low
14. Once I get used to it, reading English is not so difficult.	2.38	Moderate
15. The hardest part of learning English is learning to read.	2.97	Moderate
16. I would be happy just to learn to speak English rather than having to learn to read as well.	3.25	Moderate
17. I feel very uncomfortable when I have to read English.	2.82	Moderate
18. I am satisfied with the level of reading ability in English that I have to read.	2.52	Moderate
19. English culture and ideas seem very foreign to me.	2.95	Moderate
20. I have to know so much about English history and culture in order to read English.	3.85	High

It could be gleaned from the table above that the respondents' English language reading anxiety level is moderate except for two items "I get upset when I am not sure whether I understand what I am reading in English" obtained a Mean of 3.92 which is described as High and "I have to know so much about English history and culture in order to read English" has a Mean of 3.85 which is described as High. Another two items "I enjoyreadingEnglish" has a Mean of 1.77 which is described as Low and "I feel confident when I am reading in English" obtained a Mean of 1.98 which is described as Low.

This result supports the work of Daud, Daud and Kassim and Yan (1998) who confirmed that familiarity and previous learning experience influence the anxiety levels felt by the participants.

Brantmeier (2005) attempted to address issues concerning L2 reading and anxiety at the advanced stages of acquisition with 92 university students enrolled in advanced level of Spanish grammar and composition course .Findings indicate that the anxiety about post- reading oral tasks does not indeed exist at this stage. Different assessment tasks such as oral and written may require different types of reading, and consequently may invoke different types of anxiety. This investigation shows that the anxiety about oral tasks may be a factor involved in the l2 reading process that should be considered.

DIFFERENCE BETWEEN THE RESPONDENTS' READING COMPREHENSION LEVEL WHEN GROUPED ACCORDING TO GENDER:

Table 4: F-test on the respondents' reading comprehension level and Gender

Reading Comprehension Test	Male	Female	t	p
1	14.29	13.12	1.30^{ns}	0.10
2	12.57	12.13	0.45^{ns}	0.32

The male and female respondents are the same in their level of reading comprehension measured in the two sets of test. Hence, the null hypothesis that there is no difference between the respondents' reading comprehension level when grouped according to gender is accepted.

THE RELATIONSHIP BETWEEN THE RESPONDENTS' ENGLISH LANGUAGE CLASSROOM ANXIETY LEVEL AND THEIR READING COMPREHENSION PERFORMANCE:

Table 5: Relationship between the respondents' English Classroom anxiety level and their reading comprehension performance

Activity	Test 1		Test 2	
	Pearson r	p	Pearson r	p
1. I never feel quite language sure of myself when I speaking in my English class.	-025^{*}	0.03	-0.16^{ns}	0.22
2. I don't worry about making in mistakes in language class.	0.19^{ns}	0.12	-0.01^{ns}	0.97
3. I tremble when I know that I am going to be called on in language class.	-0.05^{ns}	0.72	-0.06^{ns}	0.62
4. It frightens me when I don't understand what the teacher is saying in the English class.	0.13^{ns}	0.29	-0.01^{ns}	0.92
5. It wouldn't bother me at all to take more English class.	-0.07^{ns}	0.59	-0.14^{ns}	0.28
6. During language class. I find myself thinking about things that have nothing to do with the course.	0.10^{ns}	0.42	0.18^{ns}	0.15
7. I keep thinking that the other students are better language that I am.	-0.09^{ns}	0.48	0.08^{ns}	0.50
8. I am usually easy during tests in my language class.	-0.04^{ns}	0.73	0.18^{ns}	0.15
9. I start to panic when I have to speak without preparation in language class.	-0.08^{ns}	0.55	-0.12^{ns}	0.33
10. I worry about consequences of failing my English language class.	-0.06^{*}	0.01	-0.25^{n*}	0.04
11. I don't understand why people get to upset over English language class.	0.05^{ns}	0.67	-0.08^{ns}	0.53
12. In language class, I can get so nervous I forget things I know.	-0.16^{ns}	0.22	-0.32^{*}	0.01
13. It embraces me to volunteer answer in my language class.	0.00^{ns}	0.98	-0.12^{ns}	0.34
14. I would not be nervous speaking the English language with the native speaker.	-0.78^{ns}	0.54	-0.44^{*}	0.00
15. I get upset when I understand what the teacher is correcting.	-0.58^{ns}	0.65	-0.14^{ns}	0.26
16. Even If I am well prepared for language class. I feel anxious about it.	0.06^{ns}	0.67	0.02^{ns}	0.87
17. I often feel like not going to my language class.	-0.23^{ns}	0.06	0.02^{ns}	0.86
18. I feel confident when I speak in my English language class.	0.27^{*}	0.03	0.07^{ns}	0.56

19. I'm afraid that my language teacher is ready to correct every mistake.	-0.28^{ns}	0.83	-0.31^*	0.01
20. I can feel my heart pounding when I am going to be called in my language class.	-0.11^{ns}	0.37	-0.0^{ns}	0.98
21. The more I study for a language test that more confused I get.	-0.09^{ns}	0.46	-0.07^{ns}	0.56
22. I don't feel pressure to prepare every well for language class.	-0.26^{ns}	0.84	-0.17^{ns}	0.17
23. I always feel that the other students speak in English language better than I do.	-0.16^{ns}	0.20	-0.08^{ns}	0.51
24. I feel very self-conscious about speaking the English language in front of other students	0.04^{ns}	0.77	-0.08^n	0.52
25. Language class move so quickly. I worry about getting left behind.	-0.23^{ns}	0.77	-0.17^{ns}	0.17
26. I feel more tense and nervous in my language class than in my other classes.	-0.27^*	0.03	-0.33^*	0.01
27. I get nervous and confused when I am speaking in my language class.	-0.15^{ns}	0.23	-0.24^{ns}	0.06
28. When I am on my way to language class, I feel very sure and relaxed	0.22^{ns}	0.08	-0.10^{ns}	0.41
29. I get nervous when I don't understand every word the language teacher says.	-0.02^{ns}	0.85	-0.03^{ns}	0.84
30. I feel overwhelmed by the number of the rules you have to learn to speak an English language.	-0.27^*	0.03	-0.30^*	0.02

The result revealed that almost all items yielded insignificant relationship between the language anxiety of the respondents and their reading comprehension performance in both tests.

It can be noted, however, that 4 items in test I resulted to significant relationship between their language anxiety and reading comprehension. These are "I never feel quite language sure of myself when I speak in my English class" with rvalue -0.25 and p-value 0.05,"I feel confident when I speak in my English language class", with rvalue 0.27 and the p-value 0.03,"I feel more tense and nervous in my language class than in my other class", with rvalue -0.27 and the p-value 0.03 and the last item" I feel overwhelmed by the number of the rules you have to learn to speak an English language'', with the rvalue -0.27 and the p-value 0.03. In the same manner, six items in Test II resulted to significant relationship between their language anxiety and reading comprehension. These are "I worry about consequences of failing my English language class'', with rvalue -0.25 and the p-value 0.04,"In language class, I can get so nervous I forget things I know", with the r value of -0.32 and the p-value 0.01,"I would not be nervous speaking the English language with the native speaker", with the rvalue 0.44 and the p-value 0.00,"I'm afraid that my language teacher is ready to correct every mistake", with rvalue -0.31 and the p-value 0.01,"I feel more tense and nervous in my language class than in my other class", with rvalue - 0.33 and p-value0.01,and the last item" I feel overwhelmed by the number of the rules you have to learn to speak a English language", with rvalue -0.30 and p-value 0.02. Hence, the null hypothesis that there is no significant relationship between the respondents' language anxiety and reading comprehension performance is rejected.

One of the causes of language anxiety is the learner's previous experience of the second/foreign language as cited in the works of Daud, Daud, and Kasim (n.d) and Yan. Their study showed that familiarity and previous learning experience influence the anxiety levels felt by the participants and the main source of FLA which is speaking. Familiarity acknowledge of the language, prior instruction and experiences familiarize students with activities used to the target language(TL) which lessens the anxiety of the participants especially the non- exposed participants who had the anxiety speaking the TL in front of her classmates and teachers .Other findings from the interviews showed that both participants claimed that similar aspects of their Japanese course helped decrease anxiety such as characteristics of teachers, classmates, and well organized course in terms of exams and structure.

THE RELATIONSHIP BETWEEN THE RESPONDENTS' ENGLISH READING ANXIETY LEVEL AND THEIR READING COMPREHENSION:

Table 6: Relationship between the respondents' English reading anxiety level and their reading comprehension

Activity	Test 1		Test 2	
	Pearson r	**p**	**Pearson r**	**p**
1. I get upset when I am not sure whether I understand what I am reading in English.	0.03^{ns}	0.81	0.11^{ns}	0.38
2. When reading English, I often understand words but still can't quite understand what the author saying	-0.28^*	0.03	-0.36^*	0.00
3. When I'm reading English, I get so confused I can't remember what I'm reading.	-0.23^{ns}	0.03	-0.33^*	0.01
4. I feel intimidated whenever I see a whole page of English in front of me.	-0.33^*	0.00	-0.23^{ns}	0.07
5. I am nervous when I am reading a passage English when I'm not familiar with the topic.	-0.28^*	0.03	-0.27^*	0.03
6. I get upset whenever I encounter unknown grammar when reading English.	-0.18^{ns}	0.16	-0.25^*	0.04
7. When reading English, I got nervous and confused when I don't understand every word.	-0.33^*	0.01	-0.26^*	0.04
8. It bothers me to encounter words I can't pronounce while reading English.	-0.07^{ns}	0.57	-0.10^{ns}	0.41
9. I usually end up translating word by word when I am reading English.	-0.04^{ns}	0.73	-0.13^{ns}	0.29
10. By the time I get past the funny letters and symbols in English, it's hard to remember what your reading about.	-0.25^*	0.04	-0.25^*	0.04
11. I am worried about all the symbols I have to learn in order to read in English.	-0.26^*	0.04	-0.08^{ns}	0.52
12. I enjoy reading English.	-0.15^{ns}	0.25	-0.32^*	0.01
13. I feel confident when I'm reading in English.	-0.08^{ns}	0.51	-0.12^{ns}	0.34
14. Once I get used to it, reading English is not so difficult.	-0.21^{ns}	0.10	-0.44^*	0.00
15. The hardest part of learning English is learning to read.	-0.08^{ns}	0.51	-014^{ns}	0.26
16. I would be happy just to learn to speak English rather than having to learn to read as well.	-0.09^{ns}	0.46	0.02^{ns}	0.87
17. I feel very uncomfortable when I have to read English.	-0.02^{ns}	0.89	0.02^{ns}	0.86
18. I am satisfied with the level of reading ability in English that I have to read.	-0.13^{ns}	0.31	0.07^{ns}	0.56
19. English culture and ideas seem very foreign to me.	-0.11^{ns}	0.40	0.31^*	0.01
20. I have to know so much about English history and culture in order to read English.	-0.10^{ns}	0.43	0.00^{ns}	0.98

The result revealed that almost all items yielded insignificant relationship between the reading anxiety of the respondents and their reading comprehension performance in both tests.

It can be noted, however, that 6 items in test I resulted to significant relationship between their English reading anxiety and reading comprehension. These are, "When reading English, I often understand words but still can't quite understand what the author saying", with the rvalue of-0.28 and the pvalue 0.81,"I feel intimated whenever I see a whole page of English in front of me", with rvalue -0.33 and p-value 0.00,"I am nervous when I am reading a passage English when I'm not familiar with the topic", with rvalue -0.28 and p-value 0.03,"When reading English, I got nervous and confused when I don't understand every word", with rvalue -0.33 and p value 0.01,"By the time I get past the funny letters and symbols in English, it's hard to remember what your reading about", with rvalue -0.25 and p-value 0.04,"and the last item, "I am worried about all the symbols I have to learn in order to read in English", with rvalue -0.26 and the p-value 0.04. In the same manner, 9 items in Test II resulted to significant relationship between their English reading anxiety and reading

comprehension. These are, "When reading English, I often understand words but still can't quite understand what the author saying", with r value-0.36 and the p-value 0.00,"When I'm reading English, I get so confused I can't remember what I'm reading", with rvalue -0.33 and pvalue 0.01,"I am nervous when I am reading a passage English when I'm not familiar with the topic", with rvalue -0.27 and p-value 0.03,"I get upset whenever I encounter unknown grammar when reading English", with rvalue -0.25 and pvalue 0.04,"When I'm reading English, I get so confused I can't remember what I'm reading", with rvalue -0.26 and pvalue 0.04,"By the time I get past the funny letters and symbols in English, it's hard to remember what your reading about", with rvalue -0.25 and pvalue 0.04,"I enjoy reading English", with rvalue -0.32 and pvalue0.01,"Once I get used to it, reading English is not so difficult", with rvalue -0.44 and pvalue 0.00,"English culture and ideas seem very foreign to me", with rvalue -0.31 and pvalue 0.01.Hence, the null hypothesis that there is no significant relationship between the respondents' reading anxiety level and reading comprehension performance is rejected. Liu and Jackson (2008) argue that language anxiety in classroom is corrected significantly with the perceived language proficiency. Learners of self-perceived low language proficiency tend to be more anxious in foreign language classroom. The finding of Pichette (2008)'s research is congruent with Liu and Jackson (2008)'s result that the levels of anxiety between novice and more foreign language learners are different.

On the contrary, Brown (2008) upholds the higher proficiency-level foreign language users are not inclined to be less anxious in ESL context. Brown (2008) argues that the major factors influenced the postgraduate students are low self-confidence, feeling of shame and feeling of interiority. Moreover, Gregersen and Horwitz (2002) put the students' perfectionist tendencies will greatly influence their language anxiety in classroom. Evidence of the conclusion shows that anxious language learners in the classroom are not easily satisfied with their performance and accomplishments.

In addition to cognitive factors, language proficiency levels, Koul, Roy, Kaewkuekool and Ploisawaschai (2009) put forward that the academic and superiority orientations were significantly and positively associated with foreign language anxiety while socio-cultural orientation is significantly and negative associated with the foreign language anxiety.

CONCLUSION:

The research uncovered a related but distinguishable relationship between LA and RA. Whereas LA and RA are related, when recognizing the students with LA, the teacher may anticipate the students might have RA as well. Though related, the distinguish ability of RA from LA suggests that they are two different phenomena in second language learning. This study does not find statistically significant differences in ESL reading comprehension performance of the students with high, mid, and low levels of LA and RA. Nevertheless, it still identifies a general direction of higher anxiety relating to lower reading comprehension performance and vice versa based on the descriptive statistics. Therefore, though not significant, the finding still suggests that L2 teachers should cope with students' anxiety in order to enhance reading comprehension performance and should create a low anxiety classroom environment in order for students to learn reading. In contrast with previous studies' findings, this study does not identify significant differences between males and females in their levels of LA and RA. Students' LA significantly decreases with their language learning in English reading courses from the beginning to the middle of the semester while their RA doesn't decrease during the timeframe. Since RA seems to be more stable as compared to LA, when trying to help the students suffering from LA and RA, the teacher should anticipate that RA does not easily decrease, and thus coping with it requires more time.

SUGGESTIONS:

In the light of the findings and conclusions of the study, the following recommendations are worth considering:
1. A relaxing and pleasant learning atmosphere or environment is important to reduce students' anxiety.
2. Teachers can give students enough time and more positive experience in their second language learning. They can offer students various opportunities of receiving success in English classroom. It is in this way that students' self-confidence is being developed.
3. Teacher's should anticipate to the students that reading anxiety (RA) does not easily decrease, and this coping with it requires more time.
4. Students should be encouraged to do advance reading of books and recognized those unfamiliar words, phrases and clauses.
5. A similar study should be conducted along the same line in a wider scope to obtain a more comprehensive and conclusive result.

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