

READING ANXIETY, READING SELF-EFFICACY, AND READING COMPETENCY IN THE SENIOR HIGH SCHOOL

N. N. R. Marhaeni, D. K. Tantra, I. P. N. W. Myartawan

Program Studi Pendidikan Bahasa Inggris
Universitas Pendidikan Ganesha
Singaraja, Indonesia

e-mail: nrestimarhaeni@gmail.com , komang.tantra@undiksha.ac.id , wmyartawan@undiksha.ac.id

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan dan menghubungkan kecemasan membaca siswa, keyakinan membaca dengan kompetensi membaca di SMAN 3 Singaraja. Ada tiga permasalahan dalam penelitian ini, yaitu: (1) bagaimana kecemasan membaca siswa, keyakinan membaca siswa dan kompetensi membaca siswa? (2) adakah hubungan berpasangan dari kecemasan membaca, keyakinan membaca, dan kompetensi membaca siswa? (3) adakah hubungan yang signifikan dan berganda dari variabel predictor dan criterion? Tiga instrument digunakan untuk mengumpulkan data; angket kecemasan membaca, angket keyakinan membaca, dan tes kompetensi membaca. Data yang diperoleh dianalisis dalam dua fase yaitu, secara deskriptif dan inferensial. Temuan menunjukkan bahwa: (1) kecemasan membaca siswa pada item-tingkat-tinggi berada pada tingkat tinggi, sementara keyakinan dan kompetensi membaca siswa pada item-tingkat-tinggi berada pada tingkat rendah. (2) terdapat hubungan yang negatif antara kecemasan, keyakinan dan kompetensi membaca siswa; hubungan positif antara keyakinan dan kompetensi membaca siswa.

Kata kunci: kecemasan membaca, keyakinan membaca, kompetensi membaca, korelasi berganda

Abstract

This study aimed at describing and relating the students' reading anxiety, reading self-efficacy to their reading competency in SMAN 3 Singaraja. There are three research questions in this study, namely: (1) How are the students' reading anxiety, reading self-efficacy, and their reading competency? (2) are there pair-wise relationships of students' reading anxiety, reading self-efficacy, and reading competency? (3) Is there significant multiple correlation of the predictor and criterion variables? The three instruments were used to collect the data; reading anxiety scale, reading self-efficacy scale, and objective reading competency test. The obtained data were analyzed in two phases namely, descriptively and inferentially. The findings show that: (1) the students' reading anxiety on higher-order-items is high, while reading self-efficacy and reading competency are low; (2) the negative correlations between reading anxiety, self-efficacy and competency; positive correlation between self-efficacy and competency, (3) negative multiple correlation between reading anxiety and self-efficacy to their competency.

Key words: reading anxiety, reading self-efficacy, reading competency, multiple correlation

1. Introduction

In Indonesia, reading includes one of language skills which learned in English as Foreign Language (EFL) in the Senior High School. Since 2013, the EFL is implemented by using the 2013 Curriculum based on the scientific approach. Nevertheless, the 2013 Curriculum is designed to improve the educational quality in Indonesia, as well as reading literacy. The students are expected to read continuously in order to have competency in reading various text. (Kemdikbud, 2013; Ragawati, 2013).

In the Junior and Senior High Schools in Indonesia, reading is accomplished toward the attainment of competency. Based on the 2013 Curriculum, reading competency refers an established of knowledge, skills, and attitude in comprehending the structures and contents of text (Kemdikbud, 2013). Moreover, to be mastered in reading competency, it is needed the

ability to quickly recognize and analyze words and comprehend the cognitive concepts of the words (Keo, 2019). Since English as a foreign language in Indonesia reading competency mastery becomes difficult for most of students because the way how students in comprehending reading is totally different with the native students (Lindawati et. al, 2017). Thus, the EFL students' reading competency has not been attained satisfactorily as expected. Nor the refinement of reading strategies were endeavored since then.

In addition, many Indonesian students had deficiencies in reading. The data have shown from the reading result of the Program for International Students Assessment (PISA). The results showed that the 15-year-old Indonesian children failed in reading assessment compared with other countries in the world (PISA, 2012, 2015, 2018). From year to year the acquisition of Indonesian students' reading score is still below the average of countries participating in PISA.

In 2012 Indonesia was placed on 64 out of 65 participant which the reading mean score was equal to 396 out a total of 1000. The PISA's reading performance proofed that the communicative approach was not effective as yet for the students' in understanding high-order items (items beyond cognitive level 1, 2 and 3; affective level 1 and 2; psychomotor level 1 and 2). They were not prepared to cope with high order thinking items.

Letter on the 2013 Curriculum was created to fix the problem of education in Indonesia which was able to make a bit change. It can be seen from result of PISA in 2015. The Indonesia students ranked on 60 out of 72 countries participated in PISA 2015 with the mean score was 397 out a total of 1000 scores in reading. It showed that Indonesia experienced a slight increase from the previous year. Simply concluded, the scientific reading approach was not effective as yet for the students' in understanding high-order items.

However, in 2018 Indonesian PISA reading scores had decreased again. The result showed that Indonesian ranked on 72 out of 78 countries that registered in PISA 2018. The mean score in reading gathered by Indonesian was 371 despite the new curriculum has been deployed for five years. The PISA's result proofed that the scientific approach was really a failure in developing the students' reading competency, especially in finishing up high-order items.

Reading anxiety and reading self-efficacy are variables suspected to be related to reading competency. Reading anxiety is feelings of worry, nervousness and apprehension when students try to comprehend the foreign language text. According to Saito, Garza, & Horwitz (1999) unfamiliar scripts and unfamiliar culture have an important effect on anxiety in reading text which make the students difficult to get the complete meaning in order to understand the content of the text. Moreover, Reading Self-efficacy is people's judgements of their capabilities to maintain their own ability in reading. (Bandura 1986). In Addition, Bandura (1997) stated that self-efficacy defines as one's beliefs in his/her ability to influence something that affect their lives.

Khamisi, Barwani, Mekhlafi and Osman (2016) had conducted a research to examine the correlation between students' reading achievement and their reading self- efficacy beliefs. The 636 students were recruited as the sample, 260 grade four students and 376 grade ten students from basic education schools in the Sultanate of Oman. The result shows that, the Pearson correlation explains that the Pearson r equals to 0.541 and 0.518 for grades four and ten respectively. This is significant at the level of 0.000 ($r < .05$) thus, it can be said that there is a positive correlation between reading self-efficacy beliefs and the reading achievement of students in both grades; students with higher levels of self-efficacy beliefs for EFL reading tended to perform better in their reading achievement tests.

Ghabdian and Ghafournia (2016) had done a study to investigate the correlation between Iranian EFL learners' self-efficacy beliefs and reading comprehension ability. The research method was quantitative use scale as instrument. The participants consist of 120 students in Neyshabur. The participants' age from 15 until 17 years old. The Pearson product-moment formula was applied and an independent T-test used. The result study shown that there was significant relation between self-efficacy and reading comprehension ($r=0.69$, $p<0.01$).

Lindawati et al. (2017) had done a research to investigate the effect of PRATS strategy and anxiety on reading competency. The population was nine classes (420 students) of grade XI in SMA Negeri 5 Denpasar academic year 2012/2013, in which 2 classes were samples which were assigned into two groups (experimental group and control group) by a Multi-Stage Random Sampling. The results show that, first, there was different effect in reading competency between the students who were taught by implementing PARTS strategy and those who were taught by implementing Conventional reading strategy Secondly, there was not significant interactional effect of PARTS strategy and anxiety level upon the students' reading competency at the eleventh-grade students of SMA negeri 5 Denpasar (sig. > (0.966>0.05).

Ghorbandordinejad and Afshar (2017) had done a research to examine the relationship between self-efficacy, perfectionism, and English language achievement among Iranian English Foreign Language (EFL) learners. A sample of 400 third-grade high school students (females) was assessed for their levels of self-efficacy and perfectionism using Self-Efficacy Scale (SEQ) and Almost Prefect Scale-Revised (APS-R), respectively. The results revealed strong correlations between learners' self-efficacy and English achievement ($r = .303$; $p < .01$). It meant that the respondents with higher foreign language self-efficacy were likely to have higher English scores.

Liao and Wang (2018) had conduct a study about the use of comprehension strategies for students' self-efficacy, anxiety, and proficiency in reading English as a foreign language. The experimental group ($n = 31$) received instruction in reading comprehension strategies and the control group ($n = 31$) received instruction by traditional teaching methods. The results show that the experimental group had less anxiety when reading English and higher proficiency than the control group. In regard to self-efficacy when reading English, the experimental group also performed better than the control group in terms of self- affirmation, perseverance, verbal persuasion, and performance overall. Nevertheless, there was no significantly difference for learning attitude between the groups (sig. = 0.05).

Al-Sohabi (2018) had conducted a study about foreign language reading anxiety among Yemeni Secondary School Students. The 106 students whose learning English as a foreign language became a sample of this study. The result showed that there was no significant difference between students' FL reading anxiety and their gender ('t' test = -1.936, $df = 104$, $\alpha = 0.05$, $p = .056$). However, a statistically reliable difference between the means of public and private schools regarding their FL reading anxiety in favor of the private school. Moreover, a positive correlation was found between students' FL reading anxiety and their type of school ('t' test = -3.147-, $df = 103$, $\alpha = 0.05$, $p = .002$).

Song (2018) conducted a study to examine how people with different anxiety levels approach reading tasks differently such as relationship among FL reading anxiety, reading strategy use, and the effects on reading comprehension. This research was used Foreign Language Reading Anxiety Scale (FLRAS), Cognitive Interference Scale (CIQ), and reading comprehension tasks. Subjects were 265 third-year middle school students in South Korea. The results showed that, there was negative correlation obtained between reading comprehension and cognitive inference ($r = -0.43$), followed by reading anxiety ($r = -0.36$).

From the result of the previous research above, it can be concluded that reading anxiety and reading self-efficacy have a significant correlation among strategy usage, achievement, proficiency, perfectionism and gender in English foreign language learning especially in reading. However, there was no research conducted about relationships among reading anxiety, reading self- efficacy and reading competency in Senior High School. Therefore, the researcher is interested to conduct the study about the multiple relationship among reading anxiety, reading self-efficacy and reading anxiety in the EFL context of senior high school.

There are three research questions within this research. namely. (1) How are the students' reading anxiety, reading self-efficacy, and their reading competency on high-order-thinking items of the English descriptive and recount text types in SMAN 3 Singaraja? (2) Are there any significant relationships of the students' reading anxiety, reading self-efficacy, and reading competency pair-wisely on high-order-thinking items of the English descriptive

English descriptive and recount text types in SMAN 3 Singaraja? (3) Is there any significant relationship of the students' reading anxiety, reading self-efficacy, and reading competency multiply on high-order-thinking items of the English descriptive English descriptive and recount text types in SMAN 3 Singaraja?

2. Method

The research population were the tenth-grade students of SMAN 3 Singaraja in the academic year 2019/2020. There were tenth intact classes with 238 students altogether in the population. Three classes were sampled in order to exceed to $n = 35$. This was also done to gain normal sample distribution. The sample size consisted of 105 students altogether (Hinkel, et al., 1979; Gall, et al., 2007).

The design implemented was that of a descriptive and correlational research. Data were analyzed, firstly descriptively, and then, inferentially by implementing a parametric statistics, namely: 1) central tendency measures, 2) measures of dispersion, 3) pair-wise correlations between reading anxiety, reading self-efficacy, and reading competency, and 4) multiple relationships of the predictor variables, they are, reading anxiety and reading self-efficacy, and the criterion variable, that is, reading competency of the eighth grade students at SMAN 3 Singaraja (Hinkel, et al., 1979; Gall, et al., 2007).

The present research investigated two predictor variables, namely: reading anxiety and reading self-efficacy, and one criterion variable, namely: reading competency (Hinkle et al., 1979). The first predictor variable was the students' reading anxiety. Reading anxiety was indicated by: 1) communication apprehension refers to an anxious feeling when answered wrongly in reading descriptive text and recount text. 2) test anxiety, it is a worrier feeling when tested in reading descriptive text and recount text. 3) fear of negative evaluation is a nervousness feeling when evaluated negatively in reading descriptive text and recount text. (Horwitz, et al., 1986).

The second variable is reading self-efficacy. Reading self-efficacy as another predictor variable is developed by four indicators, namely: 1) mastery experience 2) vicarious experiences, 3) social persuasion, 4) emotional arousal (Bandura, 1997). According to Bandura (1997), mastery experience is a feeling of confidence to determine the main idea in reading descriptive text and recount text. While, vicarious experience is an experience feeling in understanding the specific information in reading descriptive text and recount text. Moreover, social persuasion is a belief in ability to determine the textual references of descriptive text and recount text. Furthermore, emotional arousal is an excitement feeling in determining the word meaning in reading descriptive text and recount text.

The third variable is a criterion variable, that is, reading competency on the English descriptive and recount texts. Reading competency is a set of attitude, knowledge, and skills and knowledge on the comprehension of the written English Text (Kurikulum 2013, 2013). According to Latifa (2018) there are four indicators of reading competency, namely: 1) main idea, it is a complete simple sentence which illustrates the general idea of a text. 2) specific information is detailed pieces of information containing in the paragraphs. 3) textual references are pronouns in reference to specific nouns in the text, and 4) word meanings are the implicational/psychological words or phrases' meanings.

The first instrument used to collect the data was Reading Anxiety Scale. This instrument was a modification of the Foreign Language Reading Anxiety Scale (FLRAS) based on Horwitz' theory (1986). FLRAS was meant to measure reading anxiety in general. In addition, the modified instrument was directed to the reading indicators, namely, main idea, specific information, textual references, and word meanings. According to Horwitz (1986), reading anxiety was indicated by 1) communication apprehension refers to an anxious feeling when wrongly answered in reading descriptive text and recount text. 2) test anxiety, it is a feeling worry when testing in reading descriptive text and recount text. 3) fear of negative evaluation is a nervousness feeling when evaluated negatively in reading descriptive text and recount text.

The second instrument used to collect the data was a Reading Self-Efficacy Scale. This instrument was a modification of the Reading Self-Efficacy Scale (REQ) developed by Bandura (1997). REQ was meant to measure reading self-efficacy in general. Whereas, the modified instrument was directed to the reading competency indicators, there are, main idea, specific information, textual references, and word meanings. According to Bandura (1997), reading self-efficacy was indicated by 1) communication apprehension refers to an anxious feeling when wrongly answered in reading descriptive text and recount text. 2) test anxiety, it is a feeling worry when testing in reading descriptive text and recount text. 3) fear of negative evaluation is a nervousness feeling when evaluated negatively in reading descriptive text and recount texts.

The third instrument used to collect data was that of a Reading Competency Test. Reading competency is a set of attitude, knowledge, and skills (Kemdikbud 2013, 2013). According to Latifa (2018), there are four indicators of reading competency, namely: 1) the main idea that is a complete simple sentence which illustrates the general idea of a text, 2) specific ideas are detailed pieces of information containing in the paragraphs, 3) textual references are pronouns in reference to specific nouns in the descriptive and recount texts, and 4) word meanings are the implicational/psychological words/phrases' meanings. Aside from the reading indicators, the reading competency test items were designed in higher order cognition, affection, and psychomotor.

3. Findings and Discussions

Table 1 below shows the students' reading anxiety mean score = 41.00 out of the total reading anxiety score = 72.00. Categorically, the students' reading anxiety in high-order-thinking items are high. Their anxiety in reading descriptive texts about a person, an animal, a movie, a procedure; and recount texts about a personal experience as well as an accident are moderate (in the range scores between 32.85 to 57.13). The students' range score discloses another interesting fact about the students' reading anxiety SMAN 3 *Singaraja*. The range between the highest-scored and the lowest-scored students on the reading anxiety is wide or equal to 38.00. The highest score on reading anxiety is = 56.00 and the lowest score on reading anxiety is =18.00.

Table 1. Descriptive statistics of the students' reading anxiety

No	Statistics	Descriptive Values
1	Arithmetic Mean	41.00
2	Range	38.00
3	Standard Deviation	8.15
4	Variance	66.51
5	Standard Error	0.79

Table 2 below shows the students' reading self-efficacy mean score = 38.59 out of the total reading self-efficacy score = 96.00. Categorically, the students' reading self-efficacy in high-order-thinking items are low. Their reading self-efficacy in reading both the descriptive texts about a person, an animal, a movie, a procedure; and recount texts about a personal experience as well as an accident are low. The students' range score discloses another interesting fact about the students' reading self-efficacy SMAN 3 *Singaraja*.

The range between the highest-scored and the lowest-scored students on the reading self-efficacy is equal to 33.00. The students' reading self-efficacy variability is large (variance = 62.95).

Table 2. Descriptive statistics of the students' reading self-efficacy

No	Statistics	Descriptive Values
1	Arithmetic Mean	38.59
2	Range	33.00

3	Standard Deviation	7.93
4	Variance	62.95
5	Standard Error	0.79

The students' reading competency is shown in Table 3 below. The students' reading competency mean score = 40.71 out of the total reading competency score = 100. Categorically, the students' reading competency in high-order-thinking items are low on both the descriptive texts about a person, an animal, a movie, a procedure, and recount texts about a personal experience as well as an accident. The students' range score discloses another interesting fact about the students' reading competency SMAN 3 Singaraja. The range between the highest-scored and the lowest-scored students on the reading competency is equal to 30.00.

Table 3. Descriptive statistics of the students' reading competency

No	Statistics	Descriptive Values
1	Arithmetic Mean	40.71
2	Range	30.00
3	Standard Deviation	8.44
4	Variance	71.38
5	Standard Error	1.42

Tables 4 below shows empirical evidences of the relationships among the three variables. Firstly, the students' reading anxiety and their reading self-efficacy in working out high-order-thinking items of both the descriptive and recount texts is positively and significantly correlated ($r_{xy} = -0.73$; $\alpha = 0.01$). The coefficient index of determination is as much as 53.29%. Put it simply, variance of the students' reading anxiety is shared in common with their reading self-efficacy in working out high-order-thinking items of both the descriptive and recount texts SMAN 3 Singaraja.

Secondly, the students' reading anxiety and their reading competency in working out high-order-thinking items of both the descriptive and recount texts is positively and significantly correlated ($r_{xy} = -0.72$; $\alpha = 0.01$). The coefficient index of determination is as much as 51.84%. Put it simply, variance of the students' reading anxiety is shared in common with their reading competency in working out high-order-thinking items of both the descriptive and recount texts SMAN 3 Singaraja.

Thirdly, the students' reading self-efficacy and their reading competency in working out high-order-thinking items of both the descriptive and recount texts is positively and significantly correlated ($r_{xy} = 0.86$; $\alpha = 0.01$). The coefficient index of determination is as much as 73.96%. Put it simply, variance of the students' reading self-efficacy is shared in common with their reading competency in working out high-order-thinking items of the descriptive and recount texts SMAN 3 Singaraja.

Table 4 Correlation between reading anxiety, self-efficacy, and competency

	Reading Anxiety	Reading Self- Efficacy	Reading Competency	Significance
Reading Anxiety	1.00	-0.73	-0.72	0.01
Reading Self- Efficacy	-0.73	1.00	0.86	0.01
Reading Competency	-0.72	0.86	1.00	0.01

Table 5 below shows the simultaneous or multiple relationships of the reading anxiety and reading self-efficacy to the students' reading competency is proven to be significant

($R_{y.x_1x_2} = 0.82$; $\alpha = 0.01$). In other words, when reading become the students' anxiety and their self-efficacy or confidence to read both the descriptive and recount texts, the students' reading competency in finding the main idea, specific ideas, textual reference, and word meanings are negatively and significantly related. In prediction term, the students' reading competency could be accounted for as much as 87% by the students' reading anxiety and reading self-efficacy (R square = 0.873 or Adjusted R square = 0.757).

Table 5. Multiple correlation of reading anxiety, self-efficacy and competency

R	R Square	Adjusted R Square	Std. Error of the Estimate	Significance
0.829	0.873	0.757	4.86432	0.01

This study was a multiple correlation research focused on the students' reading anxiety, reading self-efficacy, and reading competency on both the descriptive and recount texts in SMAN 3 Singaraja. The research results show three major findings.

First, the students' reading anxiety, reading self-efficacy, and their reading competency on the main ideas, specific information, textual references, and word and phrase meanings of both descriptive and recount texts are categorized as at high and low levels. The students' reading anxiety are categorized as at a high level because they were highly anxious in all the three reading anxiety indicators theorized by Horwitz (1986). The students' reading anxiety firstly valued main ideas of both descriptive and recount text. Secondly, they are anxious in determining specific ideas or information of both descriptive and recount text. Thirdly, they are anxious in understanding the meanings of words or phrases and discovering textual references in both the descriptive and recount texts.

The students reading self-efficacy was found at the low level. The students' reading self-efficacy are categorized at a low level because they were not very confident in all the four reading self-efficacy indicators theorized by Bandura (1997). The students' reading self-efficacy is firstly due to their self confidence in determining the main ideas of both the descriptive and recount texts. Secondly, the students' reading self-efficacy is due to their positive effort in determining the specific ideas or information of both the descriptive and recount texts. Thirdly, the students' reading self-efficacy is due to their persistent effort in discovering relevant textual references both in the descriptive and recount texts. Fourthly, due to their confidence in determining the meaning of words both in the descriptive and recount texts.

The students' reading competency was measured quantitatively and their reading competency lies at a low level. This level of competency in working on high-order-items on both the descriptive and recount texts could be explained as follows. The students' reading competency is firstly due to their ability in determining the main ideas of both the descriptive and recount texts. Secondly, the students' reading competency is due to their ability in determining the specific ideas or information of both the descriptive and recount texts. Thirdly, the students' reading competency is due to their ability in discovering relevant textual references both in the descriptive and recount texts. Fourthly, the students' reading competency is due to their ability in determining the meaning of words or phrases both in the descriptive and recount texts.

Second, the negative and significant interrelations between reading anxiety and reading self-efficacy, reading anxiety and reading competency, the positive and significant interrelation between reading self-efficacy and reading competency could be speculated as follows. Previous research show that reading anxiety and reading self-efficacy is related negatively because when the students do have 1) a feeling of anxious when answered wrongly in descriptive and recount texts, 2) a feeling of worry when tested in reading descriptive and recount texts, 3) a feeling of nervous when evaluated negatively in reading

descriptive and recount texts (Horwitz, 1986), they will have positively low confident in 1) determining the main ideas of descriptive and recount texts, 2) understanding the specific ideas or information of descriptive and recount texts, and 3) discovering relevant textual references in descriptive and recount texts, and 4) in determining the meaning of words or phrases in the both descriptive and recount texts (Bandura, 1997).

Third, the relations among the two predictor variables (reading anxiety and reading self-efficacy) and the only one criterion variable (reading competency) supports the previous studies. Ghabdian and Ghafournia (2016) had done a study about relationship between Iranian EFL learners' self-efficacy beliefs and reading comprehension ability. The result study shown that there was significant relation between self-efficacy and reading comprehension.

Lindawati et al. in 2017 conducted a research about the effect of PRATS strategy and anxiety on reading competency at the eleventh-grade students of SMAN 5 Denpasar. The results show that, first, there was different effect in reading competency between the students who were taught by implementing PARTS strategy and those who were taught by implementing Conventional reading strategy (Sig. =0.004< α =0.05)

Ghorbandordinejad and Afshar (2017) had done a research about the relationship between self-efficacy, perfectionism, and English language achievement among Iranian English Foreign Language (EFL) learners. The results revealed strong correlations between learners' self-efficacy and English achievement.

Liao and Wang (2018) had conducted a study about the use of comprehension strategies for students' self-efficacy, anxiety, and proficiency in reading English as a foreign language. The results show that the experimental group had less anxiety when reading English and higher proficiency than the control group. In regard to self-efficacy when reading English, the experimental group also performed better than the control group in terms of self-affirmation, perseverance, verbal persuasion, and performance overall.

Al-Sohabi (2018) had conducted a study about foreign language reading anxiety among Yemeni Secondary School Students. The results show that, there were a positive correlation was found between students' FL reading anxiety and their type of school.

Jayoung (2018) conducted a study out relationship among reading anxiety, reading processing, and reading comprehension. The research concluded there was students who have more anxiety use local reading strategies while less anxious students were more focus on completing the reading task and use global reading strategies. Then, reading comprehension of FL reading anxiety in CIG and Global Strategies showed students with less anxious more focus during reading and get higher scored.

4. Conclusion dan Suggestions

There are three research findings can be concluded such as. (1) The students' reading anxiety is in high level while their reading self-efficacy and reading competency are in low level on high-order-items on both the descriptive and recount texts in SMAN 3 Singaraja. (2) The relations pair-wisely between the students' reading anxiety and reading self-efficacy, students reading anxiety and reading competency are negatively and significantly, whereas, the students' reading self-efficacy and reading competency is positively and significantly on high-order-items on both the descriptive and recount texts in SMAN 3 Singaraja. (3) The simultaneous or multiple relationships of the reading anxiety and reading self-efficacy to the students' reading competency is proven to be significant.

In order to decrease students' reading anxiety and increase their reading self-efficacy and competency, it is suggested the following programs and techniques. (1) The school and EFL teachers should have a literacy program in reading. Previous researches show that literacy rich environments are the most effective ways to support the development of literacy in reading by sharing book readings. (2) In order to develop literacy culture in a family, a school, and a society, the Indonesia Ministry of Education and Culture initiated '*Gerakan Literasi Nasional (GLN)*', national literacy movement since 2016. The so-called GLN was decreed to be implemented in all schools in Indonesia. The EFL teachers and the students should be involved seriously in the program. (3) In order to be competent on high reading

competency on high-order-items, the EFL students should be trained using millennial reading strategy, emphasizing the four skill dimensions, namely, critical thinking skill in reading, creative effort in reading processes, collaborative endeavors in working on high-order-items, and communicative skills in working out the reading indicators.

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