

## ABSTRACT

### **Defina Lestari (2025). The Correlation between Students' Learning Anxiety and their Reading Achievement in 7th Grade at MTs Miftahul Falah**

The gap in English language learning between elementary school (SD) and junior high school (SMP) has become a significant issue. Elementary school students do not receive English language instruction. When they enter junior high school, they face complex English material, which causes learning anxiety among students. This sudden transition creates a significant challenge for students, which can hinder their ability to master the English language.

This study aims to identify whether there is a correlation between students' learning anxiety and their reading achievement in the context of English language learning in the 7th grade at MTS Miftahul Falah, Bandung.

The method used in this study is quantitative through correlation techniques. The instruments used include a questionnaire to measure students' learning anxiety, which adapts the FLCAS (Horwitz et al., 1986) and is adopted from IFLAF (Alsowat, 2016), then translated into Indonesian and assessed using a Likert scale. Additionally, there is a reading test to measure students' reading achievement. The instruments were given to 32 seventh-grade students selected through purposive sampling. After the data was collected, it was analyzed using SPSS 27 with the Pearson product-moment correlation method.

Based on the analysis results, the average score of students' learning anxiety is 146, while the average score of their reading test is 53. Data analysis shows a correlation coefficient greater than 0.05 for both variables, with a value of 0.585 and a significance value (Sig) of 0.001. A t-test was applied based on hypothesis testing, with a t-count value of 3.950, a t-table value of 2.042, degrees of freedom (df) = 30, and a significance value of 0.05. The results indicate that the alternative hypothesis is accepted, while the null hypothesis is rejected because the t-count value is greater than the t-table value.

Thus, it can be concluded that there is a moderate negative correlation between students' learning anxiety and their reading achievement. This means that the higher the students' learning anxiety, the lower their reading achievement tends to be. Conversely, if students' learning anxiety is low, their reading achievement will increase.

**Keywords:** Correlation, Learning Anxiety, Reading Achievement