

The Effect of Academic Self-Management and Reading Anxiety toward Reading Comprehension

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As one of required subjects in University level for EFL class, reading should be learned by the students to their own way and strategy so that their reading comprehension has better progress. Unfortunately, reading can be a difficult subject for them even though they are English department students. Internal and external can be the two factors for them in learning it. Academic self-management is one of internal psychological factor defined as learning strategy used by foreign learner to control various factors influenced their learning process specifically reading comprehension. Reading anxiety can be the threats of self-concept caused by limited knowledge and foreign language skill. The objective of this research is to find out the effect of academic self-management and reading anxiety toward English reading comprehension. The researcher uses quantitative research by using *expost facto* design. Random sampling is chosen as sampling technique in this research and English department students of Riau Kepulauan University in Batam as the population. Instruments used by the researcher are questionnaire to assess the students' academic self-management and their reading anxiety. Moreover, test is used for measuring the students' reading comprehension. The data was analyzed by using Two-Way ANAVA and then continues to Tuckey test. The result shows that there was effect of academic self-management and reading anxiety toward the students reading comprehension, the score of Q_{count} bigger than Q_{table} ($12,22 > 3,07$). Then, it was also found that students reading comprehension having low reading anxiety differ to students having high reading anxiety in which $Q_{count}(3.47) > Q_{table}$ (2.89). Besides that, students higher reading anxiety having high academic self-management were showed different to students low reading anxiety and having high reading anxiety. It was calculated that $Q_{count}(9.00) > Q_{table}$ (3.01). In contrary, it was counted that $Q_{count}(-0.08) < Q_{table}$ (3.01) means there was no difference students lower academic self-management having low reading anxiety and high reading anxiety in reading comprehension.

Keywords: academic self management, anxiety, reading comprehension

Sebagai salah satu mata kuliah wajib pada level Universitas pada mahasiswa program studi pendidikan bahasa Inggris, reading atau membaca harus dipahami oleh mahasiswa dengan cara dan strategi mereka sendiri. Namun sayangnya, reading bisa menjadi mata kuliah yang sulit bagi mereka walaupun mereka adalah mahasiswa pada Program studi bahasa Inggris. Dalam mempelajari bahasa Inggris terdapa dua factor yang mempengaruhinya yaitu factor dari luar (eksternal) dan factor dari dalam (internal). Manajemen diri akademik merupakan factor psikologis dari dalam yang dapat diartikan sebagai strategi belajar yang digunakan

oleh pelajar bahasa asing untuk mengontrol berbagai factor yang mempengaruhi proses belajar mereka khususnya membaca pemahaman. Tujuan penelitian ini adalah untuk menemukan pengaruh manajemen diri akademik dan kecemasan membaca terhadap membaca pemahaman. Peneliti menggunakan penelitian kuantitatif dengan desain ekspos fakto. Selanjutnya sampel acak dipilih sebagai teknik pengambilan sampel dalam penelitian ini dan mahasiswa pada program studi pendidikan Bahasa Inggris Universitas Riau Kepulauan Batam sebagai populasi pada penelitian. Instrument yang digunakan dalam penelitian ini adalah angket untuk mengukur manajemen diri akademik dan kecemasan membaca mereka. Sedangkan, tes digunakan untuk menilai membaca pemahaman. Data dianalisa dengan menggunakan ANAVA dua Jalur dan dilanjutkan dengan uji Tuckey. Hasil penelitian menunjukkan bahwa terdapat pengaruh interaksi pada manajemen diri akademik dan kecemasan membaca terhadap membaca pemahaman, nilai Q_{hitung} lebih besar daripada Q_{tabel} ($12,22 > 3,07$). Sedangkan membaca pemahaman antara mahasiswa yang memiliki kecemasan membaca rendah memiliki perbedaan dengan mahasiswa yang memiliki kecemasan membaca tinggi, yang mana nilai $Q_{hitung} = 3,47 > Q_{tabel} = 2,89$. Selanjutnya ditemukan perbedaan antara mahasiswa yang memiliki manajemen diri akademik yang memiliki kecemasan membaca rendah dan kecemasan membaca tinggi dimana nilai Q_{hitung} ($9,00 > 3,01$). Namun tidak ditemukan perbedaan kemampuan membaca pemahaman mahasiswa yang memiliki manajemen diri akademik rendah yang memiliki kecemasan membaca rendah dengan mahasiswa yang memiliki kecemasan membaca tinggi. Hal ini ditunjukkan dengan nilai $Q_{hitung} = -0,88 < Q_{tabel} = 3,01$.

INTRODUCTION

Reading is a compulsory subject for college level L2 Learners in Indonesia. Meanwhile mostly students do not comprehend reading well, even though they have learned English for years. A lot of new invention of techniques, methods, and tools or media to teach L2 reading has been discovered, but it seems that the problem of L2 reading literacy in Indonesia remains the same. The other aspects of english learning, the affective factor driven from the student's own mind, needs to be evaluated. As stated by Dembo (2004: 1) that teachers should understand how their pupil learn and what factors drive their motivation in learning. Learning and motivation can not be separated each other, they have been linked for ages as parts of successful teaching and learning. Dembo (2004: 4) states that the one who can control the factors influencing the learning success is the learner itself. It is called academic self management. It is a learning strategy used by learners to control the factors that influence their learning and influenced by several components such as motivational control, learning method, time management, physical and social environment, and appearance (Zimmerman and Rosemberg, 1997 in Dembo, 2004: 1).

The other affective factor evaluated in this research is reading anxiety. According to Horwitz (1999: 202), reading anxiety is a threat to someone's self-concept caused by limited knowledge and imperfect mastery of L2. Several studies have investigated possible relationship between reading anxiety and language skills to identify the effects of reading anxiety on language ability and reading comprehension (Saito, 1999). Students usually show better results in reading comprehension when there is no standard value to be achieved or when they are not facing an exam. Students with high reading anxiety levels also tend to have more difficulties in reading comprehension. The purpose of this study is to investigate whether those affective factors had

effects toward student's reading comprehension. Then, the research questions in this study are as follows:

1. Do academic self-management and reading anxiety effect the students reading comprehension?
2. Is there any difference in reading comprehension between the students having high and low reading anxiety?
3. Is there any difference in reading comprehension between the higher academic self-management students having high and low reading anxiety?
4. Is there any difference in reading comprehension between the lower academic self-management students having high and low reading anxiety?

Grabe (2009: 13) states that reading is a process of understanding and linguistic processes. We read to understand what the author wants to convey in his writings. While Nunan (1991: 63) also argues that reading has two different strategies: bottom-up and top-down strategy. In a bottom-up strategy, reading is viewed as a process of decoding written symbols, starting with letters, then words, clauses and sentences. In this strategy, the readers interpret the written forms to gain understanding. Meanwhile, a top-down strategy emphasizes the interaction between the reader and the text that as the core activity of reading. The reader will utilize his linguistic knowledge, motivations, interests, and attitudes towards the content of the text. The terms decoding and encoding will be easier to understand if we can understand that the language is the code planned to bring meaning. When we listen to the speaker's speech, we basically code the meaning. When we speak, we basically encode language sounds to express meaning.

Davis (1944: 186) mentions that comprehending a text is characterized by the mastery of the following aspects.

1. A comprehension of the meaning of words contained in the text
2. The ability to choose the meaning of a suitable word or phrase based on a specific context in the text
3. An understanding of the organization or structure in the text and the events and references
4. The ability to find out key ideas in the text
5. The ability to answer questions about the text
6. The ability to draw conclusions about implied meaning in the text

Based on these explanations, it can be concluded that the aspects assessed in reading comprehension include the meaning of words, main ideas, detailed information, implicit information, and references.

To make the learners able to comprehend a text in L2, a lot of strategies have been implemented. In previous research, various method to teach, learning environment, and measuring the learner's intelligence has been investigated to improve student's literacy. It is believed that those factors are important to determine the learner's success. Yet, there has been a shift in the research nowadays. Several studies have found that students are able to learn how to become

successful learners in using appropriate strategies to control their motivations, behaviours and learning styles. The academic self-management is controlling learning strategies for learners who are successful in understanding the lesson. They control the factors that influence their learning (Dembo, 2004: 4). A teacher who emphasizes the importance of self-management considers that his students are able to do many things to show how they learn by using different strategies and motivations. Zimmerman (1998) in Dembo (2004: 7) says that students who have academic self-management are more likely to see academic learning as something they do themselves. They do not see themselves as a passive object. It means that students who have academic self-management are trying to become a student who is more successful than ever. Thus, it can be concluded that the academic self-management is controlling the factors that affect the learning process, including behavioural strategies, motivation strategies, and teaching and learning strategies. Teaching the academic self management skills related to each of these components can help students exert control over their own learning and promote their own academic achievement (Zimmerman and Risemberg, 1997 in Dembo, 2004:10):

Motivation

Motivation as internal processes includes student's goals, beliefs, perceptions, and expectations. To be successful learners, students must be able to concentrate and deal with the many potential personal and environmental distractions that may interfere with learning and studying. Students use many different processes to control aspect of their behavior. The following are examples of self management processes technique (Dembo, 2004:12):

a. **Goal Setting**

Goal setting can be used to develop and maintain the important beliefs. It means when students establish and attempt to attain personal goals, they are more attentive to instruction, expend greater effort, and increase their confidence when they see themselves making progress.

b. **Self Talk**

This process takes many forms. For example, verbal reinforcement or praise can be used following desired behaviour. Students simply tell themselves things like: "Great! I did it!" or "I'm doing great job concentrating on my speaking". At first, students may think it sounds strange to use self talk. Once they get familiar with it, they will find that it works. The purpose of self talk is to change negative self talk to positive self talk.

c. **Arranging (imagining) Reward or Punishment**

Student who controls their motivation by giving themselves rewards or punishments outperform students who do not use this control technique (Zimmerman and Pons, 1986).

d. **Methods of Learning/ Learning Strategies**

Learning strategies is the methods students use to acquire information. Underlining, summarizing, and outlining are examples of learning strategies. Students learning that they use different learning strategies serve different purpose.

e. Use of Time

Use of time is to help students manage their time more effectively. Time management is to ensure that student complete their entire important task each day. Smith (1994:20) stated “Controlling your life means controlling your time, and controlling your time means controlling the events in your life”. According to Dembo (2004:145) identifies some good time management strategies, as follow:

1. Set Regular Study Periods
2. Study in an Environment
3. Schedule Task
4. Take a Short Break
5. Specific Identifying Plan to Use the Time
6. Alternate Subject
7. Estimate the Time
8. Prioritize task
9. Do the Assignment Course That Dislike First
10. Work Ahead the Assignment when Possible
11. Physical and Social Environment

Environmental restructuring refers to locating place to study that are quiet not distracting. Although this task may not appear difficult to attain, it poses many problems for students who either select inappropriate environment initially or cannot control the distraction once they occur. Self management of the social environment relates to an individual’s ability to determine when he or she needs to work alone or with other. Therefore, it is important to understand how environmental and social factors influence learning and how students can become more resourceful in making the necessary changes in their environments. Students can take action to adapt their environment, as well as change their environment to fit their needs.

f. Performance

The final factor that students can manage is their academic performance. Whether writing a paper, completing a test, or reading a book, students can learn how to use self management processes to influence the quality of student’s performance. One of the important functions of a goal is to provide an opportunity for students to detect a discrepancy between it and students present performance. This analysis enables students to make corrections in the learning process. When students learn to monitor students work under different learning conditions (e.g., test taking and studying), students are able to determine what changes are needed in students learning and studying behavior. It is interesting that successful students tend to be aware of how well they have done on a test even before getting it back from an instructor (Zimmerman and Pons, 1998). When students learn how to monitor and control their own performance, students become their own coach or mentor. Students can practice

skills on their own, critique students own performance, and make the necessary changes to meet student's goals at a high level of success.

Even though the learners has prepared well for the upcoming task, sometimes there is an affective filter from their own mind who prevent them to do well. Reading anxiety could come in their way. Reading anxiety is a cognitive aspect with symptoms such as chaotic and disorganized thoughts, emotional disturbances, too much thinking about the things that are afraid of, and fearing the judgement from others. Zbornik and Walbrown (1991: 31) state that the Foreign Language Reading Anxiety is a feeling of discomfort and fear that accompanies students when reading texts in L2 during the learning process in the classroom. In addition, Horwitz (2001: 112) adds that reading anxiety is a threat to one's self-concept caused by the limited knowledge and mastery of imperfect foreign languages. Thus, it can be concluded that the anxiety of reading is an anxiety caused by fear of failure that can be caused by the limited understanding of L2. It threaten the learner's self-concept when they read an L2 text. There are two aspects in the reading of foreign language texts that are assumed to have a potential effect to cause reading anxiety, (a) Unfamiliar text and writing systems, and (b) Unfamiliar text material and different cultures and habits in reading material.

When students are not familiar with the system of writing in a text, then the possibility to experience reading anxiety will be greater. In such an event, students as readers will experience anxiety to read appropriately when trying to understand the symbols (words) in the text because their brains have difficulties in processing the text as well as understanding the information provided. Students should not rely on a particular text writing system when reading to reduce the threat of reading anxiety in reading texts in L2.

Meanwhile, different cultural concepts or unfamiliar culture will also have influence under certain circumstances in shaping the anxiety of reading. Although in this case, the process is not immediately apparent as soon as they are unfamiliar with the alien writing system. In the early stages, the reader will deal with the words in the text, find the meaning in those words and relate them to other words to get the meaning of the sentence, and then try to get the full information from the text. At this stage, when the reader realizes that the meaning of the words in the text do not form a logical and understandable message, then the reading anxiety will emerge. In other words, reading anxiety is assumed to occur when the reader can understand the meaning of words in a foreign language text, but the meaning understood to be unreasonable is due to a lack of cultural knowledge of the native language of the text.

Based on this point of view, reading anxiety is different from anxiety in general. Specifically, foreign language learners who experience reading anxiety with varying levels are required to state their ideas by using a less familiar phonological, syntactic, and lexical system.

Psychological factors including reading anxiety may explain the variety of results or reading abilities of a person in a foreign language as mentioned by Bernhardt (2003). The theory recognizes the importance of psychological factors in addition to two other important factors: literacy skills in the source language and knowledge of the target language including vocabulary,

syntactic, and discourse knowledge. According to Brantmeier (2005: 67), the model proposed by Bernhardt is the first foreign language reading model that directly tries to explain transient variables such as psychological factors in the process of reading a foreign language. Reading anxiety, as one of the most important psychological factors, may be found in the process of reading foreign texts and having an influence on the reading process and the ability to read foreign languages.

To measure the anxiety of reading Saito et al (1999) has developed Foreign Language Reading Anxiety Scale (FLRAS) scale that can determine the level of student's reading anxiety. The instrument also shows that reading anxiety is related but differs from foreign language anxiety in general. Scores in this instrument range from 20-100.

METHOD

This study employs an ex post facto design with the number of population 664 college level learners in English Department of Universitas Riau Kepulauan. The participants included 120 respondents ranged from second semester to eighth semester of English Department. All the participants were native speakers of Bahasa Indonesia, while English is a foreign language. Foreign language reading anxiety scale were administered in this study to find out the level of reading anxiety, while academic self management questionnaire were applied to measure the learner's academic self management. Thus, the learners also took a reading test for measuring their reading comprehension.

FINDINGS AND DISCUSSION

Before analyzing the data by using inferential analysis, normality and homogeneity test must be done. The normality test is used to know whether the sample is in normal distribution or not. Homogeneity test is used to know whether the data are homogeneous or not. Both normality and homogeneity test can be seen as follows:

Normality Test

The sample is on normal distribution if L_o (L obtained) is lower than L_t (L table) at the level of significant $\alpha = 0.05$. L stands for Liliefors.

Table 1. The summary of the normality of test

No	Data	Number of Sample	L Obtained (L_o)	L Table (L_t)	Alpha (α)	Distribution of Population
1	A ₁	60	0,889	0,895	0,05	Normal
2	A ₂	60	0,892	0,895	0,05	Normal
3	B ₁	60	0,888	0,895	0,05	Normal
4	B ₂	60	0,813	0,895	0,05	Normal

a. Cell (A₁)

Cell (A₁) consists of 60 students who had high academic self management (n = 60). The highest value of Lo is 0.889 and Lt at the level of significance $\alpha = 0.05$ is 0.895. Because Lo is lower than Lt (0.889 < 0.895), it can be concluded that the sample is in normal distribution.

b. Cell (A₂)

Cell (A₂) consists of 60 students who had low academic self-management (n = 60). The highest value of Lo is 0,892 and Lt at the level of significance $\alpha = 0.05$ is 0.895. Because Lo is lower than Lt (0,892 < 0.895), it can be concluded that the sample is in normal distribution.

c. Cell (B₁)

Cell (B₁) consists of 60 students who had low reading anxiety (n = 60). The highest value of Lo is 0,888 and Lt at the level of significance $\alpha = 0.05$ is 0.895. Because Lo is lower than Lt (0,888 < 0.895), it can be concluded that the sample is in normal distribution.

d. Cell (B₂)

Cell (B₂) consists of 60 students who have high reading anxiety (n = 60). The highest value of Lo is 0,813 and Lt at the level of significance $\alpha = 0.05$ is 0.895. Because Lo is lower than Lt (0,1591 < 0.161), it can be concluded that the sample is in normal distribution.

Homogeneity

After analyzing the normality of the data, the researcher analyzes the homogeneity of the data. Homogeneity test is done to know whether the data are homogenous or not. If X_o^2 is lower than X_t^2 at the level of significant $\alpha = 0.05$, it can be concluded that the data are homogenous. The result of the analysis of the data is as follows:

Table 2: The summary of homogeneity test

Kelompok	χ^2 hitung	χ^2 tabel	Kesimpulan
A ₁ and A ₂	0,81	3,07	Homogen
B ₁ and B ₂	0,12	3,07	Homogen
A ₁ B ₁ , A ₂ B ₁ ,A ₁ B ₂ ,A ₂ B ₂	1,98	3,07	Homogen

$$\begin{aligned} \chi_o^2 &= (In10) \left\{ B - \sum (n_i - 1) \log s_i^2 \right\} \\ &= (2,3026)(282,4999 - 280,4588) = \mathbf{1,98} \\ \chi_t^2 &= \mathbf{3,07} \end{aligned}$$

Based on the result of the calculation above, it can be seen that χ_o^2 (1,98) is lower than χ_t^2 at the level of significance α (0,05) = 3,07. So, the data are homogenous.

Hypotheses Testing

The data were analyzed by using ANAVA 2 x 2. The results shown as the table below.

Tabel 3. Result of two-way ANAVA

Source of Varians	SS	df	MS	F ₀	F _{t able} ($\alpha = 0,05$)	Meaning
Academic Self-Management (A)	60.21	1	60.21	0.23	3,07	Not Sig
Reading Anxiety (B)	2125.21	1	2125.21	8.24	3,07	Sig
Interaction A X B	3151.88	1	3151.88	12.22	3,07	Sig
Within Groups	29910.83	116	257.85	-	-	
Between groups	5337.29	3	1779.10	-	-	
TOTAL	35248.13	119	296.20	-	-	

It was continued to tukey test between pairs. The result of the analysis was shown the following table.

Table 4. Tuckey test

Pair	N	Q ₀	Q _{table} ($\alpha = 0,05$)	Meaning
A ₁ – A ₂	60	7,16	2,89	Significant
B ₁ – B ₂	60	3,47	2,89	Significant
A ₁ B ₁ – A ₁ B ₂	30	9,00	3,01	Significant

A ₂ B ₁ – A ₂ B ₂	30	-0,88	3,01	Not Significant
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- (1) Q₀ (7,16) is higher than Q_{table} (2,89), means that there found differences between students who have high and low academic self-management.
- (2) There found that there was differences between high and low reading anxiety. It was seen from the data data in which Q₀(3,47) higher than Q_{table}(2,89).
- (3) Q₀ (9,00) was higher than Q_{table} (3,01). It means that there found differences between students who have high self-management with high and low reading anxiety.
- (4) There was no difference between students who have low academic self-management with high and low reading anxiety. It was found that Q₀(-0,88) is lower than Q_{table}(3,01)

The difference in reading comprehension of students having high and low reading anxiety.

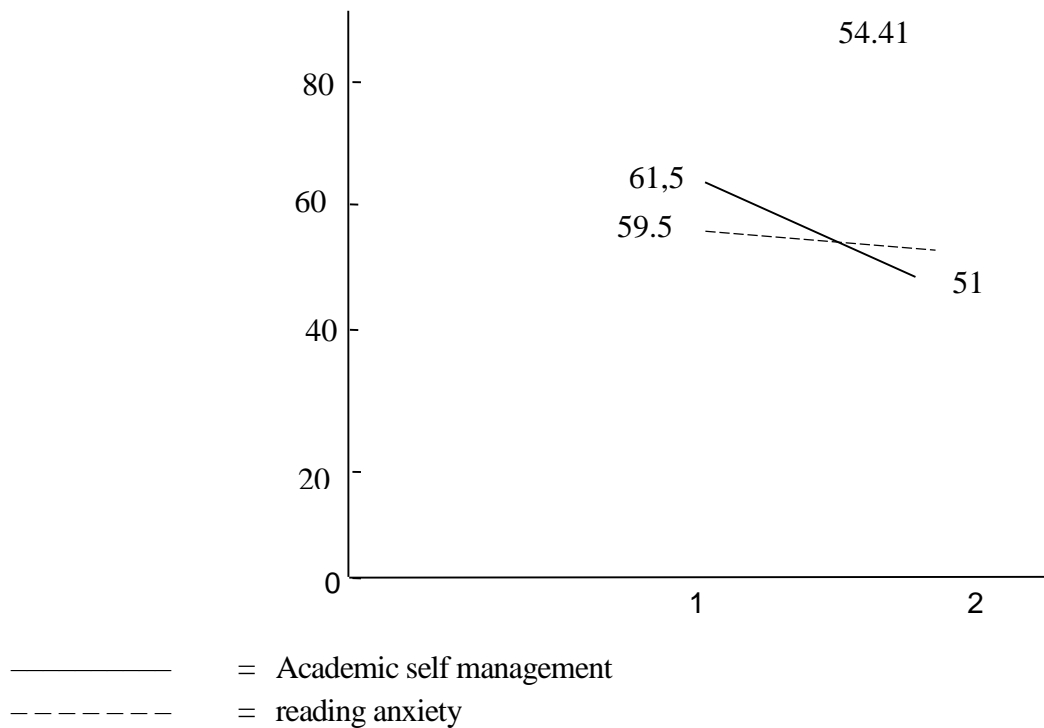
Based on the two-way Anava, it was found that $F_{count} = 8.24 > F_{table} = 3.07$. It means that H₀ was rejected and H₁ was accepted. The mean score of the students’ reading comprehension having low reading anxiety was 59.5 was higher than high reading anxiety students(54.4). The result of hypotheses stated that there was difference of students’ reading comprehension between low reading anxiety and high reading anxiety students. It can be concluded that reading comprehension of having low reading anxiety students was higher than high reading anxiety students.

The data analysis showed that there is a significant difference between students having higher and lower anxiety in their reading comprehension. The mean scores showed that students having lower anxiety performed better in their reading comprehension than those having higher anxiety. The students who have low level of reading anxiety have better attitudes in joining the teaching and learning process. As the characteristics of foreign language reading anxiety that may hinder student’s working memory to connect into the task, the students with high levels of anxiety experienced worry that made their mind wanders on some irrelevant distracting thought than the task itself. This worry, apprehension, and nervousness, that distracted their working memory, resulted on their failure to process information in the text in their short term memory. It caused a time consuming in doing task because they would look at the text repeatedly without being able to recall the information. Time consuming was the other problem that they faced. Once they realized that they have run out of time, their anxiety increased and the working memory failed miserably.

The other characteristic of higher anxiety students is that they have negative self-perception. When they thought about having failure, a negative cognitive process would take place in their mind. Thus, it made them difficult to connect to the text. Lower anxiety students in the other hand, were able to manage their cognitive process positively, and composed themselves in performing the reading task. Even though they had a quite similar difficulties as those having higher anxiety in terms of facing some unfamiliar vocabulary, for instance, they would be able to connect the words with the context and their background knowledge so they could successfully retrieving the information and comprehending the text.

Interaction between academic self-management and reading anxiety to the students reading comprehension

The result of interaction, it was found that $F_{count}= 12.22 > F_{table}=3.07$ means that H_1 was accepted, so the hypotheses stated that there was interaction between academic self-management and reading anxiety was resulted significant.



From the figure above, there were four points connected by two intersecting lines. The points were mean score of each group: high and low academic self-management; high and low reading anxiety. The interaction was collaboration between academic self-management and reading anxiety. In this research, the interaction means as effect of academic self-management to reading comprehension depends on reading anxiety and conversely.

In data analysis, there was found that there was interaction between academic self-management and reading anxiety. Students were able to learn how to be a successful student in using appropriate strategy to manage their motivation, attitude and way of learning. For high self academic students, they can control their learning strategy. A teacher emphasized to academic self-management think that the students were able to do many things to show their learning way by using different strategy and motivation. Furthermore, reading anxiety is caused by limited

knowledge and foreign language. Reading anxiety is cognitive aspect like emotional disturbance, distracted mind, and fear of judgement given by teacher when reading in a foreign language class.

Moreover, when the students had academic self-management they will try to be a successful student then. She will also try to refuse the reading anxiety of reading comprehension in her mind by reducing it through controlling themselves from factors affecting in learning process, motivation strategy and teaching and learning process.

The difference in reading comprehension between the higher academic self-management having high and low reading anxiety.

From the tuckey test between the higher academic self-management having low reading anxiety got mean scores 68,66 and high reading anxiety students got score 50. So it was showed that $A_1B_1 > A_1B_2$. While from Tuckey Test showed that $Q_{count} = 9,00 > Q_{table} = 3,01$. It means that H_0 was refused and H_1 was accepted, so it can be concluded that there was significantly different. It can be concluded that students' reading comprehension of the higher academic self-management having low reading anxiety was higher than the high academic self-management having high reading anxiety.

In analysis the data, there was found that high academic self-management having low reading anxiety was different to high reading anxiety students in reading comprehension. In reading comprehension, higher self academic students were able to control influencing factors of learning process, it was included anxiety. It is because reading anxiety can threat the self-concept caused by limited knowledge and foreign language mastery. High self academic students having low reading anxiety will reduce the anxiety and manage their strategy to learn the material in reading comprehension so the anxiety to fail in reading comprehension solved by understanding vocabulary in a reading text, therefore they can comprehend the meaning or the purpose of a writer in reading text. They usually have prepared themselves to get more information and knowledge.

However, high academic self-management having high reading anxiety usually get problems in their internal psychological factors. Even though they have better self-management, they still had limited information and knowledge about the material they got in reading comprehension.

The difference in reading comprehension between the lower academic self-management students having high and low academic reading anxiety

Based on the result of tuckey test, reading comprehension of lower academic self management having low reading anxiety had mean scores 57; however high reading anxiety students had 58,83. It means that $A_2B_1 < A_2B_2$. Moreover, it was gotten $Q_{count} = -0,88 < Q_{table} = 3,01$. It can be concluded that H_1 was accepted and H_0 was rejected. It means that there was no difference of reading comprehension between lower academic self management students having high and low reading anxiety.

The students have low academic self management was difficult to control their learning strategy in reading comprehension. They are lack of motivation to be a successful students because they cannot control internal factors influenced their learning process, included reading anxiety. When they have lower academic self management there was no different between their high or low reading anxiety.

CONCLUSIONS

Based on the description of the data analysis, it can be concluded that: (1) The students who have low reading anxiety have better reading skill than the students who have high reading anxiety. (2) There is an interaction between academic self-management and reading anxiety of the students' reading comprehension. (3) Higher academic self-management students having low reading anxiety has better result than high reading anxiety in reading comprehension. (4) Students have lower academic self-management having low reading anxiety did not have any difference to students having high reading anxiety in reading comprehension.

Based on the conclusion above, it was suggested that the researcher to consider psychological aspects of students, for example academic self-management and reading anxiety when choosing reading strategy especially in English. It effected to the effectiveness or not of a learning process and it must influence the students' achievement.

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