

Reading Comprehension and Reading Anxiety of Grade 10 Students: Basis for Supplemental Instructional Material for Reading Comprehension

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ABSTRACT

In addition to cognitive factors, it is imperative to consider emotional factors concerning reading comprehension. Consequently, the researcher undertook a correlational study to examine the relationship between reading comprehension and reading anxiety. The study involved Grade 10 students from the seven secondary schools of Eastern Samar Division, Cluster 3, during the school year 2023-2024. Two instruments were utilized in this study. Firstly, the TOEFL Reading Comprehension Test assessed the reading comprehension level of the respondents. Adjectival ratings ranging from Excellent to Poor were used for all parameters in reading comprehension. Secondly, the EFL Reading Anxiety Inventory (adapted from Zoghi, 2012) gauged the respondents' reading anxiety. The EFL Reading Anxiety Inventory, adapted from Zoghi (2012), comprised of 23 statements categorized into three types: bottom-up reading anxiety, top-down reading anxiety, and classroom reading anxiety. Respondents provided responses on a four-point Likert scale, ranging from Totally Agree to Totally Disagree. Statistical analyses, including frequency, percentage, mean, and grand mean, were applied to the data. The outcomes indicated a Poor (40.25%) rating in Reading Comprehension and Moderate Anxiety (60.70%) in Reading Anxiety. Further analysis of the three anxiety indicators revealed that top-down reading anxiety (mean = 1.95), bottom-up reading anxiety (mean = 2.04), and classroom anxiety (mean = 2.48) exhibited Moderate Anxiety, with a Grand Mean of 2.16. This suggests that classroom reading anxiety had the highest impact on overall reading anxiety. Furthermore, the Pearson product-moment correlation method was employed to explore the relationship between reading comprehension and reading anxiety. The hypothesis, tested at a 0.05 level of significance, yielded results indicating no significant relationship between reading comprehension and reading anxiety in top-down and bottom-up reading anxiety. However, a significant relationship was observed between reading comprehension and reading anxiety, particularly in reading classroom anxiety. Hence, a supplemental instructional material should be made focusing in reading comprehension and classroom reading anxiety. A supplemental guide focusing in a Humanistic-Affective Classroom Environment will be developed for teachers' consumption and utilization. It aims to strengthen teachers' skills and knowledge into utilizing strategies on how to deliver constructive criticisms and positive feedback, handling mispronunciations without causing embarrassment, and reduce public anxiety during oral reading activities.

Keywords: reading comprehension, reading anxiety, correlation, intervention

INTRODUCTION

Background of the Study

Reading comprehension is an important and viable skill in ensuring that the communication process is achieved. All other macro skills like speaking, writing and listening are all related to reading. One can master all other macro skills if they know how to read.

English is widely used in the Philippines as a second language (Kirkpatrick & Deterding, 2018) and is the language of business, commerce, law, academe and media. Yet, a concern with regard the competitive edge of

Filipinos in reading comprehension and fluency was raised during the roundtable discussion organized by the British Council (Cabigon, 2015).

The Philippines performed poorly than the participating countries in the Program for International Student Assessment (PISA) 2018. Over 80% of student participants from the Philippines did not reach a minimum level of proficiency in reading therefore considered as one of the lowest performers among PISA-participating countries. It has also been found out that majority of student participants from the Philippines experienced fear of failure. Seventy-two percent (72%) expressed anxiety that when they fail, they worry about what others may think of them (OECD, 2019).

One may recognize words and know how to read, but reading comprehension is more than word recognition. According to Nunan (2003), reading is an activity that uses background knowledge to understand the message being conveyed by the text in order to expand meaning. But reading comprehension, on the other hand, is something that is learned and is practiced across time. Since English is the language used in a series of literacy and reading comprehension tests, dealing with unfamiliar and highfalutin words, the issue of reading anxiety comes in.

After the two-year hiatus from classroom interaction due to the pandemic, now comes the full implementation of face-to-face classes. The Department of Education Division of Eastern Samar sought to find out the status of reading comprehension among its clientele and therefore released a division memorandum asking all teachers to conduct reading and numeracy programs. From these programs, an alarming number of non-readers and non-numerates surfaced.

The DepEd Division of Eastern Samar has launched a series of reading programs to alleviate the reading problem that surfaced after the 2-year hiatus. During the Provincial Brigada Pagbasa Summit 2022 last November 9, 2022, which was personally attended by the Vice President and Deped Secretary herself, Her Excellence Sara Duterte, she expressed her appreciation to the Division of Eastern Samar towards the initiative that aims to improve and to upgrade the reading literacy in the division. Among these reading programs were: Project Aklat of the municipality of Sulat; Aba, Kada Pagbasa of the municipality of Maydolong; and Catch-UP Program for Reading, wRiting, aRithmetic (Cup for 3Rs), the reading program led by the Division Office.

The Deped Regional Office also came up with reading initiatives wherein school heads and other regional and division personnel will randomly visit schools and conduct oral reading sessions to Grade 2-12 students and check their literacy and numeracy status. Tools and mechanics were given down to all schools in the region for guidance and preparation.

Students who face reading difficulties are described as poor and struggling readers. In the PHIL-IRI (2018), students in the Frustration Level are those who has difficulty in reading and understanding the text and has poor performance in the oral and silent reading. However, these descriptions i.e. poor, struggling and frustration level tend to focus on the reader and not the reading problem.

Although focusing on reading strategies and study habits is quite important, it is also equally important to look into the emotional aspect of the reading process. A reader then associate reading with negative emotions if faced with a troubling and traumatic reading experience i.e. reading aloud and committing a mistake then being ridiculed by peers and teachers (Jalongo & Hirsh, 2010).

Reading is connected to the teaching-learning process in which some students may find difficult and experience anxiety (Johnson, 2008) and studies show that students perform poorly in reading activities due to reading anxiety. Ahmad et. al. (2013) posits that personal factors, text features, and low reading comprehension can cause reading anxiety. Mudra & Mckinnon (2022) found out that vocabulary and self-confidence are the two biggest factors that directly affects a learner's reading anxiety.

On the same note, there are many factors that affect a student's comprehension and one of which is reading anxiety. According to Zhou (2017), reading anxiety is an anxiety that readers feel and experience while reading

in a second or foreign language. Studies have been conducted with regards to the causes of reading anxieties (Saito, Horwitz & Garza, 1999; Zhou, 2017; Aisyah, 2017; Mardanti et.al, 2021; Gvendir, 2014).

Aside from English as a Foreign Language, the study of Saito, Horwitz, and Garza (1999) employed participants from a varied foreign language classes specifically French, Russian and Japanese introductory courses. Their findings were one of the first in the span of reading anxiety studies in the past two decades to cement the notion that reading anxiety does exist.

Over the past two decades, studies have been conducted with regards reading anxiety and the factors that cause it. A number of reading anxiety scales and inventories were made to measure reading anxiety. To name and enumerate a few are: FLRAS by Saito (1999), Anxiety Scale adaptation by Brantmeier (2005), Yamashita Anxiety Scale (YAS) by Yamashita (2007), Reading Anxiety Scale by Mikami (2019), Reading Anxiety Inventory by Zoghi (2012), FCLAS by Horwitz et.al (1986) which is the basis of almost a number of adapted reading anxiety scales there is.

Reading anxiety is defined as the negative feeling of worry and apprehension that students go through when reading and trying to comprehend foreign language materials (Muhlis, 2014).

According to Guimba and Alico (2015), the three types of reading anxiety are: Top-Down Reading Anxiety, Bottom-Up Reading Anxiety and Classroom Reading Anxiety.

Top-Down Reading Anxiety is when, majority of students are extremely worried, specifically when they: (a) are unable to pick out small concepts or details in the text; (b) are unable to understand the text's main ideas, and (c) are unable to pinpoint a paragraph's primary idea.

Meanwhile, in Bottom-Up Reading Anxiety, students are generally anxious when they: (a) are unable to decipher a term they think they have already seen; (b) discover a lot of terms with unclear definitions; and (c) have trouble pronouncing unfamiliar words.

And lastly, Classroom Reading Anxiety happens when students become highly anxious when the teacher corrects their pronunciation or translation errors. For instance, correcting mistakes can be the most anxious situation in the classroom for them.

Foreign and local researches have been conducted with regards reading anxiety, reading comprehension and the relationship between reading anxiety and reading comprehension. But the researcher cannot find a study in the district and even the division level regarding the relationship between reading anxiety and reading comprehension. As an English teacher herself, the researcher personally experiences how students sometimes struggle and get anxious and get upset whenever faced with challenging English reading materials. Realizing the significance of how crucial the result might be of this study on a district and division level, the researcher took the first attempt to study the relationship between reading anxiety and reading comprehension. Thus, this study was conceived.

Statement of the Problem

This study seeks to determine if there is a significant relationship between reading comprehension and reading anxiety of Grade 10 students of the Secondary Schools of Eastern Samar Division Cluster 3: Maydolong National High School, Balangkayan National High School, Llorente National High School, Pedro E. Candido Memorial National High School, General Macarthur National Agricultural School, Quinapondan National High School and Giporlos National Trade School. This study specifically aimed to answer the following:

1. What is the reading comprehension level of the Grade 10 students?
2. What is the reading anxiety level of Grade 10 students?
3. Is there a significant relationship between the reading anxiety and the reading comprehension of Grade 10 students?

4. Based on the results of the study, what reading intervention program can be proposed?

Significance of the Study

This study sought to find out the relationship between reading comprehension and reading anxiety. Results of this study will be of great significance to teachers especially language teachers since it will serve as a baseline information on how to align reading activities that can alleviate reading anxiety and therefore can improve students' reading comprehension.

Students. The findings of this study will inform students that feeling anxious when reading unfamiliar reading materials can be normal. This study will also make them realize that reading is an important macroskill and the feeling of anxiety is a case-to-case basis and the level of anxiety differs from one student to another, depending on many factors that will affect their reading comprehension skills.

Teachers. This study will provide insights and realizations about how reading anxiety affects the teaching process and the classroom setting. That teaching reading is both a cognitive and affective endeavor especially in foreign and second language learning. It is also a goal of this study to broaden teachers' horizon and deepen their understanding about students' individual differences, especially in their reading capacities and strategies, therefore should align and create activities that is safe from judgement and anxiety in order to achieve a better reading performance from students.

Curriculum Planners. The findings of this study could be a basis in designing the curriculum and programs that is free from anxiety and in turn help improve students' reading comprehension.

School Administrators. Together with school heads and department heads, it may attain significantly fresher perspectives on the design and implementation of reading programs and reading activities that may aid in harnessing the learners' mastery in the language, especially reading comprehension. Also, this study may provide relevant baseline information which may justify the need for faculty development pursuits in terms of sending English teachers to relevant seminars and trainings, that are geared toward improving teaching strategies, approaches and instructional material development.

Future Researchers. This study will provide as a basis or reference for those who will conduct a similar study in the future wherein, they can further explore what causes reading anxiety, conduct correlational studies between reading anxiety and reading comprehension in another learning areas and context, and so much more.

Scope and Delimitation

This study was conducted in the seven national Secondary Schools of Eastern Samar: Maydolong National High School, Balangkayan National High School, Llorente National High School, Pedro E. Candido Memorial National High School, General Macarthur National Agricultural School, Quinapondan National High School and Giporlos National Trade School. The Eastern Samar Division is divided into four clusters or units and the seven identified Secondary Schools belong to Cluster 3.

The Grade 10 students of these schools were the participants of the study. There is a total of 1,618 Grade 10 students from the aforementioned Secondary Schools. The Krejcie and Morgan (1970) table was used to determine the sample size.

This study utilized two instruments: a rating scale and a reading comprehension test. The reading comprehension test that was used is the TOEFL Junior Standard Comprehension Test while the rating scale was adapted from Zoghi (2012) Reading Anxiety Inventory.

Definition of Terms

For easy understanding and guidance, the above terms used in this study is defined conceptually and operationally.

Reading Comprehension refers to how a student interpret and understand a reading material. This study refers to scores obtained by the Grade 10 students after answering the TOEFL Junior Test with the numerical ratings and descriptive ratings such as *excellent*, *good*, *average*, *fair*, and *poor*.

TOEFL Junior Standard Test or the Test of English as a Foreign Language Junior Standard Test is a standardized paper-delivered or computer-delivered test that measures students' Reading Comprehension, Listening Comprehension, and Language Form and Meaning. This test is specifically designed for ages 11+. This study utilized the TOEFL Junior Standard Practice Test specifically Part III which covers the Reading Comprehension part of the test. It is composed of reading passages and a 42-item multiple choice test.

Reading Anxiety is a negative feeling someone experiences when reading an unfamiliar material. According to Zhou (2017), reading anxiety is an anxiety that someone experiences during reading in a new target language. In this study, reading anxiety is measured using the Reading Anxiety Inventory by Zoghi (2012).

EFL Reading Anxiety Inventory (EFLRAI) is a rating scale created by Zoghi (2012) which was adapted and served as the instrument to measure the reading anxiety of the participants in this study. It is composed of 23 item statements about reading anxiety which was divided into three categories: Top-Down Reading Anxiety, Bottom-Up Reading Anxiety and Student Classroom, Reading Anxiety wherein it will be rated with a 4-point Likert scale with the following options: totally agree, somewhat agree, totally disagree and somewhat disagree.

Second language or the L2 is basically the language that is learned in addition to the L1 or someone's native language. In the Philippines, English is considered the second language or L2 (Fitzpatrick and Deterding, 2012). It is considered the L2 since it is the medium of instruction in the schools, the language that is commonly used in business, administration, law, and the media.

Foreign language is considered a TL (target language) in the context that is the language studied in addition to one's native tongue and is neither the official language nor used for communicative and business purposes.

REVIEW OF RELATED LITERATURE

This chapter provides an overview of previous and related research on reading comprehension and reading anxiety from varied literature including books, journals, articles and internet sources from different authors.

Reading Comprehension

Reading is an activity that expands meaning by utilizing past knowledge to comprehend the text's message (Nunan, 2003). One essential skill that every student needs to acquire is reading. According to Coiro (2003), the process of concurrently deriving and creating meaning through interaction and involvement with written language is the main objective of reading comprehension. Consequently, reading comprehension is an active process rather than a passive one. In order to make sense of and connect with the text, the reader actively interacts with it.

The Ombra, et al. Al. (2013) asserts that the declining performance of Filipino students in national and international mathematics examinations over the past ten years presents a significant challenge for the Philippine educational system. The pupils' inadequate reading comprehension is the cause of these subpar outcomes.

Despite the fact that reading comprehension is a fundamental macroskill that students need to acquire, reading is sometimes associated with boredom. Students occasionally have a tendency to be lazy and dislike reading (Coiro, 2003). Then, teachers create exercises that can help students' reading comprehension skills and meet their differentiated needs. According to Dwigustini & Widiya's (2020) research, one tactic that can help students' reading comprehension is the Think-Pair-Share technique.

The use of prediction charts is an additional tactic. In the Pitogo (2020) study, which involved Grade 12 students at the University of Cebu Lapu-Lapu and Mandaue, the use of prediction charts improved the students' reading

comprehension abilities. The study's foundation opened the door for an English teachers' seminar-workshop on the appropriate application of the mentioned tactic. Students can gain new experiences and share predictions from reading with their peers using the chart, which is an effective tool for schemata growth.

In a student's life, reading comprehension is important for their academic, personal, and even professional endeavors. Reading comprehension is the key to a student's outstanding academic performance in their academic career (Anggraini, 2017).

Moghadam and et. al. (2012) addresses vocabulary knowledge and text comprehension, the two key components of reading comprehension. Vocabulary knowledge is a deeper comprehension of words. It contains the accurate definition, pronunciation, spelling, written form, and synonyms for a given word. However, text comprehension occurs when readers apply the written text's context to their own lives. This component appears when readers mentally recreate the text's message in their heads using either a vivid imagination or a clear visual representation.

Reading Anxiety

While Jalongo & Hirsh (2010) define reading anxiety as a specific, situational phobia toward the act of reading that has physical and cognitive reactions, Muhlis (2014) defines foreign language reading anxiety as the feeling of worry and apprehension when students try to read and comprehend foreign language text.

A study looking into language anxiety is that of Berowa (2018) which investigated which gender and year levels as factors with regards to the success and failure in learning English in the Philippine context. The said study was conducted in Davao del Norte using modified version of the Foreign Language Anxiety Scale by Parks (2014). In contrast with the study of Sabti et.al (2016), the findings of the former showed neutral level of language anxiety among participants. In addition to that, no significant relationship was found between English language anxiety vis-à-vis gender and year level. It is also worthy to take note that all aspects in the said study that can induce anxiety was kept at an adequate level, therefore, it is safe to say that maintaining a neutral learning environment can have positive impact with regards learner's anxiety level and motivation in learning the language.

Gender was found to be a mediating variable between reading comprehension and reading anxiety in further research on the factors and variables affecting reading anxiety among EFL readers. The fact that both male and female participants in this particular study by Sabti et al. (2016) reported high levels of anxiety supports the theory that reading comprehension declines as reading anxiety rises. After more investigation, it was discovered that female participants in the reading comprehension test had somewhat higher levels of high-level anxiety than their male counterparts. This study found that increased exposure to the four macroskills is necessary to reduce reading anxiety.

According to a quantitative study by Kharismanto & Farani (2022), among 80 junior high school students, vocabulary deficiencies are the main cause of reading anxiety, while concerns about the effects of reading are the least common cause. Five domains of reading anxiety were covered in the survey questionnaires given to respondents: (1) lack of vocabulary; (2) unfamiliar topic; (3) unfamiliar culture; (4) afraid of making mistakes; and (5) worry about reading effects.

Gomari and Lucas (2013) conducted a study that examines the affective factors related to learning a foreign language. The study's objectives were to 1) ascertain whether the participants were motivated to learn English, 2) ascertain whether the participants experienced language anxiety, and 3) investigate the relationship between language anxiety and motivation to learn the language. The participants in the study were Iranian students enrolled in universities in the Philippines. It is important to recognize that there is a correlation between the participants' anxiety levels, which range from strong to moderate, and three important domains: Identified Regulation, Amotivation, and Intrinsic Motivation.

First and foremost, among Iranian EFL learners, amotivation, defined as the absence or lack of drive to engage in any activity according to Deci and Ryan, is identified as a potential precursor to anxiety. Consequently, if a learner is characterized by amotivation, it is plausible that anxiety may ensue. Conversely, if a learner experiences anxiety in the process of acquiring a language, it can contribute to amotivation, creating a reciprocal relationship. Secondly, intrinsic motivation among Iranian EFL students, characterized by the enjoyment of learning the English language, appears to be inversely related to anxiety. The presence of intrinsic motivation and a positive attitude toward language acquisition can act as facilitators in language learning, potentially mitigating language anxiety. Thirdly, Iranian EFL students who self-imposed goals for self-improvement, representing identified Regulation in the context of language learning, are less likely to experience anxiety. This suggests that having clear goals and a sense of autonomy in language learning contributes to lower levels of anxiety. In summary, the findings of the study indicate a significant negative correlation between learning motivation and anxiety levels among Iranian EFL learners. Conversely, a significant positive correlation is observed between amotivation and overall anxiety. This underscores the interconnected nature of motivation and anxiety in the language learning process.

In connection with motivation, attitude, and anxiety as affective factors that affect students' reading performance, a study conducted by Chen, et. al. (2022) posits that learning motivation has an indirect effect on the participants' reading anxiety with learning attitude serving as the mediator. And it has been significantly mentioned that learning attitude has a predictive effect on EFL reading anxiety.

Reading Comprehension and Reading Anxiety

The related studies below showed correlation between reading anxiety and reading comprehension.

According to Guimba and Alico's (2015) study, there is a significant correlation between reading anxiety and reading comprehension among Filipino students in Grade 8 in Marawi. One of the reasons why students perform poorly in reading comprehension is reading anxiety. The study's findings demonstrate that a high level of achievement exists among the students and that the majority of them failed the test using the EFL Reading Anxiety Inventory of Zoghi (2012) and an adaptation of three reading passages totaling 18 items, with one student scoring the lowest at 1 and the highest at 13. The majority of participants failed the comprehension test, which is concerning. Thus, students' reading comprehension declines as their reading anxiety rises. As the reading anxiety increases, students' reading comprehension decreases. There is poor reading comprehension if students experience reading anxiety.

Aside from this, it has also been confirmed that reading anxiety comes in three categories: top-down reading, bottom-up reading, and classroom reading. Specifically, the study found out that students experience anxiety when the ideas are culturally unclear, unfamiliarity of the title, lack prior knowledge about the reading material; so therefore, familiarity is the main cause why a student feels anxious while reading. Since reading is a very important macroskill, there is a need to alleviate reading anxiety by taking necessary measure to eradicate and improve reading comprehension (Guimba & Alico, 2015).

Using the FLRAS created by Saito, Garza, and Horwitz (1999), the study of Mohd. Zin and Rafek-Galea (2010) also posits that as the reading level anxiety increases, the level of reading performance decreases on reading tasks. The participants who were Malaysian university students definitely felt anxious when reading academic texts in English though the reading level anxiety is at moderate level only. This demonstrates that a reader's reading anxiety is correlated with their poor reading comprehension performance. Consequently, one factor that undoubtedly affects a person's comprehension of reading material is reading anxiety. However, the results of the aforementioned study indicate that reading anxiety can range from low to moderate, with a higher percentage of subjects falling into the moderate anxiety category. This merely demonstrates that pupils with low proficiency levels are not always prone to severe anxiety.

Ghaith (2020) investigated the direct and indirect impact of FLRA and metacognitive reading strategies in the reading comprehension among undergraduate EFL learners and found out that FLRA negatively impacted reading comprehension. FLRA, meanwhile, mediated the use of metacognitive reading strategies. Metacognitive

reading strategies include global, problem-solving and support strategies. With the use of these strategies, students can keep an eye on their progress and improve their reading comprehension. Research has been done on the connection between metacognitive strategies and reading comprehension. This study's results attested to the fact that, despite the presence of reading anxiety, these variables were mediated by metacognitive strategies. Although, the participants in this study are enrolled in a private university in Lebanon and English is used as a medium of instruction and are considered “academically strong and capable of pursuing their undergraduate studies in their intended field of specializations”, FLRA still has a negative impact in the participants’ reading comprehension, yet the metacognitive strategies contributed positively in their reading comprehension. This has educational implications for teachers who can use affective-humanistic methods and strategies to help EFL learners become less anxious when they read, which will help them become more proficient language users and readers.

Furthermore, three major findings were found in a study by Jafarigohar & Behrooznia (2012) among Iranian distance learning English as a foreign language students. These findings included: 1) a significant negative relationship between FLRA and reading comprehension; 2) no relationship found between FLRA and reader age; and 3) when it came to gender, female readers tend to suffer and experience reading anxiety more than male readers. As a result, this study suggests that educators and those who create educational programs need to give reading anxiety careful consideration. In addition to concentrating on reading techniques and skill development, any unneeded anxiety related to language learning needs to be eliminated to establish a secure and inspiring environment.

In another context, participants of Mardianti and Wijayati (2021) experienced moderate level of anxiety but has low reading comprehension scores. It is also important to note that from the three categories of reading anxiety: top-down anxiety, bottom-up anxiety and classroom reading anxiety—the most potent of these three is bottom-up reading anxiety specifically unclear-meaning vocabulary.

In the study of Anwar, Ismail and Wadi (2022), reading anxiety heightened during the pandemic. This study investigated the influence of FLRA in the reading achievement amid the pandemic among 30 identified participants in Lombok, Indonesia. Using the FLRAS by Saito (1999), the researchers concluded that FLRA is indeed a barrier in the participants’ reading achievement especially in the midst of pandemic. The results of the study are quite similar in the study of Mohammadpur and Ghafournia (2015) which also found out that anxious students usually feel that way whenever they need translate an English text word for word which then diminishes their interest in reading, the issue of unfamiliarity also arose since students get nervous when they cannot comprehend the reading material. Therefore, with the results, the need of a humanistic-affective classroom environment is once again mentioned to alleviate reading anxiety among learners.

Aside from English as a Foreign Language, the study of Saito, Horwitz, and Garza (1999) employed participants from varied foreign language classes specifically French, Russian and Japanese introductory courses. Their findings were one of the first in the span of reading anxiety studies in the past two decades to cement the notion that reading anxiety does exist. It is important to note that, participants learning Japanese were the most anxious, followed by those learning French and then Russian. The study found out the foreign language learning was distinct in oral performance and is related to writing systems. It has also been reported that level of reading and foreign language anxiety had affected the participants’ grades thus coming up with a conclusion stating the higher the anxiety level, the lower the grades. Saito, Horwitz and Garza (1999) posited that anxiety might appear at any point after reading or during interpretations.

On the other hand, another variable has been investigated and been considered with regards the relationship between reading anxiety and reading comprehension and that is text difficulty. Bahmani and Farvardin (2017) investigated the effect of text difficulty levels on FLRA and reading comprehension among 50 students from a language institute in Iran. This study is different from the related studies mentioned before since the researchers employed a qualitative approach in the form of a quasi-experimental design although the FLRA and reading comprehension were measured quantitatively. Since the study is a quasi-experiment, the ‘*i + 1*’ group were assigned with stories beyond their proficiency level and the ‘*i – 1*’ group were assigned with stories below their proficiency level. After a four-month intervention, it has been found out that both groups’ reading comprehension

improved regardless of text difficulty. The findings also indicate that text difficulty influenced FLRA in both groups, specifically, the ' $i + I$ ' group's FLRA increased, while the ' $i - I$ ' group's FLRA showed a low-level of FLRA after the four-month intervention. Despite this, it has been noted that both groups expressed desire to continue reading extensively, so this implies that extensive reading (ER) is effective in improving reading comprehension.

The instrument used in the current study, the EFL Reading Anxiety Inventory (EFLRAI) is a questionnaire that was developed by Zoghi (2012) and is used to determine the level of student reading anxiety. This questionnaire consists of 23 items that are divided into three categories: Top-Down Reading Anxiety (Items 1-6), Bottom-Up Reading Anxiety Items 7-17) and Student Classroom Reading Anxiety (Items 18-23).

According to Guimba and Alico (2015), the three types of reading anxiety are: Top-Down Reading Anxiety, Bottom-Up Reading Anxiety and Classroom Reading Anxiety.

Top-Down Reading Anxiety is when, majority of students are extremely worried, specifically when they: (a) are unable to pick out small concepts or details in the text; (b) are unable to understand the text's main ideas; and (c) are unable to pinpoint a paragraph's primary idea.

Meanwhile, Bottom-Up Reading Anxiety, students are generally anxious when they: (a) are unable to decipher a term they think they have already seen; (b) discover a lot of terms with unclear definitions; and (c) have trouble pronouncing unfamiliar words.

And lastly, Classroom Reading Anxiety happens when students become highly anxious about what they experience inside the classroom and how the teacher deals with regards to vocabulary, translation, pronunciation, and the medium of instruction used by the teacher.

On another note, the following studies conducted by researchers found no to less significant correlation between reading comprehension and reading anxiety.

Hassasskhah and Joghataeian (2016) which was conducted in Iran among advanced EFL learners found out that there is no significant relationship between FLRA and student reading comprehension. After a series of tests and interviews, the said study concluded that reading anxiety cannot significantly predict reading comprehension achievement among advanced EFL learners although FLRA and FLCA are confirmed related.

Although the respondents had a medium level of reading anxiety, the FLRAS level increased and then decreased over the course of the 18-week study, according to a longitudinal study by Liu and Dong (2022) looking at the effects of foreign language reading anxiety towards the reading English performance of Chinese university students. Reading performance did not predict FLRAS level because there was a significant negative correlation between the participants' FLRAS scores and reading performance. The aforementioned study came to the conclusion that anxiety has a significant impact on pupils' comprehension of what they read. Aisyah (2017) conducted a qualitative study employing a questionnaire and interview as instruments and yielded results among respondents in the medium anxiety with the percentage of 51.5% out of 33 participants. Unknown vocabulary and fear of making error were among the main reasons as to why students experience reading anxiety.

However, the study by Petrus & Shah (2020) found a weak positive correlation between reading strategies and language competence and a weak negative correlation between reading anxiety and language competence. In particular, learning ESL, particularly reading comprehension, presents a difficulty and a conundrum that causes anxiety, which has an impact on the language proficiency of ESL secondary learners. The researchers investigated the relationship between reading anxiety, strategies, and language competency among 139 rural ESL learners using the EFLRAI (EFL Reading Anxiety Instrument) and SORS (Survey of Reading Strategies). According to the study's findings, reading strategies are positively correlated with language proficiency, and respondents reported experiencing a medium level of reading anxiety when using English-language reading materials.

Theoretical Framework

The theoretical framework of this study is grounded on the Foreign Language Anxiety Theory of Horwitz, Horwitz, and Cope (1986). The researchers define Foreign Language Anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). They also postulated that language anxiety is composed of three components: communication apprehension, test anxiety and fear of negative evaluation. This theoretical framework serves as a guiding lens, providing a conceptual basis for understanding the intricate interplay between language anxiety and reading comprehension. By leveraging the established constructs within the Foreign Language Anxiety Theory, the study aims to contribute valuable insights that can inform strategies for addressing reading anxiety and enhancing reading comprehension skills among Grade 10 students.

Conceptual Framework

The conceptual framework of this study stands on the premise that there is a correlation between reading comprehension and reading anxiety and aims to look into the relationship between reading anxiety and reading comprehension.

The identified variables as showed in Figure 1 are the reading anxiety and reading comprehension of Grade 10 students of Eastern Samar Division Unit. The independent variable which is enclosed in the first box is the student's reading anxiety level with three categories: bottom-up reading anxiety, top-down reading anxiety and classroom reading anxiety. This variable looks into the relationship towards the student's reading comprehension which is the dependent variable in the study. A supplemental instructional material for reading is proposed and will be the basis on the findings of the study.

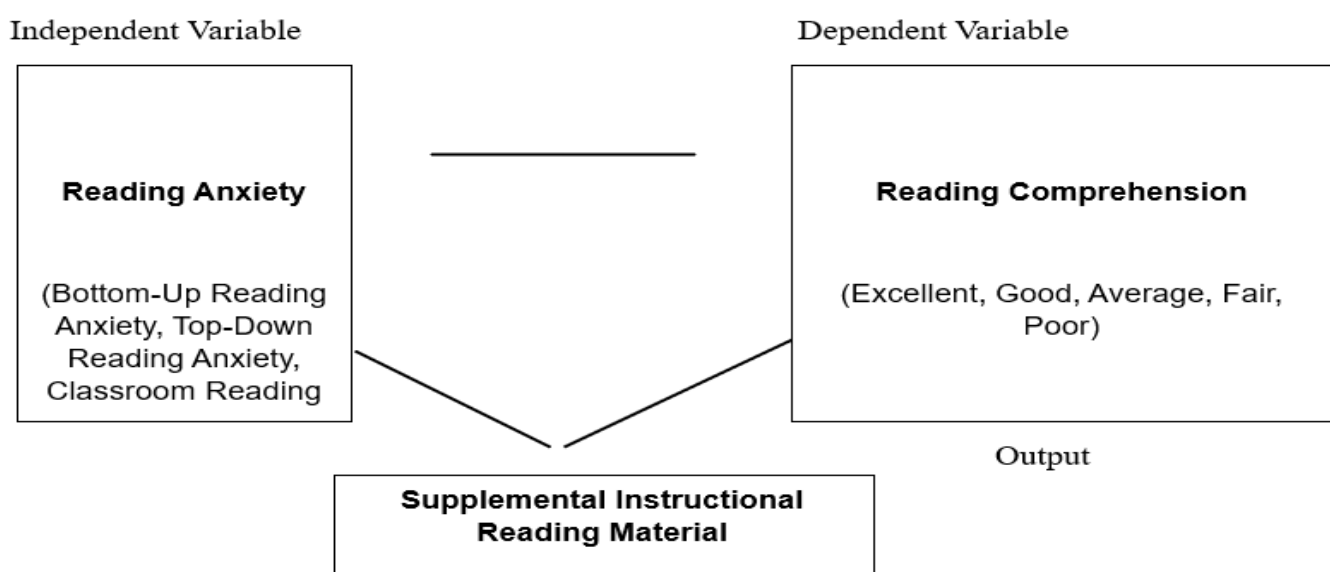


Figure 1. The paradigm showing the relationship of the variables involved in the study

Null Hypothesis

There is no significant relationship between reading anxiety and reading comprehension among Grade 10 students in the Eastern Samar Division.

METHODOLOGY

This chapter discusses the process applied in the study. This includes the research design, research locale, research respondents, sampling procedure, research instruments, measurement of variables, data gathering procedure, analysis of data and ethical considerations.

Research Design

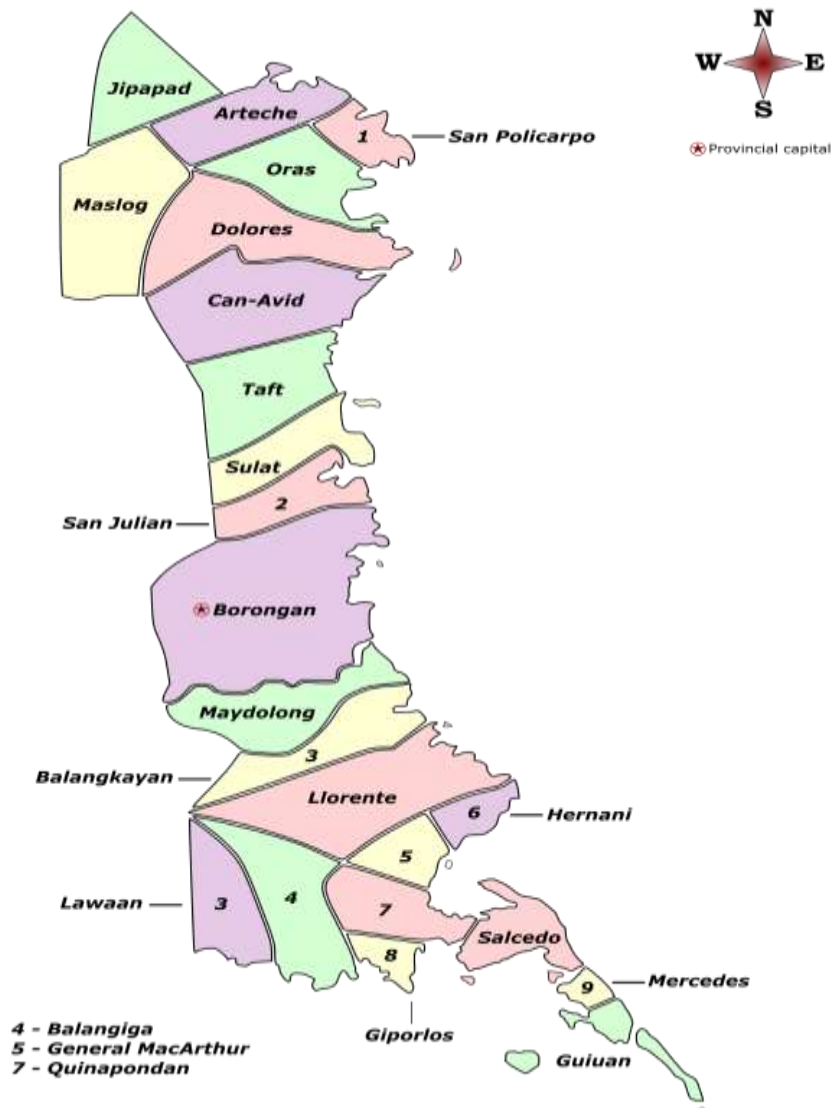
This study utilized a quantitative research design specifically a descriptive correlational research design since this study looked into the relationship between the two variables: reading comprehension and reading anxiety. The reading comprehension level was established by the administration of the TOEFL Junior Standard comprehension test. The reading anxiety level was measured using the EFL Reading Anxiety Inventory by Zoghi (2012). After which, a correlation of these variables was looked into if there is a significant relationship between the reading comprehension and reading anxiety among Grade 10 students of secondary schools from the Cluster 3 of Eastern Samar Division.

Research Locale

The data of this study were taken from the seven national secondary schools of Eastern Samar Division Cluster 3 which consists of Maydolong National High School (located in Maydolong Eastern Samar), Balangkayan National High School (located in Balangkayan Eastern Samar), Llorente National High School (located in Llorente Eastern Samar), Pedro E. Candido Memorial National High School (located in Hernani Eastern Samar), General Macarthur National Agricultural School (located in General Macarthur Eastern Samar), Quinapondan National High School and Giporlos National Trade School (located in Giporlos Eastern Samar).

The Eastern Samar Division is divided into four clusters and the seven identified secondary schools in this study belong to Cluster 3 as per discussed in the scope and limitation.

A map (Figure 2) is shown below to illustrate the municipalities in Eastern Samar where the secondary schools are located.



Legend:

Maydolong National High School	Maydolong
Balangkayan National High School	Balangkayan (3)
Llorente National High School	Llorente
Pedro E. Candido Memorial National High School	Hernani (6)
General Macarthur National Agricultural School	General Macarthur (5)
Quinapondan National High School	Quinapondan (7)
Giporlos National Trade	Giporlos (8)

Figure 2. Map of Eastern Samar

Research Respondents

The respondents of this study were the Grade 10 students of the Secondary Schools of Eastern Samar Division Cluster 3 which consists of Maydolong National High School, Balangkayan National High School, Llorente

National High School, Pedro E. Candido Memorial National High School, General Macarthur National Agricultural School, Quinapondan National High School and Giporlos National Trade School.

The table shown below is the number of Grade 10 students officially enrolled in the seven (7) respondent schools under the Eastern Samar Division. Using the Krejcie and Morgan (1970) table for sample size, a total of 313 students from the 7 stratum were considered as respondents in this study.

School	No. of Students	Sample Size
A	223	45
B	165	45
C	404	45
D	201	45
E	230	45
F	210	44
G	185	44
Total	1,618	313

Sampling Procedure

In this study, the Krejcie and Morgan (1970) formula was utilized in the sampling process. The Krejcie and Morgan table provides a straightforward and systematic method for determining the sample size. Based on the data provided by the concerned schools, the total number of population from all 7 schools was 1,618. The number of respondents were determined from the total number of the population using the Krejcie and Morgan (1970) formula.

Based on the table, the number 1,618 is under the numerical data 1,700 so therefore the sample size must be 313. There were 313 Grade 10 respondents, in which percentage were obtained among the number of concerned schools. 45 students were from Maydolong NHS, 45 from Balangkayan NHS, 45 from Pedro E. Candido Memorial National High School, 45 from GenMac National Agricultural School, and 44 from Quinapondan NHS, 44 students from Giporlos National Trade School. The respondents were selected randomly and all were Grade 10 students.

Research Instrument

This study utilized two instruments: the TOEFL Junior Test and Reading Anxiety Inventory to determine the reading comprehension and reading anxiety level in relation to reading an English material. The Test of English as a Foreign Language (TOEFL) Junior Test was used to measure reading comprehension is an objective and reliable measure of English Communication skill. The reading comprehension test is comprised of 42 items in multiple choice questions, each having four answer choices. This test is designed to measure the students' reading comprehension for instructional and academic purposes. Interpretation of scores and the formula for getting the reading comprehension test scores was adapted from Tegero (2021). Another instrument that was used in this study is the EFL Reading Anxiety Inventory by Zoghi (2012). The Reading Anxiety Scale has 23 items and each item has 4-point Likert scale to which students were given ample time to answer.

Data Gathering Procedure

In order to facilitate the collection of data, the researcher consulted and asked permission to the Dean of Graduate School and the panel members to conduct the study. Then, approval from the Research Ethics Committee was sought to ascertain that the study has met the guidelines set.

The researcher eventually submitted formal communication letters to the Dean of the Graduate School and the School's Division Superintendent of Eastern Samar Division to conduct the study. Upon approval of the request, the researcher personally talked to and asked permission from the school principals of the identified secondary schools and formally informed them by presenting communication letters about the conduct of the present study.

Then, to proceed with the data gathering, the researcher approached and informed the advisers about the conduct of the study. Data gathering commenced upon approval. The respondents were informed and oriented about the conduct of the study. The said data gathering will be in two parts. The first part is the Reading Anxiety Inventory (Zoghi, 2012) questionnaire pertaining the participants' reading anxiety in English and the second part is the reading comprehension test using the TOEFL Junior Test. These questionnaires were given to the participants and they were given ample time to accomplish the instruments. The researcher personally distributed, administered, and retrieved the research instruments. The participants were assured that their participation, refusal or withdrawal from participating in the study will not affect their grade nor cause them any harm or risk.

Measurement of Variables

To measure reading comprehension, the researcher utilized the TOEFL Junior Standard Test Part III: Reading Comprehension with 42 items. The interpretation of scores and the formula for getting the reading comprehension test scores was adapted from the study of Tegero (2021).

To measure the reading anxiety, the researcher adapted the English version of the EFL Reading Anxiety Inventory by Zoghi (2012) which consists of 23 items that are divided into three categories: Top-Down Reading Anxiety (Items 1-6), Bottom-Up Reading Anxiety Items 7-17) and Student Classroom Reading Anxiety (Items 18-23) with a four-point Likert scale with the following agreement options: 1) totally agree, 2) somewhat agree, 3) totally disagree and 4) somewhat disagree. The Reading Anxiety Inventory has 23 items in which items 1-6 is comprised of Top-Down Reading Anxiety category, items 7-17 is comprised of Bottom-Up Reading Anxiety category and items 18-23 belong to Classroom Reading Anxiety category.

In the reading comprehension test, student's achievement was scored by calculating the correct answer. The correct answer was scored 1 and the incorrect answer was scored 0. The highest score is 42 since there are 42 items in the comprehension test. The result of the students' reading comprehension test was taken from the total of correct answers divided by the total of number of items multiplied by 100.

Thus,

$$\text{Reading comprehension test score} = \frac{\text{Number of correct answers}}{\text{Number of test items}} \times 100$$

Interpretation that was used based on the students' reading comprehension test score was categorized as *excellent, good, average, fair, and poor* with the following score points:

Interpretation of Student Reading Comprehension Test Scores

Score	Interpretation
80-100	Excellent
66-79	Good
56-65	Average
45-55	Fair
0-44	Poor

To measure the students' reading anxiety, data from 313 collected instruments which were taken from the respondents' answer sheets were coded according to a four-point Likert scale, ranging from *Totally Agree* to

Totally Disagree. The scales will be coded as 1=Totally Agree (TA), 2=Somewhat Agree (SA), 3=Totally Disagree (TD), and 4=Somewhat Disagree (SD). Descriptive statistics was used to answer the research questions. Weighted mean and standard deviation were used to describe the respondents' anxiety level with corresponding adjectival interpretation as shown in the table below. Pearson correlation coefficient was used to examine the relationship between reading anxiety and reading comprehension.

Mean Range	Interpretation	Reading Anxiety Level
1.00-1.74	Totally Disagree	Low Anxiety
1.75-2.49	Somewhat Disagree	Moderate Anxiety
2.50-3.24	Somewhat Agree	High Anxiety
3.25-4.00	Totally Agree	Very High Anxiety

Analysis of Data

The data were coded, entered and analyzed using R-commander. The statistical tools below were used in trying to answer the problems of the study. The Alpha (α) value for test of significant relationships were set at 0.05 level of significance.

Frequency Count and Percentage. These descriptive statistical tools were utilized to describe the reading comprehension level of the respondents. Likewise, the level of reading anxiety of the Grade 10 students was assessed and tabulated using frequency count and percentage. Percentage was used to present the magnitude of a particular item in relation to the whole.

Mean was also used to measure the reading anxiety of the respondents on the following parameters: Top-down reading anxiety, Bottom-Up reading anxiety and Classroom reading anxiety.

Pearson Correlation Coefficient. Since both the data on reading comprehension and reading anxiety are ordinal, Spearman Correlation Coefficient was utilized to determine if there is significant relationship between the two variables among the Grade 10 students. When the p-value between two sub-variables is greater than the level of significance set at 0.05, we fail to reject the null hypothesis. Otherwise, it is rejected.

Ethical Considerations

Prior to the data gathering, the researcher requested ethical clearance and submitted the requirements needed from the Research Ethics Committee (REC) and was issued a certification with the reference number 0158-23-GS. This is to ensure that the research instrument used and the conduct of the research has met the ethical standards set by the University.

In adherence to the ethical measures, the following measures were accomplished: permission was sought from the authorities prior to the conduct of the study; consent letters were sent to the authorities and the subjects; the subjects were informed and oriented about the information to be obtained from them. They were also assured that their participation, refusal or withdrawal from participating in the study will not affect their grade nor cause them any harm or risk; subjects were made to accomplish consent forms before the start of data gathering; and, confidentiality was ensured in the gathering and treatment of data and the discussion of the result.

RESULTS AND DISCUSSION

This chapter presents, interprets, and discussed the significant findings of the study. The results are presented according to the specific questions that directed this study which focus on (a) the reading comprehension level of Grade 10 students, (b) the reading anxiety level of Grade 10 students, (c) the relationship between the reading comprehension level and reading anxiety level of Grade 10 students.

Reading Comprehension Level of Grade 10 Students

The test was distributed and administered to 313 Grade 10 students of Division of Eastern Samar to find out their reading comprehension. The test consisted of 42 items. The result of statistical analysis of students' reading comprehension is presented in Table 1.

Table 1. Reading comprehension level of Grade 10 students

Comprehension Rating	Frequency (N=313)	Percent	Comprehension level
80 – 100	26	8.31	Excellent
66 – 79	41	13.10	Good
56 – 65	52	16.61	Average
45 – 55	68	21.73	Fair
0 – 44	126	40.25	Poor

As shown on Table 1, out of 313 respondents, 8.31% (26) of the respondents registered an *Excellent* reading comprehension level. A total of 41 respondents or 13.10% reached at *Good* comprehension level while 16.61% (52) of the respondents were *Average* readers and 21.73% (68) were considered *Fair* readers. A significant figure of 40.25% (126) respondents marked at the *Poor* comprehension level considerably the highest in numbers among all levels, which can be inferred that most respondents have low reading comprehension.

The fact that so many students struggled on the reading comprehension test in this study is alarming. Accordingly, not all students in all situations will benefit from Piaget's (1983) cognitive development theory, which holds that people who are in the formal operational stage are highly capable readers and analytical thinkers. Based on students' reading comprehension scores, it can be assumed that there is an intervening factor influencing their comprehension performance.

Reading Anxiety Level of Grade 10 Students

The EFLRAI test questionnaire was distributed to 313 respondents to find out their reading anxiety. The questionnaire consists of three (3) categories: top-down reading anxiety, bottom-up reading anxiety and classroom reading anxiety; and is composed of 23 statements. The frequency of each category of students' reading anxiety is shown in the following table.

Table 2. Reading anxiety level of Grade 10 students

Mean Range	Frequency (N=313)	Percent	Anxiety level
3.25 – 4.00	2	0.64	Very High Anxiety
2.50 – 3.24	61	19.49	High Anxiety
1.75 – 2.49	190	60.70	Moderate Anxiety
1.0 – 1.74	60	19.17	Low Anxiety

It is clear from the table above that there were 2 or 0.64% out of the total number of respondents indicated a Very High Anxiety level, 61 or 19.49% fell under the category of having a High Anxiety level, 190 respondents or 60.70% have Moderate Anxiety and 60 respondents or 19.17% have shown Low Anxiety level based on the EFLRAI test.

From the given data, the bulk of the student-respondents revealed that they possessed under Moderate Anxiety. Out of 190 participants, 60.70% (190) are under Moderate Anxiety which covers a high proportion from the total number of participants.

In this research, reading anxiety was measured based on the three indicators as follows: top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety. The EFLRAI which consisted of 23 statements investigated the students' reading anxiety and looks into the participants' behavior and feelings. Specifically, the 23 statements were divided into the three categories mentioned: Top-Down Reading Anxiety (Items 1-6), Bottom-Up Reading Anxiety (Items 7-17), and Classroom Reading Anxiety (Items 18-23).

As shown on table below, it was found that the students' reading anxiety had reached to a grand mean of 2.16 which is interpreted as Moderate Anxiety. The same results yielded in the study of Aisyah (2017) where students level of reading anxiety peak into a Moderate Anxiety. Unknown vocabulary and fear of making error were among the main reasons as to why students experience reading anxiety.

Table 3 Students' Reading Anxiety

No.	Items	Mean Score	Anxiety Level
1	Top-Down Reading Anxiety	1.95	Moderate Anxiety
2	Bottom-up Reading Anxiety	2.04	Moderate Anxiety
3	Classroom Reading Anxiety	2.48	Moderate Anxiety
Grand Mean		2.16	Moderate Anxiety

A shown in Table 3, the three categories that served as indicators that affect the participants reading anxiety are as follows: Top-Down Anxiety with a mean score of 1.95, Bottom-Up Reading Anxiety with a mean score of 2.04 and Classroom Reading Anxiety with a mean score of 2.48. Based on the grand mean which is 2.16, it can be concluded that the students' reading anxiety fell under the category of Moderate Anxiety since the mean range for Moderate Anxiety category was between 1.75-2.49.

Although, all three reading anxiety indicators belonged to the same category which was said to be at Moderate Anxiety level, Classroom Anxiety has the highest mean score lodging at 2.16 therefore, the 190 participants under this category had experienced mostly Classroom Reading Anxiety. Same observation was noted in the study of Aisyah (2017) which revealed that the most common reason of anxiety among students is the fear of making error. This reason is under the Classroom Reading Anxiety as well.

Relationship between the Reading Comprehension Level and the Reading Anxiety Level of Grade 10 Students

Presented in Table 4 is the data that show relationship between the reading anxiety and the reading comprehension of the respondents. The predictive variable which is the Classroom Reading Anxiety recorded at .000 which is interpreted to be significantly related to reading comprehension. On the other note, Top-down Reading Anxiety (.092) and Bottom-up reading Anxiety (.419) were not significantly related to their reading comprehension. The null hypothesis that says: "There is no significant relationship between the reading anxiety and the reading comprehension" is accepted both in the Top-down Reading Anxiety and Bottom-up Reading anxiety levels, while it is rejected in terms of Classroom Reading Anxiety. Therefore, the Reading Comprehension of Grade 10 students was significantly related to their Classroom Reading Anxiety. However, Top-down reading anxiety and Bottom-up reading anxiety were not significantly related to their reading comprehension.

Table 4. Test on significant relationship between the reading anxiety and the reading comprehension of Grade 10 students

Variable 1	Variable 2	r-value	p-value	interpretation
Reading comprehension	Top-Down Reading Anxiety	-.095	.092	Not significant
	Bottom-up Reading Anxiety	-.046	.419	Not significant
	Classroom Reading Anxiety	.275	.000	Significant

Level of significance = 0.05

On the same note, a somewhat related results conducted by Petrus & Shah (2020) showing a weak negative correlation between reading anxiety and language competence. Specifically, learning English as Second Language (ESL) especially reading comprehension among secondary learners posits a challenge and a dilemma causing anxiety which affects the language competence among ESL secondary learners. Using EFLRAI (EFL Reading Anxiety Instrument) and SORS (Survey of Reading Strategies), the researchers found out the

relationship between reading anxiety, strategies and language competence among 139 rural ESL learners. The study concluded that the respondents experience medium level of reading anxiety when using English reading materials and the usage of reading strategies has a positive correlation to language competence.

SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter contains the summary, conclusion, and recommendation drawn from the findings and generalizations of this study.

Summary

This study investigated the relationship between the reading comprehension and reading anxiety of Grade 10 students of Eastern Samar Division. This study specifically sought to answer the following questions: What is the reading comprehension level of Grade 10 students? What is the reading anxiety level of Grade 10 students? Is there a significant relationship between the reading comprehension and reading anxiety of Grade 10 students? Based on the results of the study, what reading intervention program can be proposed?

This study was conducted across seven (7) secondary schools of Eastern Samar Division. With a sampled population of 313, the distribution of respondents are as follows: 45 participants were from Maydolong National High School, 45 from Balangkayan National High School, 45 from Lorente National High School, 45 from Pedro E. Candido Memorial National High School, 45 from General Macarthur National Agricultural School, 44 from Quinapondan National High School and 44 from Giporlos National Trade School.

This study employed quantitative research design specifically a descriptive correlational research design since it sought to determine the relationship between reading comprehension and reading anxiety. Two instruments were utilized in this study. Firstly, was the TOEFL Reading Comprehension Test which consists of 42 multiple choice items and the EFL Reading Anxiety Inventory (Zoghi, 2012) which consists of 23 items with a Likert-scale divided into three categories, namely: Top-Down Reading Anxiety (1-6), Bottom-Up Reading Anxiety (7-17) and Classroom Reading Anxiety (18-23).

The collected data were tabulated and analyzed using appropriate statistical measures. The comprehension test scores were analyzed using frequency count to determine the number of students whose reading comprehension can be identified as Excellent, Average, Good, Fair, and Poor. The reading anxiety levels were also analyzed using frequency count to determine the number of students whose reading anxiety level was Very High Anxiety, High Anxiety, Moderate Anxiety and Low Anxiety. The mean was used to obtain the students' reading anxiety while the Pearson product-moment correlation method was employed to establish if there was a relationship between reading comprehension and reading anxiety. The hypothesis of this study was tested at 0.05 level of significance.

The overall reading comprehension results of the respondents using the TOEFL Reading Comprehension Test were at the Poor level, which means that most of the students have low comprehension and need attention to improve their reading comprehension. The overall reading anxiety level was at Moderate Anxiety.

The hypothesis claiming that there is no significant relationship between reading comprehension and reading anxiety among Grade 10 students was accepted for Top-Down Reading Anxiety and Bottom-Up Reading Anxiety but rejected for Classroom Reading Anxiety.

Based on the findings of the study, a supplemental instructional reading guide focusing on a Humanistic-Affective Classroom Environment was proposed that would focus on giving teachers strategies on how to deliver constructive feedback, handle mispronunciations without causing embarrassment, and reduce public anxiety during oral sessions.

Conclusion

The following conclusions were derived from the results and findings gathered from this study:

1. Majority of the students did not perform well in the test since the overall reading comprehension of the respondents who took the TOEFL Reading Comprehension Test was labeled under the *Poor* reading level category at 40.25%. Most of the respondents have Moderate Anxiety at 60.70%. Although Bottom-Up Reading Anxiety and Top-Down Reading Anxiety showed no significant correlation to Reading Comprehension, Classroom Reading Anxiety showed significant relationship towards Reading Comprehension. It can be inferred from the results that there is no problem when it comes to learning to read and learning reading comprehension strategies but challenges lie on the process of teaching specifically in the affective domain and on what happens inside the classroom.
2. This study found out that Classroom Reading Anxiety and Reading Comprehension has a significant relationship. Classroom reading anxiety happens when students become highly anxious about what they experience inside the classroom and how the teacher deals with regards to vocabulary, translation, pronunciation, and the medium of instruction used by the teacher. A supplemental instructional reading guide focusing on a Humanistic-Affective Classroom Environment will serve as the output of the study. The said instructional reading guide will focus on giving teachers strategies on how to deliver constructive feedback, handle mispronunciations without causing embarrassment, and reduce public anxiety during oral sessions. If the supplemental guide will be utilized, reading comprehension will improve and in effect, reading anxiety will lessen.
3. Despite the fact that in general, there is no significant relationship between reading anxiety and reading comprehension in this study, anxiety must still be considered a factor that affects the performance of a student inside the classroom.

Recommendation

In light of the findings and conclusions of the study, the following recommendations are provided:

1. Since it has been found out that Reading Comprehension is significantly correlated to Classroom Reading Anxiety, teachers might look into the need for constructive criticisms and positive feedbacks since students suffer anxiety when teacher correct the manner of reading, mispronunciations and mistranslations, selection and level-appropriateness of a reading material, and the mode of instruction used. For students with low reading comprehension, it is recommended that a supplemental instructional material for reading comprehension must be crafted aimed to improve students' reading comprehension. Reading comprehension strategies may be developed and be utilized to help improve student reading comprehension.
2. Language teachers, specifically English teachers, must strengthen vocabulary lessons, employ reading strategies, and apply humanistic approaches that will help improve learners reading comprehension as well as their reading anxiety. The recently concluded HOTS-PLP Training that was cascaded by the Eastern Samar Division to all secondary schools of the division can be employed in all reading activities. Utilizing HOTS (Higher Order Thinking Skills) in reading activities no matter the learning area can activate learner's critical and creative skills therefore becoming independent learners.
3. Future researchers may investigate the three types of reading anxiety or other intervening variables related to reading anxiety that affect reading comprehension. Future researchers in the Division or the District may conduct correlational or experimental studies at the same grade level or other grade levels to measure the connection or relationship between reading comprehension and reading anxiety.

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