

Reading Anxiety, Reading Self-Efficacy And Vocabulary As Predictors Of Students' Reading Comprehension

Hasriati (hasriati.uho@gmail.com)

La Ode Sidu Marafat

Asrun Lio

Halu Oleo University, Indonesia.

ARTICLE INFO

Key words:

Reading Anxiety;

Reading Self-Efficacy;

Vocabulary; Reading Comprehension

DOI:

ABSTRACT

Many students assumed reading is not difficult process. In fact, reading process is not merely their understanding of each word and the surface structure denoted in a text, but it also includes the process of comprehension. Unfortunately, they also do not realize that during this process, reading anxiety, reading self-efficacy and vocabulary have been stated as some contributing factors. Thus, the current study examined whether reading anxiety, reading self-efficacy and vocabulary contribute towards students' reading comprehension and which one of these factors that serves as the better predictor of students' reading comprehension among 82 students of second semester of English department of Halu Oleo University. Questionnaires are employed for measuring students' reading anxiety and reading self-efficacy, vocabulary test for measuring students' vocabulary. Whereas, reading comprehension test for measuring students' reading comprehension. The result revealed reading anxiety contributes towards students' reading comprehension, reading self-efficacy contributes towards students' reading comprehension and vocabulary contributes towards students' reading comprehension. Vocabulary is higher than reading anxiety and reading self-efficacy in predicting students' reading comprehension when these factors are examined simultaneously. Importantly, this study leads to the conclusion that vocabulary is better and stronger

predictor of students' reading comprehension than students' reading anxiety and students' reading self-efficacy. Taking importance of vocabulary into consideration, therefore language teachers should put more emphasize on students' vocabulary, particularly endeavor to make their vocabulary knowledge wider and deeper.

1. INTRODUCTION

Achievement in foreign language learning has been a crucial issue for a long time (Capan & Karaca, 2013), although much has been done to encourage success, however, it is hardly possible to claim that satisfactory results have been achieved (Moghamad et al, 2012). Obviously, the result may be caused by affective factor that may reduce it (Singh & Thukral, 2009). A numerous of studies has been conducted to identify the role of this affective factor (Scovel, 1978; Krashen, 1985; Horwitz, et al., 1986; Du, 2009; Zhu & Zhou, 2012; Al-Shboul, et al., 2013).

In language learning, affective factors play a prominent role. For many years, researchers have considered one of affective factors like anxiety may provoke negative potential of learning a foreign language (Al-Shboul et al., 2013). Therefore, since anxiety has been found as affective factor that may influence language learning, it is fundamental to identify students who are anxious in a foreign language learning (Horwitz et al., 1986). It is extremely important because according to Affective Filter Hypothesis, affective factor such anxiety has function as a filter that reduces the amount of language input that learners are able to understand. When language learners have low level of anxiety, it means that they have low filter, therefore they will receive and take in plenty of input. On the other hand, learners with high level of anxiety, it means that they have high filter, therefore they obtain little input (Krashen, 1985). In brief, it is one of factors that may either endorse or obstruct language acquisition and language learning in general.

While in view of the fact that anxiety is believed as crucial factor in learning a foreign language, some studies have investigated foreign language anxiety in which the results of these studies revealed that anxiety is one of important factors in foreign language learning (Horwitz, et al. 1986; Pite, 1996; Capan & Karaca, 2012). However, the researches into the relationship of anxiety to foreign language learning provided inconsistent results. Pite (1996) has examined the relationship between achievement in oral English and Japanese EFL students' anxiety. No correlation was found between oral English performance and anxiety. Otherwise, Al-Shboul et al (2013) have conducted a study to identify foreign language anxiety and students' achievement. The results reported that foreign language anxiety had significant correlation to the students' learning process and outcomes, particularly when they learnt the target language. These diverse findings may partly be addressed to differences in the instrument, in this case the questionnaire use to measure anxiety.

Though the previous researchers have been explored the association between anxiety and students' achievement. However, the correlation of anxiety to specific skill such as reading comprehension begins to be critically questioned. Frequently, some

students assume reading as an easy process. They tend to consider it is only a process of understanding of each word and the surface structure represented in the reading text. In fact, it also includes the comprehension process and the ability of the readers to actually interact with the reading text by making their own interpretation on the meaning of the text (Rajab et al., 2012). Also, some students do not realize that during this process, anxiety has been stated as one of the affective factors which may hinder the reading process. This feeling makes students feel difficult to concentrate, to remember the ideas, even to learn something new (Huang, 2012).

Besides, anxiety, another psychological factor effects students' achievement in language learning is self-efficacy. It has the potential to play a key role in the learning process by helping or hindering students' progress (Bandura, 1982). In addition, self-efficacy or one's perception of his/her ability (Bandura, 1994) it is also significant to the educational process (Hedges & Gable, 2016) and it is considered as one of effective factor for academic achievement both in second language and foreign language (Yogurtcu, 2012). It is considerable important for teachers in that students with high self-efficacy actually participate in doing a task, therefore they achieve higher score than those students with low self-efficacy in fact try to avoid difficult task, so they get lower score (Raoofi et al., 2012).

Given significant role of self-efficacy, some studies have investigated the relationship self-efficacy and achievement which the result of these studies reported that students with high self-efficacy are more successful in English achievement (Multon et al., 1991; Doordinejad & Afshar, 2014). For example, Doordinejad & Afshar (2014) have attempted to investigate the relationship between self-efficacy and English achievement and the finding found that a statistically significant positive relationship between foreign language learners' self-efficacy and English achievement among the participants.

In term of reading comprehension, self-efficacy is considered as important factor. It causes of the students who understand the reading texts and interpret the meaning successfully, it means that they are developing their reading comprehension (Epçaçan & Demirel, 2011, in Yogurtcu, 2013). While the previous language researchers have been discovered the correlation between self-efficacy and students' achievement. Nevertheless, the association of self-efficacy to specific skill especially reading comprehension begins to be significantly argued. A few studies has documented and indicated there was a significant correlation between these variables (Shang, 2010; Zare & Mobarakeh, 2011; Ghonsooly & Elahi, 2012). Zare & Mobarakeh (2011) have conducted a research to investigate the relationship between self-efficacy and use of reading strategies. The result of the study reported that there was significantly positive correlation between self-efficacy and overall reading strategies use.

Additionally, vocabulary knowledge is assumed as a better predictor of reading comprehension (Chall 1987; Stahl 2003 as cites in Zhang & Anual, 2008). The importance of vocabulary knowledge has been highlighted and vocabulary has been considered as one of the most crucial component of language learning. "Vocabulary is an essential building block of language and, as such it makes sense to be able to measure learners' knowledge of it" (Schmitt et al., 2001, p.55).

Therefore, the role of vocabulary knowledge in reading comprehension is considered as a complex one. To understand text meaning, student must be able to decode the printed message. In addition, the presence of high unknown words in a text may seriously hinder comprehension (Alderson 2000; Day & Bamford 1998 as cite in Baleghizadeh & Goblin, 2010). Moghamad et al (2012) state that when a reader does not know many words in a text, such condition would hinder the effectiveness and efficiency of text processing, which leads to difficulties in the reader comprehending the text. Since word recognition and lexical access often prevent comprehension, providing vocabulary knowledge may help improve students' reading comprehension (Curtis & Longo, 2001 as cite in Sidek & Rahim, 2015).

Briefly, anxiety, self-efficacy, and vocabulary are important factors in language learning; in this case anxiety is functioned as affective filter to the extent that theory is concerned. Similarly, self-efficacy serves as cognitive factor as far as social cognitive learning theory is concerned. Also, vocabulary is considered as better predictor as far as readers may not understand any text without have enough vocabulary. Obviously, student who has low anxiety, high self-efficacy, and has good vocabulary knowledge is more likely to succeed in language learning. Meanwhile, student who has high anxiety, low self-efficacy, and does not have good vocabulary knowledge are more likely to fail.

While research into the correlation between anxiety to reading comprehension, the correlation between self-efficacy to reading comprehension , and the correlation between vocabulary and reading comprehension have been conducted, those researches tend to focus almost exclusively on correlating one of these factors to reading comprehension partially and little research, if any, has been conducted a research to investigate the relationship both of these factors to reading comprehension simultaneously. In other words, even though anxiety, self-efficacy, and vocabulary are considered vital to reading comprehension, the relative importance of these three variables is yet to be examined. In this case, we are yet to decide which of these factors function as the better predictor of students' reading comprehension. Thus, a research to examine the relative importance of these factors in predicting students' reading comprehension is considered crucial.

Thus, a research to examine the relative importance of these factors in predicting students' reading comprehension is considered crucial. This proposed study is guided by several research questions as follows:

1. Does reading anxiety explain total variance of students' reading comprehension?
2. Does reading self-efficacy explain total variance of students' reading comprehension?
3. Does vocabulary explain total variance of students' reading comprehension?
4. Do reading anxiety, reading self-efficacy, and vocabulary explain simultaneously total variance of students' reading comprehension?
5. Which variable serves as a better predictor of students' reading comprehension?

2. LITERATURE REVIEW

2.1 Anxiety as Affective Filter

Du (2009) says that basically, language learning is a process that not only involves objective factors, but also affective factors. He also adds that there are some affective factors in language learning that are like a filter which sort out the amount of input in students' brains. Principally, students with high affective filter will lower their intake, whereas students with low affective filter allow more input into their language acquisition device. This is parallel to hypothesis that was developed by Stephen Krashen in 1985. Actually, it is hypothesis as one of his five Input Hypotheses. In his hypothesis, he argues that one of obstacles that noticeable during language acquisition is the affective filter; that is a 'screen' that is influenced by emotional variables that may avoid learning. It is critical to remember that this hypothetical filter does not impact acquisition directly but rather avoids input from reaching the language acquisition part of the students' brains.

Furthermore, affective filter that was developed by Krashen consists of the variables of anxiety, motivation, and self-confidence. According to him that the most ideal affect condition is that learners have low anxiety level, with which students may do better in second language acquisition (Krashen, 1982 as cites in Lien). In brief, he tries to point out the importance of motivation, self-confidence and anxiety in language acquisition.

2.2 Correlation between Students' Anxiety and Reading Comprehensio

Anxiety is an affective factor that plays crucial role in the learning of foreign language, specifically reading comprehension. It is one of important factor to improve the students' learning. In addition, Brown (2007 as cites in Al-Shboul, 2013) also says that anxiety plays a major affective role among the affective factors in foreign language learning. Whereas, according to Liu & Huang (2011) state that "it is the most powerful predictor on the students' performance among the affective factors".

A number of studies have found out that it is widely considered and accepted by language researches that anxiety has significant relationship with foreign language learning (Huang, 2012). For example, Al-Shboul et al (2013) have conducted a study to identify foreign language anxiety and students' achievement and the results reported that foreign language anxiety affects the students' learning process and outcomes, particularly when they learnt the target language.

2.3 Self-Efficacy as Social Cognitive Theory

Self-efficacy is an important component of social cognitive theory that is introduced by Bandura. Social cognitive theory suggests reciprocal interactions among these influences: environment, behavior, and personal factors including psychological, cognitive, and affective aspects (Bandura, 1982). In this theory, human beings have the ability to affect and shape their environment rather than passively react to it. He also adds that behavior variables refer to what actually people do, environmental variables refer to the setting in which the behavior occurs, and personal/cognitive variables refer to how the person thinks about, perceives, or expect events to occur. By interacting these three variables (personal factor, environmental and behavioral), individuals' beliefs in their capabilities to perform a task (e.g. self-efficacy) determine the efforts and engagement they use for the task (Bandura, 1999; Schunk, 2003).

2.3 Correlation between Students' Self-Efficacy and Reading Comprehension

Self-efficacy is regarded as an influential element in the success of any activity. It is a crucial factor that contributes positively to the learning process in any educational context. In the learning process, self-efficacy plays a crucial role in building students' motivation. Meanwhile, in reading comprehension, reading self-efficacy is defined as students' perception of their reading abilities to perform various tasks, such as grasping the main idea, guessing the meaning of unknown word, and inferring the authors' attitudes toward their own written text. Some students have high reading self-efficacy and other lack of reading self-efficacy. In this case EFL students, those who have self-efficacy in their academic capabilities have positive expectations and believe they will perform various task even score high marks in their reading comprehension tests, on the other hand, those who lack of self-efficacy in their academic capabilities do not have positive expectations and do not believe they will perform various task even score low marks in their reading comprehension tests (Habibian & Roslan, 2013 as cite in Kargar & Zamanian, 2014).

2.5 Concept of Vocabulary

In area of language learning, vocabulary has been associated with success in foreign language with respect to different language skills in a large number of researches (Laufer & Goldstein, 2004; Saville-Troike, 1984; Nation & Meara, 2002). Accordingly, the importance of vocabulary knowledge has been highlighted and vocabulary has been considered as one of the most crucial component of language learning. "Vocabulary is an essential building block of language and, as such it makes sense to be able to measure learners' knowledge of it" (Schmitt et al., 2001, p.55). There are essentially a number of aspects that should be considered. In addition to the kinds of reading text, one of important considerations is the amount of vocabulary knowledge that a learner needs to have. Nation (2001) states that breadth or size of vocabulary knowledge is the number of words that language learners know. It is in line with Llach & Gallego (2009) who explains vocabulary knowledge refers to the number of words a learner knows and uses.

2.6 Correlation between Vocabulary and Reading Comprehension

Moghadam et al (2012) on the important role of vocabulary knowledge in reading comprehension performance, they posited that vocabulary learning is central in language acquisition, whether second or foreign language. Additionally, researchers tend to agree that vocabulary knowledge is a major prerequisite and causal factor in comprehension and that there is a relationship between vocabulary size and reading comprehension. It also is considered as a major component, suggesting that word difficulty affects text comprehension (Chall 1987; Stahl 2003 as cites in Zhang & Annual, 2014). Stahl (2003, p.246 as cites in Zhang & Annual, 2014) emphasizes that study from readability formulate have "found that the most important factor in determining the difficulties of a text is the difficulty of the words". Vocabulary knowledge is thus a reliable predictor of reading comprehension

3. METHODS

The proposed study used correlational research design, specifically prediction design which attempt to determine the extent of a relationship between two or more variables using statistical data. The study conducted in second semester of English Department of Halu Oleo University who enrolled in academic year 2016/2017. The total numbers of the population are 82 students. The study applied Foreign Language Reading Anxiety Scale (FLRAS), adopted by Saito et al. (1999) to assess students' reading anxiety, student's self-efficacy in reading comprehension adopted by Epçacan & Demirel, The Vocabulary Levels Tests (VLT) Version 2 (Schmitt, Schmitt, & Clapham 2001) to assess students' vocabulary knowledge, reading comprehension test and open-ended questions.

3.1 Procedures of Data Collection

1. Firstly, the questionnaires of reading anxiety and reading self-efficacy are distributed to the students and they needed to fill out the questionnaires. Students are asked to indicate their level of agreement or disagreement with each statement in the questionnaires. It took 30 minutes.
2. After completing the questionnaires, the second instrument namely vocabulary test which is consist of 20 items are distributed to the students. The vocabulary test took 30 minutes.
3. Next meeting, the third instrument namely reading test which is consist of 20 items are distributed to the students. The reading test took 45 minutes.
4. The last instrument namely open-ended questions are distributed to the students after answering the reading test. It is necessary to make sure students answered their questionnaires consistently. It took 30 minutes.

3.2 Data Analysis

Inferential analysis aims to test hypothesis using regression analysis both *simple regression* and *multiple regression* analysis. Simple regression analysis will be applied for the purpose assessing the relationship between one dependent variable and one independent variable (Gaur and Gaur, 2009). Meanwhile, a multiple regression analysis will be employed because it is a statistical method in which scores on one variable (independent variable) are used to predict scores on dependent variable.

4. FINDINGS AND DISCUSSION

4.1. Findings

4.1.1. Reading Anxiety Explains Total Variance of Reading Comprehension

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.187 ^a	.035	.023	7.719

a. Predictors: (Constant), ReadingAnxiety

b. Dependent Variable: ReadingComprehension

Based on the result of simple regression analysis on SPSS 16, reading anxiety explains total variance of students' reading comprehension as much as 3.5%. Overall description of the result of the first hypothesis testing is that reading anxiety explains total variance of students' reading comprehension as much as 3.5%, and the rest as much as 96.5% are explained by another factor.

4.1.2. Reading Self-Efficacy Explains Total Variance of Reading Comprehension

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.208 ^a	.043	.031	7.687

a. Predictors: (Constant), ReadingSelfEfficacy

b. Dependent Variable: ReadingComprehension

Based on the result of simple regression analysis on SPSS 16, reading self-efficacy explains total variance of students' reading comprehension as much as 4.3 %. Overall description of the result of the second hypothesis testing is that reading self-efficacy explains total variance of students' reading comprehension as much as 4.3 %, and the rest as much as 95.7 % are explained by another factor.

4.1.3 Vocabulary Explains Total Variance of Reading Comprehension

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.549 ^a	.301	.293	6.568

a. Predictors: (Constant), Vocabulary

b. Dependent Variable: ReadingComprehension

Based on the result of simple regression analysis on SPSS 16, vocabulary explains total variance of reading comprehension as much as 30.1 %. Overall description of the result of the third hypothesis testing is that students' vocabulary explains total variance of students' reading comprehension as much as 30.1 %, and the rest as much as 69.9 % are explained by another factor.

4.1.4 Reading Anxiety, Reading Self-Efficacy, and Vocabulary Explain Total Variance of Students' Reading Comprehension

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.560 ^a	.314	.288	6.592

a. Predictors: (Constant), Vocabulary, ReadingAnxiety, ReadingSelfEfficacy

b. Dependent

Variable:

ReadingComp
rehension

The multiple regression analysis revealed reading anxiety, reading self-efficacy and vocabulary explain total variance of students' reading comprehension simultaneously as much as 0.314 or 31.4%. Overall description of the result of the fourth hypothesis testing is that reading anxiety, reading self-efficacy and vocabulary explain simultaneously students' reading comprehension as much as 31.4% and the rest as much as 68.6% is explained by other factors.

4.1.5. Students' Reading Anxiety, Reading Self-Efficacy and Vocabulary as Predictors of Students' Reading Comprehension

Coefficients^a

		Unstandardized Coefficients		Standardized Coefficients	Collinearity Statistics	
		B	Std. Error	Beta	Tolerance	VIF
1	(Constant)	34.509	8.560			
	ReadingAnxiety	.102	.110	.089	.961	1.040
	ReadingSelfEfficacy	.051	.079	.063	.926	1.080
	Vocabulary	.418	.079	.517	.915	1.093

a. Dependent Variable: ReadingComprehension

It can be seen clearly that the coefficient of students' vocabulary (0.418) is higher than reading anxiety coefficient (0.102) and reading self-efficacy (0.051). Thus, vocabulary serves as a slightly stronger predictor for students' reading comprehension despite the fact that reading anxiety and reading self-efficacy can also serve as a good predictor.

4.2 Discussion

In this discussion, the researcher will explore and expand the findings in before subsection. In this study, the aims of the study to examine how much contribution of these three constructs, namely reading anxiety, reading self-efficacy, and vocabulary knowledge towards reading comprehension and to observe which one of these constructs as better predictor of reading comprehension.

The first hypothesis testing revealed that students' reading anxiety explains total variance of students' reading comprehension as much as 0.035 or 3.5% and there

is a possibility that as much as 96.5% of the variance is explained by other factors not included in the model.

Regression analysis did not only reveal how much students' reading anxiety explains total variance of students' reading comprehension, but it also revealed a correlation between students' reading anxiety and their reading comprehension ($R = 0.187$). Therefore, the correlation between students' reading anxiety and their reading comprehension can be interpreted; students who have low reading anxiety tend to have higher reading comprehension scores. Statistically, based on the *Coefficient* testing on simple regression, an increase of one unit of students' reading anxiety will be followed by an increase of students reading comprehension as much as 0.215. However, it should be noted that the R value on *Summary Table of Simple Regression* analysis is only used to find the degree of correlation between variables, not to measure any causal relationship. In other words, the statistical procedure is used only to investigate the strength of the correlation between two variables. It does not measure whether one variable influences the other.

The second hypothesis testing revealed that students' reading self-efficacy explains total variance of students' reading comprehension as much as 0.043 or 4.3% of the total variance of students' reading comprehension can be amounted for reading self-efficacy and the rest as much as 95.7% is explained by other factors not included in the model.

Regression analysis did not only reveal how much students' reading self-efficacy explains total variance of students' reading comprehension, but it also revealed correlation between students' reading self-efficacy and their reading comprehension ($R = 0.208$). Therefore, the correlation between students' reading self-efficacy and their reading comprehension can be interpreted as follows: students who have high reading self-efficacy tend to have higher reading comprehension scores. Statistically, based on the *Coefficient* testing on simple regression, an increase of one unit of students' reading self-efficacy will be followed by an increase of students reading comprehension as much as 0.169. However, it should be noted that the R value on *Summary Table of Simple Regression* analysis is only used to find the degree of correlation between variables, not to measure any causal relationship. In other words, the statistical procedure is used only to investigate the strength of the correlation between two variables. It does not measure whether one variable influences the other.

Besides, the present study also indicates that students' vocabulary explains total variance of reading comprehension. The next hypothesis testing revealed that students' vocabulary explains total variance of students' reading comprehension as much as 0.301 or 30.1% of the total variance in the reading comprehension can be accounted for vocabulary and the rest as much as 69.9% is explained by other factors not included in the model.

Regression analysis did not only reveal how much of students' vocabulary explains total variance of students' reading comprehension, but it also revealed a fairly strong correlation between students' vocabulary and their reading comprehension ($R = 0.549$). Therefore, the correlation between students' vocabulary and their reading comprehension can be interpreted as follows: students who have many vocabularies tend to have higher reading comprehension scores. Statistically, based on the *Coefficient* testing on simple regression, an increase of one unit of students' vocabulary

will be followed by an increase of students reading comprehension as much as 0.444. However, it should be noted that the R value on *Summary Table of Simple Regression* analysis is only used to find the degree of correlation between variables, not to measure any causal relationship. In other words, the statistical procedure is used only to investigate the strength of the correlation between two variables. It does not measure whether one variable influences the other.

Next, the fourth hypothesis reading anxiety, reading self-efficacy and vocabulary explain total variance of students' reading comprehension simultaneously as much as 0.314. In other words, 31.4% of the total variance in the reading comprehension can be amounted for reading anxiety, reading self-efficacy and vocabulary simultaneously and the rest as much as 68.6% is explained by other factors not included in the model.

Regression analysis did not only reveal how much reading anxiety, reading self-efficacy and vocabulary explain total variance of students' reading comprehension simultaneously, but it also revealed correlation among students' reading anxiety, reading self-efficacy and vocabulary and their reading comprehension ($R = 0.560$). Therefore, the correlation among students' reading anxiety, reading self-efficacy and vocabulary and their reading comprehension can be interpreted as follows: students who have low reading anxiety, high reading self-efficacy and many vocabularies tend to have higher reading comprehension scores. Statistically, based on the *Coefficient* testing on simple regression, an increase of one unit of students' reading anxiety, reading self-efficacy and vocabulary will be followed by an increase of students' reading comprehension as much as 0.102, 0.051 and 0.418.

Finally, vocabulary appears to be a better predictor of students' reading comprehension for the second semester students of Halu Oleo University implies that if students have many vocabularies that they have the ability to accomplish a particular skill or task they will be more likely to succeed in their learning, especially when it comes to reading comprehension.

4. CONCLUSION AND RECOMMENDATIONS

In this chapter includes the conclusion of the study based on the findings on the previous section and the recommendation of the study was conducted.

4.1 Conclusion

The present study was attempted to investigate how much reading anxiety, reading self-efficacy, and vocabulary knowledge explained total variance of students' reading comprehension. In addition, this study also investigated which one of reading anxiety, reading self-efficacy, and vocabulary served as better predictor of students' reading comprehension. Based on the findings, data analysis, and discussion of this research, it could be drawn that vocabulary serves as a better predictor of students' reading comprehension.

Vocabulary explained around 30.1% of the total variance of students' reading comprehension, whereas reading anxiety only accounted for 3.5% of the total variance of students' reading and reading self-efficacy only accounted for 4.3% of the total variance of students' reading comprehension. As such, adequate vocabulary knowledge appeared to be one of the basics for successful reading

comprehension (Ma & Lin, 2015). It is in line with Meara (1996, p.37) notes that “learners with big vocabularies are more proficient in a wide range of language skills than learners with smaller vocabularies”.

5.2 Recommendations

Based on the research findings and discussion of the study above, the researcher proposes some suggestions to improve the quality of learning reading as follows:

1. It is suggested that further studies involving larger populations and randomization of subject be conducted so that the generalizability of the findings can be made with a higher degree of confidence.
2. Additionally, further studies might also expand the model by including constructs that have been identified in the literature including, but not limited to, motivation, self confidence, self esteem, grammar knowledge, motivational intensity, attitude towards the language, and self regulation.

5.3 Limitation of the Study

After the researcher conducted the research, there is limitation of the study. This study only examined reading anxiety, reading self-efficacy and vocabulary explain total variance of students’ reading comprehension. It did not cover the gradation of students’ reading anxiety, reading self-efficacy and vocabulary in the result, therefore the next researcher is expected to conduct a study that cover it

References

- Ahmad, I. S., Al-Shboul, M. M., Nordin, M. S., Rahman, Z. A., Burhan, M., & Madarsha, K. B. (2013). The Potential Sources of Foreign Language Reading Anxiety in Jordanian EFL Context: A Theoretical Framework. *English Language Teaching*, 6(11), 89-110.
- Ahn, H. S. (2013). Examining Measurement Properties of English Self-Efficacy Scale for English Learners in Korea. *International Journal of Educational Research* 59(24-34).
- Alderson, C. J. (2000). *Assessing Reading*. Cambridge, United Kingdom: Cambridge University Press.
- Al-Harthy, I. S., & Aldhafri, S. S. (2014). The Relationship among Task-Value, Self-Efficacy and Academic Achievement in Omani Students in Sultan Qaboos University. *International Review of Social Sciences and Humanities*, 7(2), 15-22.
- Alqahtani, M. (2015). The Important of Vocabulary in Language Learning and How to be Taught. *International Journal of Teaching and Education*, 3(3), 21-34.
- Alrabai, F. (2014). A Model of Foreign Language Anxiety in the Saudi EFL Context. *English Language Teaching*, 7(7), 83-101.
- Al-Shboul, M. M., Ahmad, I. S., Nordin, M. S., & Rahman, Z. A. (2013). Foreign Language Anxiety and Achievement: Systematic Review. *International Journal of English Linguistics*, 3(2), 32-45.