

REFERENCES

- Aisyah, J. (2017). Students' Reading Anxiety in English Foreign, 5(1), 56–63. URL: <http://ejournal.upi.edu/index.php/L-E/article/view/9903>
- Altunkaya, Hetice, 2018. Sources of Reading Anxiety among the Learners of Turkish as a Foreign Language. *Asian Journal Education and Training*. 3(4), 161-169, DOI: 10.20448/journal.522.2018.43.161.169
- Ausbrooks-rusher, M., Schimmel, C., Edwards, S., Prentza, A. I., Belé, A., & Yuan, L. (2012). Theory and Practice in Language Studies, 2(7).
- Al-Sohbani, Y. (2018). Foreign Language Reading Anxiety among Yemeni Secondary School Students. *International Journal of English Language & Translation Studies*. 6(1).57-65.
- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice-Hall
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W.H. Freeman and Company.
- Bandura, A. (1993) Perceived Self-Efficacy in Cognitive Development and Functioning, *Educational Psychologist*, 28:2, 117-148, DOI: 10.1207/s15326985ep2802_3
- Brookhart, S. (2010) How to Assess Higher-Order Thinking Skills in Your Classroom. Alexandria, VA: ASCD
- Candiasa, I. M. (2011). Pengujian Instrumen Penelitian Disertai Aplikasi Iteman dan Bigsteps. Singaraja: Undiksha Press.
- Cubukcu, F. (2008). Enhancing vocabulary development and reading comprehension through metacognitive strategies. *Issues in Educational Research*, 18(1), 1-11.
- Ghabdian, F., & Ghafournia, N. (2016). The Relationship between Iranian EFL Learners' Self-Efficacy Beliefs and Reading Comprehension Ability. *English Language Research*, 5(1), 38-50. <https://doi.org/10543/elr.v5n1p38>
- Ghorbandordinejad, F., & Afshar, H. (2017). On the Relationship between Self-efficacy, Perfectionism, and English Achievement among Iranian EFL Learners, 11(2), 103–129.

- Ghonsooly, B., Elahi, M. (2010). Learners' Self-efficacy in Reading and its relation to Foreign Language Reading Anxiety and Reading Achievement*. *Journal of English Language Teaching and Learning*, 2(217), 45-68.
- Habibian, M., & Roslan, S. (2014). The Relationship between Self-Efficacy in Reading with Language Proficiency and Reading Comprehension among ESL Learner 's, 03(February 2015).
- Human Resources. (2019). WETA: *The Definition of Competencies and Their Application at NU*, Retrieved from: <https://hr.unl.edu/compensation/nuvalues/corecompetencies.shtml/>
- Horwitz, E. K, Horwitz, M.B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132. Retrieved from <http://www.jstor.org/stable/327317>.
- Hinkle, et al. (1979). *Applied Statistics for the Behavioral Sciences*. New York: Houghton Mifflin Company.
- Kemendikbud 2013. 2015, Evaluasi Kurikulum 2013 Sudah Tuntas. Retrieved from: <https://www.kemdikbud.go.id/main/blog/2015/12/mendikbud-evaluasi-kurikulum-2013-sudah-tuntas>
- Keo, S. (2017). *What are Writing and Reading Competencies?*, Retrieved from: <https://www.theclassroom.com/reading-writing-competencies-17564.html>
- Khamisi, H. Al, Barwani, T. Al, & Mekhlafi, A. Al. (2016). EFL Reading Achievement: Impact of Gender and Self-efficacy Beliefs, 15(3), 54–73.
- Latifa, N., & Manan, A. (2018). Teaching Narrative Text by Using Preview, Question, Read, State, And Test (PQRST) Technique. *English Education Journal*, 2(9), 243–260.
- Liao, C. H., & Wang, Y. H. (2018). Using Comprehension Strategy for Students' Self-Efficacy, Anxiety, and Proficiency in Reading English as a Foreign Language. *Social Behavior and Personality an International Journal*. 43(3):447-458. DOI:10.2224/sbp.6648
- Lindawati, P., Tantra, D. K., & Ratminingsih, M. (2017). An Experimental Study on The Effect of Parts Strategy and Anxiety on Reading Competency.
- Lien, H. (2016). Effects of EFL Individual Learner Variables on Foreign Language Reading Anxiety and Metacognitive Reading Strategy Use. <https://doi.org/10.1177/0033294116659711>
- Martinez, G., Czelusniak, V. L., Dissertation, D., Digiacomio, F. A., Member, C., & Moskowitz, H. J. (2019). The Relationship among Reading Self-Efficacy, Reading Anxiety, and Reading Comprehension Performance.

- Mohammadpur, B., & Ghafournia, N. (2015). An Elaboration on the Effect of Reading Anxiety on Reading Achievement, 8(7), 206–215. <https://doi.org/10.5539/elt.v8n7p206>
- Mikulecky, B. S. (2008). Teaching reading in a second language. London: Pearson.
- Mills, N. A., Pajares, F., Herron, C., Mills, N., & Herron, C. (2006). A reevaluation of the role of anxiety: Self-Efficacy, anxiety and their relation to reading and listening proficiency A Reevaluation of the Role of Anxiety: Self-Efficacy, Anxiety, and Their Relation to Reading and Listening Proficiency.
- Muhlis, A. (2017). Foreign Language Reading Anxiety. *English Franca*, 1(1), 19–44.
- Murtono. (2015). Cooperative learning model toward a reading comprehension on elementary school. *Journal of Education and Practice*, 6(18), 208-216.
- Naseri, M. (2012). The Relationship Between Reading Self-Efficacy Beliefs, Reading Strategy Use and Reading Comprehension Level of Iranian EFL Learners, 2(2). <https://doi.org/10.5430/wje.v2n2p64>
- Nugrahanto, S. (2019). Indonesia PISA Result and Impact on The Reading Learning Program in Indonesia, 297(Icille 2018), 373–377.
- Ragawanti, D. T. (2013). A Deeper Look at the 2013 Curriculum: Principles and Classroom Activities Design. Indonesia: The 7th International Seminar 2013.
- Rumahlatu, D., Huliselan, E. K., & Takaria, J. (2016). An Analysis of the Readiness and Implementation of 2013 Curriculum in The West Part of Seram District, Maluku Province, Indonesia. *International Journal of Environment & Science Education*, 11(12), 5662–5675
- Saito, Y., Horwitz, E.K., & Garza, T. J. (1999). Foreign language reading anxiety. *The Modern Language Journal*, 83, 202-218.
- Sari, Y. M., & Valentino, E. (2016). An Analysis of Students Error In Solving PISA 2012 And Its Scaffolding, 1(2), 90–98.
- Schraw, G., & Daniel R. (2011) Assessment of Higher Order Thinking Skills. Retrieved from: https://books.google.co.id/books?id=6wAoDwAAQBAJ&printsec=copyright&hl=id&source=gbs_pub_info_r#v=onepage&q&f=false
- Schleicher, A. (2012). PISA 2012 Results in Focus: What 15-year-olds know and what they can do with what they know. Retrieved from: <http://www.oecd.org/pisa/keyfindings/pisa-2012-results-overview.pdf>

- Schleicher, A. (2016). PISA 2015 Results in Focus. Retrieved from: <http://www.oecd.org/pisa/pisa-2015-results-in-focus.pdf>
- Schleicher, A. (2018). PISA 2018 Insights and Interpretations. Retrieved from: <https://doi.org/10.1787/5f07c754-en>.
- Shri. R. (2010). Anxiety: Caused and Management. *International Journal of Behavioral Science*, 5 (1).
- Song, Jayoung. (2018). Relationships among reading anxiety, reading processing, and reading comprehension. *Foreign Languages Education*, 25(2), 83-113.
- Sparks, R. L., Patton, J., & Luebbers, J. (2018). L2 anxiety and the foreign language reading anxiety scale: Listening to the evidence, (August). <https://doi.org/10.1111/flan.12361>
- Yazdanpanah, K. (2007). The Effect of Background Knowledge and Reading Comprehension Test Item on Male and Female Performance. *The Reading Matrix*, 7 (2).
- Zare, M., & Mobarakeh, S. D. (2011). The Relationship Between Self-Efficacy and Use of Reading Strategies: The Case of Iranian Senior High School Students, 3(3), 98–105. <https://doi.org/10.3968/j.sll.1923156320110303.148>

