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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one part of the skills in English, which is very important in language. It is one of the common ways to get information, for pleasure or for interest. According to Dubin and Bycina (1991) in Abdul Hadi (2006, P.62), reading is often the chief goal of learners in countries where English is taught as a foreign language. Thus, reading is an important subject to be learnt by the students, because it can help them to get new information. Weaver (2009, P.13) defined reading is an active meaning constructing process from a sociocognitive perspective. Bernhardt (1991) stated that readers played an important role in reading comprehension. Goodman and Smith in Woolley (2011, P.19) noted that comprehension is, therefore, more effective when readers use what they already know about the text theme to conceptualise the gist of the present text.

According to Spielberger in hadidi and barzegar (2015, P.50), anxiety is defined as —the subjective feeling of tension, apprehension, nervousness, and worry that are experienced by an individual, and the —heightened activity of the autonomic nervous system that accompanies these feelings. Saito et al (1999) first raised the issue of foreign language reading anxiety, the anxiety that learners experience when reading a foreign language. They stated two reasons why reading

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can be anxiety provoking to foreign language learners: the unfamiliar writing scripts and unfamiliar cultural background.

Jingjing Cui's in Sita Praditha N (2014, P.2) stated anxiety has been considered influencing students in learning new language. In addition, John. J. DeBoer and Martha Dallmann state that "One cannot learn well, in reading or in anything else if he is distracted by anxieties, frustrations, and the sense of failure". Thus, it is important to know further about anxiety, its causes and its relationship with reading comprehension. Thomas J. Huberty stated that in the school context, students will become anxious when they are being assessed or when they are taking a test or public performance. Accordingly, when students are taking a reading test, they may feel nervous or else anxious when they deal with one or several materials of the test that they do not understand completely. Furthermore, in teaching and learning process, reading is an important way to improve general language skill in English. In reading, the students must be able to have an understanding of what they read as they read it. It is important to understand the relationship between reading anxiety and reading comprehension.

According to Grace Meo (2008, P.5), reading comprehension is a prerequisite skill for academic success in all areas of the curriculum and a significant challenge for many students, even at the high school level. This statement is supported by Diane Snowball (2005, P.5), the comprehension instruction needs to continue in all grades and by teachers in many curriculum areas because the levels of difficulty and complexity of texts increase as your

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students' reading develops and they are expected to read various types of texts in different subjects. This instruction needs to be sufficiently long term so that students' comprehension processes will become automatic.

The State Islamic Junior High School is one of the educational institutions in Siak Sri Indrapura regency that uses Curriculum 2013 in the process of teaching and learning. English subject is also taught based on Curriculum 2013. Reading skill is one of the English Language skills which is taught and mastered by the students in this school. According to Kurikulum 2013 (2012, P. 62), students are expected be able to comprehend the meaning and generic structure / language feature of descriptive text to reveal its routine activities.

Based on the writer's preliminary study at the State Islamic Junior High School of Siak Sri Indrapura, the researcher has found that students had anxiety in reading english texts, so they were not able to interpret in reading comprehension. The researcher interviewed the students on April 19th 2016. It can be seen from the phenomena as follow:

1. Some of the students were unable to identify the main idea of the text, because they worried about making a mistake.
2. Some of the students did not want to read loud when teacher asked them because they felt anxious.
3. Some of the students were unable to answer the question from based on the text, because they were not confident with their selves.
4. Some of the students felt nervous.



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All of the explanation above, the researcher conducted an correlational research, because this research was not yet investigated by other previous researchers in Siak Sri Indrapura. Based on the theories, curriculum, and writer's preliminary study at State Islamic Junior High School of Siak Sri Indrapura, it is important to carry out a research entitled: "**The Correlation between Reading Anxiety and Reading Comprehension of the Second Grade Students at the State Islamic Junior High School of Siak Sri Indrapura**".

B. Problems

1. Identification of Problem

Based on the background of the study described above, the problems of the study can be identified in following questions:

- a. What made the students unable to identify the main idea of the text ?
- b. What made the students not want to read loud when teacher asked them and they felt anxious?
- c. What made the studentsunable to answer the question from based on the text and not confident with their selves ?
- d. What made the students feel nervous?

2. Limitation of Problem

This research is a correlational research which is focused on the correlation between reading anxiety as Variable X and reading comprehension as Variable Y. Reading anxiety was measured based on the indicators mentioned by Guimba and Alico (2015, P. 51). Whereas, reading

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comprehension was focused on measuring students' ability in identifying meaning of texts.

3. Formulation of Problem

Based on the limitation of problem, here is the formulation of problem that the researcher wants to find out :

- a. How is students' reading anxiety at the second grade of State Islamic Junior High School of Siak Sri Indrapura?
- b. How is students' reading comprehension at the second grade of State Islamic Junior High School of Siak Sri Indrapura?
- c. Is there any significant correlation between reading anxiety and reading comprehension of the second grade students at the State Islamic Junior High School of Siak Sri Indrapura?

C. Objective and Significance of the Research

1. Objective of the Research

Based on the formulation of the problem, the objectives of the research can be presented as follows:

- a. To find out the students' reading anxiety at the second grade of State Islamic Junior High School of Siak Sri Indrapura.
- b. To find out the students' reading comprehension at the second grade of State Islamic Junior High School of Siak Sri Indrapura.



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c. To find out the significant correlation between reading anxiety and reading comprehension of the second grade students at the State Islamic Junior High School of Siak Sri Indrapura.

2. Significance of the Research

- a. Hopefully, this research is able to benefit the researcher as a novice researcher especially in learning how to conduct a research.
- b. These research findings are also hopefully useful and valuable especially for students and the teachers of English of the Second Grade at the State Islamic Junior High School of Siak Sri Indrapura.
- c. Finally, these research findings are also expected to be the practical and theoretical development of the theories in the field of language teaching.

D. Definition of Key Terms

1. Correlation

According to Creswell (2012, P.338), “Correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently”. In this research, it focuses on correlation between reading anxiety and reading comprehension.

2. Reading Anxiety

According to Zbornik (2001) in Susan Santarpia and Kitty Voos, reading anxiety is a specific phobia, situational type, toward the act of reading. It has been defined as an unpleasant emotional reaction toward reading that results



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when the student's intellectual drives of curiosity, aggression and independence become associated either singularly or in combination with *significant other* disapproval and the reading process. Significant other is defined as a person or persons who have a significant emotional influence over the student's behavior or belief system.

3. Reading Comprehension

According to De Corte et al (2001) in Woolley G (2011, P.17), reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors. This research is focused on students' ability in identifying the purpose of the text. So, the researcher used multiple choice for adjusting the school. In this research, the researcher did not use selecting texts, writing items, possible techniques, short answer, gap filling, and information transfer.

E, Reason for Choosing the Title

The reasons why researcher is interested in carrying out this research are:

1. This topic needs to be discussed because the researcher wants to know the correlation between reading anxiety and their reading comprehension.
2. This research is very important to do because it is one of the requirements of academic demands.
3. The title of this research is relevant to the researcher's status as a student of English Education Department.