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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

The theoretical framework of this research includes some parts, they are: the nature of reading comprehension, strategy for reading comprehension, assessing levels of reading comprehension, the nature reading anxiety, level of anxiety, the causes of anxiety, assessment of anxiety, and correlation between reading anxiety and reading comprehension. Each of those parts are presented in more detail in the following sub sections:

1. The Nature of 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 increases as your 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.

Additionally, Chiara Meneghetti, Barbara Carretti, and Rosanna De Beni (2006, P.291) defined reading comprehension is a complex cognitive ability

requiring the capacity to integrate text information with the knowledge of the listener/reader and resulting in the elaboration of a mental representation. The studies on reading comprehension have often adopted an individual differences viewpoint as an attempt to account for the processes and components that might differentiate skilled and less skilled readers, the latter usually named ‘poor comprehenders’ (Oakhill, Cain, and Bryant, 2003). Poor comprehenders are those individuals who have an average IQ but are specifically impaired in understanding the meaning of the text.

Hesham Suleiman Alyousef (2006, P.64) stated that reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). Since reading is a complex process, Grabe argues that “many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills” in reading; consequently researchers proposed at least six general component skills and knowledge areas:

- a. Automatic recognition skills
- b. Vocabulary and structural knowledge
- c. Formal discourse structure knowledge
- d. Content/world background knowledge
- e. Synthesis and evaluation skills/strategies
- f. Metacognitive knowledge and skills monitoring

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Rebecca J. Baier (2005, P.1) stated that reading comprehension is a skill that is critical in the educational success of all individuals. Without adequate reading comprehension skills, students can struggle in many subject areas.

On the other hand, reading comprehension is an important skill needed for all areas of school. Subjects, other than reading or literature, where comprehension skills are significantly important included science, social studies, and math.

2. Strategy for Reading Comprehension

According to Mary Shea and Nancy Roberts (2016, P.8), the letters of FIVES represent a competency or skill for understanding concepts, the message, and vocabulary in text. They also represent making personal connections with background knowledge and experiences as well as elaborating and expanding to construct personal meaning and express it succinctly and accurately.

- a. *F* stands for facts. Before readers can move to higher levels of thinking on Bloom's revised taxonomy, they need to initially acquire facts to work with—as grist for engaging in deeper levels of meaning making. The Fact level is expressed as a verb (remembering) rather than as a noun (knowledge) in the revised taxonomy the revisions appreciate that each level involves a cognitive process performed from recalling facts to higher levels of thinking (Anderson et al., 2001).

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- b. *I* represents inference. Readers read between the lines, adding what's in the text content (tc) to what's in their mind (background knowledge [bk] and experience [e]) to construct an inference.
- c. *V* is for vocabulary. "Words are important; they have power" (Shea, 2011, P.194). Authors use precise words to clarify their message, lessening the potential for misunderstanding. Some words may be new or unfamiliar in the context in which they're found. It's incumbent on the reader to fully understand words, terminology, and expressions as used in the context of the text read. Students who have limited vocabularies struggle to understand grade-level text, particularly informational selections.
- d. *E* stands for experience. Readers elaborate, expand, evaluate, and make connections based on experiences (from background knowledge and life). If we went to the Guggenheim Museum of Modern Art and looked at an abstract painting, we could similarly list the shapes, colors, and medium observed in an abstract painting-the text content. However, our interpretations would differ. The work would evoke personal emotions, memories, and associations; such variations are accepted and respected.
- e. *S* is for summary. Shea (2012) stated, "In a summary, the reader rephrases the gist of the text with a modicum of inference—or none at all". Readers reveal the accuracy, extent, and depth of their comprehension, ability to discern main ideas and significant details, and degree of clarity in

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expressing what they've gleaned from the text. Effective summaries involve much more than merely lifting details from the text.

3. The Components of Reading Comprehension

According to King and Stanley (1989), reading has five components contained in reading texts, they are:

a. Finding main idea

Recognition of the main idea of a paragraph is very important because it helps you not understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also relative significance as expressed by the writer.

b. Finding detail information

Detail information requires readers to scan specific details. The detailed information questions are generally prepared for students and those, which appear with WH question word. There are many types of questions: reason, purpose, result, time, comparison, etc in which the answer can be found in the text.

c. Finding the meaning of vocabulary in context

It means that the reader could develop his or her guessing ability to the word, which is not familiar to him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The

words have nearly equivalent meaning when it has or nearly the same meaning.

d. Identifying references

In English, as in other, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as it, she, he, they, this, etc.

e. Making inference

Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions, draw logical inferences and make accurate prediction. Prediction can be made by correctly interpreting in signs writer's gives.

4. Students' Reading Comprehension

As said by John F. Savage in Sita Pradhita N (2014, P.10), reading comprehension is the process of acquiring or deriving meaning and understanding from printed language, involves cognitive functioning related to what one reads.

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When students read, they tend to have their own purpose. The following are some purposes that are mentioned in William Grabe and Fredericka L. Stoller's book:

- a. Reading to search for simple information
- b. Reading to skim quickly
- c. Reading to learn from text
- d. Reading to integrate information
- e. Reading to write (or search for information needed for writing)
- f. Reading to critique texts
- g. Reading for general comprehension

Francoise Grellet mentioned four techniques of reading, there are skimming, scanning, extensive reading, and intensive reading.

- a. Skimming

Skimming serves as a substitute for careful reading. When you are skimming, be sure to move rapidly through the material, skipping the information you are already familiar with. The purpose of skimming is to gain a quick overview in order to identify the main points.

- b. Scanning

Scanning is the process of quickly searching material in order to locate the specific bits of information. When scanning, the reader doesn't start at the beginning and read through to end. Instead, the reader only jumps around in the text trying to find and locate specific information need.

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c. Extensive Reading

Extensive reading refers to reading which students do often (but not exclusively) away from the classroom. They may read novels, web pages, newspapers, magazines or any other reference material and it involves reading for pleasure. This is enhanced if students have a chance to choose what they want to read. In addition, Carrell and Carson in Richard and Willy's book stated that "extensive reading... generally involves rapid reading of large quantities of material or longer readings (e.g., whole books) for general understanding, with the focus generally on the meaning what is being read than on the language".

d. Intensive Reading

Intensive reading refers to detailed focus on the construction of reading texts which take place usually (but not always) in classroom. Teacher may ask students to look extracts from magazine, poems, internet websites, novel, plays, and wide range of other text genres. Further, Richard and Willy stated that "in intensive reading, students normally work with short text with close guidance by the teacher. The aim of intensive reading is to help students obtain detailed meaning from the texts, to develop reading skills such as identifying main ideas and recognizing text connectors and to enhance vocabulary and grammar knowledge".



5. Factors Influencing Students' Reading Comprehension

According to Westwood (2008, P.33-37), comprehension problem can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials. They are eight factors that may influence the comprehension. They are as follows:

- a. Limited vocabulary knowledge. A student has difficulty understanding what he or she is reading, it is worth considering whether there is a serious mismatch between the student's own knowledge of word meanings (expressive and listening vocabulary) and the words used in the text. The student may be able to read a word correctly on the page but not know its meaning.
- b. Lack of frequency. Students who read very slowly-or much too fast - often comprehend poorly. Slow reading tends to restrict cognitive capacity to the low-level processing of letters and words rather than allowing full attention to be devoted to higher-order ideas and concepts within the text.
- c. Lack of familiarity with the subject matter. It is better to provide information first by other means (e.g. video, posters, mini-lecture, discussion) to build firm background knowledge before students are expected to read about that theme in printed texts.

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- d. Difficulty level of the text. The difficulty level of text is a major factor influencing whether or not material can be read with understanding.
- e. Inadequate use of affective reading strategies. The goal of literacy teaching should be to develop fully self-regulated readers who are skilled and strategic in reading for meaning.
- f. Weak verbal reasoning. Students think more deeply about the texts they are reading are helpful in developing their ability to reason from the information given. Deliberately guiding students to make connections between new information in text and their existing bank of knowledge is beneficial.
- g. Problems with processing information. The implications for teaching are that slow readers should be encouraged to re-read material, several times if necessary, in order to process the information successfully. It is also necessary to reduce factors that may be causing a reader to be anxious or distracted and to ensure that the student is giving due attention to the task.
- h. Problem in recalling information after reading. Recall is dependent partly upon factors such as vividness and relevance of the information in the text; but it is also dependent upon a student giving adequate attention to the reading task and knowing that it is important to remember details.

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6. Assessing Levels of Reading Comprehension

According to Hawker Brownlow (2010, P.13-15), Assessing Levels of Comprehension is designed to help students use various levels of thinking to arrive at answer to reading comprehension question, both in multiple choice format and short-responses format.

a. Comprehension Skills

Students utilize comprehension skills that transfer to any type of reading. Using thinking skills from the literal to the abstract allows students to process information effectively. Fisher (1990) said “many children who can understand what they read at a literal level, find it difficult to understand a writer’s underlying meaning and intentions. There is tendency for them to interpret only what the words say, not what they mean”.

b. Cooperative Learning

Students work together in pairs or small groups to attain individual goals. Wormeli (2005) said “successful teacher offers all three formats (whole class, small groups or pairing, and individual) over the course of a week or a unit of study”.

c. Differentiated Instruction

An instructional approach that allows students of varying abilities to learn the same content. Allington (2005) said “because children differ, no

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single text nor any single task can be appropriate for all children in a classroom.

d. Higher-Older Thinking

Thinking ranges from literal to abstract and critical; higher-older thinking is that which goes beyond the literal. Wittrock (1991) said “poor reading ability often involves a lack of proficiency in the higher-older literacy processes of comprehension, planning, monitoring, and evaluation”.

e. Literary Genres

Multiple literary genres (fables, plays, articles, etc) provide wide reading experiences with both fiction and nonfiction. According to Shelton (2006), students need exposure to multiple genres because they comprehend genres in different ways. The more practice they have, the better fluency and comprehension they will develop.

f. Metacognition

One type of metacognition occurs when a student thinks about or reflects upon how well he or she is doing at a task, such as comprehending text, and what skills or strategies need to be activated or improved. Robb (2000) said “good readers use metacognition to self-monitor their reading. Metacognition enables good readers to identify what they understand and what confuses them”.

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g. Test-Taking Practice

Multiple-choice and short-responses test question are often used on state and national standardized tests. Supon (2004) said cites that researchers have determined that “students of all levels of academic achievement and intellectual abilities can be affected by test anxiety”.

7. The Nature of 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 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.

Saito et al. (1999) in Ghonsoolyand Loghmani (2012, P.335) stated that two aspects of foreign language reading can be considered as potential sources of anxiety: (a) unfamiliar script and writing system and (b) unfamiliar cultural material. “With respect to the unfamiliar writing system, it seems likely that the less the learner can depend on the reliability of a specific system of sound-symbol correspondences, the more anxiety he or she would be expected to experience in the act of reading. In this case, the reader would experience anxiety as soon as he or she attempts to decode the script because the reader

would immediately experience difficulty in processing the text” (Saito et al., 1999). It can be imagined that learners feel anxious as soon as they start to extract meaning from the foreign language words, which are written in exotic symbols (Zhao, 2009).

According to Guimba and Alico (2015, P.51), there are three reading anxiety categories which are:

a. Top-Down Reading Anxiety

The majority of students are highly anxious most especially when they: (a) cannot recognize minor ideas (details) of the text, (b) cannot get the gist of the text, and (c) cannot spot the main idea of a certain paragraph. These findings mean that the students’ high reading anxiety is caused by the lack of understanding and synthesizing details and main ideas of the text.

b. Bottom-Up Reading Anxiety

In bottom-up reading, students in average are highly anxious when they: (a) cannot figure out the meaning of a word that they feel they have seen before, (b) encounter a lot of words whose meanings are unclear, and (c) find it difficult to pronounce unknown words. At this juncture, vocabulary is clearly the issue. Together with details, knowledge of word meanings is a basic necessity in reading comprehension.

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c. Classroom Reading Anxiety

As to classroom reading, students disclosed that they are highly anxious when the teacher corrects their pronunciation or translation mistakes. Clearly, for them, correcting mistakes is the most anxiety-inducing situation inside the classroom.

8. Level of Anxiety

In Nursing Practice for Psychiatric Disorder (P.243-244), anxiety has four levels: mild, moderate, severe, and panic. Each level causes both physiologic and emotional changes in the person. Mild anxiety is a sensation that something is different and warrants special attention. Sensory stimulation increases and helps the person focus attention to learn, solve problems, think, act, feel, and protect himself or herself. Moderate anxiety is the disturbing feeling that something is definitely wrong; the person becomes nervous or agitated. As the person progresses to severe anxiety and panic, more primitive survival skills take over, defensive responses ensue, and cognitive skills decrease significantly.

a. Mild anxiety

- 1) Wide perceptual field
- 2) Sharpened senses
- 3) Increased motivation
- 4) Effective problem solving
- 5) Increased learning ability

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- 6) Irritability.
- b. Moderate anxiety
 - 1) Perceptual field narrowed to immediate task
 - 2) Selectively attentive
 - 3) Cannot connect thoughts or events independently
 - 4) Increased use of automatisms.
- c. Severe anxiety
 - 1) Perceptual field reduced to one detail or scattered details
 - 2) Cannot complete tasks
 - 3) Cannot solve problems or learn effectively
 - 4) Behavior geared toward anxiety relief and is usually ineffective
 - 5) Doesn't respond to redirection, feels awe, dread, or horror
 - 6) Cries
 - 7) Ritualistic behavior.
- d. Panic
 - 1) Perceptual field reduced to focus on self
 - 2) Cannot process any environmental stimuli
 - 3) Distorted perceptions
 - 4) Loss of rational thought
 - 5) Doesn't recognize potential danger
 - 6) Can't communicate verbally
 - 7) Possible delusions and hallucination

8) May be suicidal.

9. The Causes of Anxiety

In *Living with Anxiety* the role and impact of anxiety in our lives (2014, P. 9,23), anxiety is therefore one of a range of emotions that serves the positive function of alerting us to things we might need to worry about: things that are potentially harmful.

- a. Nearly half of the people who said they feel anxious in their everyday life said that financial issues are a cause of anxiety, but this is less likely to be so far older people (those over 55 years).
- b. Woman and older people are more likely to feel anxious about the welfare of loved ones.
- c. Four in every ten people who are currently employed said they experience anxiety about issues to do with their work.
- d. Around one-fifth of people who are anxious have a fear of unemployment.
- e. Younger people are more likely to be anxious about growing old, the death of a loved one, and their own death.
- f. The youngest people surveyed (those aged between 18 and 24) were twice as likely to be anxious about being alone than the oldest people (aged 55 and over).

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According to Rachel Ehmke, there are many different kinds of anxiety, which is one of the reasons it can be hard to detect in the classroom. What they all have in common, says neurologist and former teacher Ken Schuster, PsyD, is that anxiety “tends to lock up the brain,” making school hard for anxious kids. Children can struggle with:

- a. Separation anxiety: When children are worried about being separated from caregivers. These kids can have a hard time at school drop-offs and throughout the day.
- b. Social anxiety: When children are excessively self-conscious, making it difficult for them to participate in class and socialize with peers.
- c. Selective mutism: When children have a hard time speaking in some settings, like at school around the teacher.
- d. Generalized anxiety: When children worry about a wide variety of everyday things. Kids with generalized anxiety often worry particularly about school performance and can struggle with perfectionism.
- e. Obsessive-compulsive disorder: When children’s minds are filled with unwanted and stressful thoughts. Kids with OCD try to alleviate their anxiety by performing compulsive rituals like counting or washing their hands.
- f. Specific phobias: When children have an excessive and irrational fear of particular things, like being afraid of animals or storms.

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10. Assessment of Anxiety

According to Creswell C, Waite P, and Cooper P. J (2014, P.1-2), young people with anxiety disorders are unlikely to present for help independently, with parents commonly raising concerns to general practitioners. The challenge in assessing for the presence of anxiety disorders is distinguishing pathology from ‘normal’ developmentally appropriate fears and worries. As anxiety disorders represent an extreme presentation of normal events, this distinction is essentially made on the basis of the severity and persistence of symptoms and the degree of associated impairment. Structured interview schedules used for assessing the presence of anxiety disorders typically establish whether a child meets symptom criteria for a specific anxiety diagnosis, as well as the degree to which these symptoms interfere with functioning.

The most widely used diagnostic schedule is the Anxiety Disorders Interview Schedule for children and parents (ADIS-C/P) which follows DSM-IV criteria. Questionnaire measures with normative data also provide a useful indication of whether symptoms are present at a clinical level. Diagnostic and Statistical Manual of Mental Disorders (DSM-IV), in order to minimise the overdiagnosis of transient fears for agoraphobia, specific phobia and social anxiety disorder, those under the age of 18 are now required to have had symptoms for at least 6 months.

While there are no brief screening measures for use with children and young people, parent and child report measures such as the Revised Children's Anxiety and Depression Scale (RCADS) and the Spence Children's Anxiety Scale (SCAS) contain scales that broadly align with diagnostic categories. These tools are valuable in helping to identify clinical levels of anxiety among young people (as diagnostic cut-offs are available) and they can be useful in monitoring progress through treatment.

Although National Institute of Health and Care Excellence (NICE) guidelines relating to anxiety disorders principally relate to adults, the recent NICE guideline for the assessment and treatment of social anxiety disorder highlights a number of considerations for assessment with young people which can be applied across the anxiety disorders. It is noted, in particular, that once potential concerns relating to anxiety have been identified in a young person, a comprehensive assessment should be conducted by an appropriate healthcare professional. This should include an opportunity for interviewing the young person on their own; and it should also involve interviewing a parent, carer or other adult who knows the child well and can report on current and past behaviour. Since there is a high level of comorbidity in young people with anxiety disorders, it is essential to assess for possible co-existing mental health problems, neurodevelopmental conditions, drug and alcohol misuse, and speech and language problems.

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11. The Correlation between Reading Anxiety and Reading Comprehension

Reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it Weaver (2009, P.13).

As stated by Hoover and Gough (1990) in Yee (2010, P.4) that reading comprehension can be understood as the process through which the recognized words are transformed into a meaningful idea. Comprehension is the reason for reading; it encompasses the learning, growing, and evolution of ideas that occur as one reads.

Dusek (1998) and Schunk et al in Sita Pradhita N (2014, P.6) defined anxiety as “an unpleasant feeling or emotional state that has physiological and behavioral concomitants, and that is experienced in formal testing or other evaluative situations”. Furthermore, according to Jeanne Ellis Ormrod statement “You are a victim of anxiety: you have a feeling of uneasiness and apprehension about an event because you're not sure what is outcome will be.” There is no same word mentioned by both researches but, their definitions are correlate one another in which Schunk states an unpleasant feeling that is experienced in formal testing or other evaluative situation. Ormrod then make it clear with stating people are concern with the result that they are still not sure. So, anxiety is an uncomfortable feelings towards situation that they think they cannot deal with. Anxious person will focus on thinking the negative result are

going to happen rather than the positive result. Mostly people will become anxious if they are being evaluated.

Alderson (2000, P.54) said that high trait anxiety led to readers ignoring the expressed purpose of the reading and expecting the threats-tests-never intended by the experimenter. In other words, habitually anxious readers might expect threatening condition. In addition, he found an interaction between intrinsic motivation and state anxiety, student who reported being anxious during the reading showed weak intrinsic motivation. So, anxiety takes a part of reading comprehension. The students should be able to control or minimize their anxiety in reading and comprehending the text needs more concentration.

B. The Relevant Research

As a matter of fact, there are several studies as conducted by some researchers which are relevant to this research:

a. A research from Kun-Huei Wu

In 2009, Wu conducted a correlational research at Aletheia University in China entitled “The relationship between language learners’ anxiety and learning strategy in CLT Classrooms”. He found that both teachers and students hold positive attitudes toward CLT, in spite of reservations. So, he concluded that the impact of anxiety-provoking causes should be taken into consideration. It was the teachers’ duty to create a less threatening atmosphere, to motivate, and to strengthen students’ confidence.

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b. A research from Sepricamuryati

In 2014, Sepricamuryati conducted a research entitled “The Correlation between Students’ Anxiety and Their Achievement in Learning English of the First Year at MA Al-Qasimiyah Sorek Satu Pelalawan”. She gave 14 items for questioners and the English achievement of students, and the number of population was 38 students. In measuring the anxiety in her research, she used FLCAS (Foreign Language Classroom Anxiety Scale). She used Documentation to collect the data of Variable Y as students’ Achievement. In analyzing the data, she used the Pearson Product-Moment Correlation Coefficient (r) by using SPSS 16.0 program. Finally, she concluded that the higher students’ anxiety was, the lower students’ achievement in learning English would be and the lower students’ anxiety was, the higher students’ achievement in learning English would be.

C. Operational Concept

Operational concept is a concept as a guidance that is used to avoid misunderstanding used scientifically in this research. There were two variable used in this research, they were variable X as the independent variable and variable Y as the dependent variable. In this research, variable X refers to Reading Anxiety and variable Y is Reading Comprehension.

1. Referring to the statement from Guimba and Alico (2015, P.51),the indicators of reading anxiety (variable X) are:

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- a. Top-Down Reading Anxiety
 - 1) cannot recognize minor ideas (details) of the text
 - 2) cannot get the gist of the text
 - 3) cannot spot the main idea of a certain paragraph.
 - b. Bottom-Up Reading Anxiety
 - 1) cannot figure out the meaning of a word that they feel they have seen before
 - 2) encounter a lot of words whose meanings are unclear
 - 3) find it difficult to pronounce unknown words.
 - c. The Classroom Reading Anxiety
 - 1) pronunciation or translation mistakes

Reading, as we know it, is a macroskill that serves as a tool to develop and enhance other macroskills such as writing and speaking. If students' reading anxiety debilitates their ability to comprehend and learn, then it is just practical to take necessary measures to eradicate it.
2. Referring to the statement from King and Stanley (1989), the indicators of reading comprehension (variable Y) are:
- a. Students' ability to find out main idea in the text
 - b. Students' ability to comprehend the meaning of vocabulary in the text
 - c. Students' ability to identify the information of the text
 - d. Students' ability to analyze pronominal reference in the text
 - e. Students' ability to identify the generic structure in the text

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D. Assumption and Hypothesis

1. Assumption

In accordance with the problems, reading anxiety tends to be the most influential variable toward reading comprehension. Then, the writer would like to indicate assumptions of the research as follows:

- a. The higher reading anxiety, the worse reading comprehension will be.
- b. The lower reading anxiety, the better reading comprehension will be.

2. Hypotheses

- a. The Null Hypothesis (H_0) : There is no significant correlation between reading anxiety and reading comprehension.
- b. The Alternative Hypothesis (H_a) : There is a significant correlation between reading anxiety and reading comprehension.