

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Definition of Reading

Reading is a means of acquiring language, communicating, and sharing information and ideas (Hasanuddin, 2019; 161). Chen and Intaraprasert stated Through reading, students can access to a lot of information concerning the target language and culture (Sari, 2017; 1).

Learning English can be started from an early age by strengthening reading skills as the main key to being able to explore the world through books and technology that are very accessible (Wethisi, M. S, 2020; 82-83). It is essential to learn to read English fluently as it is the primary language of business, government, education, news, and information in the world (Estrada-Madronero, 2019; 20). Learners who do not understand reading material cannot enjoy reading (Al-Jarrah & Ismail, 2018; 32). According to Hayon, The purpose of reading is divided into 2, namely to understand the discourse and assess the content of the discourse which requires trained reasoning and broad knowledge insight (Astuti, B. P, 2012).

Based on the explanation above, reading can be interpreted as one of the abilities to be able to learn, acquiring language, communicating, and sharing information and ideas in the academic field, as well as activities in obtaining information and activities to train one's ability to understand the whole text about what is being read.

2. Purpose of reading

Basically, every action that will be taken must have a specific purpose. This also applies to the reading process. Reading, as one of the important aspects of language, is very beneficial for every individual,

especially for students who are studying and gaining insight. because the more actively a person learns through reading, the more insight and knowledge is gained. Reading certainly has a very useful purpose for every reader because, by reading, all the information needed will be easily obtained as long as it is done with a strong intention and curiosity. As stated by M. Julham (2015; 116), the purpose of reading is to seek and obtain information, including content, and to understand the meaning of reading. This opinion is also supported by Damayanti (2017; 13), who says that reading is an activity or process of applying a number of skills to the processing of reading texts in order to understand the contents of reading texts.

Based on the explanation above, it can be concluded that reading is a very important aspect for each individual, especially for students to get information and understand the meaning of a reading text so that it can broaden insight and knowledge.

3. Aspects of reading

In addition to the explanation of the purpose of reading above, there are several important aspects of reading according to Kasiyun (2021; 2614), which are as follows:

- a. aspects of mechanical skills, which include letter recognition and recognizing language elements (phonemes/characters, words, phrases, patterns, clauses, and sentences), and slow reading speed.
- b. Aspects of comprehension skills, which include understanding terms (vocabulary, grammar), understanding significance or meaning (intent and author's purpose), cultural relevance/environment and responses), simple evaluation or assessment (content, form), and flexible reading speed.

4. Factors That Influence Reading Success

Reading is a fun activity for some people, but some people think that reading is a difficult activity to learn, especially learning English. So

don't be surprised if we sometimes find people from many people who are not good at reading due to certain factors.

Astuti (2012; 55) states that the factors that affect reading ability are physical factors which include a person's physical health, intellectual factors which include a person's global ability to act according to goals, environmental factors which include experience or economic background, and physiological factors. which includes motivation, interests, and emotions as well as adjustment.

from the explanation above, it can be concluded that a person's ability to read can be influenced by several important factors which include physical factors, ways of thinking, environmental background, and motivation or interest.

B. The Nature of Anxiety

1. Definition of Anxiety

The discussion about reading anxiety is basically a common problem that is often experienced by students at various levels, especially at the college level. The problem is not so obvious, so it is not paid much attention to by lecturers and the community. But if understood more deeply, reading anxiety can be a serious problem when it comes to education. The anxiety that students feel when reading would usually arise through emotional changes by itself because of the atmosphere that students feel because they are unable to control shame and lack of confidence, as Rachman has said that anxiety is associated with negative feelings such as apprehension, uneasiness, self-doubt, worry, and extreme fear (Sari, 2017; 2). This happens because of the imbalance in the abilities of students with their classmates who have more mastery of reading skills.

Otto, Calkins, and Hearon state that anxiety is an emotional state characterized by a sense of apprehension, worry, and lack of control of one's affective response (Mikami, 2019; 249). Research on anxiety and foreign/second language reading has documented the existence of foreign

language reading anxiety and its effects on reading performance (Rice University & Song, 2018; 85). Ningsih (2017; 278) states that anxiety as "ordinary and extraordinary fear and dread characterized by physiological signs (such as sweating, and increased pulse), by doubts about the reality and nature of the threat, and by self-doubt about one's ability to cope".

Based on the explanation above, it can be concluded that anxiety is a mental state, mind, fear that we feel when facing something we understand, fear that can affect thinking performance and inhibit learning activities through anxiety, shaking the whole body, fear of failure to do something.

2. Indicators of Reading Anxiety

Reading anxiety is generally a problem that does not really need to be considered because the problem is rarely exposed and sometimes difficult to predict, only individuals who have reading anxiety problems themselves can know it. According to Estrada-Madronero (2019; 20), Reading anxiety is a situational phobia that is characterized by an unpleasant, disturbing emotional reaction experienced by students when reading, he is also defined foreign language reading anxiety pertains to the feeling of apprehension and worry when students have to read in a non-native language like English. Muhlis also state that foreign language reading anxiety is refers to feeling of worry and apprehension when students try to read and comprehend foreign language text (Aisyah, J, 2017, p. 58). As added by Arip Hidayat (2019; 58), Reading anxiety is a specific situational phobia to the act of reading that has both physical and cognitive reactions.

According to Saito (1999; 202-218), framework posits that the indicators of reading anxiety :

- a. Nervousness and worry associated with imperfect text comprehension.
- b. Negative and pessimistic beliefs about reading.
- c. Lack of enjoyment or self-confidence in reading.
- d. Unwillingness to demonstrate one's linguistic skill.

e. Reliance on first language (L1) in FL reading.

3. Factors Influencing Reading Anxiety

The need for information that is global, encourages people in today's era to master foreign English (English) as an international language that has been widely used by developed countries. Muhlis states that foreign language reading anxiety refers to the feeling of worry and apprehension when students try to read and comprehend foreign language text (Aisyah, J, 2017). Learning English can be started from an early age by strengthening reading skills as the main key to being able to explore the world through books and technology that are very accessible. but for some people think that learning English is difficult, including students, this is because in their environment and daily life they never use a foreign language in communication so it will feel strange and difficult when students try to pronounce sentences in a foreign language because of the interpretation of the meaning of a sentence different ways of reading according to the culture of each language.

In addition to the factors above, several other causes that trigger reading anxiety in students when learning a foreign language (English) such as lack of confidence and fear of making mistakes when reading in front of the class and dealing with classmates. Cubukcu states that Fear of negative evaluation is a common factor in language learning (Ningsih, W. E, 2017). However, it is a natural feeling, classmates or peers are still a contributing factor to students' anxiety in their learning process.

a. Foreign Language Reading anxiety caused by Text Features

According to Aisyah (2017; 59), there are three factors under the concept of the text features which is make students be anxiety in reading session, it is like unfamiliar culture, unfamiliar topic, and unfamiliar vocabulary:

1. Unfamiliar culture

Unfamiliar English or other foreign language cultures would hamper students' reading comprehension process and cause anxiety as

the culture represented in the text is foreign to them. The learners can decode the words and make meaning of the sentence. However, at some point in the reading process, the reader would not make sense of the whole text due to the incomplete knowledge of the cultural material underlying the text.

2. Unfamiliar topic

The next factor of text features is unfamiliar topic. If the topic of a text is not interesting to a learner it is almost impossible for this learner to read for pleasure and consequently to become an effective reader. In other words, topics which are of high interest to a reader help him to have a flexible and appropriate response to a reading text.

3. Unfamiliar vocabulary

Unfamiliar vocabulary might impede learner's comprehension and cause difficulty which in turn leads to anxiousness. A study was conducted, unknown vocabulary in reading a foreign language text appeared to be another source of anxiety.

b. Foreign Language Reading anxiety Caused by Personal Factor

Aisyah (2017; 58) state that there are two personal factors of reading anxiety :

1. Worry about Reading Effect

Reading text in a foreign language are joined with anxiety, it is because reading aloud is paired with anxious unconditioned stimulus, which brings a negative reaction. If they fail to control their anxious feeling, it is difficult for them to demonstrate their idea about a text. Moreover, they will forget what has been read.

2. Fear of Making Error

Fear of making error can be considered as factor of reading anxiety. It is supported by several studies which stated that language anxiety can influence students' self-confidence though later is determined as a positive component. Thus, between the lack of self-confidence and fear of making error are intertwined each other. In

addition, several studies conclude the lack of self-confidence as a source of foreign language reading anxiety.

C. Previous relevant studies

Research on anxiety from various contexts has often been done before, especially in the context of speaking a foreign language. Considering the context of speaking is a problem that is more often experienced by students in learning foreign languages, in this study, the authors are encouraged to research anxiety in the context of reading English in the classroom, considering that reading anxiety is not yet well known, unlike speaking anxiety research. Moreover, the problem of reading anxiety cannot be seen directly so not many people are aware of it. Many studies have been conducted to discuss reading anxiety in the form of journals and articles.

First, One of the studies that raised the problem of reading anxiety was Murad M. Al-Shboul with the title journal "Foreign Language Reading Anxiety in a Jordanian EFL Context: A Qualitative Study" which discusses understanding the basic problem by exploring factors related to reading anxiety problems faced by students at a Jordanian university used qualitative research and techniques of data collection in the form of observation and interviews (M. Al-Shboul et al., 2013).

Second, another study that discusses reading anxiety is an article written by Jullia Aisyah in the journal entitled "Students' Reading Anxiety in English Foreign Language Classroom " which discusses students' reading anxiety related to learning English as a foreign language (Aisyah, J, 2017). Research conducted by Julia Aisyah discusses the level of anxiety experienced by students and discusses the factors that cause anxiety experienced by students when reading English in class using descriptive qualitative research and techniques of data collection in the form of open-ended questionnaires and interviews.

Thus, based on research that has been carried out from journals that have been written by experts, it can be concluded that reading anxiety in

English is a feeling of worry and fear that arises from within a person when trying to read and learn a reading followed by negative thoughts about atmosphere and response. The striking similarities of this study with the research of previous experts can be seen from the type of qualitative research with descriptive methods, the same problem discusses the factors that cause anxiety in reading English, as well as research techniques. while the differences between this study with the research of previous above can be seen from the background of the place and time of the research, as well as the methods used.