

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Reading is one of four skills in English, and it is one of the language skills that students should master. According to Winingsih et al in learning English, reading is one of four ability that must be developed both inside and outside of the classroom, and it is also one of the most common methods used to capture knowledge.<sup>1</sup> Furthermore reading is a complex skill that requires a variety of abilities, specifications, and knowledge of language rules in order to read correctly. This is because not everyone can understand what they read, even English language learners. Sometimes they are just read sentences without understanding properly what they have read stated by Ayu et al.<sup>2</sup>

The purpose of reading is to understand the ideas and to capture the meaning of the text as a whole. By reading, we can get information, meaningful ideas, news, and a researcher's thinking. We have to read

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<sup>1</sup> Winingsih, Indrayani, Etfita, F., Wahyuni, S., & Ahmad, A. "An Exploration of Foreign Language Anxiety and Its Effect to Reading Comprehension", *Journal of English Language and Education*, Vol. 6, No. 2 (2021): 215-222.

<sup>2</sup> Ayu, C., Rianti, W., & Asilestari, P. "Using jigsaw technique for improving reading skills", *Journal of English Language and Education*, Vol. 6, No. 1 (2021): 141–147.

some books every day, because the more books we read, the more knowledge we get. We do not know the information without reading it. Therefore, to understand some of the reading materials, a student needs to know about good reading strategies. Good reading practices are essential for increasing students' reading knowledge as well as their comprehension. Some students experience anxiety when reading, even though this is how many pupils do not comprehend what they are reading.

Anxiety with reading is a personal phobia associated with the act of reading anxiety, which makes it harder to learn stated by Aisyah.<sup>3</sup> According to Yanti & Hardi also mention that anxiety is described as a subjective feeling of stress, fear, anxiety and worry associated brought on by an arousal of the autonomic nervous system. When students read passages from books, lectures, or other sources, they become nervous.<sup>4</sup> Thus, it is critical to overcome reading anxiety because it can hinder their ability to learn. Anxiety has been linked to reduced learning and achievement. It may discourage students from achieving their learning objectives.

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<sup>3</sup> Aisyah, J. "Students' reading anxiety in English foreign language classroom", *Journal of English and Education*, Vol. 5, No. 1 (2017): 56–63.

<sup>4</sup> Yanti, D., & Hardi, V. A. "Exploring Speaking Anxiety: The Causes Of English Language Speaking Anxiety At Sma N 2 Bangkinang Kota", *Journal of English Language And Education*, Vol. 4, No. 2 (2019): 66–91.

According Winingsih et al that anxiety is one of the factors that influence students in reading English. Students who are scared and worried about reading English might be worried. They do not want to try again because they doubt of that they will get failure. They lost their confidence to improve their skills which are needed by them in English learning.<sup>5</sup> Furthermore, anxiety is a kind of emotion and it has been become the problem in second language (L2) learning for many years. It has worried language teachers and researchers.

Based on the researcher's practice teaching experience at MAN 2 Pandeglang, the researcher interviewed with tutor teacher was found and observed that there were some students who had experience reading anxiety during English learning it seems that many students had problem in reading. The problem when they are reading caused by some factors of the phenomenon of student anxiety in reading. Zahro & Faruq stated the concept of anxiety in reading a foreign language. They explained the reasons why reading can give anxiety to foreign language learners: text features include unfamiliar culture, unfamiliar topic and unfamiliar

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<sup>5</sup> Winingsih, Indrayani, Etfita, F., Wahyuni, S., & Ahmad, A. "An Exploration of Foreign Language Anxiety and Its Effect to Reading Comprehension", *Journal of English Language and Education*, Vol. 6, No. 2 (2021): 215-222.

vocabulary.<sup>6</sup> Although, their anxieties can be seen by their physical reactions such as sweating, trembling hands, fast breathing, helplessness, and low self-esteem or confidence. Some students also their anxiety with their acts such moving their body without purpose especially their legs or scratch head. Even several students put up to make jokes in English learning, though those are not funny, to cover up their anxiety. And remained students choose to disturb their friends to express their worries.

One of four basic skills that becomes students' anxiety is reading. Many reading methods and strategies have been done by teacher but students still have fears to fail again. Students whose have anxieties in reading still relation with the difficulties, consists of reading speed, correct and complete reading and reading comprehension. Anxiety that is created by fears during reading session is called as reading anxiety. According to Muhlis, Foreign language reading anxiety is defined as a sensation of fear and apprehension while students attempt to read and comprehend foreign language content.<sup>7</sup> Students may not write a good written text with appropriate noun, verb, adjective or other grammars until they make a sentence with untidy structure. It applies reading

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<sup>6</sup> Zahro, A., & Faruq, A. "Reading Anxiety in English As a Foreign Language for Undergraduate Students in Indonesia", *Journal of Teaching and Learning English in Multicultural Contexts (TLEMC)*, Vol. 3, No. 2 (2019): 88–95.

<sup>7</sup> Muhlis, A. "Foreign Language Reading Anxiety Among Indonesian EFL Senior High School Students", *ENGLISH FRANCA: Academic Journal of English Language and Education*, Vol. 1, No. 1 (2017): 19-44.

anxiety. The effect of giving of grammar indirectly in recent English teaching is students got confuse to write sentence from what they have read.

Reading aloud becomes one of a reading methods to improve students' confident for struggle under difficulties of reading. Reading aloud obligates students to more active in the activity. Students do not only produce sound while read but also they monitor the sound that they hear, analyze and comprehend the content of book. Using reading aloud, children's do not only study about reading strategies and vocabularies but also they building the background knowledge in same time. Reading aloud can connect content of materials students have studied. Reading aloud improves students 'comprehension even they have reading difficulty or reading anxiety. Reading also stimulates students' thoughts about cases relation between reality and school. Reading aloud enhances students' skill in fluency, oral language, critical thinking, and to understand diversity of culture and population. Reading aloud creates students become good listener, speaker, writer, reader, and critical thinker.

In this research, the researcher presents three relevant journals with this research.

The first research by Jullia Aisyah (2017) entitled *Students' Reading Anxiety In English Foreign Language Classroom*. This research was conducted to investigate students' reading anxiety in an EFL classroom in a junior high school. There were 33 students of a junior high school in Bandung who participated in this research. Utilizing, qualitative descriptive method, this research investigated the levels of students' anxiety and the causes of students' anxiety in English reading class. The data were collected using Foreign Language Reading Anxiety Scale, a set of questionnaire and an interview to clarify the developed questionnaire. The research found that most of the students perceived anxiety in medium level (51,5%). The causes of students' reading anxiety were based on then text feature including unknown vocabulary, which becomes the first rank of the causes anxiety followed by the unfamiliar topic, and the last is unfamiliar culture. From personal factor it was found that fear of making error is the first rank followed by worry about reading. It can be concluded that most of the students perceived anxiety in medium level.<sup>8</sup>

The second research by Arif Nugroho Kharismanto, Rizki Farani (2022) entitled *Reading Anxiety Among Junior High School Students in Mataram: A Survey Study*. This study aims to identify reading anxiety

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<sup>8</sup> Aisyah, J. "Students' reading anxiety in English foreign language classroom", *Journal of English and Education*, Vol. 5, No. 1 (2017): 56–63.

among junior high school students. The research design employed a quantitative approach in the form of a survey study. There were 80 respondents who were willing to participate in this study. The respondents were students from one of junior high schools in Mataram, Indonesia. All respondents were students from grades 8 and 9. To collect the data, this study adapted a questionnaire from Ahmad et.al. (2013) which consists of five domains of reading anxiety, i.e., (1) lack of vocabulary, (2) unfamiliar topic, (3) unfamiliar culture, (4) afraid of making errors, and (5) worry about reading effects. Based on the results, the statement with the highest score is “I enjoy reading a text in English text in English when I know its translation” (M=4.15; SD=.730). Meanwhile, the statement with the lowest score is “In reading aloud in the class I do not understand the text even though it is easy” (M=3.00; SD=1.055). The results show that students tend to experience anxiety when they do not understand most of the vocabularies. The findings imply that students need more preparation activities before reading. The data imply that the most significant factor in students’ reading anxiety is lack of vocabulary and the least factor is worrying about reading effects.<sup>9</sup>

The third research by Hamid Marashi, Payam Rahmati (2017) entitled *The Effect of Teaching Reading Strategies on EFL Learners’*

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<sup>9</sup> Kharismanto, A. N., & Farani, R. "Reading Anxiety Among Junior High School Students in Mataram: A Survey Study", *Journal of English and Education (JEE)*, Vol. 8, No. 2 (2022): 81–86.

*Reading Anxiety*. The present study was conducted to explore the effects of teaching reading strategies on English as a Foreign Language (EFL) learners' reading anxiety. To fulfill the purpose of this study, 55 intermediate EFL learners were selected among a total number of 90 through their performance on a sample piloted Preliminary English Test (PET), and then randomly assigned to two experimental and control groups (27 in the control and 28 in the experimental groups). This study was a correlation research in the term explanatory design. To collect the data, Foreign Language Reading Anxiety Scale (FLRAS) was used to assess students' reading anxiety. The results ( $t = 2,718$ ,  $p = 0.009 < 0.05$ ) led to the rejection of the null hypothesis, thereby indicating that there was a significant difference between the experimental group and control group. In other words, the instruction of reading strategies significantly lowered EFL learners' reading anxiety.<sup>10</sup>

Those previous studies above have correlation to this present study that is describing Students' Anxiety In Reading. The difference between previous study and the researcher, previous studies to explore the effects of teaching reading strategies on English as a Foreign Language (EFL) learners' reading anxiety. But, the researcher focus know the factor caused the students' anxiety while English reading aloud. The

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<sup>10</sup> Marashi, H., & Rahmati, P. "The Effect of Teaching Reading Strategies on EFL Learners' Reading Anxiety", *International Journal of Research in English Education*, Vol. 2, No. 2 (2017): 43–52.

similarities between this research and previous studies include the use of a qualitative descriptive method, which is the most appropriate style of research for her research.

## **B. Identification of the Problem**

From the research background above, the identification of the problem are:

- a. Students lack confidence in reading aloud in class.
- b. Students feel anxious when they are reading such as feeling stress, fear, and worry.
- c. Students find it difficult to achieve reading comprehension well.

## **C. Scopes and Limitation of the Research**

In this present study, the researcher will focus on the main issue as described in the background section. The researcher will find out the cause of the Students' Anxiety While English Reading Aloud. The place of the researcher is will be conducted at MAN 2 Pandeglang. The scope of this study is that the researcher will find out the Students' Anxiety While English Reading Aloud. Then, the researcher will analyze it as a strategy to minimize students' anxiety problem, in order to be able to improve reading aloud skills in English learning.

## **D. Formulation of the Problem**

Based on the research background of the problem described above, the research problems that can be formulated as follows:

1. What are the levels of students' anxiety while English Reading Aloud?
2. What are the factors caused the students' anxiety while English Reading Aloud?
3. What are the factors that cause students' type of anxiety while English Reading Aloud?

#### **E. The Objectives of the Study**

Based on the problem mentioned above, the objectives that want to be achieved by the researcher in this study are:

1. To know levels of the students' anxiety while English Reading Aloud
2. To analyze the factors caused of the students' anxiety while English Reading Aloud
3. To analyze the factors that cause students' type of anxiety while English Reading Aloud?

#### **F. Significances of the Study**

The researcher hopes that the present study will be useful in society broadly, especially for the need of teaching and learning in

English education. The researcher divides the significance of the study both of theoretically and practically.

1. Theoretically

The present study will be beneficial about use as a reference to overcome students' anxiety in English learning and be able to improve the quality and learning outcomes.

2. Practically

The result of this present study will be expected to provide significances for teacher, student, and the researcher herself.

a. For the students

The result of this study will give reflection and reference for student to develop students' reading skill such as students can be more active, encourages their performance to improve reading aloud skills in English learning.

b. For the teachers

The result of this study for teacher, especially for English teacher are to be a source of information and an alternative to find ways to teaching reading aloud for students who have anxiety problems in English learning and also to enrich the knowledge of reading aloud.

c. For other researcher

The result of this study will provide a lot of useful information to find the reasons of the anxiety and solve it. And can be considered for other researches who will conduct any further studies in the same field.

### **G. Organization of the Study**

This study is divided into five chapters, which contains several points that describe the chapter.

Chapter I Introduction, it is Including of Background of The Study, Identification of The Problem, Scope and Limitation of The Research, Formulation of The Problem, Objective of The Study, Significance of The Study, Organization of The Study and The Previous Research.

Chapter II Theoretical Framework, it is including The Concept of Anxiety, The Concept of Reading, The Concept of Reading Aloud.

Chapter III Research Methodology, it is including of The Research Method, The Place and Time of Research, Participant, Instrument, Data Collection Technique, Data Analyzing Technique.

Chapter IV Finding and Discussion.

Chapter V Conclusion and Suggestion.