

CHAPTER II

THEORETICAL FRAMEWORK

This chapter discusses theoretical frameworks that related to this study. This chapter covers the review of related literature that gives about the topic. This chapter includes some theories of Reading, Vocabulary, Reading Anxiety and previous study to support the study.

2.1 Reading

2.1.1 Definition of Reading

Reading is a mayor part in English learning that related to the understanding of written text. It is one of the English skill that must be learn by all English students whatever second or foreign language students. While reading, the students can improve their English language through the text. That is why reading is an essential skill to be learnt. There are many experts have differently defined the word reading. According to Nunan (2003:63), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that, in reading process, the readers not only depend on the information drawn from the text, but also the readers construct their prior knowledge to fully comprehend the text.

Reading is the recognition of printed or written symbol that serve as stimuli to recall meanings (Gay, 1993). It also supported by Hill (1979:4) that Reading is what the reader does to get the meaning they need from textual sources. It shows that reading requires the ability to recognize symbol or printed words and to construct a

meaning from a text. In a simple sense of reading is to recognize letters and a collection of letters that have a particular meaning which express ideas in writing or printed (Rudianto& Mubarak, 2018). It can be concluded that reading is a system that combines information from text with knowledge of readers to gain an understanding of the information in the text. Reading is not only decoding symbols, but also trying to get a message and giving responses to the text.

2.1.2 Types of Reading

According to Brown (2004:189), there are several types of reading performance, such as:

a. Perceptive Reading

In keeping with the set of categories specified for listening comprehension, similar specification are overheard, except with some differing terminology to capture the uniqueness of reading. Perceptive reading task involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

b. Selective Reading

Selective means people tends to choose which word that they are reading they select the words that is important and not all of the word in the text it can be effected by the purpose of their reading. This category is largely an artifact of assessment formats.

c. Interactive Reading

Interactive reading Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in psycholinguistic sense, interact with the text. Its focus on interactive task is to identify relevant features (lexical, symbolic, grammatical and discourse) within texts of moderately short length with the objective of retaining the information that is processed.

d. Extensive Reading

This type of reading, readers apply to texts of the whole passage or more than a page. It requires the ability to understand the component parts and their contribution to the overall meaning. This type includes reading an article, essay, technical report, short stories, and books.

2.1.3 Reading Comprehension

Reading is the most dominant skill in language learning related to any subject, especially in written text. Therefore, the ability to read is not only to pronounce the passage, but also the ability in understanding the message of the text. The understanding through the text called as comprehension. Grabe & Stoller (2002) define comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. Comprehension is achieved when readers successfully extract the useful knowledge from a text and construct it into a new understanding of their own (Bahri, 2018). Comprehension occurs when readers are able to understand, remember, retell and discuss with others about what they have read (Faliyanti, 2015).

Reading comprehension is the fundamental decoding ability that presents the meaning of the text. It is one of the important factors in foreign language learning, especially in students' English language in all stage (Takaloo & Ahmadi, 2017). In generally reading with comprehension means understanding what has been read. According to Heilman, (1981:242) reading comprehension defines as a process of making sense of written ideas through meaningful interpretation and interaction with language. It is a method of acquiring information from context and combining disparate element into a new whole. Those definitions above suggest that comprehension is achieved when reader successfully extract the useful knowledge from a text and constructs it into a new understandings of their own.

In comprehending the text, the readers build a connection between what the readers knows and what the reader doesn't know to interpret the reader's background knowledge to new information that must be added from the text. The readers also interpret the combine word and concept to from meaning. Reading comprehension depends on how quickly the readers understand of each word of the text. As stated by Grabe (1991 as cited in Mubarak 2018) reading as an interactive process between readers and texts that result in reading fluency. If the readers have difficulty in this matter, of course their understanding of the txt will be limited.

2.1.4 Level of Reading Comprehension

Kennedy (1981: 218) stated that level of reading consist of:

- a. Literal comprehension: Reading in order to understand, remember, or recall the information explicitly contained in a passage. It refers that the readers'

are able to know what a writer says. This comprehension focuses on the readers' ability to find explicit information.

- b. Inferential comprehension: Reading in order to find information which is not explicitly stated in a passage, using the reader's experience and information. It refers that the reader has to be able to make reasoning and finding information that are not stated in the text or implicit information.
- c. Critical or evaluative comprehension: Reading in order to compare information in a passage with that readers' own knowledge and values.

2.1.5 Reading Strategies

Brown (2004: 188-189) mentions some principle strategies for reading comprehension as follows:

- a. Identify your purpose in reading a text.
- b. Apply spelling rules and conventions for bottom-up decoding.
- c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- d. Guess at meaning (of words, idioms, etc.) when you are not certain.
- e. Skim the text for the gist and for main ideas.
- f. Scan the text for specific information (names, dates, key words).
- g. Use silent reading techniques for rapid processing.
- h. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- i. Distinguish between literal and implied meanings.
- j. Capitalize on discourse markers to process relationships.

The readers need the reading strategies to read a text effectively. The readers should understand and choose the best reading strategies that appropriate with the readers need.

2.2 Vocabulary

2.2.1 Definition of Vocabulary

Vocabulary is one of component that becomes a basic in learning any languages especially in learning English. There are some definitions of vocabulary from each researcher. Ulfatussarifah (2017) argued that vocabulary is a collection of words in a language and it has function to create information, meaning, form and usage in context of communication. Most people also defined vocabulary as an understanding of word and word sense or may some people argue that vocabulary is a pile of words arranged as alphabetical continuity with its meaning (Alizadeh, 2016). It means that vocabulary is a crucial part in language learning. Vocabulary as words that have to be known and learnt in order to ease people communicate each other or learn something new.

2.2.2 Vocabulary Mastery

Vocabulary is a complex component in learning English since the students are not only knowing and memorizing a certain words but also they are able to understand the meaning and how to use it in daily life such as using vocabulary in written or spoken context. The learner must be able to interpret the each and combine word in context passage to catch the actually meaning. The students are able to read, write, or listens a single word since they are recognized it whether only read or memorize it. When the students find a new word than they read, write, understand

and memorize it, it can be called as vocabulary mastery. Vocabulary mastery is the competence of a list or a set of words that make up a language which might be used by a particular person, class, or profession (Helmanda&Meutia, 2018). Filiyanti (2015) stated that without having vocabulary mastery, people cannot master English. Mastering vocabulary help people ease in communicating or interpret the written text. According to Cameron (2001 as cited in Sari, Asahra& Yana 2019), vocabulary mastery include three aspects such as pronunciation, spelling, and meaning. It can be conclude that Vocabulary mastery is not only knowing the words and its meaning, but also knowing about how the words sound and how the words used in context correctly.

Having a good of vocabulary mastery is important aspect in learning a language. Vocabulary is the foundation of a language and it is very essential to be learnt before other skills and components. Vocabulary is one of the most pivotal components of language learning and teaching of a foreign language since it affords learner of the language access to all forms of oral and written communication of word (Sriwahyuningsih&Andriani, 2019). A number of word that students encounter will determine how much their can produce the word and understanding a text. In case the learners will get the difficulties in communicating, reading, listening or even learning grammar if they do not know any single vocabulary meaning. It supported by Bahri (2018) that if students have to learn vocabulary first if they want to learn a foreign language especially English.

2.2.3 Types of Vocabulary

According to Al-Qahtani (2015) argued that there are two kind of vocabulary, those are active and passive vocabulary. Active vocabulary refers to put item which the learner can use appropriately in speaking or writing. However, it is more difficult for beginner learner to use it while practice. It make students have to know how to pronounce it well, they must be familiar with collocation and understand the connotation meaning of the word. While passive vocabulary refers to language items that can be recognizes and understood in the context of reading and listening.

The other researcher categorized vocabulary in other way. Maskor&Baharudin, (2015) and the other researcher categorized vocabulary in the same types; those are productive and receptive vocabulary (Haycraft, 1978). Productive vocabulary refers to the word that can be understood when speaking and writing. It means if the students understand can pronounce correctly and constructively the word in speaking and writing it called as productive vocabulary, for instance. While receptive vocabulary refers to the word that students recognizes and understand when they occur in a text but they cannot produce it correctly. This means students can understand the meaning of vocabulary when they are listening and reading text but they cannot speak and write correctly.

2.3 Reading Anxiety

2.3.1 Definition of Anxiety

Language students generally are faced by many factors while learning a new language. One of the most physiological factors influences in language learning is anxiety. According to Spielberger (1976: 5) anxiety defined as a 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. The other expert define language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz& Cope, 1991:31).

Learning anxiety is generally viewed as the manifestation of feelings of incompetence in doing any task (Ismail, 2015). If kind of this feeling experienced while doing a task, the learner may routinely get the difficulty in all situations and accordingly get nervous even if the task is not very challenging for them. Burden (2004 as cited in Ismail 2015) asserts that anxious learners have negatively self-concepts and confident, also they always underestimate their efforts when speaking or conducting any task when they are compared to other students. This situation may happened whenever they are learning language, even if while they are reading a text by themselves.

2.3.2 Foreign Language Reading Anxiety

Foreign language anxiety is the anxiety that learners experience in the process of learning a foreign language. Foreign language anxiety is related to but distinguishable from other specific forms of anxiety. Horwitz et al. (1986) identified foreign language anxiety as one of performance anxiety within academic and social contexts and drew parallels between it and three other related performance anxiety: communication apprehension, test anxiety, fear of negative evaluation.

When foreign language reader read a foreign language text, they are trying to decode the unfamiliar symbols, discourse, and writing system. In the other words, they will face the problem cause of the text. If encountering problems, they may get really confused while reading, even they will get anxiety. This situation that experienced by foreign language reader is called as foreign language reading anxiety. Horwitz (1999) defined foreign language anxiety as s distinct complex of self-perception, belief, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language process.

Sainto et al. (1999) stated two reasons why reading can be anxiety-provoking to foreign language learners: the unfamiliar writing scripts, and unfamiliar cultural background. As it was mentioned earlier, word recognition is a very important part in the reading process. The learners will be feeling anxious when they should to catch the meaning of foreign language written text, even more if in a very unfamiliar topic. While read unfamiliar foreign language reading passage, the learners might not be able to interpret the combine words to make meaning that make sense to the whole passage. It is due to the unfamiliarity with their language culture background. It means even the anxious learners read all the passage of the text they are still unaware what they have been read.

2.3.3 Types of Anxiety

Horwitz (1986) categorized the types of anxiety into four types, as follow:

a. Communication apprehension

It is type of shyness to speak or express the ides to the others. Communication apprehension is the difficulties to convey the idea.

b. Fear of test

This type refers to anxious of failure of test. Learners who have high test anxiety often push themselves to do some task successfully.

c. Fear of negative evaluation

This type is almost similar with fear of test. Fear of negative evaluation is defined as the people's feeling apprehension that somebody will correct them negatively.

d. Fear of English classes

It is a common anxiety for students who join an English class. There are various reasons why students have this feeling. It is probably from the lack of information and abilities, the lack of interest, lack of performance and poor of class management.

2.3.4 Reading Anxiety Categories

Saito et al. (1999) argue that two aspects of foreign language reading can be considered as potential sources of anxiety are unfamiliar script and writing system and unfamiliar cultural material. According to Guimba and Alico (2015:51), there are three reading anxiety categories which are:

1. Top-Down Reading Anxiety

The majority of students are highly anxious most especially when they; cannot recognize minor ideas (details) of the text, cannot get the gist of the text, and 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.

2. Bottom-Up Reading Anxiety

In bottom-up reading, students in average are highly anxious when they; cannot figure out the meaning of a word that they feel they have seen before, encounter a lot of words whose meanings are unclear, and 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.

3. 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.

2.4 Previous Study

Regarding to avoid the plagiarism of the other research, it is needed to include previous study in this chapter two. Previous research that discusses the same theme as this research as follows:

The first previous study was written by DasepSamsulBahri in year of 2018. The title of his research is “The Correlation between Students’ Vocabulary Mastery and Their Reading Comprehension at the Seventh Grade Students’ Of MtsDaarulhsan”. The purpose of this research is to investigate the correlation between students’ vocabulary mastery and reading comprehension. This research applies quantitative approach with correlation method. To measure the correlation both the two variables, he uses Spearman formula.

Based on the explanation above, there are some similarities and differences from the first previous research and this research. The similarity is from the variables that analyzed, that are vocabulary mastery and reading comprehension and the method to analyzed that is Spearman' rank correlation. However, in this research, researcher added one more variable that is students reading anxiety. The differences of this research are from the object and the instrument of the study.

The second previous study was written by GagukRudianto and Zia Hisni Mubarak in the years of 2018. The title of their research is "Influence Of Vocabulary Mastery On Reading Comprehension Skills For Non English Major University Students InBatam". The purpose of this study is to reveal how significant vocabulary mastery to reading comprehension skill for non English Department of EFL Students in Batam island. This research applies pre- test and post- test as the way of collecting and analyzing the data.

Based on the explanation above, there are some similarities and differences from second previous study with this research. The similarity is from the variable that analyzed. The differences are from the subject of the study, instrument, and the method of collecting and analyzing the data.

The third previous study was written by Indrawati in the year of 2016. The title of her research is "Students' Reading Anxiety Towards Their Reading Comprehension Performance In Learning English As A Foreign Language". This purposed to describe and measure the degree of relationship between students' reading anxiety and reading comprehension. This research used Pearson product formula to analyze the data.

From the explanation above, there are some similarities and differences from the third previous study with this research. The similarities are from the variable and the method that used. The differences are from the subject of the study and the instrument that used.