

CHAPTER I

INTRODUCTION

This chapter consist of the background of the study, research problem, objective of the study, significances of the study, scope and limitation, research hypothesis, definition of key terms.

A. Background of the Study

Reading is one of the language skills that cannot be separated from different language skills as a result of the students' ability in one aspect will support their ability in mastering the others. Students' ability to comprehend English text is impacted their reading habits, and high learning motivation helps them to improve their reading comprehension skills.

The communication efficiency between ideas and readers is an important goal of reading, thus learners must possess reading comprehension and information gathering techniques. For all second and foreign language learners, reading has been cited as the most significant academic language skill since it allows students to gain new knowledge and improve their subject matter ability.

Some of the students showed anxiety problems, which had an impact on their reading comprehension. Some students experience anxiety and worry when trying to understand the text this condition is know as "reading anxiety." Anxiety is a feeling of pressure, a lack of confidence, discomfort, and worry that something negative may occur. Horwitz (1986) said that is

a psychological sensation of concern, worry, or even panic that leads learners to lose focus, forget things, sweat and have heart palpitations. Anxiety has various affects on different people. Generally, students are worried about what they are doing, such as taking an English test. Students have anxiety when doing text reading. Students are worried that if their reading text scores are bad they will become anxious and find it difficult to focus on their work.

According to John J. DeBoer & Martha Dallmann (1960) that when students read and disturbed by their anxiety, students cannot learn to study well in reading because they are feeling frustrated. As a result, it's important to learn more about anxiety, its cause, and its correlation to reading comprehension. Anxiety in reading is important to learn because it can affect your ability to concentrate and focus on what you are reading.

Frequency, estimated duration spent reading, and reading intention are all markers of reading habits (Shen, 2006). The readers' good reading behavior, enthusiasm in reading activity, and desire to read are also indicators of their reading habits. The importance of the habit of reading books is that it can be used as an activity in spare time or to prepare for an English exam. In the habit of reading, students will acquire new vocabulary to improve reading comprehension in English, So that it will be easier for students to work on reading text questions given by the teacher or asked by the teacher to read directly in front of the class.

Reading comprehension is the ability to extract an content or meaning from written material, to comprehend it using background or prior

knowledge, to communicate with the writer, and to interpret of the reader's objectives and goals. The reader can interpret meaning from the text if they have the background or prior information of the topic (Ikhsan, *The Correlation Between Students' Motivation and Reading Comprehension of Eighth Grade Students At State Junior High School 4 Muaro Jambi*, 2018).

Reading is an important ability because to gaining knowledge we have to read. Students process the words individually which disturb their ability to comprehend what is they are reading (Marcelina, 2019). According to Palani (2012), in addition to creating a literate society in our world, it is important to develop a reading habit. It shapes people's personalities and helps with the development of good thinking abilities and the development of new ideas. Comprehension in reading is very important because reading without understanding the content of the text, students do not get new knowledge from what students have read. Good reading comprehension is also formed when someone already has the habit to read and if that motivation continues to exist within himself.

Based on the researcher's observation, some students are still not used to reading English books. They only read books when doing assignments in English books. Students are lacking motivation in learning English, causing a lack of habit of reading books or texts in English. They said they still had difficulty doing reading texts because they rarely read books. So students are usually anxious when the teacher asks them to read the text or answer questions. Because some students are not used to reading English books. The factor that can help to solve it refers to the students'

reading activity. Students should improve their reading activity to be reading habit. They must have a schedule to read English text and motivate themselves to read English text in a sequence of times (Bishry, 2021). The solution to the problems above shows that there are feelings of anxiety and nervousness students have when facing exams. This can happen to all students. Things to do by increasing the habit of reading English books to help reduce student anxiety. Because learners with better reading habits are more confident in their ability to complete the reading text exam and are less concerned and nervous.

The research conducted by previous as researchers are as follow. First, Hasanul Bishry (2021), titled with “ The correlation between reading habit and students’ reading comprehension in English I Subject at Economic College of Riau”. This study on students reading habits and students reading comprehension. These research findings showed that there was a correlation between reading habits and reading comprehension. When the students enhance their studying motivation, use their amusement time to study the book, study the e-book repeatedly, and they have family support, automatically, they can know the text and it helps to extend their analyzing achievement. (Bishry, 2021). Second, Sartika, et.al (2020), “ The Correlation Between Students’ Reading Habit and Their Reading Comprehension.” The study’s findings indicate a medium level of correlation between reading habit and reading comprehension. Third, Asri Nofa Rama (2021), “ The Correlation Between EFL Anxiety and Students’ Reading Comprehension.” The findings of a research that looked at the

moderate level of anxiety in foreign language classes and students' reading comprehension.

The similarity between previous studies is that they all discuss reading anxiety, reading habits that affect students' understanding. The differences between studies between previous studies. This study uses 3 variables while the research above uses 2 variables and different subjects.

The reason for doing this research is to find out whether there is a correlation between reading anxiety, students' reading habits that affect students' reading comprehension.

Based on the background above the researcher chooses reading habits and anxiety in this research because the students need to learn new activities and new knowledge to make it easy in learning the English process. So, the researchers conducted a study with the title **THE CORRELATION AMONG STUDENTS' ANXIETY, STUDENTS' READING HABIT, AND READING COMPREHENSION**

B. Research Problem

Based on the background of the problem above, the researcher formulated the problems of this research.

1. Is there any significant correlation between Students' Reading Anxiety and Reading Comprehension ?
2. Is there any significant correlation between Students' Habit and Reading Comprehension ?
3. Is there any significant correlation among Students' Reading Anxiety, Students' Habit and Reading Comprehension ?

C. Objective of the Study

Based on the research problem above, the objective of the study.

1. To find out the significant correlation between Students' Reading Anxiety and Reading Comprehension
2. To find out the significant correlation between Students' Habit and Reading Comprehension
3. To find out the significant correlation among Students' Reading Anxiety, Students' Habit and Reading Comprehension

D. Significances of the Study

The result of this study is expected to be useful for :

1. For Teachers

The result of this study can be used by the teacher as a starting point students' reading comprehension skills and it will enrich the teachers' knowledge for teaching and learning English to minimize students' reading anxiety.

2. For Students

The result of this study can help as a starting point for students to better understand their anxiety, reading habit and reading comprehension.

3. For other researchers

The result of this research can be used by another researcher or any reader as reference for further studies about the correlation between students' reading anxiety, students' reading habit, and reading comprehension.

E. Scope and Limitation of the Study

In a study is important to make the research focus and direction in a topic. This research examines the correlation study which is looking for relation students' anxiety, reading habit and reading comprehension at tenth grade of SMA Negeri 1 Kandat the classes are on 3 class. Every class consist of 34 students. The researcher limits the levels of reading of comprehension in reading habit such as reading frequency, book read, time spent and motivation. For reading anxiety the researcher also limit worry and anxious about reading effect and fear of making error.

F. Research Hypothesis

The hypothesis in this study is that there is a correlation among students' reading anxiety, students reading habit and reading comprehension. To test the hypothesis, the statistical analysis use are:

1. Hypothesis Students' Reading Anxiety and Reading Comprehension

- Ho : There is no significant the correlation between students' reading anxiety and reading comprehension
- H a : There is significant the correlation between students' reading anxiety and reading comprehension

2. Hypothesis Students' Reading Habit and Reading Comprehension

- Ho : There is no significant the correlation between students' reading Habit and reading comprehension
- H a : There is significant the correlation between students' reading Habit and reading comprehension

3. Hypothesis Students' Reading Anxiety, Students' Reading Habit and Reading Comprehension

- H_0 : There is no significant the correlation among students' reading anxiety and students reading Habit and Reading Comprehension
- H_a : There is significant the correlation among students' reading anxiety and students reading Habit and Reading Comprehension

G. Definition of Key Terms

1. Reading Anxiety

Reading anxiety defined as how people's feel about something being difficult, frustrated or worried in language learning. Regarding to reading anxiety relates when people read an English text and they found unfamiliar scripts, writing system and cultural materials, they feel difficult in processing them.

2. Reading Habit

A reading habit is an activity that has been repeated until it is becoming less spontaneous, executed without deliberate thought and with little consciousness. Reading habit is a routine habit carried out without regard for why this self-concept is required.

3. Reading Comprehension

Reading comprehension is the activities the task of extracting and creating meaning from written language are known as reading comprehension. There was a cognitive activity in understanding of a written language that changed the text into meaningful information.