

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses theoretical frameworks that related to this study. This chapter related literature is divided into several topics includes some theories of Reading Anxiety, Reading Habit, Reading comprehension and previous study to support the study.

#### **A. Reading Anxiety**

##### **1. Definition Reading Anxiety**

Reading anxiousness is essentially more difficult to identify since, unlike when speaking, fast response are not required. Reading anxiety is a condition that occurs between the interpretation of the text ad the actual processing of the text. (Saito, 1999)

One of the factors affecting the learning of reading skills is anxiety. Anxiety comes as a result of reading English texts. There are two characteristics of reading English texts that might contribute to anxiety: vocabulary and complex text composition patterns that are currently poorly understood. We can anticipate students' anxiety when they attempt to comprehend new language and meanings in English texts.

When reading, students take an individual action to interact with the text. As a result, the primary hurdles for reading skills in terms of anxiety happening in oneself are anxiety, fear, and phobias caused by reading assignments. As a result, several students begin to learn that

anxiety is listed as one of the reasons that might obstruct the reading process.

Reading anxiety is an unpleasant emotional reaction of the reader. Reading anxiety is a result of poor performance in foreign language learning rather than a cause of it. Furthermore, this worry stems from real challenges that students have when processing data and creating output. There should be a high level of knowledge about this type of anxiety because when kids are afraid to read, it is almost certain that it will have an impact on their academic progress, either directly or indirectly. Reading may be the least vulnerable to the effects of anxiety. In reality, there are two characteristics of reading anxiety that appear to have a high potential for generating worry, and they must be the focus of attention. Those are foreign scripts, writing systems, and unfamiliar cultural material. Foreign-language readers are attempting to understand unfamiliar discourse, writing systems, and cultural resources when they read foreign-language books. To put in another way, there will be a process of connecting what people currently know with new knowledge. If they have difficulty comprehending them, they may get very confused when reading and experience anxiety. (Indrawati, Students' Reading Anxiety Towards Their Reading Comprehension Performance In Learning English As A Foreign Language, 2016)

## **2. Types of Anxiety**

According to Horwitz (1986) types of anxiety fall into four types, there are communication apprehension, fear of test, fear of negative evaluation and fear of English classes.

First, Fear of communication it is the type of shyness to speak or express the ideas to the other. Communication apprehension is the difficulties to convey the idea.

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

Third, Fear of negative evaluation this type is almost similar with fear of test. The anxiety of negative assessment is described as the concern that someone may evaluate them indirectly.

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

## **3. Reading Anxiety Categories**

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

- a. Top-Down Reading Anxiety: when students are unable to comprehend basic textual aspects, understand the content of the text, or recognize the main point of a paragraph, they fell fear. These results indicate that the

students' significant reading anxiety comes from their failure to understand and combine the text's details and main topics.

- b. Bottom-Up Reading Anxiety: when students' cannot figure out the meaning of a word they think they have seen before, find a large number of words whose meanings are uncertain, and find it difficult to pronounce unfamiliar words, bottom-up reading anxiety is common. Vocabulary is certainly the issue at this point. In addition to details, understanding the meaning of words is important for reading comprehension.
- c. Classroom Reading Anxiety: as to classroom reading students revealed that they are seriously worried when the teacher corrects their pronunciation or translation errors in the classroom. Correcting errors is the most anxiety-inducing condition in the classroom for them.

## **B. Reading Habit**

### **1. Definition of Reading Habit**

According to Nilsen (2012), habit is behavior that has been repeated until it has become less doing everyday any free time to activity in their reading habit books. Reading is a habitual behavior that is repeated without regard for why this self-concept must occur. Routines are repeated and occur subconsciously on a regular basis. As a result, in order to develop a reading habit, people must always take the activity and put it into practice in their everyday activities.

## 2. The Purpose of Reading Habit

According to Ogbodo (2010) cited by Samrotul Muawanah (2014:19) there are some purpose for reading habit such as:

- a. Hobby is an activity that brings pleasure and happiness to the person performing it. Reading as a hobby enables a reader to gain information in a variety of areas, including educational. This reading habit not only create one joyful, but it also makes one happy. Unlike other activities, reading the most effective ways to mold a person's personality. Reading books, in particular, may aid build vocabulary knowledge, which is useful in talks. Reading as a hobby is helpful because that improves readers' potential to absorb and comprehend written content, as well as assists them in pursuing a better job.
- b. Great Recreational reading habit helps the reader gain more information in the classroom. Reading for relaxation is intended to chill the reader's brain and avoid mental fatigue. Examples of reading for relaxation activities include reading newspaper and novel.
- c. Concentration is one of the reading habit's aims. To comprehend the meaning of a text, readers recognize their reading process. Encourage reading for focus in the classroom, and this reading habit has been shown to help students' academic progress.
- d. The final reason for reading is to deviate from the usual. The just reading habit with a negative norm is this one. The readers may stray from the real reading by pretending to read. To summarize, there are several reading habits that have either good or bad results. Reading is a habit

that can be used for hobbies, recreational, concentration, or deviational purposes. This set of goals can assist students in enhancing their potency to achieve and comprehend text information while also improving their learning performance. (Ochaya, 2010)

### **3. Aspect of Reading Habit**

There are six aspects of reading habits, according to Julio Cesar (2010):

- a. Reading frequency is used to know students do reading activities seen from how often they do the activity and the more time to read, the greater the level of reading habits.
- b. Books read is the number of books that students have read.
- c. Academic reading book is total of books that students read in reading read books academic like a English textbook.
- d. Non-academic reading book time spent reading book such as short story, book fiction and novel.
- e. Motivation in the family environments giving motivate about reading habit and recommendation book.
- f. Motivation in the academic environments about how in school giving motivation about reading literature as habit that must be doing students at school. (Gaona, 2011)

### **4. Advantages of Reading Habit**

There are several benefits to reading as a habit for both readers and students. Reading habits is activity that can development of academic achievement for learners. Students can broaden their knowledge while

also improving their attention span and concentration. It can also assist students in improving their comprehension, becoming more intellectual, and deepening the meaning of their language. Reading habits help relieve anxiety, boost knowledge, keep readers occupied so they don't have time to deal with individuals who are lazy, improve fluency in speaking, let readers learn from other people's experiences, and refresh the mind from problems that may cause stress. (Istuningtyas, 2016)

### **C. Reading Comprehension**

#### **1. Definition Reading Comprehension**

One of the most important abilities for academic learning and success is the ability to read. Reading is necessary for success in learning a new language. Reading is typically seen to be a two-part process: the first stage is to detect and identify the written symbols words, and the second step is to clear the way for perception and internalization of the meaning. The term comprehension refers to the skill to read a text and comprehend it. It's the process of putting words, sentences, and related speech together to make the meaning of them. (Ikhsan, *The Correlation Between Students' Motivation and Reading Comprehension of Eighth Grade Students at State Junior High School 4 Muaro Jambi*, 2018).

According to Brown (2006), acquiring appropriate, effective comprehension methods is the most important aspect of reading comprehension (Brown, 2006). It is characterized as a student's ability to comprehend something in order for them to react to and understand descriptive question forms. Reading comprehension is only defined as

the ability of readers to understand the meaning of the text. Readers are not doing reading comprehension if they can read but don't understand what they're reading. A method for determining how reading comprehension occurs has been developed by certain experts happens. (Namara, 2007)

## **2. Types of Reading**

According to Brown (2004) as cited by Riza Agustin (2021) . There are several types of reading are described as follows:

### **a. Intensive Reading**

Some researchers said that intensive reading is a boring style of reading. It is caused the purpose of intensive is to find detailed information required. The reader reads at a slower speed, scanning to read faster, and extracts specific information during intensive reading.

### **b. Extensive Reading**

Extensive reading is read longer passage then in intensive reading. The aim is usually for pleasure to develop general reading skills. In extensive reading, reader many read and fluently. Beside, reader often want read a lot of passage, such as reading book, novel, short story and article.

Extensive reading makes the reader to comprehend the content without having to read the entire chapter or the entire book. It's more probable that the accuracy activity of reading for detail would be emphasized. Extensive reading is a technique for gaining a thorough understanding of a book by finding particular information stated on it.

c. Perceptive Reading

Similar specifications are overheard, with some differences in wording to describe the unique of reading, in connection with the criteria defined for reading comprehension. The components of bigger stretches of speech letters, words, punctuation, and other sentence are all part of the perceptive reading activity.

d. Selective Reading

Selective means people tends of 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 mostly people do not read in detail.

### 3. Strategies Reading Comprehension

There are some strategies in reading comprehension :

a. Reading quickly

Reading quickly includes reading a large number of words in a short amount of time. This method simply needs a shorter reading time since readers like to read as quickly as possible. In this strategy, the reader must have a clear goal or purpose that can be found in the text.

b. Skimming

Skimming is reading only some of the words. Skimming is usually for doing research and want to know the use of book and article for your study. Skimming is also good strategy, especially for students to do their assignment. They can do skimming before they read an assignment in depth.

c. Scanning

Scanning is reading to find specific information. Scanning is used to find out information reader need quickly. In scanning, keyword is important. It means reader have to find a keyword which relates to the information then search it the index textbook. After finding references which beginning with the keyword, read the text.

d. Rereading

Rereading is used to understand text if before reader cannot understand the text. Reader can do rereading in order to find out its meaning using context clues. If reader cannot understand word, it's better to look the meaning in dictionary then read the text again. However, it is important to not skip over the difficult parts of a reading assignment because it can make reader do not fully understand.

e. Reading Aloud

Reading aloud is useful because it uses both eye and vice to read. This learning style can improve reader understanding of the material and helps to remember it better.

#### **4. Indicators of Reading Comprehension**

According to Nuttal (1982), there are five indicators of reading comprehension which can be explained bellow:

- a. Determining main idea is the most important part of information for everyone interested in the topic of that paragraph. Determining concept is a technique that helps the reader understand and identify the main

point of a text by summarizing it and looking for ideas/words that are repeated.

- b. Finding inference is a good guess or conclusion based on the logic of the paragraph. Finding inference indicates that the reader implies the meaning of the sentence and makes a meaningful conclusion based on the logical.
- c. Finding reference on the other side, is the purposeful use of one thing to indicate something else, with one providing the knowledge needed to comprehend the other. The word “finding reference” refers to the process of understanding and connecting one language expression to another.
- d. Finding the detail information or part of text with scanning or looking for the relevant parts and avoid the irrelevant. It is very useful when knowing searching in a text specific goal in mind.

#### **D. Previous Study**

There are some studies that related and similar topic with this study:

The first, similar study was conducted by Hasanul Bishry (2021) the title is “ The correlation between reading habit and students’ reading comprehension in English I Subject at Economic College of Riau”. The subject in this research was the student in fifth semester at STIE Riau. The design for analyzing the data of this researcher were descriptive explained about the score of reading habit and correlation design explained about correlation between reading habit and reading comprehension. The result in this study showed that there was strong correlation between reading habit

and reading comprehension. The score of correlation coefficient showed 0,582. The score of significant showed  $0,01 > 0,000 < 0,05$  it means there were significant between variables reading habit and reading comprehension.

The second, similar study was conducted by Sartika, et.al (2020), the title is “ The Correlation Between Students’ Reading Habit and Their Reading Comprehension.” The correlation coefficient was found to be medium level in this study findings. The score was  $0,000 < 0,05$  it indicates that there is a positive or significant relationship between students’ reading habits and their reading comprehension.

The third, similar study was conducted by Muawanah (2018) the title is “ The Correlation Between Students’ Reading Habit And Their Reading Comprehension Of The Eleventh Grade Islamic Senior High School Al Jauharen Jambi”. The findings it found the result of correlation between students reading habit and reading comprehension was 0.046 this value showed that positive correlation. So, null hypothesis ( $H_0$ ) rejected and alternative hypothesis ( $H_a$ ) accepted. This research to analyze the result by using Spearman correlation because the data is non parametric.

The fourth, research was done by Julia Aisyah (2017), the title is “ Students’ Reading Anxiety In English Foreign Language Classroom”. The findings show that the students had a moderate level of anxiousness. The sources of students’ reading anxiety in this study are individual variables such as worry about the reading impact and fear of making an error, along

with text aspects such as new culture, unfamiliar topic, and unfamiliar vocabulary.

The fifth, the research was done by Asri Nofa Rama (2021), the title is “ The Correlation Between EFL Anxiety and Students’ Reading Comprehension”. Conclusions the findings show a strong relationship between students’ reading comprehension and their anxiety in foreign language classes. The score of this study 0,381 it indicates a moderate level of research.

The sixth, the research was done by Eka Putri Apriliyani (2019), the title is “ The Correlation Between Self-Efficacy, Reading Anxiety And Reading Comprehension Achievement of The Eleventh Grade Students of MAN 2 Kota Kediri”. This research to analyze the result by using Pearson Product Moment. The findings showed result correlation between self efficacy, reading anxiety and reading comprehension was 0.041 if the significance value was larger than 0.05 means that  $H_a$  is accepted so, there was significant.

From the previous study above it can be concluded that the same point this research with them in find out the correlation between students’ reading anxiety, students’ reading habit and reading comprehension. The different this study using 3 variable, where the researcher uses two variables independent are reading habit and reading anxiety and dependent variable is reading comprehension. Also the different place where researcher takes the location at the tenth grade of SMAN 1 Kandat.