

CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher specifically aims to describe some theories that concern the research topic in this chapter. These are reading anxiety, the factors affecting students' reading anxiety, language learning strategies, the classification of language learning strategies, the think-aloud method, the introduction section of journal article, and review of related studies.

A. Reading Anxiety

Lots of people think that reading is a less stressful activity than speaking. Therefore, many studies examine foreign language anxiety in students' speaking activities. Many people think that reading is an individual activity that does not have to show skills in front of others, such as speaking, so it is assumed that readers can be avoided feeling embarrassed and anxious about showing their inability in front of others. However, several studies show that this assumption is not entirely true. These researches show that reading anxiety does exist and becomes the affective factor that impacts language learning. Moreover, Miao & Vibulphol mention that reading anxiety harms reading performance.¹⁶ As a result, understanding and acquisition of a foreign language are hampered. It is in line with Krashen, who claims that anxious learners may be unable to utilize the input they obtain for language acquisition fully.¹⁷

In basic terms, anxiety is the uneasiness and unpleasant emotional response that occurs while using or studying a second or foreign language.¹⁸ Isler and Yildirim mention that Anxiety is an unpleasant emotional state or condition marked by subjective sensations of tension, apprehension, concern, and autonomic nervous system activity or arousal.¹⁹ Foreign language reading anxiety is a physical reaction (sweating, feeling shaky or dizzy, and stomachache) and

¹⁶Miao & Vibulphol, "English as a Foreign Language Reading Anxiety of Chinese University Students," 68.

¹⁷Stephen Krashen, *Principles and Practice in Second Language Acquisition* (California: Pergamon Press, 1982).

¹⁸Hendrikus Male, "Foreign Language Learners' Anxiety in Language Skills Learning: A Case Study at Universitas Kristen Indonesia," *Journal of English Teaching* 4, No. 3 (2018): 171.

¹⁹ Isler & Yildirim, "Sources of Turkish EFL Learners' Foreign Language Reading Anxiety," 4.

cognitive reaction (an overpowering sensation of dread, poor self-esteem, feelings of helplessness, and anticipation of public humiliation) that occurs when pupils attempt to read and comprehend a foreign language text.²⁰

Saito et al. proposed the concept of foreign language reading anxiety (FLRA) to identify the readers' anxiety experience when reading in a foreign language.²¹ Then, they created a foreign language reading anxiety scale (FLRAS) to measure foreign language reading anxiety. The FLRAS is generally accustomed to measuring foreign language reading anxiety unusual concerning writing systems and unusual cultural text. This instrument has been used by Faruq & Zhou. Subsequently, Zoghi renamed the FLRAS to be English as a Foreign Language Reading Anxiety Inventory (EFLRAI), which was developed for the EFL context.²² In this present research, the researcher uses EFLRAI to determine the factors affecting students' reading anxiety.

B. The Factor Affecting Students' Reading Anxiety

Much research on the factors influencing EFL reading anxiety has been carried out in some countries. Zoghi notes that three sources influence reading anxiety. They are top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety.²³

Top-down reading anxiety is influenced by readers' background, cultural knowledge, and general reading ability. It occurs when students cannot identify specific information and the main idea of the text. When the ideas in the texts are culturally ambiguous, the text's title is new, and the learner lacks understanding of the ideas represented in the text, the learner will get anxious.²⁴

²⁰Azizatuz Faruq, "Reading Anxiety in English as a Foreign Language for Undergraduate Students in Indonesia," *Journal of Teaching & Learning English in Multicultural Contexts* 3, No. 2 (2019): 89.

²¹Y. Saito, T.J. Garza, & E.K. Horwitz, "Foreign Language Reading Anxiety," *The Modern Language Journal* 83, No.2 (1999): 203.

²²Miao & Vibulphol, "English as a Foreign Language Reading Anxiety of Chinese University Students," 65.

²³MasoudZoghi, "An Instrument for EFL Reading Anxiety: Inventory Construction and Preliminary Validation," *The Journal of Asia TEFL* 9, No.1 (2012): 44.

²⁴ Ibid.

Bottom-up reading anxiety is a component that affects reading anxiety and text-specific anxiety. Anxiety regards vocabulary and grammar from the bottom up when reading. It occurs when students encounter unusual vocabulary in the text, and the grammatical structure is very difficult. When learners cannot figure out what a word means, come across several terms with uncertain meanings, a phrase is grammatically strange, or the tenses of particular sentences are confusing, they may get nervous.²⁵ This issue may be handled by choosing appropriate reading materials, text content, and language difficulty for various students' backgrounds.

Classroom reading anxiety is influenced by the instructional technique employed by teachers in classroom activities. When the teacher severely corrects their pronunciation and translation errors, the students may experience classroom reading anxiety.²⁶ As a result, negative comments from teachers can occasionally increase reading anxiety and make the classroom environment uncomfortable for students.

C. Language Learning Strategies

When integrating new information and executing activities in the language classroom, all language learners utilize language learning strategies, either conscious or unconscious. Because the language classroom is similar to a problem-solving environment in which the language learners are likely to encounter new input and hard tasks assigned by their instructors, learners attempt to find the best and fastest or easiest way to do what is necessary, i.e., using language learning strategies seems to be unavoidable. Similarly, Oxford describes learning strategies as particular activities performed by learners to make learning simpler, quicker, more pleasurable, and more self-directed, effective, and transferrable to other contexts.²⁷ These strategies promote the development of broad communication skills. Hans Stern mentions that The term learning strategy is based on the assumption that learners deliberately participate in activities to

²⁵ Ibid.

²⁶ Ibid., 45.

²⁷ Rebecca Oxford, *Language Learning Strategies: What Every Teacher Should Know* (Boston: Hinle & Hinle, 1990).

accomplish certain goals, and learning strategies may be generally defined as purposeful instructions and learning techniques.²⁸ Furthermore, O'Malley & Chamot describe learning strategies as distinct ideas or behaviors that people use to help them comprehend, acquire, or acquire new knowledge.²⁹ Students use learning strategies to learn something more effectively. So, Students that use effective learning strategies will gain a piece of better knowledge.

In reading, applying reading strategies is the method to help the students obtain a good comprehension of texts. Nabilah mentions that it is a procedure used by the readers intentionally and consciously to improve the comprehension of the text.³⁰ Brown states that reading strategies play an important role in being a powerful motivator where that culture can play an active role in student literacy.³¹ By employing reading strategies, students' difficulty understanding text can be minimized as students know what to do to meet their reading needs. Garner says that a reading strategy is an action that is used to establish meanings.³² So, reading strategy refers to the actions that students take to comprehend the text's content. The more reading strategies readers employ, the better the contents will be understood. Reading comprehension is influenced by various factors, one of which is reading strategies.

It is also proved by Habok & Magyar. They conduct research which the finding shows that the students who use their learning strategies effectively will comprehend and remember more information from the texts they read.³³

²⁸ Hans Stern, *Issues and Options in Language Teaching* (Oxford: Oxford University Press, 1992).

²⁹ O'Malley & Chamot, *Learning Strategies in Second Language Acquisition*, 1.

³⁰ Aurynnatasya Nabilah, "The Correlation Between Students' Cognitive Reading Strategies and Their Reading Comprehension," *RETAIN* 9, No.2 (2021): 94.

³¹ Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2000).

³² Ruth Garner, *Metacognition and Reading Comprehension* (Norwoon, NJ: Ablex Publishing, 1987).

³³ Anita Habok & Andrea Magyar, "The Effects of EFL Reading Comprehension and Certain Learning-Related Factors on EFL Learners' Reading Strategy Use," *Cogent Education* 6, No.1 (2019).

D. The Classification of Language Learning Strategies

O'Malley & Chamot classify three types of language learning strategies. Those are metacognitive strategies, cognitive strategies, and socio-affective strategies.³⁴ This study will classify students' reading strategies based on language learning strategies proposed by O'Malley & Chamot.

1. Metacognitive Strategies

According to O'Malley & Chamot, the metacognitive strategy includes planning learning, reflecting on the continuous learning process, monitoring one's understanding, and evaluating learning after completing an activity. Metacognitive is a strategy to control the learning process. It is done when starting, being, and after reading. It is also the students' process of directing the learning process, beginning with planning, choosing appropriate strategies for the problem, and correcting mistakes in comprehending the learning material.³⁵ Students are conscious of and manage their efforts to apply certain strategies through metacognitive strategies. Wenden mentions this self-management strategy, which the students use to manage and supervise their learning.³⁶ This present study involves planning, self-monitoring, and self-evaluating as the representatives of metacognitive strategies.

Table 2. 1: Reading Strategies Classification based on Metacognitive Strategies

Strategy Classification	Representative Strategies
Metacognitive Strategy	Planning
	Self-monitoring
	Self-evaluating

Readers use planning strategies early in the reading process to improve their reading comprehension. It means that this strategy is used before reading. Activating the learners' background knowledge as a planning process is an example of a planning strategy. Readers may also be benefited from previewing a title, image, graphic, header, or subtitle to get a better sense of the whole

³⁴ O'Malley & Chamot, *Learning Strategies in Second Language Acquisition.*, 44-45.

³⁵ Ibid.

³⁶ Wenden, *Learner Strategies for Learner Autonomy.*

content.³⁷ Readers may see if their reading content has a certain text structure, such as compare and contrast, question and response, or cause and effect.

Self-monitoring strategies are often used throughout the reading of a text to assist the reader in paying attention to meaning creation and correct failures in understanding. Self-monitoring entails checking to understand as well.³⁸

Self-evaluating strategies allow a reader to think critically about a text and make a cognitive or affective judgment after reading it. Self-evaluation involves assessing the strengths and weaknesses of your reading process.³⁹ It effectively assists students in learning their native language and assisting students in focusing on their learning process.⁴⁰

2. Cognitive Strategies

According to Williams & Burden, cognitive strategies are closely connected to the processing of learning information, such as knowledge acquisition, memory, and information use.⁴¹ O'Malley & Chamot state that Cognitive strategies aim to improve understanding, retention, or information acquisition. They also believe that using strategies is a cognitive activity that entails mental modification of the resources or task.⁴² So, it can be concluded that cognitive strategies assist the thinking process and solve problems. The indicators of cognitive strategies in this research are:

Table 2. 2: Reading Strategies Classification based on Cognitive Strategies

Strategy Classification	Representative Strategies
	Resourcing
	Repetition
	Grouping
	Deduction

³⁷Susan Israel, *Thinking Metacognitively in Using Metacognitive Assessments to Create Individualized Reading Instruction* (Newark, DE: International Reading Association, 2007).

³⁸ O'Malley & Chamot, *Learning Strategies in Second Language Acquisition.*, 44-45.

³⁹Heidi Andrade & Ying Du, *Student Responses to Criteria-Referenced Self-Assessment* (London: Longman, 2007).

⁴⁰Fred Genesee & John Upshur, *Classroom-Based Evaluation in Second Language Education* (Cambridge: Cambridge University Press, 1996).

⁴¹Marion Williams & Robert Burden, *Psychology for Language Teachers: A Social Constructivist Approach* (Cambridge: Cambridge University Press, 1997).

⁴² O'Malley & Chamot, *Learning Strategies in Second Language Acquisition.*, 44-45.

Cognitive Strategy	Imagery
	Auditory representation
	Keyword Method
	Elaboration
	Transfer
	Inferencing
	Note-taking
	Summarizing
	Recombination
	Translation

Resourcing is a strategy in which the students use reference materials in the target language like textbooks, dictionaries, or encyclopedias. According to Oxford, printed materials, including dictionaries, word lists, grammar books, and phrasebooks, can help people better grasp what they hear or read.⁴³

Repetition strategy is when performing a language task, the students repeat a piece of language which can be a word or phrase.⁴⁴ This strategy makes it possible for students to read the text more than once to understand the text fully. It is useful for the students to remind the important points.

The grouping strategy categorizes or reclassifies what is read into meaningful segments to minimize the number of unconnected items.⁴⁵ It is the process of categorizing words, terms, or concepts based on their characteristics or meaning.

The deduction strategy uses rules to comprehend or generate a second language and the creation of rules based on language analysis. According to Oxford, this top-down strategy leads from general to particular.⁴⁶

Imagery strategy employs visual representations (either mental or actual) to comprehend or recall new information. Furthermore, Oxford described this strategy as a useful way to recall what was read in the new language and form a mental image.⁴⁷ The greatest part of reading is visualizing the film in your brain, and skilled readers have powerful visual pictures.

⁴³ Oxford, *Language Learning Strategies: What Every Teacher Should Know*.

⁴⁴ O'Malley & Chamot, *Learning Strategies in Second Language Acquisition*, 44-45.

⁴⁵ Oxford, *Language Learning Strategies: What Every Teacher Should Know*.

⁴⁶ Ibid.

⁴⁷ Ibid.

Auditory representation is recalling the sound of a word, phrase, or longer linguistic sequence in one's head.⁴⁸

The keyword method strategy recognizes a new word in the second language by finding a familiar term in the first language that looks like or otherwise matches the new word and produces readily recalled pictures of some link between the homonyms in the first language and the new word in the second language. A reader using the word stationery to recall the form and meaning of the word stationery, which is quite similar to the former, is an example of such strategy use.⁴⁹

Elaboration strategy connects prior knowledge to new, connecting various pieces of new information or establishing significant personal associations with the new information. Elaboration may be defined as the reader's extra processing of the text content, which may enhance understanding. It entails establishing a link between the text and the reader's prior understanding of the subject.⁵⁰

Transfer strategy uses prior skills or linguistic knowledge from one to other language or conceptual information transferred from one discipline to another to help with comprehension or production.⁵¹

The inferencing strategy uses available knowledge to infer the meaning of new things, guess results, or fill in the blanks.⁵²

A note-taking strategy lists down significant phrases and thoughts in shortened verbal, visual, or numerical form.⁵³

Summarizing creates a mental, oral, or written summary of students' new knowledge by reading or listening.⁵⁴

Recombination strategy is creating a comprehensible phrase or broader language pattern by recombining familiar components in a new way.⁵⁵

⁴⁸ O'Malley & Chamot, *Learning Strategies in Second Language Acquisition.*, 44-45.

⁴⁹ Ibid.

⁵⁰ Ibid

⁵¹ Ibid

⁵² Ibid

⁵³ Ibid.

⁵⁴ Ibid.

⁵⁵ Ibid.

The translation is a strategy in which the students use the first language as a basis for comprehending and creating the second or foreign language.⁵⁶

3. Socio-affective Strategies

We use socio-affective strategies to obtain information from others through interacting or communicating with someone. Those strategies deal with social interaction and connecting with others.⁵⁷ O'Malley & Chamot state that socio-affective strategies assist learners in regulating and controlling their emotions, motives, and attitudes toward learning and learning through interaction and contact with others. There are three sorts of socio-affective strategies: cooperation, question clarification, and self-talk.⁵⁸

Table 2. 3: Reading Strategies Classification based on Socio-affective Strategies

Strategy Classification	Representative Strategies
Socio-affective Strategy	Cooperating
	Question for clarification
	Self-talk

Cooperating strategies involve collaborating with friends to get criticism, learn, or model language actions. According to Oxford, cooperative learning has major effects: more confidence and enjoyment, higher and faster proficiency, greater respect for the instructor, higher language learning motivation, and more language practice chances.⁵⁹

Question for clarification is a strategy in which students request paraphrasing, repetition, explanation, and examples from the teacher or another native speaker. To improve their English skills, students were encouraged to question one other and their teacher for clarification and correction in class. Additionally, Oxford claims that asking questions helps students come closer to the original meaning and enhances their comprehension.⁶⁰

⁵⁶ Ibid.

⁵⁷ Abdalmaujod Hardan, "Language Learning Strategies: A General Overview," *Procedia-Social and Behavioral Science* 106, (2013).

⁵⁸ O'Malley & Chamot, *Learning Strategies in Second Language Acquisition.*, 44-45.

⁵⁹ Oxford, *Language Learning Strategies: What Every Teacher Should Know.*

⁶⁰ Ibid.

The self-talk strategy uses mind control to ensure the effectiveness of a learning exercise or reduce worry about an assignment.⁶¹

E. Think Aloud Method

Think aloud is a method to verbalize students' ideas when reading.⁶² This method is useful because students express all their thoughts to increase reading awareness of the text, and it is also useful for readers to learn about their reading process. Jahandar et al. mention that thinking out loud is a tool that allows teachers to gather hidden processes such as inference or students' use of prior knowledge.⁶³ It can be said that by utilizing this method, the teacher can recognize which reading strategies are needed by the students.

In addition, there are several benefits of the think-aloud method proposed by McKeown & Gentilucci. This method brings an advantage for students to help improve their reading comprehension. Furthermore, it also assists students in memorizing words and texts, practicing, memorizing, concentrating, and pronouncing words for real-life situations. It enables the reader to assess their comprehension and improves their oral expression.⁶⁴

F. The Introduction Section of Journal Article

The introduction section of the journal article describes the objective of the research, and the justification for conducting it, provides background information on what is known and the current condition of what is unknown, and explicitly identifies the gaps that the current study aims to address. The introduction in journal articles is the entryway that delivers papers to capture the interest of readers, reviewers, and colleagues and encourages them to read further sections of the article. This section must have a hook to grab the readers' attention to why this research is undertaken and why it is essential. This section highlights pertinent

⁶¹ O'Malley & Chamot, *Learning Strategies in Second Language Acquisition.*, 44-45.

⁶² Keene & Zimmermann, *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop.*

⁶³ Shahrokh Jahandar et al., "The Think-aloud Method in EFL Reading Comprehension," *International Journal of Scientific & Engineering Research* 3, No. 9 (2012).

⁶⁴ Regina McKeown & James Gentilucci, "Think-Aloud Strategy: Metacognitive Development and Monitoring Comprehension in the Middle School Second-Language Classroom," *International Reading Association* 136, No. 147 (2007).

literature to assist readers in understanding why the research issue is important. This part must carefully choose previous research to offer the reader sufficient information on the project's significance to support the study's worthiness. The introduction aims to set the context of the work by reviewing relevant literature, clearly describing the information about the problems, and offering reasons and potential results for the current investigation.⁶⁵

Typically, the introduction has three separate ideas. The first section gives a 'broad overview' of the issue, including previous literature to establish a clear purpose of the investigation. This is accomplished by incorporating essential terms from the title in the first few sentences to bring attention to the issue. The goal is to establish a relationship between the reader and the article by providing clear and strong information about the study topic. The second paragraph focuses on a specific topic matter, present issue, and how it has to be addressed and narrows the reader's attention to probable solutions provided by the current effort. Keep in mind that the issue of current work must be described in light of current literature to narrow down the challenges and allow readers to know the significance of the work on which the text is based. The introduction finishes with a clear summary of the study's aim and objectives to assist readers in understanding the evolution, significance, and essential aspects.⁶⁶

In this study, the researcher took an introduction section from a journal article written by Albiladi with the title *Effective English Reading Strategies: English Language Learners' Perception*.⁶⁷

G. Review of Related Studies

Several previous studies are relevant to this research. One of the studies is carried out by Faruq. She investigated students' reading anxiety in English as a foreign language (EFL) undergraduate students. The data were collected from 37 non-English Major using the Foreign Language Reading Anxiety Scale (FLRAC)

⁶⁵ Jay Shah, "How to Write 'Introduction' in Scientific Journal Article," *Journal of Patan Academy of Health Sciences* 2, no. 1 (2015): 1.

⁶⁶ Ibid.

⁶⁷ Waheeb Albiladi, "Effective English Reading Strategies: English Language Learners' Perception," *International Journal of English and Education* 7, no. 3 (2018): 273.

created by Saito et al. and a questionnaire expanded by Ahmad et al. The finding showed that most students experienced medium-level reading anxiety. The material features such as unknown vocabulary and unfamiliar culture became the most sources of students' reading anxiety.⁶⁸

Gaith conducted the next study. He revealed the direct and indirect roles of foreign language reading anxiety (FLRA) and metacognitive reading strategies (global, problem-solving, support) in reading comprehension. There were 103 college EFL of undergraduate English from a private university in Lebanon who participated in that study. He collected the data using a reading comprehension test, the Survey of Reading Strategies Scale (SORS), and the Foreign Language Reading Anxiety Scale (FLRAS). The result showed that EFL reading comprehension was positively related to global and problem-solving strategies, although FLRA did not mediate this. Contrastingly, FLRA negatively influenced the understanding and mediated support strategies.⁶⁹

Another study was conducted by Miao & Vibulphol. They investigated the sources of EFL reading anxiety in Chinese university students. There were 459 non-English major students from four different universities in China who participated in this study. The data were collected using EFLRAI, English as a Foreign Language Anxiety Inventory, expanded by Zoghi. They found that a moderate level of EFL reading anxiety was experienced overall and categorically by the participants. Lack of general reading ability became the main source of reading anxiety. Chinese university students tended to read for specifics and became extremely anxious when they did not comprehend everything.⁷⁰

In addition, a study was conducted by Male. This research investigated students' language anxiety in learning English skills in a university as a foreign language context. There were 71 students of Universitas Kristen Indonesia from the English Department participated in this study. A set of questionnaires was

⁶⁸Faruq, "Reading Anxiety in English as a Foreign Language for Undergraduate Students in Indonesia," 89.

⁶⁹Ghaith, "Foreign Language Reading Anxiety and Metacognitive Strategies in Undergraduates' Reading Comprehension."

⁷⁰Miao & Vibulphol, "English as a Foreign Language Reading Anxiety of Chinese University Students."

administered to get the data. An interview was also conducted with some participants to support the data. The findings presented that writing was the skill students felt was the most anxious. Then, it was followed by reading, speaking, and listening.⁷¹

Based on several previous studies that have been conducted by Faruq, Gaith, Miao & Vibulphol, and Male, most of them look for the level of anxiety and sources of students' anxiety in reading, so in this study, the researcher not only examines the level and source of students' reading anxiety but also examines reading strategies they use to understand a text. The researcher is very interested in it because the study that has been conducted by Jarah & Ismail shows that many students face difficulty with reading comprehension because they do not have appropriate learning strategies. It can lead students with low reading comprehension to have a high level of anxiety.⁷² This is in line with the finding of Ramirez et al.'s. Research. They find reading comprehension shares a strong relation with reading anxiety.⁷³ This study is expected to fill in the gaps in previous studies that have not discussed the reading strategies used by students who have high and low levels of reading anxiety.

⁷¹Male, "Foreign Language Learners' Anxiety in Language Skills Learning: A Case Study at Universitas Kristen Indonesia," 170-182.

⁷²Hamza Jarrah & Nur Ismail, "Reading Comprehension Difficulties Among EFL Learners in Higher Learning Institution," *International Journal of English Linguistics* 8, No.7 (2018): 32-41.

⁷³Gerardo Ramirez et al., "Reading Anxiety: An Early Affective Impediment to Children's Success in Reading," *Journal of Cognition and Development* 20, No.1 (2018): 15-34.