

CHAPTER I

INTRODUCTION

In this chapter, the researcher present six topics related to this study, included background of the research, formulation of the study, purpose of the study, significance of the study, scope and limitation of the study, definition of key term.

1.1 Background of The Research

Reading is one of the skills used to learn a language. Reading is an individual literacy skill, the readers who have a good skill will get a score that is above the standard, while the readers who have a low skill will get a score that is below the standard. It is important to remember that reading is not a natural skill, but one that requires cultivation (Iftanti, 2018). Therefore, reading extensively can help to develop more than just good reading habits and improve English proficiency. To explain the above understanding that the habit of reading can be improved through each person. The level of reading ability has influenced the achievement in learning. The reading process depends on the reader's language and the writing system of that language. Moreover, individual's understanding of reading may pose a problem of theoretical understanding during the reading process. This has an effect on each person's reading habit.

Learning to read at school emphasizes the goal of understanding, absorbing and obtaining clear impressions and messages or ideas (Harianto, 2020). For this reason, students must be able to recognize word for word, understand groups of words/phrases, turn of phrases, sentences

or text as a whole. Reading at school involves thinking, education, emotion and adapted to the topics and types of reading that encounter. One of the main elements in language learning activities, especially those related to reading activities, it is the mechanical side of reading activities and skills. Optimization efforts on some of these aspects are expected to help individual's efforts in learning language, especially in reading skills.

In attempting to implement aspects of reading, there is a problem that phonological processing may have consequences throughout the reading process (Perfetti, 1985) learning to read words, remembering words just read, and understanding phrases and sentences are all processes that operates on some phonological representations. These words may cause reading problems. As an example of each word, the reader has a problem choosing the meaning of the word needed. Which is the ultimate understanding, the reader fails to draw conclusions or get a proper understanding.

Related to this phenomenon arises an anxiety faced by readers who incidentally are students. Anxiety is a feeling of worry that is present because of certain causes and effects that are contrary to the positive thoughts of every human being. According to (Kaplan et al., 2010) anxiety is a response to certain threatening situations and is a normal thing that occurs accompanied by development, change, new experiences, and in finding self-identity and life. Feelings of anxiety can occur from various factors such as fear, worry about something excessively, have a sense of guilt or feel threatened. Anxiety can happen to anyone, including students.

Among them are students who will face final exams, students who will face daily tests or even students who are studying. This anxiety arises because they have a fear or lack of confidence in what they will face. Even though they have not tried, which in the end we must be aware of this anxiety.

Freud (1936) argues that Anxiety as a symptomatic expression of an inner emotional conflict that occurs when a person represses (from conscious awareness) experiences, feelings, or urges that are too threatening or disturbing to live. When a person feels threatened or experiences a bad experience it will cause anxiety and impact on his life activities. Hall (1985) also states that anxiety is a key variable in almost all personality theories. From the statements of experts show that anxiety is inevitable. However, in terms of learning we need to have a way that can minimize this fear. The roles of the teacher in learning in class is needed in assisting students to reduce anxiety that is thought to occur in students in class.

According to Djamarah (2015) the teacher is someone who provides knowledge to students or professionals who can make their students plan, analyze and conclude the problems they face. The teacher plans a teaching program, and implements the program that has been prepared. As educators, teachers direct students to the level of maturity with good and perfect personalities. The teacher as a motivator has the role of encouraging and arousing the enthusiasm of students in learning using a variety of methods and taking an emotional approach so that the teacher

can understand the character of students well. Teachers can appreciate small activities carried out by students such as being able to answer questions, so the enthusiasm of students can be encouraged by the motivation given by the teacher. The learning process will be successful if students have motivation in learning (Ebata, 2008). Therefore, teachers need to foster student learning potential. In addition, motivation for language students to feel satisfied with the lessons, a stress-free classroom and developing lessons with integrated tasks are required. In this case, the researcher will observe the teacher's roles in learning, especially in understanding reading English. Teacher support also appears to have an impact on psychological adjustment in students.

Through the role of the teacher as a motivator (Ebata, 2008), it will be able to help solve learning difficulties, can encourage enthusiasm for learning, and can foster perseverance and discipline in student learning. Therefore, the teacher's role as a motivator will be able to teaching optimal learning achievement for students. Each teacher has different teaching of learning to students so that it can affect the motivation obtained by students. The teacher can consider various ways to dealing with students' anxiety. The roles of teachers are needed in dealing with students' anxiety and students achievement in reading comprehension.

Students are one of the components in teaching besides teachers, objectives and teaching methods. It can be said that the student is an important element as one of the components. In fact, the student is the deciding factor in the learning and teaching process. Without students,

there will be no teaching process (Hamalik, 2008). Students have role involvement in the learning process conveyed or guided by the teacher. Students engage and interact with other students as well as the teacher, participate in class discussions and also act in a receptive way. In this modern era, the role of student is considered very important in the learning process in addition to the role of the teacher itself. Especially in the face of an anxiety about what is conveyed by the teacher. The difference in the ability of each student is also felt by the student himself, whether he is able to follow developments like other friends or not.

In reading comprehension, a reader should have knowledge about understanding the reading passage. According to Lin (2010) Reading efficiency depends on the tasks of rapid and automatic word recognition, retrieval, and proper application of knowledge. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages. Reading comprehension must be emphasized on every student because the urgency of a good understanding of the material comes from every existing reading.

Foreign language reading anxiety is caused by foreign texts and cultural materials, according to Saito et al. (1999). In this study, the high anxiety group may experience anxiety when they cannot understand unfamiliar texts. They feel uncertain about what they understand and question whether they can remember the content, and have doubts about their recall of the content. This means that students of the high anxiety

may also be low ability learners. This is because they were preoccupied with decoding from bottom to top and noticing every word.

The researcher suspects that the lack of comprehension in reading is one of the factors causing student anxiety. This finding seems to reinforce the researcher's assumption that anxious students have difficulty in completing some tasks in reading comprehension. In addition, there is a fear that students have poor skills such as lack of vocabulary, lack of background knowledge, etc. Example: Things that make students worry about misunderstanding the structure or worry about deriving meaning take them out of context and make them uncomfortable and uneasy. It can provoke fear. This situation reduces their concentration that can affect reading comprehension.

The researcher chose MAN 3 Blitar because this school has a special class, namely the bilingual class, where there are bilingual English and Arabic. This school became a favorite school which is one of them because there is a bilingual class. There are two English bilingual classes where before class division, students carry out a bilingual class screening test. In the bilingual class there are additional hours for English material. So that students can learn more intensely to master English. Therefore, researcher hope to get data on students who are suspected of experiencing anxiety, especially in English reading comprehension. It should be understood that learning success is highly influenced by learning environment.

On the basis of fieldwork, students that are in the preferred school environment make different efforts to achieve their learning outcomes. Although the students' enthusiasm for learning is getting better, it is possible that the students also have anxiety. This is because the students have a sense of competition in learning achievement. The results of interviewing several students revealed that the students did not understand the lessons given well. This is due to the large amount of material provided and the less than optimal allocation of time. Students usually study only when the subject is taught at school and lack interest in reading, so students are less able to comprehend reading content. As a result, students are likely to be anxious about reading.

The researcher is interested in identifying the presence of anxiety in students regarding reading comprehension based on the above explanation. Reading comprehension affects students' learning achievement. Therefore, the roles of teacher is expected to reduce anxiety and improve students' understanding of reading learning. Continuous roles between teachers and students is also much needed. To enable students to focus on applying the methods provided by the teacher to reading comprehension. Therefore, It is essential to explore educators' efforts and title "THE ROLES OF TEACHER AND STUDENTS IN DEALING WITH STUDENTS' ANXIETY IN READING COMPREHENSION AT MAN 3 BLITAR".

1.2 Formulation of Research Question

Based on the background of the research, There are formulates a research question as follows:

1. What are the teachers' roles to reduce students' anxiety in reading comprehension at MAN 3 Blitar?
2. What are the teachers' efforts to reduce students' anxiety in reading comprehension at MAN 3 Blitar?
3. What are the students' roles to reduce their anxiety in reading comprehension at MAN 3 Blitar?
4. What are the students' efforts to reduce their anxiety in reading comprehension at MAN 3 Blitar?

1.3 Purpose of The Study

Based on the research question above, the purpose of this study are:

1. To describe the teachers' roles to reduce students' anxiety in reading comprehension at MAN 3 Blitar.
2. To describe the teachers' efforts to reduce students' anxiety in reading comprehension at MAN 3 Blitar.
3. To describe the students' roles to reduce their anxiety in reading comprehension at MAN 3 Blitar.
4. To describe the students' efforts to reduce their anxiety in reading comprehension at MAN 3 Blitar.

1.4 Significance of The Study

1.4.1 Theoretical

The results of this study are expected to provide more informations about the roles of teacher and students in dealing with students' anxiety. In addition, it is hoped that it can increase knowledge and the best practice to dealing with students' anxiety in reading comprehension.

1.4.2 Practical

1. For the Teacher

The findings of this study are able to provide many benefits teacher. Theoretically, the teacher is able to improve their knowledges about the strategy to apply in the teaching learning about reading comprehension. In practice, the teacher can analyze the problems faced by students'. Besides that the teacher is capable understood what to do solve students' anxiety in reading comprehension. Finally, the process of teaching and learning students' is more effective and get the best result after learning.

2. For the Students

The findings of this study can also provide many benefits for students. Theoretically, students can already find out the problem of their anxiety during learning English especially in reading comprehension. In practical terms, they can overcome their anxiety and difficulties with the teacher guidance and their own motivation.

Finally, they can be enthusiastic about language learning especially in reading comprehension which is carried out in their respective school or homes and get understanding on post test then get the best. The students have confidence and the ability to understand well.

3. For the Researcher

The findings of this study can help reasearcher to obtain lots of information about dealing with students' anxiety in reading comprehension. The researcher also increasing the knowledges and get the best new experience. Finally, the reasercher can analyze and apply this experience in the next study.

4. For other Researchers

The findings of this study can help other reasearchers to knowledge about students' anxiety in reading comprehension and their efforts to reduce it. It is expect that the result of this reseach will help in finding references for further research.

1.5 Scope and Limitation of The Study

The scope of this research is to identifying and describing the roles of teachers' and students to dealing with students' anxiety in reading comprehension. The research subjects are English teacher and students of bilingual class at MAN 3 Blitar. The object of this research is the roles of teachers' and students' to reduce students' anxiety in reading comprehension.

The limitation of this research only one teacher and four students in Bilingual Class because it will be focused. If in this study the researcher just identify and describe the roles of teachers' and students to reduce students' anxiety in reading comprehension. In addition, the researcher also limits the reading text focusing on daily test.

1.6 Definition of Key Terms

To avoid misinterpretation in this study, the researcher describes the meaning of the main terms used as follows:

1.6.1 The Teachers' Role

The teacher's role is an action taken in the performance of teachers' duties and obligations. The role is a person's duty or obligation in an endeavor or job (Widdowson, 2015). In general, the teachers' role can be defined as the part people play in the performance of social life.

1.6.2 Students' Anxiety

Students' Anxiety is a subjective feeling of tension and fear. Anxiety that causes worry. Fear helps a person to adapt to environmental hazards and threats (Zeidner and Matthews, 2010). In this study we focuses on students anxiety in reading.

1.6.3 Reading Comprehension

Reading comprehension is an advanced level of reading proficiency. Senior high students are expected to have mastered the comprehension skills of reading English texts at an advanced level.