

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, questions of the research, objective of the research, research hypothesis, significance of the research and definition of key term.

A. Background of the Study

The world is developing rapidly with the mark of globalization. People need to master some language as their second and foreign language to manage the interaction (Astuty, 2017). It makes English as foreign language become the most studied language by students. In addition, English is known as a global language becomes one of the important aspects of the globalization era. Public awareness of the importance of English as the main means of communication in this global era has been increasing (Nurhayati, 2020). The English language is a language that is widely used for international communication worldwide, including for business, social networking, and education (Afiqoh, 2015). In Indonesia, English is one subject that students must learn in school. This is evidenced by the inclusion of English in National Examination subjects. Indonesian students learn English as a foreign language after their mother tongue and national language. Foreign language learning is carried out in a sense in which language plays no significant part in the culture and only learns in the classroom (Thohir, 2017).

One of the most important skills of language among the four major skills is reading. Reading is an essential ability in learning English. Habók et al. (2019) stated that reading is a necessary ability for success in life. Reading literacy is generally described as knowing, utilizing, evaluating, reflecting on, and engaging with texts to attain objectives, extend one's knowledge and potential, and participate in society. It means reading is an activity between readers and text. Furthermore, Shemshadsara et al. (2019) define reading comprehension as obtaining and integrating information from an English- language written text using readers' prior knowledge. Reading comprehension occurs when students interact with a written text.

Meanwhile, according to Liu (2007), many students are anxious when reading with their teachers and classmates. Vocabulary, language proficiency, memory dissociation, and other factors contribute to student anxiety. Furthermore, he argued that foreign language anxiety occurs when students remove themselves from communicating complex thoughts in a foreign language. When they are uncomfortable undertaking reading tasks, such as reading, presenting, conversing, or role-playing, and when they cannot recall the vocabulary. Muna et al. (2019) stated that vocabulary knowledge is another element that affects students' anxiety levels when reading.

According to Al-Khasawneh (2019), Vocabulary knowledge is a crucial aspect of English growth and impacts reading comprehension. Memorizing phrases and sentences is the first step in learning a language.

The first thing a foreign language student should acquire is vocabulary. Furthermore, vocabulary is an essential part of reading because it relates to the diversity of words required when students want to talk. This is consistent with Viera's (2016) assertion that Learning a language requires extensive vocabulary knowledge. They are more likely to have a greater capacity to use a language if they have a more extensive vocabulary. Students must communicate and express themselves correctly by possessing and understanding language.

However, mastering vocabulary is a challenging task. Many students struggle to complete their English assignments because of having less vocabulary. According to Sidek & Rahim (2015), students with an extensive vocabulary perform better reading comprehension. Fraser et al. (2017) discovered a similar fact, stating the students' most common issue in reading tasks is a lack of vocabulary. Furthermore, according to Putri (2019), many students struggled with vocabulary, which impacted their reading comprehension. They cannot construct sentences because they lack the necessary English vocabulary to express their views. As a result, they cannot read proficiently.

Many scholars have focused their studies on anxiety, vocabulary knowledge, and reading comprehension. Mardianti et al. (2021) explored the association between students' anxiety and reading comprehension. The results revealed a substantial negative relationship between the variables. Ibrahim et al. (2016) investigated the relationship between vocabulary

knowledge and reading comprehension. They discovered a moderate association between factors in the study's findings. Moreover, Zano & Phatudi (2019) findings revealed a strong association between vocabulary knowledge and reading comprehension.

Huang (2018) has undertaken a study that found links between many types of anxiety, including state, trait, linguistic, and exam anxiety. He also attempted to learn more about worry's impact on children's reading test scores. The study discovered that the students' reading tests and language anxiety significantly impacted the children.

Huang (2018) surveyed to determine what students think about the elements that impact English reading anxiety and what they believe their teachers should do to overcome their fears. In this case, students' anxiety in English reading lessons is triggered by a lack of vocabulary, novel topics, positive appraisal, and a poor perception of ability. Furthermore, because the instructor is the organizer of class activities, students expect that the teacher can assist them in reducing their nervousness.

Furthermore, the writer observed in Eighth grade students at SMPN 2 Pogalan that some students who lack vocabulary were anxious to do reading comprehension tests and got low results on the test. The writer found some students' problems when reading comprehension tests, such as students still having difficulty getting the text's central idea, ignoring their vocabulary knowledge, often having anxiety when reading text in the class, and lacking vocabulary.

As a result, the writer wishes to investigate the relationship between students' anxiety, vocabulary knowledge, and reading comprehension of descriptive text. This study is critical for improving students' reading comprehension of descriptive text. Knowing the problems of what makes students get a low score on reading tests, the teachers might be easier to improve students' reading test scores. For example, before teaching reading, they need to give more exposure to vocabulary then students feel confident to do reading comprehension, which make them get high scores. The study done by Jafarigohar et al. (2012) on the impact of anxiety on reading comprehension among distance EFL learners backs this up. The FLRAS and the reading comprehension exam had a negative connection. The lower the reading comprehension test score, the greater the amount of reading anxiety. So, this background study sought to explore this relationship using a quantitative research approach.

B. Questions of the Research

Based on the background of the problem above, the researcher formulates the problem as follows:

1. Is there any correlation between students' anxiety and reading comprehension of the descriptive text?
2. Is there any correlation between students' vocabulary knowledge and reading comprehension of the descriptive text?

3. Is there any correlation between students' anxiety, vocabulary knowledge, and reading comprehension of the descriptive text?

C. Objective of the Research

According to the research question, the objectives of the study are:

1. Recognize and characterize the correlation between students' anxiety and reading comprehension of descriptive text.
2. Recognize and characterize the correlation between students' vocabulary knowledge and reading comprehension of descriptive text.
3. Understand and characterize the correlation between anxiety, vocabulary knowledge, and reading comprehension of descriptive text.

D. Research Hypothesis

The hypothesis for this research can be seen as follows:

1. Ho (null hypothesis)

- a. There is no significant relationship between students' anxiety and their reading comprehension of descriptive text in SMPN 2 Pogalan.
- b. There is no significant relationship between students' vocabulary knowledge and their reading comprehension of descriptive text in SMPN 2 Pogalan.

- c. There is no significant relationship between students' anxiety, vocabulary knowledge, and reading comprehension of descriptive text in SMPN 2 Pogalan.

2. Ha (alternative hypothesis)

- a. There is a significant relationship between student's anxiety and reading comprehension of descriptive text of eighth-grade students in SMPN 2 Pogalan.
- b. There is a significant relationship between students' vocabulary knowledge and reading comprehension of descriptive text of eighth-grade students in SMPN 2 Pogalan.
- c. There is a significant relationship between students' anxiety, vocabulary knowledge, and reading comprehension of descriptive text of eighth-grade students in SMPN 2 Pogalan.

E. Scope and Limitation of the Research

The writer confine the topic in this study to the students' anxiety, vocabulary knowledge, and reading comprehension of descriptive text. The issue is limited to avoiding off-topic discussion and concentrating on the significant result of the correlation between them.

F. Significance of the Study

This study provides an excellent opportunity to understand the three variables involved. It offers more reference to future studies focusing on anxiety, vocabulary knowledge, and reading comprehension of descriptive text. This study provides important insights to the teachers, readers, and researchers about the correlation between anxiety, vocabulary knowledge, and reading comprehension of the descriptive text.

The researcher clearly describe the correlation among variables. The findings of this study should motivate and improve students' reading skills, particularly their ability to comprehend descriptive text through reading comprehension. The study's conclusions are predicted to make various contributions, not only in theory but also in practice:

English Teachers: This knowledge could add to the references, allowing for a breakthrough in schools, especially for English teachers. In addition, the emphasis on English teaching and study would be enhanced. In practice, they will apply what they've learned to improve the way they teach.

Students: It is helpful to know how well students' reading ability is reviewed from their anxiety and vocabulary knowledge by conducting this study. Furthermore, when students follow the reading comprehension process, they gain new reading experiences.

School: Theoretically, the outcomes of this study can be utilized to map students' reading comprehension. It also provides evidence for school occurring in anxious students, regardless of their academic performance. In practice, schools and instructors may overcome challenges to increase students' reading ability.

Further researchers: This study's findings are likely valuable to other researchers. They may utilize the study result with other factors connected to this study to compare to other educational studies, particularly in English reading comprehension. They may use this knowledge in teaching to conduct more studies on elements that lead to learning