CHAPTER II

LITERATURE REVIEW

This chapter is divided into three parts, namely: literature review, review on relevant studies, and theoretical framework of the research.

2.1 Foreign Language Reading Anxiety in English as a Foreign Language (EFL) Context

In foreign language reading, students usually experience anxiety when they are going to take their reading assignment or test in the classroom. When students are taking a reading exam, they may feel nervous or else anxious when they find one or several materials of the text that they do not understand. Moreover, they may afraid of lack of vocabulary mastery or worried of getting low score on reading test. If they have less anxiety, they will better prepare and get the better score.

Foreign language reading anxiety has been discussed by several scholars. Capan & Pektas (2013) state foreign language reading anxiety refers to the feeling of fear, worry, and stress while students have to read a text in foreign language. It means that foreign language reading anxiety becomes the feeling of fear and worry when learners have to read in a non-native language. Meanwhile, Ahmad et al. (2013) divide two factors which influence foreign language reading anxiety, such as personal factors and text features. Personal factors including worry about
reading effect and fear of making error. Text features including unfamiliar culture, unfamiliar topic, and unknown vocabulary. Furthermore, Zoghi (2012) identify factors of foreign language reading anxiety specifically in English as a foreign language (EFL) context. These scholars enrich theoretical and empirical discussion on foreign language reading anxiety.

In order to better understand foreign language anxiety, Saito, Horwitz, and Garza (1999) develop measurement of foreign language reading anxiety. They designed the Foreign Language Reading Anxiety Scale (FLRAS) to measure levels of reading anxiety related to foreign language (French, Japanese, and Russian). FLRAS measure reading anxiety levels in terms of two text-processing parameters: unfamiliar writing systems and unfamiliar ideas (cultural proficiency).

Although Saito, et al. (1999) developed foreign language reading anxiety scale (FLRAS) and more commonly used by another researcher to measure foreign language reading anxiety, Zoghi (2012) developed more specific instrument in EFL context which is called the English as a Foreign Language Reading Anxiety Inventory (EFLRAI) in response to the shortcomings of FLRAS. The EFLRAI has been specifically constructed for a survey of EFL reading anxiety of non-English major students in the context of tertiary education. Zoghi (2012) shows that EFL reading anxiety is a multi-dimensional concept comprising three related factors: (a) Top-down Reading Anxiety; (b) Bottom-up Reading Anxiety; and (c) Classroom Reading Anxiety.
2.2 Factors of Foreign Language Reading Anxiety

Zoghi (2012) divided three factors related EFL reading anxiety which is described on Table 2.1

Table 2.1 Zoghi’s (2012) Factors of EFL Reading Anxiety

<table>
<thead>
<tr>
<th>Factors of EFL Reading Anxiety</th>
<th>Description</th>
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<tbody>
<tr>
<td>Top-down reading anxiety (TRA)</td>
<td>Top-down reading anxiety (TRA) is divided into two subcategories: readers’ background and cultural knowledge, and readers’ general reading ability. EFL reading anxiety can be seen when students are able to guess the meaning of the words in the text and decode them in a meaningful way but on the other sides, they have less culture knowledge of the text as it has less relation to their background of life.</td>
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<tr>
<td>Bottom-up reading anxiety (BRA)</td>
<td>Bottom-up reading anxiety (BRA) refers to the text itself such as EFL vocabularies and grammar. EFL reading anxiety can be seen when students fail to understand the texts which are not familiar the vocabularies and the grammar of the text.</td>
</tr>
<tr>
<td>Classroom reading anxiety (CRA)</td>
<td>Classroom reading anxiety (CRA) is related with reading-teaching method. It concerns to the context in which the readers, text, and teachers interact. It is occurred in the classroom settings.</td>
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2.3 Review on Relevant Studies

The first study was conducted by Zoghi (2012) who developed a new measure of reading anxiety entitled English as a Foreign Language Reading Anxiety Inventory (EFLRAI) that indicates the factors of EFL reading anxiety among non-English major students. Based on the qualitative data analysis of questionnaire interviews of 61 students in Islamic Azad University, the instrument items comprised three factors of reading anxiety: Top-down Reading Anxiety (TRA), Bottom-up Reading Anxiety (BRA), and Classroom Reading Anxiety (CRA). Then, EFLRAI was pilot-tested on a group of 33 students. The EFLRAI is composed of 27 items which consist of four-points Likert scale, ranging from one point (totally disagree) to four points (totally agree). The EFLRAI’s internal consistency was 0.89. Finally, sample of 251 non-English major students in the same university participated in the major study. The result showed that three main sources affecting EFL reading anxiety: the first was top-down reading anxiety, followed by bottom up reading anxiety, and the last was classroom reading anxiety.

The second study was conducted by Zoghi & Alivandivafa (2012). The aim of this study was to analysis the factor structure of the EFLRAI by statistical procedure. This study was conducted in Islamic Azad University academic year of 2011-2012 with 464 non-major English students as sample. The data were coded and entered into SPSS 16, then analyzed by principal component analysis (PCA). The results of this study reported that the first factor “Top-down Reading Anxiety” accounted for 9.54%
of the variance with a factor weight $\geq 0.45$. This component consists of six items. The second factor “Bottom-up Reading Anxiety” accounted for 20.52% of the variance. This component consists of eleven items. The third factor “Classroom Reading Anxiety” accounted for 17.58% of the variance. This component includes six items. The factor which has value 0.4 or greater are considered acceptable. However, four items (7, 8, 11, and 14) had value $\leq 0.21$, thus these items do not be appropriate and correlate with components. Therefore, the final model of EFLRAI consists of 23 items.

The third study was done in Indonesia, Kulsum (2018). She examined the sources of students’ reading anxiety and reading strategies in English Dormitory of State University in Bandung. The respondents consisted of 41 non-English students. It employed a qualitative descriptive method. She used two questionnaires of English as a Foreign Language Reading Anxiety Inventory (EFLRAI) adapted from Zoghi (2012), RSQ adopted from Oxford et al. (2004), and a semi-structured interview. The result of this study showed that top-down reading anxiety as the most affecting source causing anxiety in EFL reading (35.78%). It was followed by the bottom-up reading anxiety (34.86%) and classrooms reading anxiety (29.36%). On the other hands, students preferred to use top-down reading strategies (55.38%) rather than bottom-up reading strategies (44.62%).

The fourth study was conducted by Guimba and Alico (2015). Guimba and Alico (2015) used a questionnaire of the English as a Foreign Language Reading
Anxiety Inventory (EFLRAI) adopted from Zoghi & Alivandivafa (2012). This study aims to find out the main causes of students’ reading anxiety and comprehension performance among 78 students Grade 8 in Mindanao State University-Integrated Laboratory School, Marawi City. The results showed that most of them failed in the test and they had high level of reading anxiety. Meanwhile, three factors which causing their reading anxiety are: top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety. Moreover, there is a significant negative relationship between students’ reading anxiety level and reading comprehension performance.

2.4 Theoretical Framework

This research concerns in English as a foreign language reading anxiety. Meanwhile, this research uses a questionnaire as the instrument to find factors of EFL reading anxiety. The factors of EFL reading anxiety were conceptualized by Zoghi (2012), which are: top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety. The instrument adapted from Zoghi and Alivandivafa (2012) English as a Foreign Language Reading Anxiety Inventory (EFLRAI) which was adapted from Zoghi (2012).
CHAPTER III

RESEARCH DESIGN

Three Factors of EFL Reading Anxiety

(Zoghi, 2012)

Top-down Reading Anxiety

Bottom-up Reading Anxiety

Classroom Reading Anxiety

Zoghi and Alivandivafa (2012)

English as a Foreign Language Reading Anxiety Inventory (EFLRAI)

Foreign Language Reading Anxiety in English for Islamic Law Coursework: A Survey Study