

CHAPTER I

INTRODUCTION

This chapter provides an account of the background of the study, problem identification, limitations, research questions, research objectives, and the significance of the study.

1.1 Background of the study

Currently, in Indonesia, it is crucial to learn a foreign language other than Indonesian and its regions. Learning a foreign language is becoming increasingly important to compete in the era of globalisation. In this case, English is the most important international language. Students are expected to have better tools to bridge the urgency gap in language learning. One of the main factors in reading comprehension is that Indonesian students are not familiar with reading comprehension (Nanda & Azmy, 2020). They are also unlikely to develop the habit of reading.

Similar to the results of the 2018 Program for International Student Assessment (PISA) study, which were revealed on Tuesday, December 3, 2019, Indonesia ranked 74th out of 79 countries in reading proficiency and 70% of Indonesian students were unable to achieve level 2 in the PISA (Tohir, 2019). The outcomes of Indonesian students are really concerning. In reality, just roughly 23% of students in the 79 PISA participating nations can master level 2 reading abilities on average (Tohir, 2019). Because most of the most current skills and information are learned via reading activities, a low level of literacy is a fundamental problem that has a wide-ranging influence on the nation's advancement. A skilled readership,

capable of reading, understanding, evaluating, and filtering information, will be able to maximize the benefits of reading resources. One of the ways to improve student literacy is by increasing their interest in reading. Encouraging students to read for pleasure can foster a love for books and improve their reading skills. By making reading an enjoyable and meaningful experience, students are more likely to be motivated to read, which in turn will improve their literacy skills.

Research on reading in Indonesia has gained significant attention from scholars, particularly with regards to reading anxiety. Several studies have investigated the causes and effects of reading anxiety in Indonesian learners, identifying factors such as low self-confidence, lack of reading habit, and negative attitudes towards reading as contributing factors. One study by Muhlis (2017) investigate foreign language reading anxiety among Indonesian EFL Senior High School students. Having perceived anxiety at a medium level was the first finding, with 71.9% of the students admitting to it. The second finding identified text features and personal factors as two major potential causes of foreign language reading anxiety. Another study by Kharismanto and Farani (2022) aims to identify reading anxiety among junior high school students. The data revealed that the lack of vocabulary was the most significant factor contributing to students' reading anxiety, while worrying about the effects of reading had the least impact. These factors resulted in a medium level of anxiety among the students. These studies highlight the importance of addressing reading anxiety in Indonesian learners to promote better reading outcomes and literacy rates in the country.

From those theories, the researchers found out the result of observation from student in English Language Education (ELE) Undiksha, especially for student in

Inisiasi Kelas Internasional (IKI) class. This university was chosen because because the university located in the north of Bali where it is quite far from the tourism (Arismayanti et al., 2020). Then the IKI class was selected by the researcher through purposive sampling, as this class consists of students who are considered selective and already possess proficiency in English. However, it was unknown whether the level of Reading Anxiety in this class was high or low. Therefore, the study was conducted in this class to investigate the Reading Anxiety levels among the students.

1.2 Problem Identification

Based on the background of the problems described previously, then some problems can be identified as follows. In English language classes, some students experience difficulty with reading and expressing their knowledge. When requested to read in English, these students may simply remain silent, indicating their struggle to comprehend and articulate the language. Furthermore, some students show little enthusiasm in the learning process, and may even try to avoid reading aloud in class altogether. A major factor contributing to this hesitation and reluctance is the fear of being misunderstood in English. These students may feel overwhelmed and intimidated by the unfamiliarity of the language, leading to a lack of confidence in their abilities. It is important for educators to recognize and address these concerns in order to support these students in their language learning journey

1.3 Limitation of the study

This research focuses on reading anxiety analysis using FLRAS (Foreign Language Reading Anxiety Scale). This scale helps identify the presence of reading

anxiety in the student's learning process and provides solutions. Narrowing the problem avoids topic differences and extensions, making research more focused and easier to cover and reach research. Because the questionnaire contains basic and obvious items, this scale is also regarded as an appropriate instrument for measuring and determining the presence of reading anxiety. With students from Universitas Pendidikan Ganesha of English Language Education Department as research subjects, it is predicted that the researcher would be able to uncover reading anxiety in this Department.

1.4 Research Questions

Based on the description and background of the problems that have been the researcher described previously, then the researcher can formulate the focus of the problem from this research are:

1. What is the level of reading anxiety experienced by the students in critical reading course for 2nd semester students of ELE?
2. What are the factors influence students' reading anxiety in critical reading course for 2nd semester students of ELE?

1.5 Research Objectives

In line with the research questions, there are two objectives of the research:

1. To analyze the level of reading anxiety experienced by the students in critical reading course for 2nd semester students of ELE.
2. To analyze the factors that influence students' reading anxiety in critical reading course for 2nd semester students of ELE.

1.6 Significances of the Study

Of course, there will be significance as a result of conducting this research.

In general, this study has two significance, which are as follows:

1.6.1 Theoretical Significance

The advantages of this research are for people directly involved in English language education, namely teachers, lecturers and practitioners who work in the field of English language education. All practitioners, especially those who teach at the English Language Education Department, are expected to be aware of reading anxiety in the student learning process. Hopefully, teachers or prospective teachers who want to teach in the English Department can benefit from this study.

1.6.2 Practical Significance

This research also refers to English Lecturers at Universitas Pendidikan Ganesha's English Language Education Department. The significance is that they understand their students' problems in coping with reading anxiety. As a result, the professor is required to discover a solution or evaluate the solution proposed if they are aware of its presence in their field. Last but not least, it is desired that this research be taken into account by the ELE Department's board to determine the best teaching-learning approach to be used in the future.