

## **Chapter One**

### **Introduction**

In this chapter, the researcher tells about several points of the study. First, the researcher tells why this topic was chosen and also explains about identification and limitation of problem, research question, the purpose of the study, and in the last point is the significance of the research.

### **Background of the Research**

Reading comprehension is the act of understanding what we are reading. Reading comprehension is one of the pillars of the act of reading. When we read a text, we engage in a complex array of cognitive processes. In the teaching and learning of English as a second or foreign language, the effective achievement of four language skills of reading, writing, listening, and speaking are considered important. However, reading is by far one of the most important skills for many L2 language learners, particularly for university students in EFL settings. To put it simply, success of learning at university level depends upon the students' ability to read written language with a relatively good comprehension (Dechant & Smith, 1977; Grabe & Stoller, 2001; Shapiro, 2004). Some people are successful in second or foreign language learning while others struggle with different aspects of language learning. Where do these individual differences come from? What is the role of individual differences in second language learning? These issues have been debated in the field of second/foreign language learning for a long time by many researchers (Bailey, 1999; Chastain, 1975; Kleinmann, 1977; Tucker, 1976).

Many people assumed reading as an easy process without knowing there are many factors that influence. Among these many factors, "anxiety" is one of them. Most people do not know that anxiety has been stated as one of the factors which could impede the reading process. In the same time the reader trying to understand the meaning of words, how to pronounce a word and how to deliver the words to the other. Reading anxiety is an anxiety that learners experience while they are reading in their new target language (Zhou, 2017). This can be caused by unfamiliar scripts and writing systems, or cultural material (Saito, Horwitz & Garza, 1999). Foreign language reading anxiety refers to the feeling of apprehension and worries when students have to read in their non-native language (L2). According to Horwitz (2001) "Reading anxiety is a specific type of anxiety from more general types of foreign language anxiety.

In learning English, students still face many challenges, especially in reading comprehension. Anxiety is one of the many factors that influence reading comprehension. The researcher once asked this to some friends, and they answered that they also experienced it when the first time they entered in the English Department. From here I began to see, that the problem as researcher experienced also experienced by some people. Maybe the only difference here is the level of anxiety experienced by each people is different. Some people may be just a little worried, but some other people feel very worried when certain moments they are asked to do activities, such as those researcher mentioned before or the other activities which triggers anxiety. And some of the things that the researcher mentioned just a little factor that explain anxiety and effect on reading comprehension. Therefore, according background of this research, the researcher will find out about the level of anxiety of EFL students in early years.

## **Statements of the problem**

As a learner of a foreign language, at the time the researcher feeling very worried if the teacher ask the researcher to move forward the class to answer the questions or to reading aloud from the texts. Reading text in a foreign language are joined with anxiety, it is because reading aloud is paired with anxious unconditioned stimulus, which brings a negative reaction (Jalongo & Hirsh, 2010). As cited by Ahmed, (2013), reading aloud as a matter which causes foreign language reading anxiety of the students. This is because most students cannot deny their anxious feeling when they are asked to read aloud a foreign language text. At another moment when there are individual assignments whose command is to understand the contents of the reading from the book, then tell it again the contents from the book. In fact, when the teacher asked the researcher to read a book, researcher quite understand the contents of the reading, maybe just a few words that have not understand, but because the researcher was worried before, when teacher give the assignments, the researcher understanding became divided when the researcher started to read and then have to tell it again. Problems like this might seem trivial for some people but will be a serious problem for some people who have the same problem as the researcher experienced. Based from the researcher experience, the reading anxiety not only covers from the reading activity, but also on the activity after the reading process (post-test). The anxious feeling will happen during and after reading task. It will disturb both reading comprehension and performance (Ahmed 2013).

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speaking are considered important. However, reading is by far one of the most important skills for many L2 language learners, particularly for university students in EFL settings. Then, from researcher experienced concluded that every student has their level of anxiety. Therefore, this research will find out about the level of anxiety of EFL students on early years.

### **Limitation of the problem**

Based on the statement of the problem, the researcher focuses on students in reading class at English Language Education Department. Based on the researcher experience the anxiety level will increase when students are asked to read a text and then retell what they have read.

### **Research Question**

The research question of this research is:

-What is the level of EFL reading anxiety among English major students?

### **Purpose of the study**

Based on the research question, the purpose of this research can be framed as follows:

- To identify the level of EFL reading anxiety among English major students.

### **The significance of the research**

The result of this study will provide benefits for:

1. **For the teacher:** To know about level anxiety of EFL students, so furthermore teacher can handle how to choose appropriate teaching material for students and how to interact with students who had reading anxiety.
2. **For student:** To give information and additional knowledge for them, so they know how to avoid from reading anxiety.
3. **For the next researcher:** To give a profit for the other researchers and also become one of the references for research which are related to this title.

### **Organization of paper**

There are five chapters of this thesis. The first chapter is an introduction. The introduction consists of a background of research, statement and the limitation problem, research question, purpose of the research, and organization chapter. Chapter two tells review the literature and previous studies. The next is chapter three, this chapter discuss methodology. The methodology consists of research design, The setting of the study, data collection method, Technique of data collection method, and data analysis. The result of this study be discussed in chapter four which finding and the research discussion. This chapter focuses on the result of the data collected. And the last is chapter five, in this chapter discuss the conclusion and suggestion.