

Chapter One

Introduction

This chapter shows the introduction of the research. There are several important things shown in this chapter. First, the researcher explains the background of the study which contains the reasons why the researcher chose to conduct a research about the correlation between English foreign language students' reading interest and challenge of reading in English among English Language Education Department students. In addition, the researcher also presents a problem formulation of questions which serves to limit discussion of the research. Furthermore, the researcher shows the purpose of research which consists of the specific objectives of this research. The next parts are the significance of the research and organization of the chapters.

Background of the Study

Language learning consists of four skills which are listening, reading, writing and speaking. Reading influences the achievement of the learning process. According to Dawkins (2017) reading is one of important skill in learning process and have influence toward achievement of learning process. Therefore, reading is an important part to success in school and life. Reading is a skill that must be learned. According to Kheirzadeh and Tavakoli (2012), reading is one of the main sources of language input for most EFL students where they live in the context of English as a second language in daily life. Reading is easy and fun for those who

love to read. However, reading becomes a very boring activity and complicated thing for those having no interest in reading.

Reading will give a lot of benefit for the reader. According to Pugh (2017) reading have a lot of advantages. Reading will make someone get and know various information about the current situation. By reading, the reader can expand experience and knowledge. According to Bridges (2014), people can know the world through reading. Safiah (2004) argued that those who are good readers are able to expand their views, experiences, and thoughts. Reading is the window of the world. Stanovich (2003) maintained that reading can improve cognitive abilities, expand knowledge, and add vocabulary. According to Guthrie and Wigfield (2005), vocabulary development and comprehension are related to reading interest in reading English texts. Therefore, reading interest is related to students' academic success; love to read increase students' creativity; and students can write well (Stansberry, 2009).

According to Wallace (2007), some student find difficult in reading and they struggle at it. Thus, Students' reading interest is low (Ley, Schaer, & Dismukes, 2001). In addition, Safiah (2004) also said that the students are lack of interest in reading for their study. Furthermore, students might have difficulties in learning English as a second language (Nunan, 2004). Some students do not have interest in reading English material. In a second language learning, some students not adopt reading as a reading habit. One of the big problem is encouraging students to enjoy in reading (Wahab, 2005). Wahab added that this situation is

caused by some students' laziness to adopt the reading habit; students are also lack of interest in reading in the learning process.

Based on the data about reading interest from UNESCO (2018), Indonesia is ranked 60 with low category from 61 countries. The ranked 59 is occupied by Thailand, and Botswana is in the last rank. On the other hand, Polish is in the first rank with highest literacy rate reached 100%. This data shows that reading interest in Indonesia is still low (Masduki, 2018).

In the learning process, the teacher asked students to read the book. The book is related learning material. The problem usually occurs is the students read, because students must read; it is not because students like and want to read. Some students assume that reading is task that must be done to achieve success in academic; it is not because students want to add and know new things from reading.

Some students face many difficulties in reading especially in English learning. There are some challenges of reading in English learning. According to Seyabi and Tuzlukova (2015), there are five biggest difficulties reading faced by students in learning English as a second language; those are 1) student find unfamiliar vocabulary, 2) student find unfamiliar topic, 3) students faced difficulty to pronounce the words or vocabulary, 4) student difficult to connect idea, 5) student have difficulty to connect the topic to previous readings and experiences. Based on five biggest challenges above, unfamiliar vocabulary or words is one of the challenges often faced by students in reading English texts. Balfakeh (2009) argued that find unknown word in reading is the most

problematic thing in reading. Sometimes, finding unfamiliar words or vocabulary in reading makes the reader misunderstand the content of reading.

According to Khawaldeh (2012), the problems faced by students in reading are lack of vocabulary, mismatch of reading material with students' life, ineffective reading teaching method, and incongruence of students' knowledge with existing ideas in the passage. Additionally, Kheirzadeh and Tavakoli (2012) maintained that the factor makes a reading challenges is lack of content knowledge for post-graduate students and the factor make a reading difficulties for undergraduate students is lack of vocabulary.

English Language Education Department (ELED) is a department which has a desire to make students read. The lecturers at ELED always encourage students to always update and know the issues in education through reading. The English Language Education Department students are always asked by the lecturers to read the English textbook containing the material to be discussed. Therefore, the students have studied the material which will be discussed in classroom. Besides that, the teachers expect the students to have a representation of the material and students will look for other textbook to add their knowledge about the material that will be discussed in class.

Some lecturers ask the students to read the textbook containing the material for the assessment or answering questions in class. However, there are still students who do not follow teachers' instruction to read textbook. There are still students who cannot answer the questions given by lecturers or students who receive low score in the exams. Therefore, the researcher formulated three aims of

this research. First, the researcher wants to know the level of EFL students' interest in reading English texts. Second, the researcher investigates the level of EFL students' difficulties in reading English texts. Third, the researcher identifies if there is a correlation between reading interest and difficulties of EFL students' in reading English texts. In addition, the researcher consider that the students' difficulty level in reading English texts have correlation toward students' reading interest. If the students' reading interest higher the probability of the students' reading difficulty level is low. Therefore, the possibility of correlation between students' reading interest and difficulty level in reading English texts.

Identification and Limitation of the Problem

Students at English Language Education Department of one private university in Yogyakarta join several subjects in which the lecturers require students to read the material from the textbooks in every meeting. The subjects that are related to reading are Basic Reading and Writing, Academic Reading and Writing, Issues in Language and Teaching, Material Design, Curriculum Design, Language Assessment and Evaluation. From those subjects, lecturers require students to read textbook in English text, English novel, and journal article.

Based on the researcher's experience during her study time at English Language Education Department of one private university in Yogyakarta, the researcher figured out that many students sometimes did not follow instruction given by the lecturer to read the book. The lecturer asked students to read the material or upcoming meeting of textbook. However, not all of students have interest in reading the English book in learning English. In addition, they do not

have more knowledge, and they do not know the material discussed in the class. Besides that, the students who do not read books will ask their friends who have read the material from the book to explain the content of the material. Sometimes, the lecturer has a quiz or daily journal of the material, and some of students are reluctant to read. The students will read, because they want to get maximal score; it is not because they want to read. Some students consider reading is requirement not a desire (Wallace, 2007). For students who have bad experience in learning second language may feel unhappy or face difficulty reading English texts. They might end up become less interested in reading English texts. The students less interested in reading caused the students faced difficulty in reading English texts. These statement can be conclude that if the level of difficulty students high, students' reading interest low.

To make this discussion more focused, the researcher limits the problem. First, the researcher wants to know the level of EFL students' reading interest in reading English texts. Second, the researcher wants to find out the level of difficulty in reading English texts by EFL students. Finally, the researcher investigates the correlation between EFL students' reading interest and the difficulty faced by students in reading English text.

Research Questions

There are three research questions in this study formulated by the researcher. The three research questions are presented below:

1. What is the level of EFL students' interest in reading English texts?
2. What is the level of difficulty faced by EFL students' in reading English texts?

3. Is there any correlation between the reading interest and difficulty of EFL students in reading English texts?

The Objectives of the Research

Based on the research questions, there are three purposes of this research. First, it is to find out the level of EFL students' interest in reading English texts. Second, it is to find out the level of students' difficulty in reading English texts. Third, it is to find out the correlation between the reading interest and difficulty level of EFL students' in reading English texts.

The Significance of the Research

The researcher provides significance addressed for the researcher, the teachers, and the next researchers. These advantages are presented below:

For the researcher. The researcher can understand the reading interest much better. Moreover, the researcher will know the correlation between students' reading interest and difficulty in reading English texts. This is main point to increase the researcher's reading interest in the future.

For the teachers. The researcher expects that the lecturer can get information about the level of reading interest and difficulties of EFL students' in reading English texts. Besides that, the researcher hopes that the results of this study can provide ideas for the teachers in terms of teaching method which will be used in the teaching and learning process. By reading this study, the researcher hopes that the teacher can implement teaching method which can increase

students' reading interest, and finally can help the students to reduce the difficulty in reading English texts.

For the next researcher. The researcher expects this research gives advantages for the next researcher. This research can be reference for the next researcher who wants to conduct research using similar topic.

Organization of the Research

This research consists of three chapters. The first chapter is about the introduction of this research. The second chapter contains the literature review. The third chapter discusses the methodology which will be used in this research. The explanations are presented below:

Chapter one. Chapter one discusses general information about the introduction and background of the research. In addition, identification and limitation of the problem are also mentioned in this chapter. The research questions of this study mentioned clearly and followed by the objectives of the research. Besides that, the significance of the research is explained in this chapter.

Chapter two. There are several points discusses in chapter two. First, the definition of reading in general and the type of reading are explained in this chapter. Second, reading interest and the important of reading. Third, the difficulty in reading English text in English learning mentioned in this chapter.

Chapter three. This chapter presents the methodology used in this research. There are four parts covered in this chapter. First, research design-in which the

researcher explains the type of research method chosen by the researcher, and the researcher gives the reason in choosing the research method. Second, research setting in which the researcher explains the place and the time to conduct the research. The research participants is also discussed. Then, data collection method explains how to collect the data of this research. The last, the researcher explains data analysis which is about the steps of analysing the data.

Chapter four. This chapter shows the finding and discussion of the research. There are three findings in this research. The first finding is about the level of EFL students' reading interest. The second finding is about the level of EFL students' difficulty in reading English texts. The last finding is about the correlation between EFL students' reading interest and difficulties in reading English texts.

Chapter five. This chapter presents the conclusion and recommendation of the research. The conclusion explain about the conclusion of the research. The recommendation explain about giving suggestion for significant of the research.