

CHAPTER I

INTRODUCTION

A. Research Background

Reading is one of the most important parts that must be mastered by everyone, especially students. Reading is one of the skills that must be learned by every student, remembering that reading and understanding all information related to knowledge would be easier to obtain. According to Widodo (2021; 95), Reading activity is one of the important activities to obtain various information. Estrada-Madronero (2019; 20) states that reading is an essential skill that students need to develop. For students, learning to read is a mandatory activity that is encountered every day at school, that is why students need to read to improve their language skills. Related to language, reading is also an important aspect that supports students' language skills such as learning English at school. Remembering that English is an international language, it encourages a nation to produce a generation that can compete with international countries. Therefore, a beginning to learn English is to read. According to Burnett, learning English can be started from an early age by strengthening reading skills as the main key to being able to explore the world through books and technology that are very accessible (Wethisi, M. S, 2020; 83).

In the present, with all the completeness of instant technology, reading habits in Indonesia have decreased. The decline in reading habits causes students' learning abilities and academic achievements in the field of education to be weak. Students would also have difficulty answering essay questions posed at school because of reading difficulties, resulting in a generation that has weak competitiveness against global competition out there. Khasanah & Cahyani state that learning to read is rarely carried out to encourage students to have the right speed and reading style but is only intended for practical purposes, namely so students can answer questions (Widodo, 2021; 96). The impact is that students only have a low reading

ability, even if it's followed by a low level of understanding. One of the most significant problems is reading deficiency in English texts among university students, which reflects the students' poor academic performance (Al-Jarrah & Ismail, 2018).

One of the problems faced by students in the academic field is controlling self-confidence because the increase and decrease in student learning abilities that affect academic grades can trigger feelings of insecurity, which are characterized by heart palpitations, fear, and trembling, and underlie the decline in students' self-confidence when speaking by reading in front of a class. The feelings of anxiety and depression arise because students feel they cannot master the ability to read English like their more proficient classmates. Students with reading difficulties in English are not able to read according to their grades, and students feel even more anxious and depressed because they are not able to perform like their other classmates (Estrada-Madronero, 2019).

Based on the results of pre-interviews conducted by the researcher with representatives from each class in the second semester of the English education study program at the private university of IKIP PGRI Pontianak, the confidence that students have when asked to read aloud in front of the class is on average still low, so the answers from almost all respondents indicated that anxiety and lack of confidence when trying to speak by reading the text is still there even though there are some who feel confident and don't feel anxious at all. The reason for the lack of confidence that causes anxiety and worries experienced by students in the second semester English education study program when asked to read clearly in front of the class is that most students assume that the high competition in class makes students sometimes feel ashamed and afraid if they make a mistake. As for other problems that cause a lack of confidence when reading clearly in front of the class, it is because students feel that they are able to pronounce words in English, which is still too low, so students must be more careful in pronouncing words so as not to make mistakes.

The object of this research is the second-semester students of the English Education Study Program at the private university, IKIP PGRI Pontianak. The researcher chooses the second semester English education study program as the object of research because: 1). In the second semester, subjects with the theme of reading are also studied by each class. 2). Based on the findings of initial interviews with several representatives from each class, the researcher found that most students who experienced reading anxiety in front of the class did so due to various factors, one of which was the environment and atmosphere. factor. For this reason, the researcher is determined to explore the level of reading anxiety in front of the class experienced by the second semester students of the English education study program and what factors influence the emergence of this anxiety. 3). The researcher assumes that in the second semester, which is still included in the adaptation and identification stage of students who come from various regions, the selection of the object of this research is made randomly by the researcher without regard to strata or special characteristics. The researcher chooses students as objects because at the university level, competition in the academic field is getting tighter, which allows for anxiety and a lack of confidence, especially for students who come from regions.

The reason the researcher conducted research related to reading anxiety at the private university of IKIP PGRI Pontianak because the researcher wanted to find out more about the level of anxiety and what factors caused reading anxiety experienced by second semester students in the English education study program at the private university of IKIP PGRI Pontianak. Research related to reading anxiety has not been much done compared to writing and speaking anxiety. This happens because the anxiety of reading, which is difficult to predict and rarely experienced by students, makes the problem of reading anxiety less visible. Reading anxiety is naturally more complicated to identify because, unlike when speaking, an instant response is not required (Faruq, 2019).

Based on the explanation above, the researcher are motivated to conduct research with the title "an analysis of students' reading anxiety," at a private university, IKIP PGRI Pontianak. With the aim of knowing the problems related to reading anxiety experienced by students, which includes the level of anxiety experienced and the factors causing it.

B. Research Problems

This study generally focus on knowledge about reading anxiety in some students at a private university in Pontianak, Indonesia. They have basic knowledge about what reading anxiety is. Therefore, the researcher concludes that the research questions of this study are:

1. What is the level of students' reading anxiety in the second semester of IKIP PGRI Pontianak in academic year 2022?
2. What are the factors causing the students' reading anxiety in the second semester of IKIP PGRI Pontianak in academic year 2022?

C. Research purposes

Based on the research question that the researcher formulated, the researcher's purposes in this research are:

1. To find out the level of students' reading anxiety in the second semester of IKIP PGRI Pontianak in academic year 2022.
2. To find out the factors causing the students' reading anxiety in the second semester of IKIP PGRI Pontianak in academic year 2022.

D. Scope of Research

1. Research Variable

In a research study, a variable refers to the person, place, object, or phenomenon that we are trying to measure in a specific, systematic, and directed way. According to Sugiyono (2018; 68), a research variable is an attribute, nature, or value of a person, object, or activity that has a certain

variation determined by the researcher to be studied and then drawn conclusions from. Therefore, in this study, the researcher uses a single variable, which is an analysis of students' anxiety in reading.

2. Terminology

a. Reading

a common activity carried out by everyone who wants to know something about science and knowledge. The importance of reading as one of the skills in the language is not something to play around with because reading is one of the most important means through which all information can be easily obtained, especially information about education.

b. Anxiety

Something that is a kind of self emotion, a bad feeling that exists in a person when the person feels unsure and too afraid of the decisions and results of the person's own actions. There are two different anxiety factors, such as state anxiety and trait anxiety. State anxiety is a temporary condition that comes from individuals from time to time and occurs because students are faced with certain conditions or situations. Meanwhile, the trait factor can be interpreted as a measuring tool for stable individual differences in similar characteristics and personality traits.

E. Significances of Research

1. To Students

This research is very important for students to provide knowledge about reading anxiety. then they can find out the factors of reading anxiety in learning English that they do not know.

2. To Lecturer

This research will help the teacher find out about students' reading anxiety, then the teacher can help students to find out the factors and

minimize the anxiety. The results of this study will also help teachers to know the characteristics of students' reading anxiety in English learning.

3. To Writer

This research is very important for the researcher to find out some answers to the problems studied regarding understanding and factors related to anxiety in reading English.

4. To Other Researchers

The results of this study will be useful for future researchers to be used as a reference for their studies. so that it can help other researchers to solve the same problem by using new research designs and models.

5. To English Education Study Program in IKIP PGRI Pontianak

This study will later be better information to find out more about reading anxiety and the factors that cause reading anxiety in students, especially for the English language education study program at IKIP PGRI Pontianak in the teaching and learning process.