

## CHAPTER I

### INTRODUCTION

This chapter contains of four sub-chapters, those are background, of the study, formulation of the problem, objectives of the study and significance of the study.

#### 1.1 Background of the study

The teaching of English in English as a Foreign Language (EFL) consists of the development of the four language ability: listening, speaking, reading, and writing skills. In English for academic purpose in universities, however, among those four skills, reading skill is considered to be the most important skill. Ahmad, Al Shboul, Nordin, Rahman, Burhan, and Madarsha (2013) argue that reading is the most important skill in order to achieve the knowledge in modern-day and it is an important receptive skill student relies much on for the academic purposes in higher education. Moreover, Anderson (2004) as cited in Sari (2017) points out that reading is the most needed skill to be mastered in order to have greater progress and reach greater development in academic areas. Through reading, students can access much information about the target language and culture (Chen & Intaraprasert, 2014). Thus, in higher education academic context, reading skill is very important and it is needed in comprehending texts to obtain the knowledge.

Students should have ability to read and understand in written English. However, nowadays the fact shows that many Indonesian students in higher

education still get difficulties in English reading skill. Finding the information of reading is still a very complex process for students. They also have low interest in reading. According to Kulsum (2018), there are two reasons of students who have low interest in reading. First, less of reading motivation, mostly experienced by students at university level when they have to read and comprehend a thick text book that is uninteresting to them. Without motivation, students are impossible to do reading comprehensively. Another consideration is that worried and anxiety in comprehending the text. The process of reading becomes hard and complicated when students have to read and understand a foreign language text. Foreign language reading anxiety is affected by multiple factors, such as unfamiliar scripts, the writing systems, and unfamiliar culture (Saito, Horwitz, and Garza, 1999).

Several studies (Saito et al, 1999; Kulsum, 2018; Utami, 2007; Guimba & Alico, 2015; Arifin, 2018; Zoghi, 2012; Zoghi & Alivandivafa, 2012; Muhlis, 2017; Ahmad et al., 2013; Al-Sohbani, 2018; Aisyah, 2017; Sari 2017) show that foreign language reading anxiety exists among foreign language learners. However, most of foreign language reading anxiety study discuss the level of reading anxiety in terms of: unfamiliar scripts, the writing systems, and unfamiliar culture based on Saito et al (1999)'s theoretical framework. There are still few studies that identify factors of English as a foreign language reading anxiety, such as: top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety based on Zoghi (2012)'s theoretical framework. In Indonesia, only one study from Kulsum (2018) which

discuss on the relationship between EFL reading anxiety and reading strategies. Meanwhile, in Department of English Language Education Universitas Islam Indonesia, there are many researchers who study EFL speaking anxiety but EFL reading anxiety has never been studied by previous researchers.

The setting of this study is in English for Islamic Law coursework in a private university in academic year 2018/2019. The participants were non-English major students. Based on researcher's class observation on May, 15<sup>th</sup> 2019, most of students seem like less interest and less enthusiastic on reading activity. In the class, they prefer played with their mobile phone. Moreover, the lecture reported that in reading assignment some of them did plagiarism with other students' answer. Meanwhile, based on researcher's interview on May, 16<sup>th</sup> 2019, some of the students told that they feel difficult and uneasy in understanding English reading text.

## **1.2 Formulation of the problem**

Based on the background mentioned above, the problem of this research is formulated in these following questions: what are factors of EFL reading anxiety in English for Islamic Law Coursework Academic Year 2018/2019?

## **1.3 Objectives of the study**

The aim of this study is to identify factors of EFL reading anxiety in English for Islamic Law Coursework Academic Year 2018/2019

#### **1.4 Significance of the study**

The result of this study aims to give contribution on the field of English language education theoretically, empirically, and practically. Theoretically, this study is an introduction to the notion of EFL reading anxiety and what factors include on it. Empirically, the study enriches the readers' knowledge on conducting a survey study to identify factors of EFL reading anxiety in a university coursework with non-English major students. Practically, this study will help the lecturer and students who enroll in English for Islamic Law Coursework to identify factors of students' EFL reading anxiety.

