

CHAPTER I

INTRODUCTION

A. Background

As the study conducted, college students as members of the higher education got little from their courses which many of them cannot read effectively and understand fully the material assigned to them (Abraham, 1955). Indeed, reading is crucial in academic settings as it connected with knowledge transmission and expansion (Seyabi & Tuzlukova, 2015).

Particularly for college students in foreign language context, English reading has more challenges. Besides of its base that reading in any language is a process that demands a cognitive effort which includes the coordination of attention, memory, perception, and comprehension processes at least at minimum levels (Kuru-Gonen, 2009). The foreign language students face additional factors to consider, such as language ability, cultural background, and learner motivations (Sellers and Lee cited in Kuru-Gonen, 2009). Moreover, Gardner introduced the roles of motivation, empathy, and anxiety which affect language learning (Young mentioned in Liu, 2010).

Otherwise, many assumptions address that reading has least of anxiety-provoking, but many types of research attempt that reading anxiety exists and has an impact on reading performance. Muhlis (2017) conducted the existence of foreign language reading anxiety among Indonesian EFL Senior High School students in Bandung. The first finding revealed that most of the students perceived anxiety at the medium level (71.9% of students admitted). The second finding found that there were two major potential factors of foreign language reading anxiety namely text features and personal factors.

As a result of the preliminary study at the research site, the finding showed that two participants at the fourth semester of English Education Department at State Islamic University inclined to have reading anxiety. The participants admitted through the interview that they experienced the symptoms of reading anxiety, such as feel threatened of reading, refuse to read and have less confident of

their ability in reading. Those are also the variety of the symptoms of reading anxiety that discussed by Zbornik (2001) cited in (Jalongo & Hirsh, 2010).

The construction of Foreign Language reading anxiety introduces by Saito et al., by his study in 30 entire first-semester classes of Spanish, Russian, and Japanese. It conducted the levels of reading anxiety which increased with their perceptions of the difficulty of reading in their FL, and their grades decreased in conjunction with their levels of reading anxiety and general FL anxiety (Saito et al., 1999). During the decades there many researcher interested in investigate foreign language reading anxiety as the affective investigation of students' attitude towards foreign language text.

The study conducted by Kuru Gonen (2009) focused on the correlation of reading anxiety and class anxiety. Then, the research also found the source of FL reading anxiety from the students' perspective. Another research was conducted by Rajab et al (2012). They intended to identify the level of reading anxiety and determined the relationship between reading anxiety and reading comprehension among 91 final years Science and Non-Science undergraduates in Universiti Teknologi Malaysia. While, Nirmala (2017) conducted the correlation between reading anxiety and reading comprehension in Indonesian context which attempted in Junior high school level.

Nevertheless, this study is different from the previous researches, where most of the literature on foreign language learning anxiety entails quantitative approach to measure or compare the existing level of anxiety among language learners. This research is trying to use a qualitative approach since the subjective nature of the anxiety is behaviour which deals with people's sensation in different situations. The recent research extends the study in more profound which focused on the cause factors relating to English text aspect. Meanwhile, previous researches straightly study about the variation factors of foreign language reading anxiety, which can vary from several aspects. Finally, this research is entitled **"The Cause Factors of Foreign Language Reading Anxiety relating to English Text"**

B. Research Questions

From the description above, this research focused on answering the following questions:

1. What are the levels of foreign language reading anxiety experienced by participants at State Islamic University?
2. What are the cause factors of foreign language reading anxiety relating to the English text perceived by participants at State Islamic University?

C. Research Benefits

From the research questions above, this research is intended to gain the following purposes:

1. To know what the levels of reading anxiety experienced by participants at State Islamic University are.
2. To know what the cause factors of foreign language reading anxiety relating to English text perceived by participants at State Islamic University are.

D. Research Significances

Theory and practise are two significances that expected in this research. Theoretically, this research could become information-source of Foreign Language Reading Anxiety according to its existence, and its cause factors relating to English text in the Indonesian context, especially in college education. Practically, for English foreign language teacher, this research is able to show the scale of students' reading anxiety that can be the direction of how teacher deals with them, moreover by knowing the cause factors relating to English text, the teachers could cope with students' reading anxiety and support them properly.

E. Limitation of The Study

This study focused on the cause factors of foreign language reading anxiety relating to the English text. The concentration of which college student is being observed in this research is at the fourth semester of English Education Department at State Islamic University.

F. Research Framework

Reading in any language is a process that demands a cognitive effort, such as the systematisation of attention, memorisation, recognition, and comprehension processes at least at minimum levels (Kuru-Gonen, 2009). While, the foreign language participants face additional factors to consider, such as language ability, cultural background, and learner motivations (Sellers and Lee cited in Kuru-Gonen, 2009). Moreover, Gardner introduced the roles of motivation, empathy, and anxiety, which affect language learning. (Young mentioned in (Liu, 2010).

Not only in the aspect of cognitive, the affective aspect also becomes a new subject of study that many types of research prove that there was a significant effect on the students and the learning process. As the explanation above, foreign language students have additional factors to consider in the reading process; one of them is anxiety. Saito et al.(1999) defined reading anxiety as the anxiety aroused during the process of reading a second language text.

The measurement of reading anxiety was developed by Saito et al.,(1999) through Language Reading Anxiety Scale (FLRAS) questionnaire. Study proved that foreign language reading anxiety is different with foreign language anxiety. It verified over thirty classes of the first semester of Spanish, Russian, and Japanese who participated in the study. It was found that the correlation coefficient between FLRAS and FLCAS of .64. The correlation means that the two measures shared roughly 41 % of the variance and 59 % of the variance not shared between the admensuration; it indicates there is the differentiation between the two composes. The mean and standard deviation of the FLRAS ($M = 52.9$, $SD = 9.4$) were marginally less than those of the FLCAS ($M = 95.2$, $SD = 21.5$) (Saito et al., 1999). The theoretical range of the FLCAS is 33 to 165. Consequently, the mean of 52.9 in FLRAS equals 87.3 in FLCAS (Saito et al., 1999). Saito et al. concluded that reading was anxiety-provoking to some foreign language (1999).

1. Reading Anxiety Caused by The Text Factors

a. Unfamiliar Culture

Reading process not only the interaction between the reader and the thought of the author but also it related to the shared knowledge of cultural history

in the printed materials. The unfamiliar culture that represented in the text that foreign to them, inhibit students reading comprehension process (Rajab, Zakaria, Rahman, Hosni, & Hassani, 2012)

b. Unfamiliar Topic

According to Kuru-Gonen (2009) that unexciting topic in the reading text considered as a source of foreign language reading anxiety. The exciting topic will bring out good response toward reading activity. Feeling of pleasure to read influence reader to be effective in reading, because the text is not depressed and contain familiar topic to them (Muhlis, 2017)

c. Unknown Vocabulary

The anxious is caused by the unfamiliar vocabulary that might block learners' comprehension and raise the difficulty when the learner is reading the text (Rajab et al., 2012). As what Kirby (2007) states that if some words cannot be registered, the comprehension cannot be reached because the higher levels are hard to be counterbalanced to some extent.

2. Reading Anxiety Caused by Personal Factors

In this part, there include varieties of reading anxiety caused by personal factors, each elaborate below.

a. Worry about Reading Effect

Reading aloud can manifest anxiety which makes learner worried about the reading effect (Muhlis, 2017). The adverse reaction emerges from the pair of reading aloud with an anxious unconditioned stimulus (Jalongo & Hirsh, 2010a). For instance, the anxiety will happen when the students are asked to perform reading aloud in front of the class. The anxious feeling will mess up concentration in comprehending a text (Muhlis, 2017). Therefore this matter will distract both reading comprehension and performance.

b. Fear of Making Error

Fear considerably related to the problem of self-confidence. Those who lack confidence, in some cases, will be afraid to make errors in learning (Muhlis, 2017). Language anxiety and self-confident is supported by several studies that

they are intertwined each other, though the latter characterised as a positive component (Brown, 2017 mentioned in Muhlis, 2017).

G. Previous Researches

There are some earlier researches on the relation between reading anxiety and its cause factors. The researcher gets the idea to do this research from those previous researches. Those related researches explained as follow:

1. The Sources of Foreign Language Reading Anxiety of Students in A Turkish EFL Context

The study was conducted by Kuru Gonen in 2009. This research purposed to know the source of FL reading anxiety from the students perspective. The study used the mix method since its research questions demand a qualitative and quantitative approach. The first finding, there is a positive correlation between foreign language reading anxiety and foreign language class anxiety. Therefore, a lower FL anxiety also tended to have lower levels of FL reading anxiety and vice versa. While for the second finding, the cause factor of foreign language reading anxiety attempt from the diary and students' interview, they are divided into three: the personal factors, the reading text, and the reading course.

2. Reading Anxiety among Second Language Learners

The research was conducted by Rajab et al. in 2012. This study intends to identify the level of reading anxiety and determining the relationship between reading anxiety and reading comprehension among 91 final years Science and Non-Science undergraduates in Universiti Teknologi Malaysia, Johor Bahru Campus. The questionnaire was adapted from the Foreign Language Reading Anxiety Scale (FLRAS) using a five-point Likert Scale.

3. Foreign Language Reading Anxiety in A Chinese as A Foreign Language Context

The research was conducted by Zhou (2017). This study examined the foreign language reading anxiety level of learners of Chinese as an FL. Beside it, the study have attempted the significant sources of FL reading anxiety; there are worries relating to comprehension, unfamiliar topics, unknown pronunciation, and feeling uncomfortable reading aloud.

4. Reading Anxiety of Grade Eight Students in Taman Dewas Jetis Junior High School.

The research was conducted by Nirmala in 2017. The study conducted in Indonesian context and attempted in Junior high school. The research used quantitative method since the purpose was to know the correlation between reading anxiety and reading comprehension. The result in the study showed that there is a negative relationship, which means when one variable goes up, the other goes down.

5. Foreign Language Reading Anxiety among Indonesian EFL Senior High School Students

The research was conducted by Azhar Muhlis (2017). This study purposed to find the level of foreign language reading anxiety and its cause factors among Indonesian EFL Senior High School students. The result showed that in general, the students belong to medium level of reading anxiety and the cause factors of foreign language reading anxiety divided into two, there are the personal factor and text feature.

However, this study is different from the previous researches, where most of the literature on foreign language learning anxiety entails quantitative approach to measure or compare the existing level of anxiety among language learners. This research used a qualitative approach since the subjective nature of the anxiety is a behaviour which deals with people's sensation in different situations. It believed that following a qualitative approach would draw the attention more effectively to the actual reality of how the individuals perceive the phenomenon. The recent research also extends the study in more profound, previous research conduct the potential factor of foreign language reading anxiety, which can vary from several aspects. This research focused on one point that is the cause factors relating to English text aspect.