**CHAPTER I**

**INTRODUCTION**

1. **Background of The Problem**

English is an international language used in various aspects of life, such as in communication, education, business and technology. According to Nasya Nur Kamila Sari, et al. (2024) stated that “English has an important role in the era of globalization for communication, education and business.” Therefore, mastery of english is very important, especially in this era of globalization. As the need to master english increases, one of the basic skills in learning english is reading, which plays an important role in obtaining information, developing knowledge, and improving language skills with various learning methods and approaches carried out to improve english language skills among students.

Reading is one of the basic skills that is very important in the world of education. Apart from being a tool for obtaining information, reading also plays an important role in developing critical thinking skills, analysis, and the ability to understand various types of texts. According to Nunan (2003) in Nisa (2022) which states that “reading is a process carried out by readers to combine information from texts and existing knowledge to build meaning.” In the process of learning English, reading was one of the essential components that students needed to master. However, in practice, various obstacles were still found, causing students to experience difficulties in reading activities, both in terms of reading fluency and comprehension. To identify the factors related to these issues, a preliminary observation in the form of interviews with 5 to 6 students was conducted. This observation was carried out in October 2024 with second semester students at English Education Study Program of Islamic University of Indragiri. The interviews aimed to gather information about the students’ feelings, experiences, and challenges encountered while reading English texts in class.

Based on the interview results, it was found that students exhibited signs of anxiety when reading English texts, both when they were asked to read aloud in front of the class and when working on individual reading tasks. This anxiety also affected their reading comprehension. From the students’ statements, three main factors were identified as triggers of this anxiety: fear of making mistakes, lack of self-confidence, and negative experiences in previous learning. These three factors were interrelated and became the main causes of the reading anxiety they experienced.

First, the fear of making mistakes was the dominant factor. Students felt worried about mispronouncing words or failing to understand the content of the text accurately. As a result, they tended to avoid reading activities and felt anxious even before being asked to read.

Second, the lack of self-confidence also contributed significantly to reading anxiety. Some students felt that their reading skills were not as good as their peers'. They struggled to understand vocabulary and sentence structures in English texts. This low self-confidence made them hesitant and unwilling to actively engage in reading activities, both individually and in groups.

Third, negative experiences in the past intensified the anxiety they faced. Some students admitted to having been mocked when they made mistakes while reading, or felt humiliated when teachers corrected them directly in front of the class. These experiences left negative impressions and influenced the way they perceived reading activities.

From the analysis of the interview results, it was concluded that students’ reading anxiety was influenced not only by linguistic factors but also by psychological and social experiences. Based on this, the researcher was interested in conducting a study entitled “The Correlation Between Reading Anxiety and Reading Comprehension of Second Semester Students at English Study Program of Islamic University of Indragiri.”

1. **Identification of the Problem**

Based on the research background above, the problem identification is as follows:

* 1. Students feel anxious about reading because they are afraid of making mistakes, which leads to difficulties in understanding the content of the text.
  2. Low self-confidence causes students to avoid participating in reading activities, making it harder for them to understand the vocabulary and sentence structure in the texts.
  3. Past negative experiences with learning increase students' reading anxiety and negatively affect their ability to fully understand what they read.

1. **Limitation of Problems**

Based on the identification above, the researcher limits the problems to make it more specific. The limitation of the study is focuse on The Correlation Between Reading Anxiety and Reading Comprehension of Second Semester Students at English Study Program of Islamic University of Indragiri

1. **Research Questions**

In this research, the researcher formulated one research questions as follows: Is there any Correlation Between Reading Anxiety and Reading Comprehension of Second Semester Students at English Study Program of Islamic University of Indragiri?

1. **Objective of the Research**

Regarding the one research questions above, the purposes of this research can be identified as follows: To Identify if there is a Correlation Between Reading Anxiety and Reading Comprehension of Second Semester Students at English Study Program of Islamic University of Indragiri.

1. **Significance of the Research**

The results of the study are expected to be able to provide benefits to the students, the lecturers, the researcher and the other researchers.

* 1. For Students

This study can help students understand the causes of their reading anxiety and how it affects their ability to comprehend texts, enabling them to develop strategies to overcome these difficulties.

* 1. For Lecturers

The findings provide valuable insights for lecturers to design more effective reading instruction by considering psychological factors, especially students’ reading anxiety.

* 1. For Researchers

This research contributes to the understanding of the relationship between reading anxiety and reading comprehension, offering empirical data that can support theory development or further studies.

* 1. For other Researchers

This study serves as a useful reference for future research aiming to explore other factors influencing reading anxiety and comprehension or to develop interventions to reduce reading anxiety among students.

1. **Definition of the Key Terms**
   1. Correlation

According to Selviana, et al. (2024) stated that Correlational Research is research to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there is no variable manipulation. In this research correlation is research design used to determine the relationship between two variables.

* 1. Reading Anxiety

According to Ghonsooly, et al. (2010) said who found that the anxiety factor is a variable that determines the level of success in the English learning process. In this research reading anxiety is independent variable.

* 1. Reading Comprehension

According to Arivuchelvan, K.M., & Lakahmi, K. (2017) states that “Reading comprehension is the ability to read text, process it, and understand its meaning. In this research reading is dependent variable.

* 1. Expository Text

Expository text is nonfiction writing that aims to teach readers about a specific topic by providing clear facts and information. It's commonly found in subjects like science, history, and social studies because it helps explain and organize important details in an easy-to-understand way