CHAPTER I
INTRODUCTION

1.1 Background of the Problem

Reading is not an easy process because it involves the work of eyes and brain almost to get the information or message from the text. In reading skill, the students are expected to be able to have more knowledge from many things based on the text. In other words, the students need to learn considerable amount of information of the text and remember the main ideas and supporting ideas in the text. The students also have to understand about the specific information, the word meaning, phrase, and functional of the text. In the context of the teaching and learning language, reading is one of the important skills to be mastered by language learners. Because in reading there is the communication between the readers and the writer when someone reads. However, for most of them learning to read in English as a foreign language is difficult. It indicates that reading is a difficult skill to be mastered.

Aydogan (2016, p.24), the difficulties are caused by some factors, such as from language component factors and psychological factors. The first is from language components, such as less knowledge, lack of vocabulary, lack of grammar and the others. The second is from psychological factors like anxiety, lack of motivation, lack of concentration, nervous, shyness and anothers. Those factors can disturb students’ in reading process and the most of the factors are
related of psychological factors. It is stated by Burns (1996, p.119) the ability of the students to comprehend the text come from their high motivation to read the text, but if the students lose their motivation it can give the bad effect for their reading comprehension, and the bad effect can influence the study result of the students. In this case, it is known that motivation as one of the psychological barrier factors really gives significant effect on students’ reading comprehension.

Additionally, several problems that arise from psychological barriers are for example, they will not focus to study because they are nervous and they feel shy because they can not read the text fluent when the words very difficult to pronoun and then they feel anxious when do the activity in the class especially for reading subject. Most of the students who face the psychological barriers in reading comprehension reveal a negative effect for them in memorizing the content of the text they read. Therefore, their reading comprehension become low and it influenced from their psychological factors.

Relating to the problem, Rayani (2016) in her research with the title Students’ Anxiety in English Learning found that there are some psychological barriers of the students in SMPN 1 Tambusai, Riau. The psychological barriers that she found are the students feel anxious and confused when they read the text because the text is too long, so the students do not read the text effectively, a result they do not understand the content of the text. The problem found by Rayani seem to be the same as the problem faced by the fourth semester students of English Education Study Program of University of Muammadiyah Kotabumi Academic Year 2019/2020.
Based on the interview with the lecturer of reading subject on March 11\textsuperscript{th} 2020, it is known that there are several problems found during the teaching and learning process of reading comprehension. First, the students seem to be lazy when they found the text too long. Their lazy to appear when the lecturer has to force the students to speak up and read the text. The second, the students feel nervous, their nervous appear when the lecturer force them to read the text, and the result the students will read the text unclearly. From the problem in explanation before, if the lecturer ignore it can give the effect for their reading achievement.

Therefore, in order to help the students more focus, it is important to investigate this condition, because if this condition ignored it can disturb the students’ result of the study. From the this problem that the students have a barrier, it is very important to investigate what kind of barrier that students found. Meanwhile, here the researcher is interested in investigating the research with the tittle “Psychological Barriers in Reading Comprehension Encountered by The Students At Fourth Semester of English Education Study Program of University of Muhammadiyah Kotabumi Academic Year 2019/2020”. In this research, researcher will explain about what are the psychological barriers which encountered by the students, and what is the Psychological Barriers which most affecting negatively to reading comprehension.
1.2 Focus of the Problems

Through the background in the previous part, the researcher intends to find out the psychological barriers in reading comprehension encountered by the students of English Education Study Program University of Muhammadiyah Kotabumi. There are two questions in this research. The questions are as following:

1. The type of psychological barriers in reading comprehension encountered by the students at fourth semester of English Education Study Program of University of Muhammadiyah Kotabumi academic year 2019/2020.

2. Psychological barriers which most affecting negatively to reading comprehension encountered by the students at fourth semester of English Education Study Program of University of Muhammadiyah Kotabumi academic year 2019/2020.

1.3 Formulation of the Problems

Based on the focus of the problem above, the writer formulates the research problem into the following questions are:

1. What are the types of psychological barriers in reading comprehension encountered by the students at fourth semester of English Education Study Program of University of Muhammadiyah Kotabumi academic year 2019/2020?

2. What is the most psychological barrier affecting negatively to reading comprehension encountered by the students at fourth semester of English
Education Study Program of University of Muhammadiyah Kotabumi academic year 2019/2020?

1.4 Objectives of the Research

Based on the statement in formulation of the problems above, the objectives of the research are:

1. To describe what are the types of psychological barriers in reading comprehension encountered by the students at fourth semester of English Education Study Program of University of Muhammadiyah Kotabumi academic year 2019/2020.

2. To describe the psychological barriers which mostly affect negatively to reading comprehension encountered by the students at fourth semester of English Education Study Program of University of Muhammadiyah Kotabumi academic year 2019/2020?

1.5 Usages of the Research

1.5.1 Theoretically

The researcher hopes that this research can be the source of information about psychological barriers in reading comprehension for the readers. Therefore it can enrich their comprehension to understand what are the psychological barriers when their find in the class. And the result of this research is expected to support and strengthen the previous theories. Additionally, the researcher hopes find out new theory especially about psychological barriers in reading comprehension.
1.5.2 Practically

a. Lecturer

Hopefully, this research would help the lecturers to guide their students when they find the psychological barriers in reading comprehension. Then, the lecturers could handle their students easily and achieve the goals of learning effectively.

b. Students

The researcher hopes that this research can give the information for the students that psychological barrier can influence their reading comprehension. Then, the students can resolve when they found psychological barrier in themselves.

c. Next Researcher

The researcher hopes that this research can be used as the additional reference for the other researcher that will conduct the similar research on the same subject matter.