

CHAPTER I

INTRODUCTION

A. Background of Study

Global communication era since the beginning 21st century has brought us many effects. It reduces technological, economic, political, education and cultural boundaries along with the development of science and technology. Therefore, in this global era, communication has become one of the most crucial elements. Without good communication, people from different nations would not be able to understand each other. When people do not understand each other, there are possibilities that misunderstanding will happen. That is why good communication among people from different countries is needed. This situation in which people need to understand each other with good communication urges people to acquire global languages. Among some global language, the most important and influencing language is English language.

English language has been a global language since long ago. People agree to use English as a global language because of some considerations. First, English has been used since the colonial era in so many countries because at the time The British Empire had so many colonized countries. Second; English language has been the medium in the scientific world because most of the influencing scientists are from the English speaking countries. Third, English is considered as a quite simple

language. Based on these reasons, international world then proclaimed English as the global language, even though there have been the other global languages such as Chinese, Japanese, Arabic, and so on. **(Pandhu Wismono, 2013)**

As a global language, it is obvious that English plays an important role in the international interaction. International interactions include economic relationship among countries, international business relationship, global trading, and others. In this kind of international interaction, English mainly acts as a global lingua franca. Lingua franca is a language that is used to communicate among different people from different countries (Sneddon, 2003).

Indonesia as a member of international organization of course realized the needs of English as international language as a very important medium of communication in this global communication era. Moreover, Indonesia has participated in the ASEAN Economic Community (AEC) which started in early January 2016. This circumstance forces Indonesian people to improve their English proficiency. Inevitably, they must learn to develop such capabilities. Considering the urgency of mastering English in today's global competition, English position as merely foreign language might move to second language due to this necessity.

According to data reported by the English First - English Proficiency Index (EF EPI), Indonesia ranks 28th of 63 countries in the world in terms of English language proficiency index. The survey

involved 750,000 respondents. A total of 52.74% of the Indonesian population have English skills with the category average. Meanwhile, the neighboring countries like Singapore are in the order of 13 (59.8%) and Malaysia in the order of 12 (59.73%) with the ability to speak English at a high category.

Meanwhile, when we have a good selling points, such as the ability in English, it is a plus point for someone when competing with the environment. In this era, competition does not only exist in business and trading aspect but also in education aspect. For example: teachers in this era do not only come from Indonesia but from others country too such as Singapore, Malaysia and Filipina. Therefore, here, the teachers must be able to compete with others, of course they need to improve their skill especially in English language to be a professional teacher.

IAIN Antasari Banjarmasin as one of educational institutions that produces intellectuals, programs its graduates to be able to compete in global competition. To be able to compete in this AEC era, teachers need skills especially skill in English to be a professional teacher. The urgency of mastering English has been realized by IAIN Antasari which is shown in its special morning classes, administered by *PPB (Pusat Pembelajaran Bahasa)*. *PPB* classes are divided into two kinds of class: Arabic class and English class for two semester starting from Semester 1 to Semester 2. It proves that English is very important to learn by students, that not only by the students from English Department, but also non-English Department.

Besides *PPB*, realization the importance of English can also be seen in English for Specific Purpose course taught in non – English Department where ESP is a course taught in English that is appropriate with their purpose. Because, for now English is actually not only needed by English Department students, but also they are from non-English Department students such as Islamic Education students, Math students, etc. It proves that English is very important to learn for students from all majors.

Needs of English is not only in speaking to communicate but also in reading media to get information and knowledge. Reading is a mental process. There are many definitions of reading. Reading is when someone looks into a written text and starts to absorb the information from the written linguistic message. “Reading is a process of constructing meaning from written texts. It is a complex skill requiring the coordination of interrelated sources of information” (Stanley, 2007). And according to Harmer (2001), Reading is one of the important skills which have to be learned by the students in order to master English well. Reading is also included into receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear.

As human being, it is really important to be able to read and comprehend the information of the text when reading. This is accordance with the Holy Qur’an Surah Al-Alaq verse 1-5 as follow:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿١٠١﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿١٠٢﴾

This verses describe Allah the Almighty priorities to obligation in reading for His slaves. Because every people can understand and with that people can get information from the others.

Without reading, people cannot get input to improve and explore the knowledge to be a professional. Media for reading is not only about book, however in this era people can get information through another sources such as internet journals pdf, e-books, etc. Especially to be a professional teacher , teachers must get update information and knowledge from all sources.

Islamic Education department that produces teachers with intellectual capacity that has mastery of religions knowledge and ready to compete in global. To be able, to compete and to become quality teachers. Skills is necessary, not only in speaking but also in reading. Because through reading teachers get input information and knowledge for improving their teaching methods. Moreover, many of the available quality media of learning such as book, e-books, articles and journals in this era are written in English. To be a professional teacher, teachers need get input from them. This Department has Reading Text in Islam course at fourth semester which is students learn about Islamic History in written English. Automatically, they should understand how to read them. Teachers are also challenged to pursue higher education

(Postgraduate) which their books or media for reading written in English. In conclusion, mastering English reading skills are needed by almost every college students, including those who come from non-English Department.

Based on explanation fact above the researcher tries to explore students' difficulties in reading English text. The researcher conducts this research with the title **“The Difficulties Encountered by Islamic Education Department Students in Reading English Text at IAIN Antasari Banjarmasin”**.

Difficulties encountered by student has also been studied in the thesis entitled **“Students' Difficulties in Reading Comprehension at The Eighth Grade Of MTs. Nurul Islam Banjarmasin Year 2013/2014”** that conducted by **Winda Putri**. Comparing to this thesis, the researcher found similarity and difference with topic that will be researched.

The similarity is either the researcher and Winda Putri also wanted to find out about student's difficulty in reading comprehension as an object of the research, while the previous study focused on Junior High School student, the researcher is interested in explored the reading comprehension difficulties that faced by Islamic Education Department student.

B. Problem Statement

Concerning the title, the research problem of the study is formulated in the following questions:

1. How is the level of student's difficulty in reading English text?
2. What are the difficulties that are encountered by Islamic Education Department Students in reading English text?
3. What are the factors that influence the student's difficulty in reading English text?

C. Objectives of Study

The objectives of this study are:

1. To find out the level of student's difficulty by Islamic Education Department students in reading English text.
2. to find out the difficulties that are encountered by Islamic Education Department students in reading English text
3. to find out the factors that influence student's difficulty in reading English text by Islamic Education Department students

D. Significances of Study

1. The result of this study will contribute to the process of teaching English especially in reading comprehension skill
2. For other researchers, to give more information or additional references especially for same kind of research
3. Adding the literary source of IAIN Antasari

E. Definition of Key Terms

To avoid any misinterpretation toward the title adopted in this research, the writer feels necessary to explain terms as follow:

1. Difficulties are obstacles that faced by Islamic Education Department students in comprehending reading English text.
2. Islamic Education Department students are students who are not come from English Department that is Islamic Education Department students at fourth semester.
3. Reading comprehension is when someone looks into a written text and starts to absorb the information from the written linguistic message or comprehension of the text. As analyzing the topic, finding main idea, comprehending supporting idea of a paragraph, looking for specific information, finding factual information, comprehending the reference, finding the inference and finding synonym and antonym.
4. English text is Islamic text which written in English that had been learned by Islamic Department students at Fourth Semester.