



The EFL Learners' Reading Anxiety Level at English Department UNP

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Abstract

This research aimed to investigate the anxiety levels and the most dominant factor causing anxiety in foreign language reading. This research involved thirty English Education students from English Department Universitas Negeri Padang. The Foreign Language Reading Anxiety Scales (FLRAS) and a questionnaire to find the dominant factors were distributed to collect the data. The first finding showed that most students faced a medium anxiety level (67%). 20% fell into a high anxiety level, and 13% of the students fell into a low anxiety level. The worry about foreign language reading can result from many factors. Two anxiety factors in foreign language reading are the text feature and the personal factor. The text feature factor has three themes; unknown vocabulary (71.17% agreed), unfamiliar topic (66.04% agreed), and unfamiliar culture (58.17% agreed). The personal factor has two themes: worry about reading effect (67.36% agreed) and fear of making errors (64% agreed). The second finding revealed the unknown vocabulary theme as the most dominant factor of reading anxiety, followed by the worry about reading effect in second place, the unfamiliar topics in third place, the fear of making errors in fourth place, and the unfamiliar culture in the fifth place.

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INTRODUCTION

Reading skill is vital to learn and master by the students (Lestari, 2018). Reading activities can influence many people; by reading, someone will get information, knowledge, and new experiences (Ar-Ridha & Narius, 2019). Good reading ability is needed for students to access information and expand their knowledge (Mohammadpur & Ghafournia, 2015). Therefore, reading activities give a great impacts to foreign language learners (Januarty & Azizah Nima, 2018). Furthermore, a good reading ability opens students' career opportunities and academic success (Rajab et al., 2012)

Foreign language (FL) reading skills are essential, especially in an academic context, where learning success is initially determined by a person's reading ability (Grabe, 2008). Most learning resources at the university level are written in English; therefore, the learners must read all the English material. However, reading English texts is considered complex and challenging by many EFL learners (Çetinkaya, 2011). One of the challenges that inhibit students the most is anxiety. Shri, (2010) defines *anxiety* as a discomfort feeling that someone might experience.

A feeling of discomfort experienced by the readers when reading a foreign language text is called foreign language reading anxiety. The worry can result from many factors. One of the factors can result from the judgment or pressure of others that can trigger feelings of worry and cause anxiety in reading (Zbornik, 2001).

Many studies of foreign language anxiety have shown that foreign language reading is an activity that can create anxiety, and it disturbs language learning success (Saito et al., 1999). The study by Rahmawati, (2020) confirmed that students' reading comprehension was disrupted by reading anxiety. Many researchers considered anxiety the most common and inhibiting factor in the classroom. Joo & Damron, (2015) said that many researchers that studied foreign language anxiety focused more on oral aspects. In fact, in their academic studies, students engaged more in reading activities than speaking activities.

Sheikh Ahmad et al., (2013) classified the cause of anxiety in foreign language reading into two factors: personal factor and text features factor. The text feature factor has three themes, including the unknown vocabulary, the unfamiliar topic, and the unfamiliar culture. Meanwhile, the personal factor has two themes: worry about reading effects and fear of making errors. Unknown vocabulary is often considered the main factor that leads to anxiety. When the students do not know or are unfamiliar with the vocabulary, they will not understand the text, and it will cause anxiety. Reading in a foreign language means the readers must also know their culture (English). In the EFL context, the readers will better understand the culture in which the text they are reading is familiar. The unfamiliar topic and the unknown vocabulary can impede students' reading comprehension because they cannot relate and do not know what is being discussed in the text. Moreover, reading aloud can trigger the fear of making errors factor, and at the same time, it can trigger worry about the reading effects factor.

Muhlis, (2017) conducted a study to see the foreign language reading anxiety among senior high school students. The majority of the students were found to be experiencing reading anxiety. The result indicated that the students faced a medium level of anxiety, which was agreed by 71.9% of the students. Lack of vocabulary was considered the most frequent factor contributing to reading anxiety.

Saito et al., (1999) studied language learners who took French, Russian, and Japanese classes. Sheikh Ahmad et al., (2013) researched university students from various majors (Mass Communication, Tourism, Hotel Management, and Law) who took Basic English courses. Muhlis, (2017) also conducted a study on reading anxiety for senior high school students. Meanwhile, the study of foreign language reading anxiety to determine the reading anxiety level and its dominant factor in English majoring students is limited. When students take an English major, it can be assumed that they are good at English since they take it because they are capable of it. English

department students are assumed to understand the four English skills: reading, listening, speaking, and writing. In line with this research, it is assumed that English department students should be good at reading, making them less likely to have reading anxiety. Therefore, more studies should examine whether English Department students, especially at the English Department UNP, also experience anxiety in reading English.

RESEARCH METHOD

Research Design

The researcher conducted quantitative research to determine the reading anxiety levels the most dominant factors of reading anxiety among English majoring students. Quantitative research uses numeric and mathematical models to analyze, collect, and interpret data (Marvasti, 2018). The researcher used a survey design by distributing questionnaires to gather the data by studying the sample of a population (Creswell, 2009). Furthermore, a descriptive statistics is used to present and explain the data. According to (Fisher & Marshall, 2009), descriptive statistics are the analysis technique used to explore, organize and present the data.

Population and Sample

The English education students at the English Department of Universitas Negeri Padang (UNP) were chosen to be the population of this research. The accessible population was the academic year 2019 English Education students. The researcher utilized the simple random sampling technique to get the sample. Simple random sampling is a selection strategy for a population. All populations have the same chance of being selected using a simple random sampling technique (Fraenkel et al., 2012). The total sample in this study was 30 English education students of Universitas Negeri Padang. This study measured the level and the most dominant factors of foreign language reading anxiety experienced by the academic year 2019 English Education students

Research Instrumentation

Two questionnaires were distributed in this study. Foreign Language Reading Anxiety Scale (FLRAS) questionnaire, containing 20-item statements related to reading anxiety, was used to see the reading anxiety level. Meanwhile, the second questionnaire, containing 25-item statements related to the factors of reading anxiety, was used to collect students' self-report regarding reading anxiety factors to find the most dominant factor.

Validity and Reliability

The instruments used in this study must be checked for their validity to ensure a certain quality of the final data. The instruments of this research were considered suitable for research after being reviewed and commented on by experts from the English Department of UNP.

Creswell, (2009) defined *reliability* as whether the scores are constant across time when the instrument is administered a second time. When the analytic data procedures reproduce consistent findings, it is considered reliable if used in the same situation on repeated occasions or replicated by another researcher. The reliability test of the FLRAS is 0.829, which is >0.8 and categorized as high reliability so that it fulfills the requirements to be used for research. The reliability test of the second

questionnaire, the Dominant factors questionnaire is 0.860, which is >0.8 and categorized as high reliability so that it fulfills the requirements to be used for research.

Technique of Data Collection

The FLRAS and the developed questionnaire items were loaded into Google Forms. The researcher analyzed the questionnaires using Microsoft Excel and SPSS tools. The FLRAS was analyzed to categorize reading anxiety levels. Meanwhile, the second questionnaire was analyzed to determine the percentage of each factor of reading anxiety in the academic year 2019 English education program students of UNP.

Technique of Data Analysis

The researcher conducted a descriptive analysis to organize and present the data of reading anxiety level and the factor of reading anxiety. According to Creswell, (2009), the descriptive analysis describes the results through means, standard deviations, and range of scores. The level of reading anxiety was determined by analyzing the FLRAS data to get the Mean and the Standard deviation calculation. Students with FLRAS scores lower than the calculation of Mean – SD were categorized into low anxiety. Students with FLRAS scores higher than Mean + SD were categorized into high anxiety. Students who scored on FLRAS between those two scores were identified to face medium-level anxiety.

FINDINGS AND DISCUSSIONS

The level of Reading Anxiety

The first aim of this research is to determine the level of reading anxiety faced by the academic year 2019 English Education students at UNP. The level is determined by the student's responses to the FLRAS statements. The highest possible score toward FLRAS is 80, and the lowest is 20.

Table 6. Descriptive Statistics of FLRAS

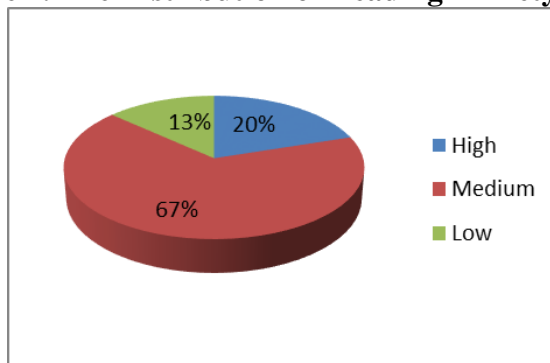
Descriptive Statistics					
	N	Minimum	Maximum	Mean	SD
Total	30	32	68	49.37	9.441

The total number of participants was 30 students. According to the table above, the minimum score obtained by students is 32 points, and the maximum score is 68. The Mean of the data is 49.7, and the standard deviation is 9.441.

According to (Gonen, 2007), reading anxiety levels are divided into low, medium, and high. Students with FLRAS scores lower than the calculation of Mean – SD were categorized into low anxiety. Students with FLRAS scores higher than Mean + SD were categorized into high anxiety. Students who scored on FLRAS between those scores had a medium level of anxiety. Furthermore, students with scores <40 were categorized to have low anxiety. Students with scores >59 were categorized to have high anxiety, and students with scores 40 – 59 were categorized to have medium anxiety.

The following figure presents the distribution of students' reading anxiety level:

Figure 1. The Distribution of Reading Anxiety Level



The figure above indicated that the majority of the students fell to medium anxiety level with a percentage of 67% (20 out of 30 respondents). The results also showed that 20% (6 respondents) experienced a high level of anxiety, and another 13% (4 respondents) experienced anxiety with a low level.

Factors of Foreign Language Reading Anxiety

The dominant factor of reading anxiety was analyzed based on the themes in the adaptation questionnaire developed by Sheikh Ahmad et al., (2013). The items in this questionnaire contain 25 statements with five themes, namely "worry about reading effects, fear of making errors, unfamiliar culture, unfamiliar topic, and unknown vocabulary. These five themes are sorted from the most dominant to the least dominant in the table 8 below:

Table 8. The Percentage of the Specific factors of Reading Anxiety

Aspects	Statement	Themes	1 (SD)	2 (D)	3 (A)	4 (SA)	Total Agreement (%)	Category	Rank
Text Feature Factors	1-5	Unknown Vocabulary	7.34%	30.66%	32%	30%	71.17%	Agree	1
	6-9	Unfamiliar Topic	13.34%	29.16%	37.50%	20%	66.04%	Agree	3
	10-14	Unfamiliar Culture	14%	44%	37.34%	4.66%	58.17%	Agree	5
Personal Factors	15-19	Fear of Making Error	12.66%	36.66%	32.66%	18%	64%	Agree	4
	20-25	Worry about Reading Effect	11.11%	30%	37.22%	21.67%	67.36%	Agree	2

It was found that unknown vocabulary theme under the text feature factors was revealed to be the leading cause of reading anxiety with 71.17% percentage in total agreement. Next, the worry about reading effect theme under the personal factor was the second cause of reading anxiety. The worry about reading effect theme elicited 67.36% of the total agreement to be the cause of reading anxiety. The third factor

causing anxiety is the unfamiliar topic. The unfamiliar topic theme under the text feature factors aspect elicited 66.04% of total agreement; thus, this theme was the third-factor causing anxiety. The theme of fear of making errors under the personal factors aspect collected 64% of total agreement, and this placed the fear of making errors theme as the fourth factor to be the source of reading anxiety. The last is the unfamiliar culture theme under the text feature factors aspect. The total agreement of the unfamiliar culture theme is 58.17%; thus, the unfamiliar culture theme is the last factor causing anxiety in foreign language reading.

Unknown Vocabulary

The table 9 below presents the statistics descriptions, frequencies, and the percentages of the data related with unknown vocabulary theme.

Table 9. The Percentage of Unknown Vocabulary

Item	1 (SD)	2 (D)	3 (A)	4 (SA)	Total agreement (%)	Category
1	3	14	9	4	61.7%	Agree
	10%	46.66%	30%	13.34%		
2	0	7	14	9	76.7%	Strongly Agree
	0%	23.34%	46.66%	30%		
3	3	11	9	7	66.7%	Agree
	10%	36.66%	30%	23.34%		
4	0	2	7	21	90.8%	Strongly Agree
	0%	6.66%	23.34%	70%		
5	5	12	9	4	60%	Agree
	16.66%	40%	30%	13.34%		
Total					71.17%	Agree

The table above shows the statistics description of the responses to the unknown vocabulary theme. Five items (1-5) contain statements related to the unknown vocabulary theme as the factor causing reading anxiety. Based on item number 1, it can be seen that 43.34% agreed (30% agreed and 13.34% strongly agreed) that they get very upset and worried whenever they encounter unfamiliar words, and this means unknown vocabulary causes anxiety in reading. Furthermore, 76.66% (46.66% agreed, and 30% strongly agreed) agreed on item two, stating that they had to focus on translating words to get the meaning. If the students cannot understand the word's meaning in the text, they tend to get anxious because they cannot understand the text. Furthermore 53.33% of the respondent agreed (30% agreed and 23.34% strongly agreed) to item 3.

According to Sheikh Ahmad et al., (2013), unfamiliar words make the reading activity more complex and make the students feel anxious. 93.34% of the respondent (23.34% agreed, and 70% strongly agreed) reported that they enjoy reading the English text if they know it's the text translation, which means they will face reading anxiety when they encounter a strange word in the text they read. In line with item 5, 43.34% of the student (30% agreed and 13.34% strongly agreed) agreed that new words or

complicated words that appear a lot in a text are an obstacle that can cause anxiety. The total percentage of agreement of unknown vocabulary is 71.17%, placing this theme as the first dominant factor of reading anxiety among the five themes.

Unfamiliar Topic

The table 10 below presents the statistics descriptions, frequencies, and the percentages of the data related with the unfamiliar topic theme.

Table 10. The Percentage of Unfamiliar Topic

Item	1 (SD)	2 (D)	3 (A)	4 (SA)	Total agreement	Category
6	0	5	15	10	79.2%	Strongly Agree
	0%	16.66%	50%	33.34%		
7	11	13	6	0	45.8%	Disagree
	36.66%	43.34%	20%	0%		
8	1	3	15	11	80%	Strongly Agree
	3.34%	10%	50%	36.66%		
9	4	14	9	3	59.2%	Agree
	13.34%	46.66%	30%	10%		
Total					66.04%	Agree

The table above shows the statistics description of the responses to unfamiliar topic theme. Based on item 6, it can be seen that 83.34% of the respondent agreed (50% agreed and 33.34% strongly agreed) that they enjoy reading when at least they understand what is being discussed in the text. In item 7, it can be seen that 20% of the respondent prefer to avoid reading text whose topics are foreign to them. In item 8, 86.66% of respondent agreed (50% agreed and 36.66% strongly agreed) that they preferred reading short stories because it uses the easy word and simple language. Furthermore, in item 9, 40% of the respondent (30% agreed and 10% strongly agreed) stated that they experienced anxiety when dealing with unfamiliar topics. The total percentage of agreement on unfamiliar topic themes is 65.87%, placing this theme as the first dominant factor of reading anxiety among the five themes.

Unfamiliar Culture

The table 11 below presents the statistics descriptions, frequencies, and the percentages of the data related with the unfamiliar culture theme.

Table 11. The Percentage of Unfamiliar Culture

Item	1 (SD)	2 (D)	3 (A)	4 (SA)	Total agreement	Category
10	2	13	13	2	62.5%	Agree
	6.66%	43.34%	43.34%	6.66%		
11	2	11	16	1	63.3%	Agree
	6.66%	36.66%	53.34%	3.34%		

12	6	15	9	0	52.5%	Agree
	20%	50%	30%	0%		
13	1	15	11	3	63.3%	Agree
	3.34%	50%	36.66%	10%		
14	10	12	7	1	49.2%	Disagree
	33.34%	40%	23.33%	3.33%		
Total					58.17%	Agree

The table above shows the statistics description of the responses to the unfamiliar culture theme. 50% of the respondent (43.34% agreed and 6.66% strongly agreed) agreed with item 10 that there is various kind of meaning of a single word that causes inaccuracies in text understanding. 56.68% of the respondent (53.34% agreed and 3.34% strongly agreed) agreed with item 11. The students cannot get the author's intent even though they know the word's meaning. 30% of the respondent agreed with item 12. The students do word-by-word translation, trying to comprehend the text, but in a particular situation, one word is connected with another and makes a different meaning. It was clarified by item 13, which was agreed by 46.66% of the respondent (36.66% agreed and 10% strongly agreed) that they were frustrated when one word was connected and changed the meaning. Knowing only some of the words does not guarantee a student's comprehension of reading a text. In items 14, 26.66% of the respondent (23.33% agreed and 3.33%) feel that they cannot understand the English text even though they know the word meaning. The total agreement with this theme is 58.17%, placing this theme to be the last factor.

Fear of Making Error

The table 12 below presents the statistics descriptions, frequencies, and the percentages of the data related with the fear of making error theme.

Table 12. The Percentage of Fear of Making Error

Item	1 (SD)	2 (D)	3 (A)	4 (SA)	Total agreement	Category
15	4	15	8	3	58.3%	Agree
	13.34%	50%	26.66%	10%		
16	1	9	8	12	75.8%	Agree
	3.34%	30%	26.66%	40%		
17	2	11	14	3	65%	Agree
	6.66%	36.67%	46.67%	10%		
18	6	11	11	2	57.5%	Agree
	20%	36.67%	36.67%	6.66%		
19	6	9	8	7	63.3%	Agree
	20%	30%	26.66%	23.34%		
Total					64%	Agree

The table above shows the statistics description of the responses to the fear of making errors theme. 36.66% of the respondent (26.66% agreed, and 10% strongly agreed) agreed with item 15 that they think they will make errors when reading English text, and it makes them anxious. Furthermore, 66.66% of the respondent (26.66% agreed, and 40% strongly agreed) agreed that they feel upset if they cannot understand the text they read.

M. Al-Shboul et al., (2013) stated that a lack of confidence caused fear inhibiting reading. It can be seen that 56.67% of the respondent (46, 57% agreed, and 10% strongly agreed) agreed on item 17, where they often prepare too much searching for every word's meaning. The lack of confidence in reading performance also makes students anxious. 43.33% of the respondent (36.67% agreed and 6.66% strongly agreed) agreed that they feel anxious pronouncing the word because they did not know. Furthermore, they prefer silent reading, as seen in item 19.50% of the respondent (26.66% agreed and 23.34% strongly agreed) preferred silent reading. The total agreement on the fear of making errors theme is 64%, placing this theme as the fourth dominant factor of reading anxiety among the five themes.

Worry about Reading Effect

The table 13 below presents the statistics descriptions, frequencies, and the percentages of the data related with worry the about reading effect theme.

Table 13. The Percentage of Worry about Reading Effect

Item	1 (SD)	2 (D)	3 (A)	4 (SA)	Total agreement	Category
20	3	11	6	10	69.2%	Agree
	10%	36.66%	20%	33.34%		
21	5	12	10	3	59.2%	Agree
	16.66%	40%	33.34%	10%		
22	3	6	13	8	71.7%	Agree
	10%	20%	43.34%	26.66%		
23	6	10	11	3	59.2%	Agree
	20%	33.34%	36.66%	10%		
24	1	6	18	5	72.5%	Agree
	3.34%	20%	60%	16.66%		
25	2	9	9	10	75.2%	Agree
	6.66%	30%	30%	33.34%		
Total					67.36%	Agree

The table above shows the statistics description of the responses to the worry about reading effect theme. 53.34% of the respondent (20% agreed and 33.34% strongly agreed) confirmed that they focused on how to read correctly during reading aloud. In this case, they pay more attention to their performance, and as a result, they cannot comprehend the text.

The focus is needed to help students comprehend the text in English. When the students' focus is distracted from the performance of reading during reading aloud,

such as "reading correctly or focus on word accent", they tend to lose their understanding of a text. It can be seen in item 21 that 43.34% (33.34% agreed, and 10% strongly agreed) agreed that it was hard for them to understand the text during reading aloud. 70% of the respondent (43.34% agreed and 26.66% strongly agreed) agreed with item 22 that they understand the text when reading it silently, and in item 23 (46.66% agreed; 36.66% agreed and 10% strongly agreed), they focused on word accent, and it might inhibit their reading comprehension. 76.66% of the respondent (60% agreed and 16.66% strongly agreed) agreed on item 24 that they get upset whether they understand the text they read. Furthermore, 63.34% of the respondents (30% agreed and 33.34% strongly agreed) with item 25 that they lost focus and were easily disturbed due to worry about reading. The total agreement of worry about the reading effect theme is 67.36%, placing this theme as the second dominant factor of reading anxiety among the five themes.

Discussion

The first aim of this study is to investigate the level of reading anxiety. The second aim of this study is to determine the most dominant factor of reading anxiety among English education students program at Universitas Negeri Padang. The results showed that 67% of respondents experienced medium-level reading anxiety, 20% experienced high-level reading anxiety, and only 13% experienced low-level reading anxiety. The result of this study is similar to Aisyah, (2017), Muhlis, (2017), Faruq, (2019) and the recent study from Annisaurrohmah, (2022) who found that the majority of the student fell into the medium level of anxiety. These studies' results reinforce Saito et al. (1999)'s statement that reading anxiety exists. Furthermore, these studies' results indicated that many students fell anxious in foreign language reading. Therefore, this study must agree to what Gonen, (2007) said that in order to help the students lower their anxieties, teachers should make the language learning much enjoyable.

Sheikh Ahmad et al., (2013) stated two anxiety factors in foreign language reading: the text feature factor and the personal factor. This study found that the unknown vocabulary theme under the text feature is the main factor causing anxiety in reading. The students become anxious when they deal with a new vocabulary or a series of strange words they do not know. Unknown vocabulary is agreed as the main cause of reading anxiety. 93.34% of respondents confirmed that reading is enjoyable when they know the translation of the text. The translation is related to translating one language to another. Knowing the meaning of the words can reduce their anxiety. It indicates that unfamiliar, strange or unknown vocabulary causes students to feel anxious. Unknown vocabulary has many bad impacts causing anxiety among foreign language learners in a different contexts. The total agreement on the unknown vocabulary theme is 71.17%, putting this theme in rank one as the dominant source anxiety. This research is in line with the findings of Aisyah, (2017), Faruq, (2019), M. Al-Shboul et al., (2013), Muhlis, (2017), and Sheikh Ahmad et al., (2013) who found out unknown vocabulary theme to be the main factor,

In order to help the students reduce their anxieties caused by unknown vocabulary theme, the teacher should teach context clues more. It was proven by Lien, (2011) who found out that a low-level anxiety group used context clues strategy.

Furthermore, Asnita & Marlina, (2022) found that reading children's literature significantly enrich EFL college students' vocabulary and reduce students' reading anxiety at English Department UNP

The second most dominant factor that causes reading anxiety in students is the "worry about reading effect." The total agreement on the worry about reading effect is 67.36%, which ranks two among the five themes as the dominant cause of foreign language reading anxiety. Anxiety in this second theme is mostly related to students' performance. One reason for reading anxiety was that the students fear negative evaluation by peers or teachers (Aisyah, 2017; M. Al-Shboul et al., 2013; Muhlis, 2017; Sheikh Ahmad et al., 2013). 53.34% of students confirmed that reading correctly was their objective during reading aloud.

In order to help the students overcome their reading anxiety caused by the worry about reading effect theme, Gonen, (2007) suggest the teacher to organize anxiety-free classroom environments in which learners can enjoy reading activities without worrying at being judged by others.

From the previous data analysis and discussion above, it can be summarized the "unknown vocabulary" theme under the aspect of text feature factor is the main factor that causes reading anxiety for the academic year 2019 English Education students of UNP. The second one is the "worry about reading effect" under the personal factor aspect, where students will feel afraid and worried if they get bad feedback or negative evaluation from people around them, either friends or teachers. In third place is the "unfamiliar topic" under the text feature factor as a cause of reading anxiety. When students are unfamiliar with the topic given, they will find it difficult, leading them to anxiety; as Gonen, (2007) said that unfamiliar and uninteresting topics cause anxiety in reading. Fourth place is the "fear of making errors" factor related to student self-confidence, in line with Muhlis, (2017) who stated that fear is related to self-confidence problems. Students with a self-confidence problems, in some way, will be afraid to make mistakes in learning. Then the last one is "unfamiliar culture" factors. An immediate anxiety might not occur all along during the reading activity. However, at some point during the reading, the readers would not understand the whole text due to incomplete knowledge of the cultural material underlying the text (M. Al-Shboul et al., 2013).

CONCLUSION

Each student experienced anxiety with different levels and factors. In the first finding, the researcher measured the level of reading anxiety experienced by the academic year 2019 English Education students at UNP. In the second finding, the researcher explored the most dominant factor causing reading anxiety in the academic year 2019 English Education students at UNP.

Firstly, it can be seen that more than half of the sample experienced reading anxiety at a medium level. 67% (20 respondents) fell to a medium anxiety level, 20% (6 respondents) fell to a high anxiety level, and only 13% (4 respondents) fell to a low anxiety level.

Secondly, the researcher found that the unknown vocabulary theme elicited a 71.17% score in total agreement as the main factor causing anxiety in reading under the text feature factor aspect. The unknown vocabulary has the biggest percentage in

total agreement, ranking this theme first among the five themes regarding the reading anxiety factor. The unfamiliar topic theme elicited a 66.04% score in total agreement putting this theme become the second factor as a cause of reading anxiety under the text feature factor aspect and the third dominant factor of foreign language reading anxiety among the five themes. Furthermore, the last theme on the text feature factor aspect that causes anxiety is the unfamiliar culture theme which collected a 58.17% score in total agreement. The unfamiliar culture theme is ranked the last factor among the five themes as the dominant factor causing anxiety in foreign language reading.

Thirdly, the worry about reading effect was revealed to be the second source of reading anxiety. The worry about reading effect theme elicited a 67.36% score in total agreement, ranking this theme as the second dominant factor as a cause of reading anxiety among the five themes. Then the last theme of the personal factor aspect is the fear of making errors, which collected a 64% score in total agreement and ranked this theme as the fourth dominant factor causing anxiety in foreign language reading.

Finally, it can be determined that the academic year 2019 English education students of the English department UNP experience medium level anxiety in foreign language reading. Furthermore, the most dominant factors can be ranked from most to the least as unknown vocabulary, worry about reading effect, unfamiliar topics, fear of making errors, and unfamiliar culture.

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