

**A SURVEY OF FOREIGN LANGUAGE READING ANXIETY
AMONG SIXTH-GRADE SENIOR HIGH SCHOOL STUDENTS
AT RIANGRAT UPPATHAM SCHOOL, REUSO DISTRICT,
NARATHIWAT, THAILAND**

THESIS



By:
Amelia Faza
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UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
EDUCATION AND TEACHING TRAINING FACULTY
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Submitted to State Islamic University Kiai Haji Achmad Siddiq Jember
Fulfillment of the requirements of Bachelor Degree (S.Pd.),
Education and Teaching Training Faculty
Islamic Studies and Language Department
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UNIVERSITAS ISLAM NEGERI
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Approval by Advisor



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Day: Wednesday
Date: December 3rd, 2025

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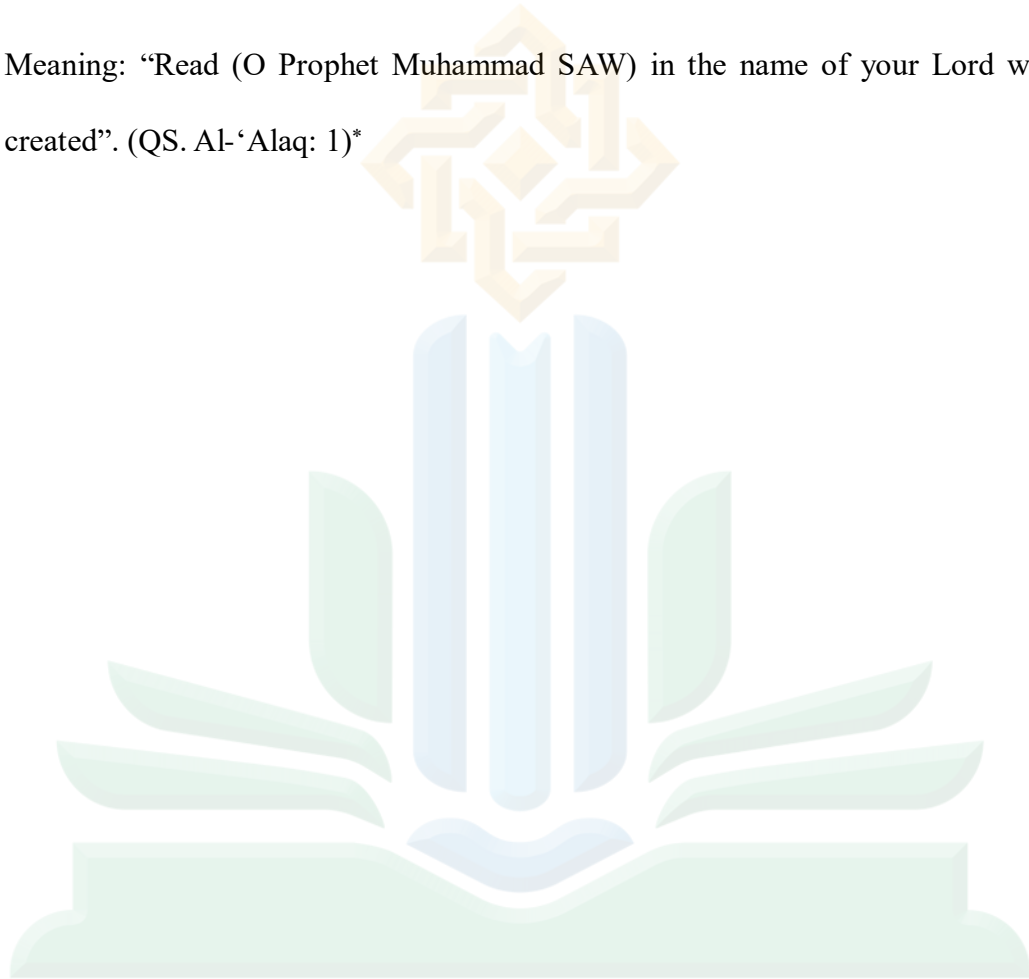
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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Meaning: “Read (O Prophet Muhammad SAW) in the name of your Lord who created”. (QS. Al-‘Alaq: 1)*



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* Ensiklopedia Al-Qur'an Al-Karim.

DEDICATION

With the deepest humility, endless gratitude, and boundless love, I wholeheartedly dedicate this scientific work to two noble souls who have always strived for the best of their firstborn child, who is now learning to embrace adulthood:

1. To the woman whose prayers reached the heaven, my mother Mamroatul Fauziyah. Mom, thank you for the prayers that constantly pierce the skies, the burning spirit, and the never-ending sacrifice. Thank you for an irreplaceable love, every tear, every effort, and every prayer accompanying my every step. Thank you also for always reassuring me when I felt lost. Even though you did not get the chance to experience university education, your spirit, motivation, and sincere prayers are the main foundation that allowed me to complete this study and earn my bachelor's degree.
2. To my first love and life's role model, Mariyono. Dad, thank you for never tiring in your struggle and always striving for the best of your first child. Thank you for your boundless love, every drop of sweat, and the hard work you exchanged for a living, so that your children could obtain a higher education than yourself. Thank you for always reminding me of the harshness and cruelty of the world, so that my soul is always ready and strong to step forward. Although you did not complete your university studies, you have educated, motivated, and become an irreplaceable inspiration to me.
3. To my beloved extended family. Thank you for being the steadfast pillar of encouragement that never fades when I started feeling weary during this process, and for every sincere prayer whispered in silence.

ABSTRACT

Amelia Faza, 2025. *A Survey of Foreign Language Reading Anxiety among Sixth-Grade Senior High School Students at Riangrat Uppatham School, Reuso District, Narathiwat, Thailand.*

Keywords: foreign language anxiety, reading anxiety, common problems of foreign language reading anxiety

Reading is one of the most important academic skills to master. Learning to read English is an important academic task, but it is often a challenge for English foreign learners. Many Thai students, especially those in southern Thailand, experience anxiety when learning to read English, which can be characterized by restlessness, worry, and anxiety. Students reading anxiety may arise from several underlying factors. Therefore, recognizing the degree of anxiety they experience and the elements that contribute to it becomes crucial in addressing English reading anxiety. When these contributing factors are well understood, teachers can implement appropriate reading strategies to help lessen students' anxiety and ultimately enhance their English reading achievement.

Therefore, the researcher decided on two research problems: 1) What is level of FLRA among sixth-grade students Riangrat Uppatham School? 2) What are the most common problems of FLRA among sixth-grade students Riangrat Uppatham School? From those, it can be concluded the research objectives of this research were 1) To identify the level of FLRA among sixth grade senior high school at Riangrat Uppatham School and 2) To describe the most common problems that causes sixth grade students to experience anxiety in learning reading foreign language.

This research design used survey research. The population of this study was sixth-grade students of Riangrat Uppatham School, Reuso District, Narathiwat, Thailand. The sampling technique of this research was total sampling with 69 students of sixth-grade. The researcher adopted the foreign language reading anxiety scale questionnaire, which contains 20 items by Saito, to check students reading anxiety levels. Meanwhile, to investigate common problems of foreign language reading anxiety in college students, researchers adopted Ahmad 28 items questionnaire. Data were analyzed using descriptive statistics.

The result of this study showed: 1) the level most experienced by 58% students was medium level of foreign language reading anxiety 2) the most common problems of foreign language reading anxiety from text features is unknown vocabulary with 34.49% of 69 students. Meanwhile, the most common problems of personal factors is discomfort when reading aloud, with 42.75%. It can be concluded, the finding of this research that most sixth-grade senior high school students at Riangrat Uppatham were in a medium level of reading anxiety, with most common problems are unknown vocabulary and discomfort when reading aloud.

ACKNOWLEDGEMENT

First and foremost, the writer says *Alhamdulillah* to Almighty Allah SWT who gives mercies and blessings, so the writer could finish this undergraduate thesis for Bachelor Degree requirement well. Second, *sholawat* and *salam* always given to our Prophet Muhammad SAW, leader at the end of the age.

This undergraduate thesis was made to achieve Bachelor Degree (S.Pd) entitled “*A Survey of Foreign Language Reading Anxiety among Sixth-Grade Senior High School Students at Riangrat Uppatham School, Reuso District, Narathiwat, Thailand*”. The writer is fully aware that this undergraduate thesis may be written with the generous support and encouragement of others. The writer would like to especially thank to:

1. Prof. Dr. H. Hepni, S.Ag., M.M., as the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember State Islamic University who has accepted me as a student of UIN Kiai Haji Achmad Siddiq Jember.
2. Dr. H. Abdul. Mu'is S.Ag., M.Si., as the Dean of the Faculty of Tarbiyah and Teaching Sciences of Kiai Haji Achmad Siddiq Jember State Islamic University who has given me permission to conduct research.
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5. Dr. Ninuk Indrayani, M.Pd. as the advisor who has helped, supported, given

encouragement, and insightful suggestion during this work process.

6. All the lecturers who has given me a lot of knowledge during the study.

The writer hopes this undergraduate thesis give readers insight to improve educational field especially in English subject. Besides, the writer is aware this undergraduate thesis is far from perfect, thus, the writes fully appreciate to any comments and suggestion for next revision.

Jember
December 3rd, 2025
The Researcher

Amelia Faza



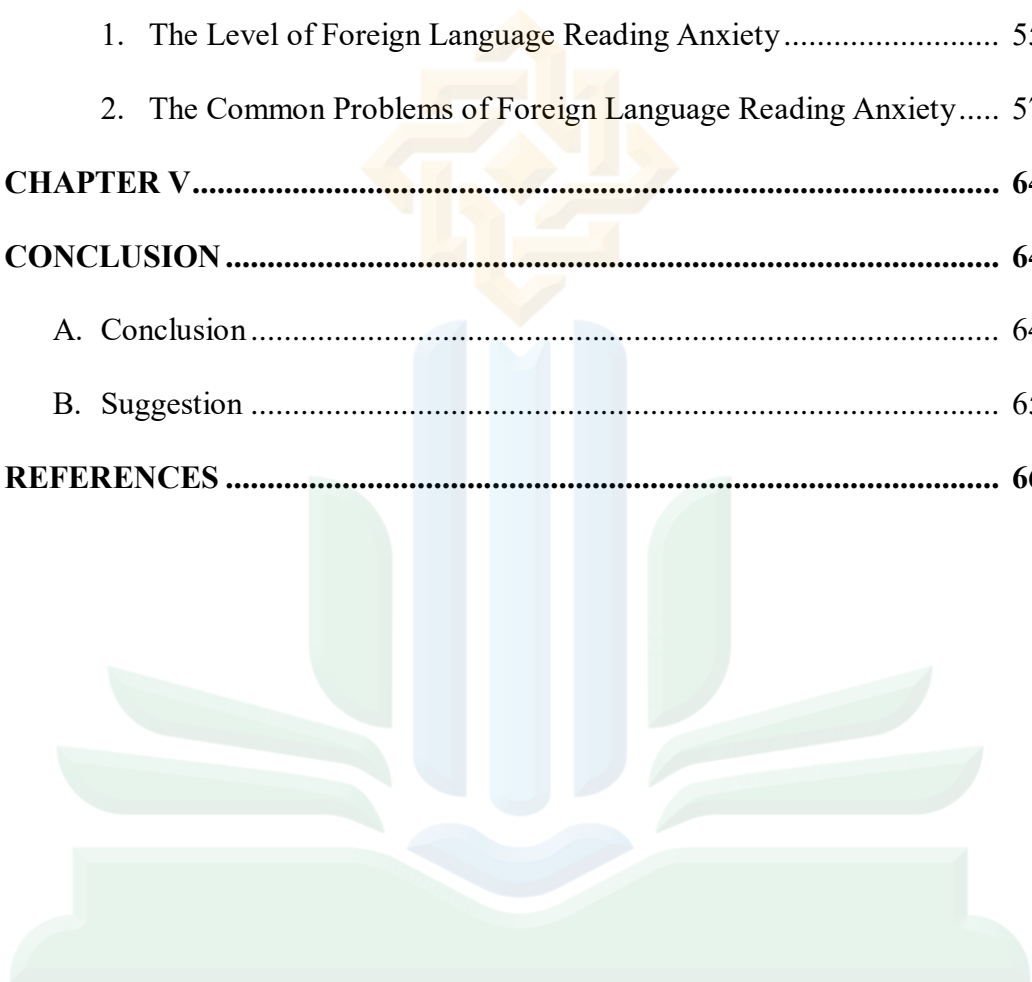
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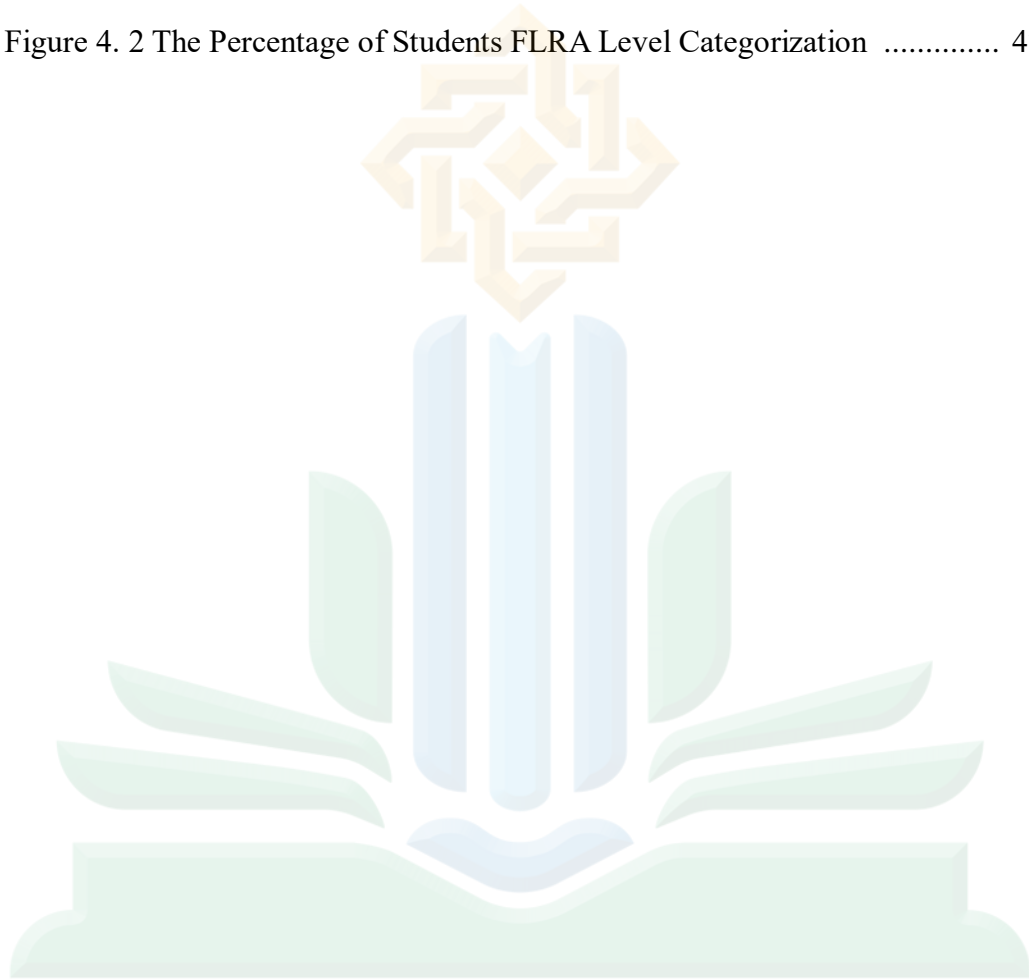
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CHAPTER I

INTRODUCTION

This chapter presents introductory of this research which contains research background, research questions, research objectives, research significances, research scopes, and the definition of key terms.

A. Research Background

Foreign Language Reading Anxiety (FLRA) has increasingly received attention as one of the affective factors that can influences student success in learning a foreign language. In educational contexts, learners often experience tension, worry, or apprehension when reading texts in a language they have not yet mastered. This anxiety can negatively impact comprehension, processing abilities, and academic performance, thereby making it a crucial issue for investigation. This concern is particularly relevant in countries where English is taught as a foreign language, including Thailand.

Thailand is one of ASEAN countries that used English language as their foreign language. According to Watanapokakul, since 1996 English language become one of the compulsory subjects taught in Thailand.¹ As compulsory subjects and foreign language, English language has been formally taught from the elementary level to the university.² This is a demonstrates the Thai government awareness that English language serves as

¹ Watanapokakul Satita, "The Effects of Learning Prefixes and Roots to Improve the Ability to Derive the Meaning of Unfamiliar Words," *LEARN Journal (Language Institute Journal)* 3 (2006): 96–109.

² Napapat Thongwichit and Mark Bedoya Ulla, "Translanguaging Pedagogy in Thailand's English Medium of Instruction Classrooms: Teachers' Perspectives and Practices," *Tesl-Ej* 27, no. 4 (2024): 1–17, <https://doi.org/10.55593/ej.27108a7>.

a global lingua franca for international communications.³ However, even English language has been taught since 1996 in Thailand, based on English First English Proficiency Index (EF EPI) 2024 Thailand is still in 106th out of 116 countries with a score of 415, which is classifies Thailand as having very low proficiency level.⁴ The research conducted by Jaroentanasasiri on Thai high school students indicates a high level of English reading anxiety, with an average score of 3.68 of 5 on the Likert scale and 42% of students categorized as highly anxiety levels.⁵ Similarly research by Damayanti and Rachmawati revealed that Thai students have low motivation and interest in learning English language, which contributes to difficulties in foreign language learning.⁶

As a foreign language, English in Thailand is rare used for daily communication and only learned in formal settings.⁷ The Thai education system most uses Thai language as the medium of instruction, while English language is taught as a foreign language subject and lingua franca.⁸ Learning English as a foreign language is certainly challenging for Thai students, this

³ Yusop Boonsuk and Eric A. Ambele, "Towards Integrating Lingua Franca in Thai EFL: Insights from Thai Tertiary Learners," *International Journal of Instruction* 14, no. 3 (2021): 17–38, <https://doi.org/10.29333/iji.2021.1432a>.

⁴ "EF EPI, English First English Proficiency Index," 2024, <https://www.ef.com/wwen/eipi/>.

⁵ Jaroentanasasiri Suchanan, "The Study of Reading Anxiety and the Use of Reading Strategies among Two Groups of Thai EFL Students" (Thammasat University, 2023).

⁶ Damayanti Puspita Fuji and Rachmawati Dina, "English Language Learning Motivation of Thai Students of Lantaratprachautit School," *Eltin Journal: Journal of English Language Teaching in Indonesia* 10, no. 1 (2022), <https://doi.org/https://doi.org/10.22460/eltin.v10i1.p80-87>.

⁷ Achara Wongsothorn, Kulaporn Hiranburana, and Supanee Chinnawongs, "English Language Teaching in Thailand Today," *Asia Pacific Journal of Education* 22, no. 2 (2002): 107–16, <https://doi.org/10.1080/02188790202020210>.

⁸ Chuanpongpanich Surangkana, "The Challenges of Thailand in Promoting the Students' English Skills to Be an Effective ASEAN Citizen," *Santapol College Academic Journal* 7, no. 2 (2021): 299–238.

because the majority of instruction, even in English classes still conducted using the Thai language and letters. This limited exposure makes learning English language challenging for Thai students. Among several factors influencing this challenge, language anxiety considered one of the most dominant psychological factors that hinder language learning.

Language anxiety is one of the most widely researched psychological aspects in foreign language learning and based on the assumption that high anxiety inhibits the process of receiving and processing input.⁹ Therefore, Thai students may experience anxiety while learning English language due to the psychological pressure and fear in language performance. Anxiety is psychological state such as fear, nervousness and worry within an individual that causes feelings of discomfort.¹⁰ According to Saito, Horwitz, and Garza that foreign language anxiety is a feeling of tension, nervousness, and discomfort that occurs when students face a learning challenge they have not yet mastered.¹¹ This is consistent with the findings of the research by Horwitz, Horwitz, and Cope who describe foreign language anxiety as a combination of uneasiness, worry and fear that occurs in classroom learning situations.¹² This anxiety has been proven to negatively effect on student's

⁹ Akira Hamanda and Shuichi Takaki, "Effects of Multidimensional Foreign Language Reading Anxiety on Achievement in Japanese EFL Classrooms," *System* 101 (2021), <https://doi.org/10.1016/j.system.2021.102613>.

¹⁰ Qiangfu Yu, "Foreign Language Anxiety Research in System between 2004 and 2023: Looking Back and Looking Forward," *Frontiers in Psychology* 15 (2024), <https://doi.org/10.3389/fpsyg.2024.1373290>.

¹¹ Yoshiko Saito, Thomas J. Garza, and Elaine K. Horwitz, "Foreign Language Reading Anxiety," *The Modern Language Journal* 83, no. 2 (1999): 202–18, <https://doi.org/10.1111/0026-7902.00016>.

¹² Horwitz K. Elaine, Horwitz B. Michael, and Cope Joann, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 125–32, <http://www.jstor.org/stable/327317>.

language learning process and performance.

Align with the general theory of Foreign Language Anxiety (FLA). The experts have divided into four specific skills in helping teachers or educators to think about developing student's foreign language.¹³ Those are FLRA (Foreign Language Reading Anxiety), FLSA (Foreign Language Speaking Anxiety), FLLA (Foreign Language Listening Anxiety), and FLWA (Foreign Language Writing Anxiety). In this case, the researcher only focuses specifically on FLRA. Foreign language reading anxiety refers to an emotional reaction such as worry, nervous, and anxious while reading a foreign language text. Saito et al., define foreign language reading anxiety as anxiety that can occurs when reading foreign language text, often due to unfamiliar vocabulary, unfamiliar topic, culture, and grammar.¹⁴ As Rui Li stated that foreign language reading anxiety is feeling of discomfort, worry or stress from a student while reading English text.¹⁵ These emotions can hinder students reading comprehension. The common causes include unknown vocabulary, unfamiliar text content, worry of making mistakes, and fear of laughed at by classmates. Those things experienced by Thai high school students.

Reading is a fundamental skill that necessary and must be master by all learners. By reading, individuals gain a lot of new knowledge and information.

¹³ Horwitz K. Elaine, Tallon Michael, and Luo Han, "Foreign Language Anxiety," in *Anxiety in Schools: The Causes, Consequences, and Solutions for Academic Anxiety*, ed. Cassady C. Jellerr, vol. 30 (New York: Peter Lang Publishing, 2010), 96–118, <https://doi.org/10.5840/iabsproc20193011>.

¹⁴ Yoshiko Saito, Elaine K. Horwitz, and Thomas J. Garza, "Foreign Language Reading Anxiety," (1999): 202–218.

¹⁵ Rui Li, "Foreign Language Reading Anxiety and Its Correlates: A Meta-Analysis," *Reading and Writing* 35, no. 4 (2022): 995–1018, <https://doi.org/10.1007/s11145-021-10213-x>.

As Sear likens reading to a rubber band that expands our understanding and mental capacity.¹⁶ It means we unlock the main key to expending knowledge, information, and also brain development. Reading is not only about the act of recognizing words, but also a process of construction meaning by connecting prior knowledge with new information.¹⁷ The important of reading emphasized in the Holy Qur'an, Q.S Al - 'Alaq verse 1:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

Meaning: "Read (O Prophet Muhammad SAW) in the name of your Lord who created".¹⁸

This divine common reinforces that reading is crucial skill that needs for mastering of everyone. However, as foreign language students, reading English language texts often induces anxiety, worried, and stress. Therefore, it is essential to identify and address factors that contributes the anxiety to help students improve their reading competence. The reading anxiety can occur due to common problems. This common problem divided in two categories, which is personal factor (afraid of making mistakes, worry about reading effect, and discomfort when reading aloud) and text features (unknown vocabulary, unfamiliar topic, unfamiliar culture, and unfamiliar grammar).¹⁹ It is important to provide a clear explanation to help teacher in order to determine appropriate

¹⁶ Korngleng Sear, "The Power of Reading and Strategies to Develop a Reading Habit," *Cambodian Journal of Educational Research* 4, no. 2 (2024): 79–100, <https://doi.org/10.62037/cjer.2024.04.02.05>.

¹⁷ Guzel Serda, "The Important of Reading Activities in Reading Comprehension," *Journal of Interdisciplinary Innovation Studies* 2, no. 1 (2022): 29–34.

¹⁸ "Ensiklopedia Al-Qur'an Al-Karim."

¹⁹ Ismail Sheikh Ahmad et al., "The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context: A Theoretical Framework," *English Language Teaching* 6, no. 11 (2013): 89–110, <https://doi.org/10.5539/elt.v6n11p89>.

learning strategies for students in learning reading a foreign language.

In the context of Southern Thailand, particularly in Narathiwat province, the students at Riengrat Upphatam School a majority of whom are sixth grade senior high school expected to read and comprehend English text. However, that many students still show of anxiety. Most of them admitted that they did not understand what they read and always felt tension and nervous when asked to read English texts aloud. This suggests that they experience foreign language reading anxiety when reading English activities. As similar research also conducted by Lum'atuddina and Miftachudin found that Thai students experience significant difficulties on reading anxiety levels among Thai university students in one of university in an Indonesia.²⁰ It is important to analysis because reading anxiety can hinder English language learning process. However, quantitative research that focused on the English reading anxiety levels of senior high school students in Narathiwat or in the deep south Thailand is limit. This highlights the need for statistical data to understand related to the reading anxiety level and the common problems in senior high school. These problems refer to the theoretical in the study of foreign language reading anxiety by Saito, Horwitz, and Garza through the foreign language reading anxiety scale (FLRAS) that reading anxiety has influenced by personal factor and text features.

In 2023, Nuchsomboon conducted research that focus on the anxiety of

²⁰ Syifa Lum'atuddina and Miftachudin, "Anxiety in English Language Learning Among Thai Students," *Conference on English Language Teaching*, (2021), 76–87, <https://doi.org/10.24090/celti.2021.268>.

English foreign language students in senior high school Thailand. This research aimed to identify the level of anxiety among students in Science-Math and English-Math programs using a quantitative and comparative design approach.²¹ Besides that, the previous research also conducted to identify the English language anxiety factors and the strategy among Thai students. The research refers to focus on the English anxiety of Thai student which studying in Indonesia, involving two students as participants, without focusing on the English skills and the levels of the anxiety.²² Nonetheless, research that conducted in southern Thailand with the issue of hinder to English language learning, which focuses only on teacher perspective and does not categorize the hinder in each skill.²³ From the previous research, the things that needs to do understand for the Riangrat Uppatham School's problems is considering factors that may be causes anxiety among them.

By considering the phenomenon and problems that researcher found at Riangrat Uppatham school, it is evident that sixth grade senior high school students still experience in foreign language reading anxiety, especially when students required to read English language texts aloud or understanding the topic of. Even English language has been teaching in Thailand since elementary school, quantitative data or evidence on students English reading

²¹ Nuchsomboon Suleeporn, "An Investigation of Reading Anxiety of EFL Secondary School Students in a Thai Government School" (Thammasat University, 2023). 1-65

²² Syifa Lum'atuddina and Miftachudin, "Anxiety in English Language Learning Among Thai Students," *Conference on English Language Teaching*, (2021), 79, <https://doi.org/10.24090/celti.2021.268>.

²³ Muhammadafeefee Assalihee and Yusop Boonsuk, "Factors Obstructing English Teaching Effectiveness: Teacher Voices from Thailand's Deep South," *IAFOR Journal of Education* 10, no. 1 (2022): 155–72, <https://doi.org/10.22492/ije.10.1.08>.

anxiety, particularly in Southern Thailand is still very limited. Most previous research focused on eleventh grade senior high school students, university students, and general English language anxiety, while research specifically addressing foreign language reading anxiety among sixth senior high school students in Narathiwat province is scarce. This lack of local data, therefore, creates a research gap that needs to be addressed to better understand student affective challenges in English language learning.

However, the urgency of this current research is to identify and measure the proficiency level of sixth grade in order to improve their English reading skills and determine the common problems of foreign language reading anxiety in rural, such Riangrat Uppatham School. This is highly urgent both of academic and psychologically. Empirical research on English language reading anxiety among sixth grade senior high school students in Southern Thailand still limited, particularly in Narathiwat province. This is also necessary considering that students should be able to read English texts at the senior high school level. In addition, this research aims to recommendations for teachers in applying strategies to overcome students reading anxiety. Also strengthening the literature in Reuso district, Narathiwat on foreign language reading anxiety which is limit. By combining local context and the FLRAS theoretical framework that develop by Saito, Howitz, and Garza, this research contributes new empirical insights to field of English foreign learners (EFL) learning anxiety and strengthen the literature on foreign language reading anxiety in Reuso District, Narathiwat. Therefore, researcher

decided to use “A Survey of Foreign Language Reading Anxiety among Sixth-Grade Senior High School Students at Ringrat Uppatham School, Reuso District, Narathiwat, Thailand” a title of this research.

B. Research Questions

1. What is the level of FLRA among sixth-grade senior high school students at Ringrat Uppatham School?
2. What are the most common problems of FLRA among sixth-grade senior high school students Ringrat Uppatham School?

C. Research Objectives

1. To identify the level of FLRA among sixth grade senior high school at Ringrat Uppatham School
2. To describe the most common problems that causes sixth grade students to experience anxiety in learning reading foreign language

D. Research Significances

1. Practical Perspective

a. Teacher

The result of this research may help teachers in understanding the student's level of foreign language reading anxiety. By understanding the potential factors of FLRA from student perspective, teachers can adjust the method and the strategy that are relevant and considered to reduce student anxiety of reading English text.

b. Student

The research aims to expect student awareness of the level of English language reading anxiety, and also the factors that influence their reading anxiety. So that, students are able to face the challenges of reading anxiety

2. Theoretical Perspective

a. Teacher

This research aims to contribute in teacher understanding of foreign language reading anxiety and by considering the factors of reading anxiety, teacher expected to apply appropriate method in foreign language context, particularly at Riengrat Uppatham School, Narathiwat.

b. Future researcher

This research expected to add the knowledge and serve as a basic for future researcher in finding way to overcome student's reading anxiety based on the factors they experience.

E. Research Scopes

This research focuses on the foreign language reading anxiety levels among sixth grade senior high school at Riengrat Uppatham School, Reuso district, Narathiwat, Thailand. The research has two focus variables as its scope. The first scope is foreign language reading anxiety, with English language as the foreign language being studying. Therefore, Thai students referred to as English Foreign Learners (EFL). The reading activity referred to

interactive reading. This kind of reading refers to a reading process that actively involves between the reader and the text being reading. The anxiety observed is state anxiety. State anxiety is temporary anxiety that only occur when a student feel threatened in a certain situation. For examples, when students asked to read an English text in front of the class by the teacher, they were in nervousness and restlessness in that situation. These feelings do not last long, but only occur at that moment.

The second scope is common problems of foreign language reading anxiety. These common problems are divided into two aspects, such as text features and personal factors. The scope of text features includes: unknown vocabulary, unfamiliar topics, unfamiliar culture, and unfamiliar grammar. Meanwhile, the scope of personal factors is afraid of making mistakes, worry about reading effect, and discomfort when reading aloud in front of the class. Thus, the scope of research aims to gain a clear description and make it easier for researchers to conduct the research.

F. Definition of the Key Terms

1. Foreign Language Reading Anxiety

Foreign language is a language that do not used in daily, and it usually only learned through formal education or courses. This statement also in line with Wang and Yu that foreign language is a language that is not using in everyday life as a native language or national language of a country, but rather a language that learned for the purposes of international

communication, education, or professional development.²⁴ Meanwhile, reading anxiety refers to feelings of unease or discomfort when reading. So, the conclusion of foreign language reading anxiety is emotional or feelings of nervousness, afraid, worried, and uneasiness that emerges when reading English text, particularly English language as foreign language. According to Gok, Bozoglan, and Bozoglan B, foreign language reading anxiety is specific response in the form of restlessness or fear experienced by foreign language learner when reading texts in the target language.²⁵ This anxiety often occurs in students who are learning English language as a foreign language.

2. Common Problems of Foreign Language Reading Anxiety

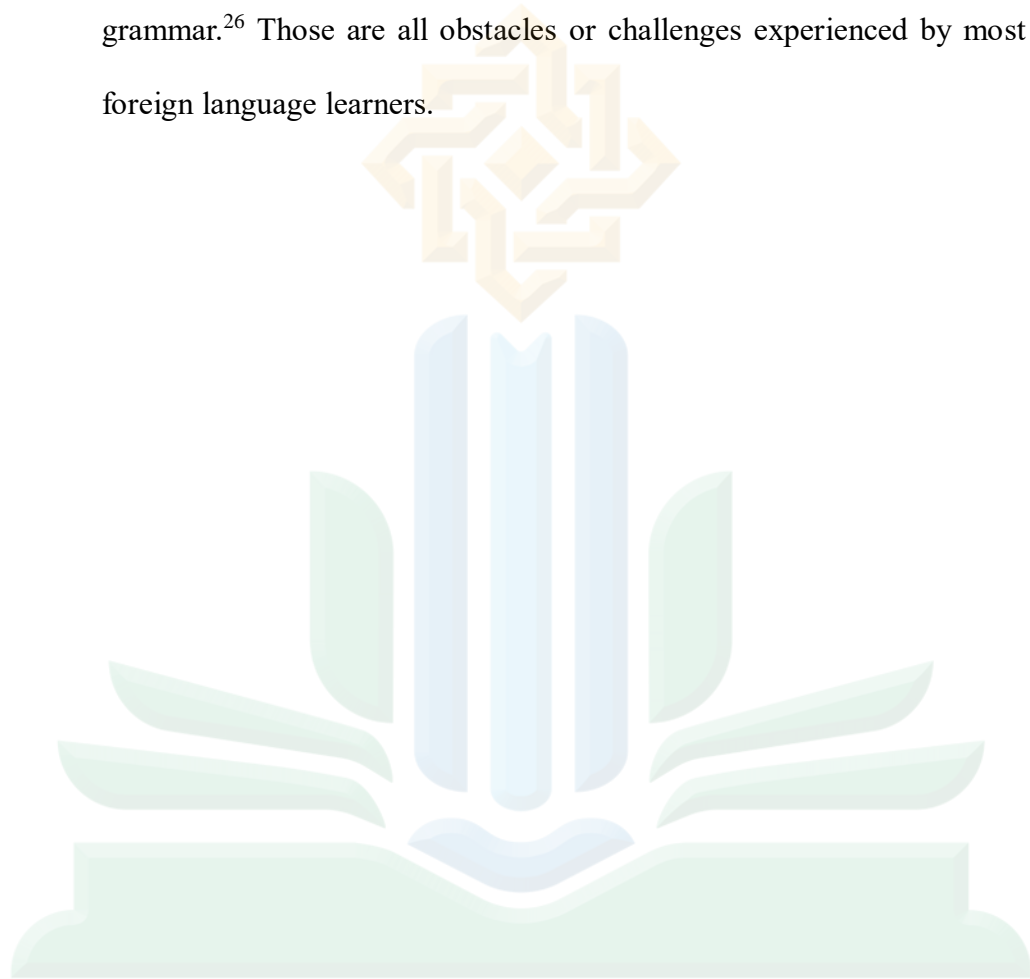
Common Problem refer to something that influences or causes something to be hinder. In this context, common problem of foreign language reading anxiety is factors that cause anxiety when reading foreign language texts, particularly English text. The common problems divided into two categories, which is personal factors and text features.

The details of personal factors refer to problems or challenges that originate from the student individuals. In research adapted from Ahmad et al., that various personal factor indicators are afraid of making mistakes, worry about reading effects, and discomfort when reading aloud. While,

²⁴ Zheng Wang and Sheng Yu, "Does Foreign Language Learning Influence EFL Learners' Cultural Intelligence (CQ)? A Mixed-Methods Approach to Exploring EFL Learning as a Contributor to CQ," *Acta Psychologica* 256 (2025), <https://doi.org/10.1016/j.actpsy.2025.104991>.

²⁵ Duygu Gok, Hilal Bozoglan, and Bahadır Bozoglan, "Effects of Online Flipped Classroom on Foreign Language Classroom Anxiety and Reading Anxiety," *Computer Assisted Language Learning* 36, no. 4 (2023): 840–60, <https://doi.org/10.1080/09588221.2021.1950191>.

the text features refers to obstacles caused by reading text, such as: unknown vocabulary, unfamiliar topic, unfamiliar culture, and unfamiliar grammar.²⁶ Those are all obstacles or challenges experienced by most of foreign language learners.



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²⁶ Ahmad et al., "The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context: A Theoretical Framework." 106

CHAPTER II

LITERATURE REVIEW

This chapter presents literature review which related with this research. There are previous research and theoretical framework.

A. Previous Research

The first research that conducted by Lum'atuddina and Miftachudin titled "*Anxiety in English Language Learning Among Thai Students*". This research has two focuses. The first one is to identify the factors causing English language anxiety of Thai students in English language learning at IAIN Salatiga and the second is the Thai student strategies to face the anxiety in English language learning. The research used qualitative approach through observation and interview research design, by involving two Thai students in third semester of English education. The finding of research showed that there are three factors causing English language anxiety and two strategies to deal with it. The factors are: fear of making mistakes in communication, anxiety in facing exams, and fear of negative judgment from others. The finding included two strategies are: preparation and peer seeking. It has some similarities with this current research on the topic of English language anxiety of Thai students. But there are differences between the research from Lum'atuddina and Miftachudin and this current research. The Lum'atuddina and Miftachudin research focused on Thai students in university level, using qualitative approach and interview as research design. This previous research involved two Thai students in university level, and the last is covers all

English skills. While this current research focused on the level of foreign language reading anxiety at the sixth grade EFL and the common problems. The current research also used quantitative approach and survey as design research.²⁷

Several research related to reading anxiety has conducted to Mardianti, Wijayanti, and Murtadho which titled “*The Correlation Between Student’s Reading Anxiety and Their Reading Comprehension in ESP Context*”. Based on this previous research, this research aimed to analysis the relationship between English reading anxiety and reading comprehension in ESP context. This research also focused on factors of reading anxiety, such as: top-down, bottom-down, and classroom reading anxiety. By using a quantitative approach and correlation design to determine the relationship between the two. This research involved 50 students of Government Science Program Study. The result is 44% of students at the moderate level, 30% low level, and 26% high level. Meanwhile, for reading comprehension included 58% students with low scores, 28% moderate scores, and 14% high scores. This research also showed that there is a significant negative relationship between reading anxiety and reading comprehension. There are a similarity and difference between this research and current research. The similarities both of researches are focus on English language reading anxiety, identifying the triggering factors, and using a quantitative approach. However, the differences

²⁷ Syifa Lum’atuddina and Miftachudin, “Anxiety in English Language Learning Among Thai Students,” *Conference on English Language Teaching*, (2021), 76, <https://doi.org/10.24090/celti.2021.268>.

between the two research are, the research conducted to Mardianti et.al involved Indonesian students in Government Science major, using correlation as the research design, and English language as ESP (English for Specific Purposes). Meanwhile, the current research involved sixth grade students in Thailand school, using a survey as the design research, and English language as a foreign language.²⁸

The third previous research conducted by Kim entitled “*The Underlying Factors of Foreign Language Reading Anxiety: Their Effects on Strategy Use and Orientation Toward Reading*”. This research identified the factors that caused FLRA and examined the relationship between foreign language reading anxiety and reading performance, the use strategies in reading, and reading orientation. By using the quantitative approach and correlational research design, this research involved 256 students at Soul University as the participants. The result of previous research there is a negative relationship between foreign language reading anxiety and reading score. In addition, there are three factors of foreign language reading anxiety, such as: anxiety while reading process such as confusion, confidence in reading, and anxiety of English language character, such as: alphabet and symbol. Of course, this research has similarities and differences with current research. The first similarity discusses about foreign language reading anxiety, the second similarity is that it identifies factors that cause foreign language

²⁸ Nunung Mardianti, Primardiana Hermilia Wijayati, and Nurul Murtadho, “The Correlation between Students’ Reading Anxiety and Their Reading Comprehension in ESP Context,” *International Journal of Language Education* 5, no. 2 (2021): 15–29, <https://doi.org/10.26858/ijole.v5i2.15440>.

reading anxiety in EFL context. The differences from current research are, the first, this previous research using correlational as research design, while the current research using a survey as research design. The second, involved Korean students from various major of University at Seoul, meanwhile the current research involved sixth students at Thailand.²⁹

The next several research related at Thailand's deep south is by Assalihee and Boonsuk which titled *"Factors Obstructing English Teaching Effectiveness: Teacher Voices from Thailand's Deep South"*. This research aimed to identify the problems and teacher requirements at Thailand deep south, which is including Yala, Pattani, and Narathiwat provinces. This research also aimed to develop more effective English language learning strategies, particularly for Islamic school at Thailand's deep south. The findings of this research indicate that the materials and methods used by EFL teachers are not relevant enough to connect between content and culture in Thailand's deep south, also the textbooks focus too much on Western cultural topics that are unfamiliar to students in Thailand's deep south, who are predominantly muslim. Both of this previous research and current research have similarities that conducted in Thailand's deep south, which is includes Narathiwat, where the current research conducted. Another similarity is the discussion of the challenges in English language learning as a foreign language. The differences are, the previous research focused on ELT

²⁹ Hyang Il Kim, "The Underlying Factors of Foreign Language Reading Anxiety: Their Effects on Strategy Use and Orientation Toward Reading," *Studies in Second Language Learning and Teaching* 11, no. 2 (2021): 213–34, <https://doi.org/10.14746/ssllt.2021.11.2.3>.

challenges from teacher's perspective, while current research focuses on FLRA from student's perspective. The next difference found in the sample of research. The current research chooses sixth grade senior high school as sample of the research, while Assalihee and Boonsuk research used 18 teachers of 6 schools at Thailand's deep south as the sample. Furthermore, there is a difference in the focus on language skills, previous research did not categorize based on language skills, while current research focuses on reading skill.³⁰

The last previous research conducted to Nuchsomboon which titled *"An Investigation of Reading Anxiety of EFL Secondary School Students in a Thai Government School"*. This research aimed to investigate the FLRA levels of 11th grade students, specifically in the Science-Math and English-math programs. In addition, this research focused on comparing the two levels of students based on the programs. This research conducted in Sumut Sakhon province including 168 of 11th grade students by using FLRAS as a research instrument. This research found that students in the Science-Math program had a higher level of foreign language reading anxiety (mean = 3.42) than students in the English-Math program (mean = 2.90) classified as medium level, the English-Math programs was in medium levels. Then, the similarities between this previous research and current research are the research locations. Although both conducted in Thailand, the specific locations differed. The previous research conducted in Sumut Sakhon province, while the current

³⁰ Assalihee & Boonsuk, *"Factors Obstructing English Teaching Effectiveness: Teacher Voices from Thailand's Deep South"*, 155-172

research conducted in Narathiwat province. Not only that, the differences also in the sample and design research. The previous research involved 168 of 11th grade senior high school students by using comparative as a research design, while the current research involved 69 of sixth grade senior high school students by using survey as design research. Besides differences, there are similarities between two researches. Both of researches focus on FLRA of student perspective, and involved senior high school students as a sample.³¹

Table 2. 1
The Similarities and Differences between Previous and Current Research

No	Author and Title	Similarities	Differences
1	Syifa Lum'atuddina and Miftachuddin (2021), <i>"Anxiety in English Language among Thai Student"</i> , Conference on English Language Teaching (CELT)	- Discussing English language topics of Thai students	- The subject education level Previous: University level Current: Senior High School - The Approach and research design Previous: Qualitative and interview research design Current: Quantitative and survey research design - The sample of research Previous: 2 Thai students in third semester of English education at IAIN Salatiga Current: 69 of sixth grade students at Riangrat Upatham School - The scope of English

³¹ Suleeporn Nuchsomboon, "An Investigation of Reading Anxiety of EFL Secondary School Students in a Thai Government School", 1-65.

No	Author and Title	Similarities	Differences
			language skills Previous: Cover all English language skills Current: Reading skill
2	Nunung Mardianti, Primardiana Hermilia Wijayanti, and Nurul Murtadho (2021), "The Correlation Between Student and Their Reading Comprehension in ESP Context", International Journal of Language Education	<ul style="list-style-type: none"> - Investigating the English language reading anxiety level - Identifying the triggering factors Using a quantitative approach 	<ul style="list-style-type: none"> - The population of research Previous: 50 Indonesian students in Government Science major Current: 69 of sixth grade Thai students at Riangrat Uppatham School - The research design Previous: Correlation design Current: Survey design - The language context Previous: ESP (English for Specific Purposes) Current: English as foreign language
3	Hyang-II Kim (2021), "The Underlying Factors of Foreign Language Reading Anxiety: Their Effects on Strategy Use and Orientation Toward Reading", Studies in Second Language Learning and Teaching	<ul style="list-style-type: none"> - Discussing about Foreign Language Reading Anxiety (FLRA) - Identifying the factors of FLRA - Using a quantitative approach 	<ul style="list-style-type: none"> - The research design Previous: Correlation design Current: Survey design - The population of research Previous: 256 Korean students in all major of Soul University Current: 69 Thai students of sixth grade at Riangrat Uppatham School
4	Muhammadafeefee Assalihee and Yusop Boonsuk (2022), "Factors Obstructing English Teaching Effectiveness: Teacher Voices from Thailand's Deep South", IAFOR Journal of Education:	<ul style="list-style-type: none"> - The location of research - Discussing the challenges of English language learning as a foreign language 	<ul style="list-style-type: none"> - The research perspective Previous: Teacher's perspective Current: Student's perspective - The sample of research Previous: 18 teachers from 6 schools in Thailand's deep south

No	Author and Title	Similarities	Differences
	Language Learning in Education		Current: 69 Thai students of sixth grade at Riangrat Uppatham School - The scope of language skill Previous: General EFL or there is no specific language skill Current: Reading skill
5	Suleeporn Nuchsomboon (2023), "An Investigation of Reading Anxiety of EFL Secondary School Students in a Thai Government School", Thailand: Thammasat University	- Focusing on Foreign Language Reading Anxiety (FLRA) from student perspective's - Involving the Thai student senior high school - Identifying the level of foreign language reading anxiety among student senior high school - Using the quantitative approach	- The specific location Previous: Sumut Sakhon, Thailand Current: Narathiwat, Thailand - The sample of research Previous: 168 students of eleventh grade (fifth grade) Current: 69 students of sixth grade - The research design Previous: Comparative design Current: Survey

From the 2. 1 table shows some differences between the current research and the previous research. This research focuses on the level of foreign language reading anxiety among sixth grade senior high school students in Reuso district, and also identify the common problems that cause it. Meanwhile, several previous research involved eleventh senior high school students, university students and teachers as the samples. Previous research generally used a quantitative approach with correlation and comparative as research designs, also there is some previous research that used the qualitative

approach. Only one research had the same research location, nonetheless differed in terms of province and subjects. Therefore, this research dedicated to measure the level of foreign language reading anxiety with identifying the causes among sixth grade students to fill the gaps in previous research.

B. Theoretical Framework

1. Reading Skill

a. Definition of Reading Skill

Reading is complex activity activities that involves recognizing and pronouncing symbols or letters, and also inferring the meaning of. Reading also a process of analysing and understanding what you read in order to gain new knowledge and information, either verbally or silently. According to Ali, reading is the reader's determination of understanding the meaning of written text and enjoy the beauty of language.³² This highlights that reading is an active process of both recognition and comprehension skills. Goldman also explains that reading means a person has converted letters or symbols into sounds.³³ And these sounds are the sounds pronounced by the reader.

Building of this understanding, reading skills refer to the ability to summarize, analysis, and understand the content of a text. Grellet

³² Ali Hamudi Hameed Hashim, "The Importance of the Four English Language Skills: Reading, Writing, Speaking, and Listening in Teaching Iraqi Learners," *Humanitarian and Natural Sciences Journal* 3, no. 2 (2022): 154–65, <https://doi.org/10.53796/hnsj3210>.

³³ Susan R. Goldman, "Reading Is Complex: Implications for Research and Practice," *Educational Psychologist* 59, no. 4 (2024): 315–25, <https://doi.org/10.1080/00461520.2024.2418062>.

emphasizes that reading skills are not only the ability to understand the text, the purpose of reading, or simply reading word by word. Reading also involves strategies, techniques, and cognitive activities that engage the brain.³⁴

b. Types of Reading

Reading is one of four language skills that mastered. Reading is important, because through reading students are able to gain their knowledge. According to Brown in Language Assessment book that types of reading divided into 4 types, there are: perceptive, selective, interactive, and extensive.³⁵

1) Perspective Reading

Reading type that focused on the basic process of recognizing writing, such as letters. This type aims to assess basic reading abilities in the process of recognizing written forms and connecting with the sounds. This indicates that, this type of reading most likely used by beginners, as it relates to the introduction of spelling and written symbols.³⁶

2) Selective Reading

Selective reading is reading that aims to answer questions from relevant texts. This selective reading type involves the

³⁴ Grellet Franciose, *Developing Reading Skills* (Cambridge, 1981).

³⁵ Brown Douglas Henry, *Language Assessment Principles and Classroom Practices* (Longman, 2003). 189

³⁶ Ibid, 189

student's ability to determine specific information from the text students reading. Zouidine and Khalil also add that selective reading is not only just reading to select information that is relevant or needed by the reader, but rather a technique in Natural Language Processing (NPL) to improve sentiment accuracy.³⁷ The example of this is including multiple choice questions or matching answers which require students to read the text to determine the correct answer.

3) Interactive Reading

Interactive reading refers to the active engagement of readers and reading text. This means that readers do not simply read, but also draw on the prior knowledge. According to Salde, Monte, Segara, and Fernandez the interactive reading is a reading approach that actively involves students through collaborative activities, such as group discussions, the use of technology, and student strategies.³⁸ This type combines top-down and bottom-up processes. For example, reading an essay or story and drawing meaning also the conclusions from it.

4) Extensive Reading

Extensive reading is a reading activity that focuses on grammar, vocabulary, and other details in the text. This type aims to explore

³⁷ Mohamed Zouidine and Mohammed Khalil, "Selective Reading for Arabic Sentiment Analysis," *IEEE Access* 13 (2025): 59157–69, <https://doi.org/10.1109/ACCESS.2025.3556976>.

³⁸ Niño B. Dela Salde et al., "Enhancing the Reading Skills of Bsed-English College Students Through Interactive Reading Strategy," *European Journal of Literature, Language and Linguistics Studies* 9, no. 2 (2025): 1–18, <https://doi.org/10.46827/ejll.v9i2.616>.

the linguistics in the text. A similar statement also shared by Yan Lin in her research, which stated that intensive reading is the process of reading a text deeply and carefully with a focus on language structure, understanding details, and terminological meaning.³⁹

2. Anxiety

a. Definition of Anxiety

Anxiety is a person's reaction or response due to worry, nervous, and discomfort in the certain situations. According to Ramaiah anxiety is a symptom, not a disease. It can occur when a person experiences internal pressure in the certain situations. Ramaiah also stated that anxiety occurs when a person faces pressure in the specific context. If this anxiety happens continuously and repeatedly, it may negatively affect a person's work performance.⁴⁰ As Saito stated that anxiety not only about nervous, but psychological construction included self-perception, and emotional that arises due the challenges.⁴¹ Anxiety experienced by Thai students. Most of them feel an anxiety when reading foreign text, particularly English language text. They experienced afraid and nervous when teacher in order them

³⁹ Lin Yan, "Enhancing Novice Interpreting Learners' Terminological Competence through Collaborative Intensive Reading Training on the Chaoxing Learning Platform," *Frontiers in Humanities and Social Sciences* 5, no. 8 (2025): 341–52, <https://doi.org/http://dx.doi.org/10.54691/wmv4y164>.

⁴⁰ Savitri Ramaiah, *Kecemasan Bagaimana Cara Mengatasinya*, 1st ed. (Pustaka Popular Obor, 2003): 3

⁴¹ Saito et al., "Foreign Language Reading Anxiety," *The Modern Language Journal* 83, no. 2 (1999): 202, <https://doi.org/10.1111/0026-7902.00016>.

to read English language text. This is related to the theories above, that concluded anxiety is a feeling of afraid, nervous, worried, apprehension, and anxious that experienced by students, especially Thai students as an English foreign language students.

b. Types of Anxiety

Based on Karlova the anxiety divided into two types:⁴²

1) Trait Anxiety

According to Kalderon, Chaimoff, and Katz-Leurer the trait anxiety can happen in a variety of situations. It is a consistent tendency in a person's personality to respond to various situations with restlessness, worry, or nervous. This is not just a momentary reaction, but a pattern of responding to what perceived as a threat.⁴³ Watabane also stated that trait anxiety refers to anxiety that has attendance to occur in various situations.⁴⁴ So, trait anxiety is an anxiety that is person's characteristic and long term. Based on the theory, it concluded that trait anxiety is a feeling nervous, worry, or restlessness by a person in facing a situation that considered threatening, and refers to long term personal characteristics.

⁴² Karlova Zdena, *Foreign Language Anxiety*, Nitra: Constantine the Philosopher University in Nitra, (2016): 1-66.

⁴³ Liran Kalderon, Moshe Chaimoff, and Michal Katz-Leurer, "The Distinction between State and Trait Anxiety Levels in Patients with BPPV in Comparison with Healthy Controls," *Frontiers in Psychology* 13 (2022): 1–6, <https://doi.org/10.3389/fpsyg.2022.1055467>.

⁴⁴ Koki Watanabe et al., "Delayed Inhibition in High Trait Anxiety Athletes: Evidence from an Event-Related Potential Study," *Asian Journal of Sport and Exercise Psychology*, 2025, 88–94, <https://doi.org/10.1016/j.ajsep.2025.08.002>.

2) State Anxiety

In contrast to trait anxiety, state anxiety is temporary in nature. State anxiety is a temporary anxiety that occurs when a person feels afraid or worried in the certain situation that considered threatening. According to Kalderon et al. the state anxiety is a temporary emotional state characterized by increased feelings of worry or anxious in response to situations that perceived as threatening.⁴⁵ This anxiety often occurs among sixth grade students at Riangrat Uppatham School who feels afraid and anxious when the teacher asks them to read English text aloud in front of the class. This situation happens because specific factors, which is reading English text in front of the class.

The theory above concluded that state anxiety is temporary emotional that occurs when a person feel anxiety such as, afraid or worry in the certain situation.

c. Foreign Language Anxiety

According to Horwitz, Horwitz, and Cope that foreign language anxiety is a subjective feeling of apprehension, nervous, or worry that related to the autonomic nervous system while learning foreign language.⁴⁶ In other words, foreign language anxiety is a feeling afraid or nervous felt by someone when learning a foreign

⁴⁵ Liran Kalderon, Moshe Chaimoff, & Michal Katz-Luerer, *'The distinction between state and trait anxiety levels in patients with BPPV in comparison with healthy controls'*, (2022): 1-6

⁴⁶ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, *"Foreign Language Classroom Anxiety"*, 125-132.

language.

To help teacher overcome the foreign language anxiety which commonly occurs in the English language learning process, the experts divide into each English skill.⁴⁷ Those are foreign language reading anxiety (FLRA), foreign language speaking anxiety (FLSA), foreign language listening anxiety (FLLA), foreign language writing anxiety (FLWA).

3. Foreign Language Reading Anxiety

a. Definition of Foreign Language Reading Anxiety

As conceptualized by Saito et al. foreign language reading anxiety (FLRA) is part of a broader language anxiety, which encompasses various aspects of reading skills such as speaking, listening, and writing. Nevertheless, foreign language reading anxiety defined as feeling of worry, discomfort, tension, and nervousness that occur when someone tries to read a foreign language.⁴⁸

In the context of this current research, understanding foreign language reading anxiety is important for determining the level of foreign language reading anxiety, particularly English language. In addition, this framework also helps to examine the common problems that influence foreign language reading anxiety.

b. Common Problems of Foreign Language Reading Anxiety.

As English foreign language learner, Thai students certainly

⁴⁷ Elaine K. Horwitz, Michael Tallon, and Han Luo, “*Foreign Language Anxiety*”, 95–118.

⁴⁸ Saito et al., 202-203

face several difficulties in the learning process. One of the difficulties faced Thai students, particularly student sixth grade Riengrat Uppatham School is reading anxiety. Foreign language reading anxiety occurs due to factors that influence the learning process. These factors can originate from the student or from the text read.

According to Nuchsomboon that reading anxiety among Thai student secondary occurs because of factors, such as unfamiliar topic and discomfort reading aloud.⁴⁹ Several indicators formed from these factors, for example a feeling nervous and afraid of making mistakes when asked to read English text in front of the classmate. Therefore, to overcome the reading anxiety among sixth grade students in Riengrat Uppatham School, it is important to identify the factors that students may face in the process of learning to read English as a foreign language.

To identify common problems for Thai senior high school students, this research adapted a concept by Ahmad et al., research which divided into two parts: text features and personal factors.⁵⁰

1) Text Features

a) Unknown Vocabulary

Unknown vocabulary means the vocabulary written in the English language text is not known by students. New

⁴⁹ Nuchsomboon Suleeporn, "An Investigation of Reading Anxiety of EFL Secondary School Students in a Thai School" (Thammasat University, 2023), 54

⁵⁰ Ahmad et al., "The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context: A Theoretical Framework," (2013), 106

vocabularies that are unfamiliar to students will cause anxiety. Students will experience anxiety when student cannot understand the meaning of the English language word. This is making students to translate word by word, which actually slows down students understanding of the English text and increases student anxiety.⁵¹

In addition, unknown vocabulary makes it difficult for students to pronounce words. Thai students, especially those in sixth grade at Riengrat Uppatham School often experience confusion when encounter unknow English words. According to Suntornsawet, the discrepancy between spelling and pronunciation in English word can make students afraid of making pronunciation mistakes when students read and hinder student confidence.⁵²

b) Unfamiliar Topic

Unfamiliar topic and irrelevant topics can be one of the common problems in English reading anxiety. According to Ahmad et al., there are 47% of the participants agree that unfamiliar topics can cause students to lose interest in reading English text.⁵³ Nuchsomboon also added that unfamiliar topics caused high levels of reading anxiety among secondary

⁵¹ Ibid, 54

⁵² Jirada Suntornsawet, "A Systemic Review of Thai-Accented English Phonology," *Pasaa* 63, no. 1 (2022): 348–70, <https://doi.org/10.58837/chula.pasaa.63.1.13>.

⁵³ Ahmad et al., "The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context: A Theoretical Framework," (2013), 97

Science-Math program students and moderate levels of reading anxiety among English-Math students.⁵⁴ Unfamiliar topics mean the topic in English text is unknown by students, so students do not have knowledge of the topic. It matters makes students lose interest.

c) Unfamiliar Culture

Unfamiliar culture refers to the cultural material in English texts that is irrelevant to the student's surrounding culture, making students feel alienated and difficult to understand. Unfamiliar culture is one of the factors that causes English reading anxiety. In Thailand especially Reuso district, English reading texts often contain with cultures that not in line with the Thailand's culture. Students experience difficulty in understanding reading with foreign cultural contexts at a moderate level.⁵⁵ Thus, it can be interpreted that unfamiliar culture can cause foreign reading anxiety.

d) Unfamiliar Grammar

The grammatical structure is difference from the structure of Thai native language structure that makes student feel anxious and focuses on the translation. This situation can increase anxiety and hinder students understanding while reading English text.

⁵⁴ Nuchsomboon Suleeporn, "An Investigation of Reading Anxiety of EFL Secondary School Students in a Thai School" (Thammasat University, 2023), 24

⁵⁵ Ibid, 21

2) Personal Factors

a) Afraid of Making Mistakes

Students are often afraid of making pronunciation mistakes when reading English text. When the teacher corrects student's reading, students feel that is a failure and make student lose confidence.⁵⁶ The students is agree that afraid making mistake when reading English text is one of the common problems and increasing English reading anxiety. The data shows that 64% of Padang university students agree that fear of making mistakes is a factor causing foreign reading anxiety.⁵⁷ As Ahmad et al., stated that students feel not confidence when students making a mistakes in reading English text and make them afraid to participate in English reading tasks.⁵⁸

b) Worry About Reading Effects

Worry about reading effects in one of the common problems in English reading anxiety. The students feel worry, not confidence, afraid, and anxious when asked to read aloud the English text in front of the class. Students are afraid to make a mistake when reading English text that can getting a

⁵⁶ Elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, 130

⁵⁷ Fitrawati Fitrawati, Insan Kamil, and David D Perrodin, "Foreign Language Reading Anxiety: Exploring the Experiences of EFL Students at a State University in Padang, Indonesia," *English Language Teaching Educational Journal* 6, no. 1 (2023): 1–13, <https://doi.org/10.12928/eltej.v6i1.7716>.

⁵⁸ Ahmad et al., "The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context: A Theoretical Framework," (2013): 91

bad response from the classmate. For example, when the students mispronounce an English word in the text, the classmates laugh at them and make them feel embarrassed. This matter can hinder students reading comprehension and cause English reading anxiety.⁵⁹

c) Discomfort when Reading Aloud

The students feel discomfort when reading English text in front of the classmate. This feeling arises because students are afraid of making mistakes and being judge negatively by their classmate and teachers. The students feel dissatisfied with their abilities which make them afraid and uncomfortable when reading English text in front their teachers and classmates. This matter can be the common problems of reading anxiety.⁶⁰

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⁵⁹ Nuchsomboon Suleeporn, "An Investigation of Reading Anxiety of EFL Secondary School Students in a Thai School" (Thammasat University, 2023), 7

⁶⁰ Ravi Vanguri et al., "Exploring Reading Difficulties, Interest, and Support Systems in English Text among Government Secondary School Students," *Social Sciences and Humanities Open* 12 (2025), <https://doi.org/10.1016/j.ssaho.2025.101910>.

CHAPTER III

RESEARCH METHOD

This chapter presents about kind of research, research design, population and sample of research, instruments and data collection technique, and data analysis.

A. Kind of Research

The researcher used the quantitative approach of this current research. The quantitative approach is a research approach that uses measurements, calculations, and formula on numerical data in the process of drawing conclusions from the research.⁶¹ Simamora also defines that quantitative research as a systematic investigation of phenomena that occur by collecting data using measurement instruments, such as questionnaire or other systematic observations. The data collection analyzed using statistics to produce valid results through statistical and mathematical techniques.⁶² Therefore, this approach is relevant in helping to measure and analysis data of English reading anxiety level in an objective numerical form.

B. Research Design

This research used the survey as the research design to measure the student levels of English reading anxiety and identify the common problems.

A survey is one type of research design in the quantitative approach. The

⁶¹ Waruwu Marinu, "Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif Dan Metode Penelitian Kombinasi (Mixed Method)," *Jurnal Pendidikan Tambusai* 7, no. 1 (2023): 2896–2910.

⁶² Rumiris Simamora, "A Survey Research: What Is the Role of the Mendeley Application in the Student Environment?," *Indonesian Journal of Education and Social Humanities* 1, no. 2 (2024): 40–45, <https://doi.org/10.62945/ijesh.v1i2.117>.

definition of a survey is a research design to collect data from respondents through questionnaires.⁶³ The researcher used this survey research design to gather student's data of sixth-grade senior high school. By survey research design, this current research used a questionnaire Foreign Language Reading Anxiety Scale (FLRAS) for measuring the students reading anxiety levels, also identifying the common problems of that.

C. Population and Sample of Research

The researcher decided to use all students of sixth-grade senior high school in Riangrat Uppatham School, Reuso, Narathiwat, Thailand as the population and sample. All sixth-grade students taken as sampled because the population size was relatively small, allowing researcher to reach the entire population and avoid the risk of bias, thereby ensuring the validity of the research findings. There are 69 students in total of the sixth grade which consists of three classes.

Table 3. 1
The Classification of Sample Classes

Class	The Total of Students
6/1	20
6/2	24
6/3	25

Therefore, the researcher used a total population sampling technique, which involved the entire population as research samples. Thus, researcher

⁶³ Yusawinur Barella et al., "Quantitative Methods in Scientific Research," *Jurnal Pendidikan Sosiologi Dan Humaniora* 15, no. 1 (2024): 281, <https://doi.org/10.26418/j-psh.v15i1.71528>.

decided that 69 students from sixth grade at Riangrat Uppatham School would be the population and samples for this research.

D. Instruments and Data Collection Technique

In this research, the researcher used questionnaires to collect data. With these questionnaires, researcher gained the level of student foreign language reading anxiety and the common problems of foreign language reading anxiety.

In this research process, the researcher first went through several stages. Data collection carried out based on school procedures and permission. The data collection aimed to gain data that would be analysis to answer the research questions in this research, namely the level of foreign language reading anxiety among students and the common problems that influence it. The steps began with asking permission from the director of school. Then, the researcher asked the consent of the sixth grades students to be the research subjects and explained how to fill out the questionnaire. The questionnaire was type in Thailand language to make it easier for students understanding the meaning of the question and avoid misunderstanding. Therefore, to facilitate understanding of the instrument and data collection techniques for both research question, the researcher organized into two sections, as follows:

1. The Level of Foreign Language Reading Anxiety

In this current research, the Foreign Language Reading Anxiety Scale (FLRAS) by Saito et al., adapted as the instrument of foreign language reading anxiety levels. This instrument in line for identifying and

determining students in reading foreign language anxiety levels. The data collection technique used is the questionnaire which consists of 20 statements, with Likert scale start from 1 to 5, a score of 1 indicates (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), dan 5 (strongly agree). According to Dang, there are three foreign language reading anxiety levels. Consisted of: High, Low, and Mediums anxiety levels.⁶⁴

In conducting the instrument, construct validity must be ensured to guarantee the quality of the instrument and the research result. In Brown books explained, validity is the accuracy of a tool or field in measuring what should be measure.⁶⁵ It means, validity refers to the extent to which a test or questionnaire is able to measure foreign language reading anxiety accurately and precisely. The types of validity used in this current research is construct validity. The construct validity as evidence of validity test in measuring the theoretical concept being measured.⁶⁶ In other words, construct validity is the correspondence between the indicators and the underlaying theory. This questionnaire validity tested were 0.938 scores. It means that questionnaire or test used to measure foreign language reading anxiety contains meaning related to foreign language reading anxiety, and the questionnaire of Foreign Language Reading Anxiety Scale was valid.

⁶⁴ Van T.T. Dang, "English Foreign Language Reading Anxiety and Reading Strategies: A Positive or Negative Correlation?," *SAGE Open* 14, no. 3 (2024), <https://doi.org/10.1177/21582440241279663>.

⁶⁵ H. Douglas Brown, "*Language Assessment Principles and Classroom Practices*", (2003): 22

⁶⁶ Ibid, 25

Table 3. 2
The Construct Validity of FLRA

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	0.938
Bartlett's Test of Sphericity	Approx. Chi-Square
	Df
	Sig.
	1486.166
	190
	0.000

This instrument considered valid because it has qualified the criteria. The criteria for validity are: The Kaiser-Meyer-Olkin (KMO) value higher than 0.5 and the significance value less than 0.01.

Besides the validity test, reliability test also needed in compiling research questionnaires. According to Brown, reliability refers to how dependable the results of the test are.⁶⁷ This means that when the questionnaire has given to the same students or matched students on two different occasions, the questionnaire should yield similar results. The reliability of Foreign Language Reading Anxiety Scale (FLRAS) was found Cronbach's Alpha is 0.97 which means, the instrument of FLRAS was excellent reliability.

Table 3. 3
The Reliability of FLRA

Reliability Statistics	
Cronbach's Alpha	N of Items
0.976	20

⁶⁷ H. Douglas Brown, "Language Assessment Principles and Classroom Practices", (2003): 20

Therefore, based on the result value of the construct validity and reliability tests of foreign language reading anxiety described above, this questionnaire is suitable to use.

2. The Common Problems of Foreign Language Reading Anxiety

This research also focuses on common problems influenced student foreign language reading anxiety. The questionnaire used as the instrument on common problems of foreign language reading anxiety. Each indicator contains four statements. The common problems are:

Table 3. 4
The Indicators of FLRA Common Problems

Number of Item	Common Problems of FLRA	Categories
1-4	Unknown Vocabulary	Text Features
5-8	Unfamiliar Topic	
9-12	Unfamiliar Culture	
13-16	Unfamiliar Grammar	
17-20	Afraid of Making Mistakes	Personal Factors
21-24	Worry About Reading Effect	
25-28	Discomfort when Reading Aloud	

The scoring of common problems also conducted used Likert scale, with score started from 1 to 5, 1 score for (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), and 5 (strongly agree). Then, the total scores counted the percentage of each domains in common problems. This calculation was conduct to determine the extent to which common problems of foreign language reading anxiety affect the English reading learning process of sixth grade senior high school students at Riangrat Uppatham School.

The results of the construct validity test of the common problems of foreign language reading anxiety is 0.939, it means valid.

Table 3. 5
The Construct Validity of FLRA Common Problems

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.939
Bartlett's Test of Sphericity	Approx. Chi-Square	2392.077
	Df	378
	Sig.	0.000

Meanwhile, the second questionnaire of the common problems also computed using the Cronbach's Alpha which score 0.98 it means the reliable of common problems of Foreign Language Reading Anxiety (FLRA) is excellent reliability. So, both of questionnaires are excellent reliable.

Table 3. 6
The Common Problems Reliability of FLRA

Reliability Statistics	
Cronbach's Alpha	N of Items
0.986	28

E. Data Analysis

This section will explain the data collection process in detail. The data gained was analysis using descriptive statistics. These statistics aimed to describe and understand the data that has gained. Thus, the researcher can gain and describe the result of the level anxiety in reading English language as a

foreign language and identify the common problems of anxiety in reading English language among sixth grade senior high school students at Ringrat Uppatham School, Reuso district, Narathiwat, Thailand. The steps of foreign language reading anxiety levels are below:

1. Collecting data, after gaining the data of foreign language reading anxiety, the researcher collect into excel based on the Likert scoring
2. Summing data, the researcher sums up the score of each sample
3. Calculating data, in this step the researcher calculating the total score of samples into SPSS in order to find the mean and standard deviation
4. Categorization, after finding the mean and standard deviation from SPSS, the next step is to categorize the English language reading anxiety level using the formula developed by Dang,⁶⁸ as following:

Table 3. 7
The Formula of FLRA Level Categories

Level	Formula
Low	Mean - Standard Deviation
High	Mean + Standard Deviation
Medium	Score between M - SD and M + SD

5. Level determination. This determination is carried out using the total sample scores that has categorized based on the results of steps 4 with the appropriate categorization in table 3. 7

⁶⁸ Van T.T. Dang, "English Foreign Language Reading Anxiety and Reading Strategies: A Positive or Negative Correlation?," 3

Meanwhile, the data analysis of common problems of foreign language reading anxiety is below:

1. Input the common problems of FLRA data into excel based on indicator statement and Likert scoring
2. Calculating the total of respondents for each statement based on the Likert scoring (SD, D, N, A, SA)
3. Sum up the total of student responses for each statement on the indicator
4. Calculate the percentage of respondent answers for each indicator based on the Likert scale using the formula in the table below:

Table 3. 8
The Formula of FLRA Common Problems Percentage

The Formula of Percentage
$P = \frac{F}{N}$

P = Percentage

F= Frequency of each category

N= Total Respondents

After finding the percentage of each common problems of foreign language reading anxiety domain, the researcher described the result based on the indicator.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the analyzed data and describes the result.

A. Finding

This research gained the total score of each sample used Foreign Language Reading Anxiety Scale (FLRAS) questionnaire adapted by Saito. The result of total score of each sample recapitulation is following:

1. The Level of Foreign Language Reading Anxiety

This research used the FLRAS adopted by Saito et al., as an instrument to measure the level of FLRA.⁶⁹ This instrument consisted of 20 negative statements with a Likert scale 1 to 5 score. The minimum score gained is 20 and the maximum is 100 score. An overview of students FLRA questionnaire total score as follows:

Table 4. 1

The Overview of Students FLRA Total Score

No.	Code Samples	Total Score	No.	Code Samples	Total Score
1	AA	20	36	BJ	62
2	AB	21	37	BK	63
3	AC	22	38	BL	64
4	AD	24	39	BM	64
5	AE	26	40	BN	66
6	AF	28	41	BO	66
7	AG	30	42	BP	67
8	AH	31	43	BQ	69

⁶⁹ Saito et al., "*Foreign Language Reading Anxiety*," (1999): 205

No.	Code Samples	Total Score
9	AI	35
10	AJ	35
11	AK	35
12	AL	38
13	AM	40
14	AN	41
15	AO	42
16	AP	42
17	AQ	42
18	AR	44
19	AS	44
20	AT	45
21	AU	45
22	AV	45
23	AW	46
24	AX	47
25	AY	49
26	AZ	52
27	BA	53
28	BB	54
29	BC	54
30	BD	55
31	BE	55
32	BF	56
33	BG	57
34	BH	60
35	BI	60

No.	Code Samples	Total Score
44	BR	70
45	BS	70
46	BT	71
47	BU	72
48	BV	73
49	BW	75
50	BX	81
51	BY	82
52	BZ	82
53	CA	87
54	CB	88
55	CC	88
56	CD	88
57	CE	89
58	CF	89
59	CG	89
60	CH	90
61	CI	90
62	CJ	90
63	CK	90
64	CL	91
65	CM	91
66	CN	91
67	CO	91
68	CP	91
69	CQ	100

Thus, it can be interpreted that a lower score means that student has low anxiety. Conversely, students with higher score are higher level of foreign language reading anxiety. To clarify the distribution of foreign language reading anxiety levels, researcher compiled a recapitulation of the scores in the following table:

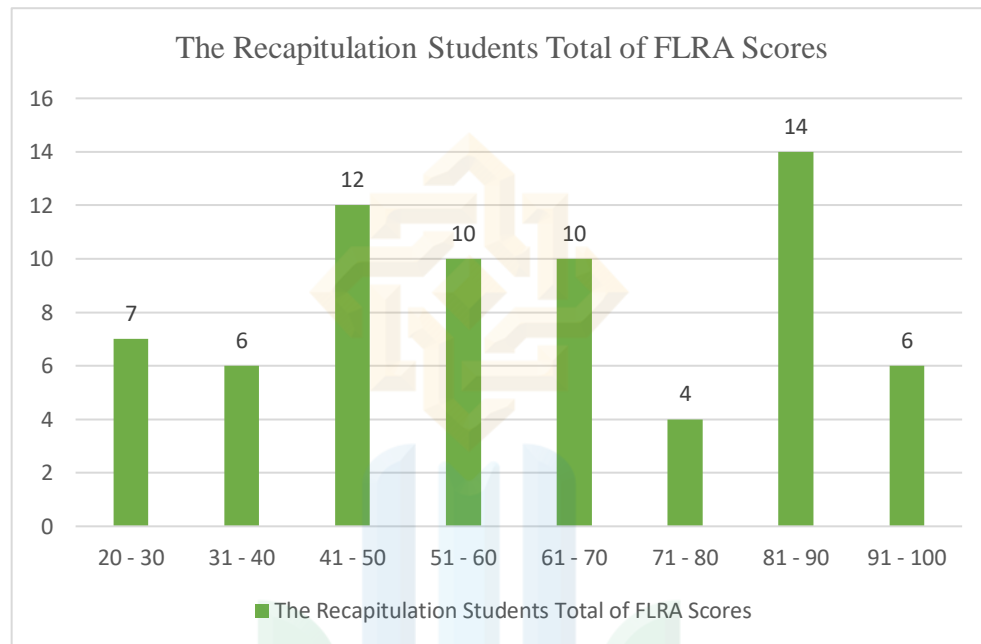


Figure 4. 1

The Recapitulation Students Total of FLRA Score

From figure 4. 1, it can be concluded there were seven students who scored between 20-30 on the FLRA questionnaire, six students scored between 31-40, twelve students scored between 41-50, ten students scored between 51-60, ten students scored between 61-70, four students scored between 71-80, fourteen students scored between 81-90, and the last, there are six students scored between 91-100.

After calculating each student total score, the researcher can calculate the mean dan standard deviation using SPSS, and the results can be seen in the following table:

Table 4. 2
The Descriptive Statistics of FLRAS

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
TOTAL	69	20	100	60.91	22.319
Valid N (listwise)	69				

Based on the table above, it found that the total sample was valid with 69 students. The mean of the total FLRAS score were found 60.91, with a standard deviation of 22.319. The results of mean and standard deviation were used to determine the total students at each level of foreign language reading anxiety. After calculated using the formula in table 3. 7, the results were found to be as follows:

Table 4. 3
The Result of FLRA Level Categorization

Range	Level
Mean – SD	Low
< 39	
Mean + SD	High
> 83	
Low < Medium < High	Medium
39 – 83	

From the table 4. 3, it can be concluded that the range of values at the low level obtained from (Mean – SD), which is $(60.91 - 22.319 = 38.591)$, rounded to 39). This means that students who got a total score less than 39 on the FLRAS questionnaires classified as being at a low level. The high level obtained from (Mean + SD), which is $(60.91 + 22.319 = 83.229)$, rounded to 83). From these results, it can be concluded that

students who got a total score of more than 83 classified to have a high level of reading anxiety. Thus, student who have a total score between 39 and 83 classified to medium reading anxiety level. The frequency of students in each level category, as follows:

Table 4. 4
The Frequency of Students FLRA Level Categorization

Range	Level	Frequency
< 39	Low	12
39 – 83	Medium	40
> 83	High	17
Total		69

From the table, it can be interpreted that there are 12 students in the low level anxiety, 40 students in the medium level, and 17 students in the high level of foreign language reading anxiety. Therefore, the percentage of students at each anxiety level category is following:

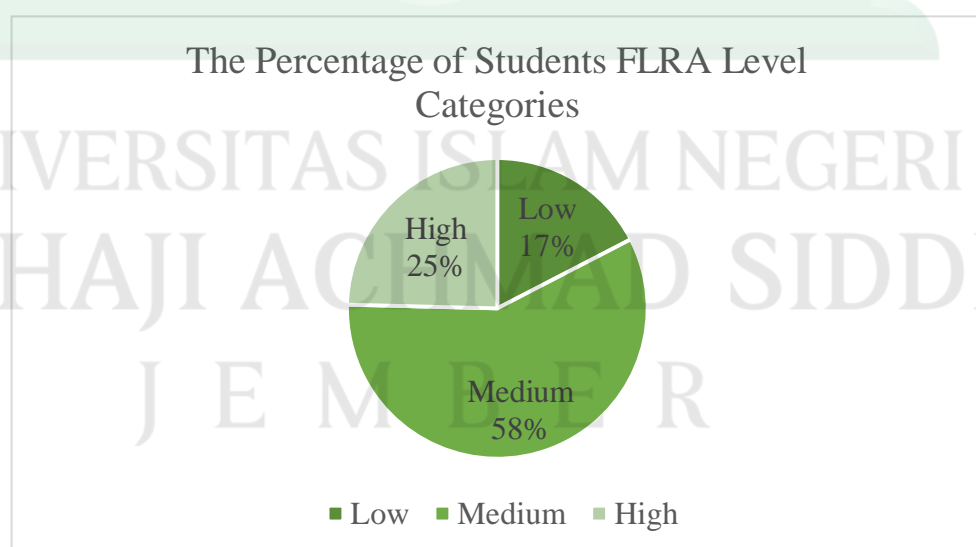


Figure 4. 2
The Percentage of Students FLRA level categories

The result of sixth grade students Foreign Language Reading Anxiety Level at Riangrat Uppatham School, Reuso District, Narathiwat, Thailand showed, there are 17% of students are in the low level, 58% of students are in the medium level, and 25% students are still in the high anxiety level. It can be concluded that most of sixth grade students at Riangrat Uppatham School are in the medium foreign language reading anxiety level.

2. The Common Problems of Foreign Language Reading Anxiety

The common problems that influenced FLRA has two aspects, there are text features and personal factors. Text features have four indicators (unknown vocabulary, unfamiliar topic, unfamiliar culture, and unfamiliar grammar), while personal factors have three indicators (afraid of making mistakes, worry about reading effect, and discomfort when reading aloud). The questionnaire is composed of seven indicators with four statements assigned to each, resulting in a total of 28 statements. The

data were collected and calculated to determine the frequency of each statement. For a detail explanation of students answer to each statement on

common problems that influenced FLRA questionnaire, based on the appendix 6 the researcher provided a detailed explanation into each indicator aspects

a. Text Features

1) Unknown Vocabulary

Of the four statements regarding common problems that related to unknown vocabulary, there were 55 student responses that strongly disagree, 46 student responses disagree, and 58 student responses were neutral with it. However, there were 77 student responses who agreed and 40 student responses strongly agreed that unknown vocabulary can trigger anxiety while reading English text. Therefore, to indicates the common problems of foreign language reading anxiety related to unknown vocabulary there were 117 total student responses are agree and strongly agree with the statements.

2) Unfamiliar Topic

On the unfamiliar topic indicator, there were 50 total student responses who strongly disagreed, 55 total student responses who disagreed, and 61 total student responses who neutral with the statements that unfamiliar topics are one of the triggers of anxiety when reading English text. Meanwhile, there were 65 total student responses who agreed and 45 total students who strongly agreed with statements that unfamiliar topics can be the one of English language reading anxiety problems. Therefore, it can be concluded that there were 110 total student responses who agreed and even strongly agreed with the statements regarding unfamiliar topics which can be one of the FLRA common problems.

3) Unfamiliar Culture

The next indicator which is unfamiliar culture. Unfamiliar topics are considered to be the one of FLRA common problems for EFL. In fact, from the sixth grades student of Riangrat Uppatham School, there were 47 total student responses who strongly disagreed, 43 total student responses who disagreed, and 78 total student responses who were neutral. However, there were 68 total student responses who agreed and 40 total student responses who strongly agreed with the statements that unfamiliar culture can trigger anxiety when reading English text. Therefore, to indicates the common problems related to unfamiliar culture, the total student responses who agreed and strongly agreed were calculate, resulting in a total 108 students who agreed and strongly agreed with the statements.

4) Unfamiliar Grammar

The last indicator of text features aspects which is unfamiliar grammar. Of the four statements related to unfamiliar grammar that can be a challenge to learning to read English and causes anxiety. There were 37 student responses who strongly disagreed, 58 student responses who disagreed, and 65 student responses who neutral about unfamiliar grammar as a common problem of FLRA. However, there were 65 student responses who agreed and 51 student responses who strongly agreed that

unfamiliar grammar indicators could be a challenge in the reading learning English process and causing the anxiety. Therefore, to indicates the common problems related to unfamiliar grammar, there were 116 total student responses who agreed and strongly disagreed with unfamiliar grammar is the one of FLRA common problems.

b. Personal Factors

1) Afraid of Making Mistakes

The first indicator of personal aspects, namely afraid of making mistakes. Based on the data questionnaire obtained from sixth grade students at Riangrat Uppatham School. There were 39 student responses who strongly disagree, 59 student responses who disagreed, and 69 student responses who neutral with statements that afraid of making mistakes is one of indicators that causes anxiety in reading learning English process. Besides, there were 62 student responses who agreed and 47 student responses who strongly agreed with it. Therefore, to indicates the common problems related to afraid of making mistakes, there were 109 total student responses who agreed and strongly agreed with statements related to afraid of making mistakes could be one of the challenges in reading learning English process and causes the anxiety while do it.

2) Worry about Reading Effect

The next indicator is worry about reading effect. From the questionnaire related to these indicators, there were 53 student responses who strongly disagreed, 44 student responses who disagreed, and 61 student responses who neutral with worry about reading effect statements could be common problems of FLRA for sixth grade students at Riangrat Uppatham School. However, there were 79 student responses who agreed and 39 student responses who strongly agreed with the statements. Therefore, to indicates the common problems related to the worry about reading effect, total student responses who agreed and strongly agreed would calculate. So, there were 118 total student responses who agreed and strongly agreed with statements that worry about reading effect statements could be common problems of FLRA for sixth grade students at Riangrat Uppatham School.

3) Discomfort when Reading Aloud

The last indicator of personal factor aspects is discomfort when reading aloud. From the questionnaire related to these indicators, there were 45 student responses who strongly disagreed, 38 student responses who agreed, 69 student responses who neutral with statements related to discomfort when reading aloud as one of FLRA common problems. However, there were 74 student responses who agreed and 50 student responses who strongly

agreed with statements that discomfort when reading aloud is one of the FLRA common problems for sixth grade at Riangrat Uppatham School. Therefore, to indicate the common problems related to discomfort when reading aloud, the total responses who agreed and strongly disagreed would be calculated. This resulted in 124 student responses who agreed and strongly agreed with the statement about discomfort when reading aloud as a FLRA common problem.

To provide a comprehensive overview of the detailed percentage for each indicator, the researcher compiled in the following table:

Table 4. 5
The Results of Student Response Percentages

No	Indicator	SD	D	N	A	SA	Aspect
1	Unknown Vocabulary	19.93%	16.67%	21.01%	27.90%	14.49%	Text Features
2	Unfamiliar Topic	18.12%	19.93%	22.10%	23.55%	16.30%	
3	Unfamiliar Culture	17.03%	15.58%	28.26%	24.64%	14.49%	
4	Unfamiliar Grammar	13.41%	21.01%	23.55%	23.55%	18.48%	
5	Afraid of Making Mistake	14.13%	21.38%	25%	22.46%	17.03%	Personal Factors
6	Worry about Reading Effect	19.20%	15.94%	22.10%	28.62%	14.13%	
7	Discomfort when Reading Aloud	16.30%	13.77%	25%	26.81%	18.12%	

Based on table 4. 5, it can be concluded that the first indicator of the text features aspect is unknown vocabulary with 42.39% students agreed (27.90% agreed and 14.49% strongly agreed) toward statements that said unknown vocabulary can enhance their anxiety in reading English text. The second indicator is unfamiliar topic with 39.86% students agreed (23.55%

agreed and 16.30% strongly agreed) toward statement related to unfamiliar topic can trigger anxiety when reading English text. In the unfamiliar culture indicators there were 39.13% students agreed (24.64% agreed and 14.49% strongly agreed) said that unfamiliar culture can cause anxiety in reading English text. The last indicator of text features aspect is unfamiliar grammar, there were 42.03% students agreed (23.55% agreed and 18.48% strongly disagreed).

The next aspect is personal factors. The first indicator of personal factors is afraid of making mistakes. There were 39.49% students agreed (22.46% agreed and 17.03% strongly agreed) with the statements related to afraid of making mistakes is challenge in their reading English text process. The second indicator is worry about reading effect. Based on the data, there were 42.75% students agreed (28.62% agreed and 14.13% strongly agreed) toward statement related to worry about reading effect can trigger anxiety when reading English text. The last is discomfort when reading aloud indicator. There were 44.93% students agreed (26.81% agreed and 18.12% strongly agreed) with statements that discomfort when reading aloud can be challenging and cause anxiety for students in the process of learning to read English text.

Therefore, based on the table 4. 5 and the explanation above, it can be concluded that the most common problems of text features is unknown vocabulary with 42.39% or 117 student responses agreed. Meanwhile, the most common problems of personal factor is discomfort when reading aloud

with 44.93% or 124 student responses agreed these indicators significantly causes anxiety when reading English among sixth grade senior high school at Riangrat Uppatham School.

B. Discussion

1. The Level of Foreign Language Reading Anxiety

Reading is crucial skill that must be mastered of everyone to increase wider knowledge, particularly information written in English. It is because English has played crucial role as a foreign language around the world and does not preclude the possibility that the information may be written in English language. However, as an English Foreign Learners (ELF) they may experience anxiety when reading English text. Reading anxiety is an emotional reaction such as tension, nervous, and fear that occurs when reading foreign language text.⁷⁰ In line with Nuchsomboon that reading anxiety is an uncomfortable feeling experienced by readers such as worry, fear, and tension that occurs when reading foreign language texts.⁷¹ It can be concluded that students with foreign language reading anxiety experience may difficulty in learning process. Therefore, it is necessary to conduct research on the level of foreign language reading anxiety among students to support the improvement of their reading skills.

As explanation in the finding research, the result of student foreign language reading anxiety level at Riangrat Uppatham School Reuso,

⁷⁰ Ibid, 203

⁷¹ Nuchsomboon Suleeporn, “*An Investigation of Reading Anxiety of EFL Secondary School Students in a Thai School*” (Thammasat University, 2023), 3

Narathiwat, Thailand showed that the most of sixth grade senior high school students experience medium level with percentage 58%. According to the table 4. 4, it indicated there were 40 students with range score of 39-83 in medium level. As similar results were found among Indonesian students majoring in government science who studied English language as English Specific Purposes (ESP) rather than English as a Foreign Language (EFL). Nonetheless, most of ESP student represented by 44% of total respondents belong to medium anxiety levels. It means, their anxiety not too high or too low with score range from 81-103.⁷² However, even in the medium level, the correlation research also showed that 58% of students scored low on their reading comprehension.⁷³ This indicates the majority of students still have difficulty understanding English texts, therefore it is possible that students with moderate reading anxiety have low reading comprehension.

Furthermore, the level of foreign language reading anxiety among senior high school students in Thailand conducted by Nuchsomboon. The same results of foreign language reading anxiety were in medium level.⁷⁴ Students in the English-Math program who are in the medium level of reading anxiety stated that they feel nervous when found unfamiliar grammar in reading English texts. In addition, their biggest concern is

⁷² Mardianti et al., *"The Correlation between Students' Reading Anxiety and Their Comprehension in ESP Context,"* (2021): 20

⁷³ Ibid, 24

⁷⁴ Nuchsomboon Suleeporn, *"An Investigation of Reading Anxiety of EFL Secondary School Students in a Thai School"* (Thammasat University, 2023): 47

afraid to read English aloud.⁷⁵ This factor also be a dominates common problems of foreign language reading anxiety that stated by Ringrat Uppatham School students.

Reading anxiety not only gives a negative impact on students reading comprehension, but also impact on their confidence and performance.⁷⁶ Based on the findings that have been present in this research, it is important to identify the level of foreign language reading anxiety in order to improve students reading comprehension and reading performance. It might be solution for student English competences.

2. The Common Problems of Foreign Language Reading Anxiety

This section discusses the common problems of foreign language reading anxiety by connecting the previous research. The explanation of these common problems divided into two aspects, such as text features and personal factors. The discussion as follows:

a. Text Features

1) Unknown Vocabulary

The first indicator of text features is unknown vocabulary.

Unknown vocabulary refers to vocabulary in English texts that is unfamiliar and the meaning not understood by EFL learners.

⁷⁵ Ibid, 48

⁷⁶ Heydarnejad Tahereh et al., "The Impacts of Performance-based Assessment on Reading Comprehension Achievement.Pdf," *Language Testing in Asia* 21, no. 51 (2022), <https://doi.org/https://doi.org/10.1186/s40468-022-00202-4>.

According to Nuchsomboon that unknown vocabulary can make it difficult for readers to understand.⁷⁷ As explained in the finding, unknown vocabulary is one of the most dominant factors in common problems of foreign language reading anxiety with 117 student responses or 42.39%. It showed that most of sixth grade senior high school students feels nervous, worried, anxious, and uncomfortable when they encountered unfamiliar vocabulary in reading English text.

The similar result also conducted by Mardianti et al., there 70% of 50 student responses who agreed that found many vocabularies with unknown or unclear meaning can bothers them in the learning process.⁷⁸ Besides of that, the research conducted by Nuchsomboon, suggested unknown vocabulary is one of the most influenced indicators in reading anxiety. Based on the results, students in the English-Math program showed that unknown vocabulary indicators in second position with a percentage of 18.42% (N = 21). Meanwhile, among Science-Math student programs, the same indicator third position with a percentage of 15.87% (N = 20).⁷⁹ However, the same level As Ahmad et al., explained that unknown vocabulary is a significant indicator of

⁷⁷ Nuchsomboon Suleeporn, "An Investigation of Reading Anxiety of EFL Secondary School Students in a Thai School" (Thammasat University, 2023): 3

⁷⁸ Mardianti et al., "The Correlation between Students' Reading Anxiety and Their Comprehension in ESP Context," *International Journal of Language Education*, (2021): 22

⁷⁹ Nuchsomboon Suleeporn, "An Investigation of Reading Anxiety of EFL Secondary School Students in a Thai School" (Thammasat University, 2023): 42

English reading anxiety. Based on the results of interviews and questionnaires, most of students identified that unknown vocabulary as the main source of English reading anxiety.⁸⁰

2) Unfamiliar Topic

The second indicator is unfamiliar topic. As explained in the finding section, there were 110 student responses with a percentage of 39.86% agreed and strongly agreed that unfamiliar topics can trigger anxiety in reading English texts. Reading topics that are unfamiliar and not relevant to student experiences can cause students to lose interest in reading and fail to encourage them to read with pleasure.⁸¹ Therefore, unfamiliar topics are one of the foreign language reading anxiety common problems of sixth grade Riangrat Uppatham School students. According to Ahmad et al., there were 47% student responses that they felt anxious when reading English topics they were unfamiliar and did not understand by them.⁸² It refers that unfamiliar topic is one of the common problems in foreign language reading anxiety

3) Unfamiliar Culture

Unfamiliar culture indicators could be potential anxiety

⁸⁰ Ahmad et al., *"The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context: A Theoretical Framework,"* (2013): 107

⁸¹ Nuchsomboon Suleeporn, *"An Investigation of Reading Anxiety of EFL Secondary School Students in a Thai School"* (Thammasat University, 2023): 7

⁸² Ahmad et al., *"The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context: A Theoretical Framework,"* (2013): 97

because students are discomfort when reading English texts that described about different cultural background. The finding showed, there were 108 student responses agreed with percentage 39.13%. This indicates that unfamiliar culture has a significant potential to trigger anxiety when reading English text. The research conducted by Mardianti et al., which indicated that 42% of students worry when the texts are talks about a foreign culture and culturally unclear.⁸³ The same finding were found, there were 42% of the respondents agreed about unfamiliar culture could be common problems of reading anxiety among English Foreign Learners.⁸⁴

4) Unfamiliar Grammar

The last indicator of text features is unfamiliar grammar. As explained in the finding, there were 116 student responses with 42.03% who agreed and strongly agreed that unfamiliar grammar is one of the common problems in reading anxiety. Differences in sentence structure between English language and their native language often lead confusion, anxiety, anxious, and stress because students attempt to translate the sentence word for word. Additionally, the data showed that the majority of students experienced anxiety when they encounter unfamiliar grammatical structures in the text they read. As Mardianti et al., stated in the

⁸³ Mardianti et al., *"The Correlation between Students' Reading Anxiety and Their Comprehension in ESP Context,"* (2021): 21

⁸⁴ Ahmad et al., *"The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context: A Theoretical Framework,"* (2013): 99

research that 34% of 50 respondents felt nervous due to unclear tenses in the text. In addition, 46% of 50 respondents felt anxious when they encountered sentences with unfamiliar grammar.⁸⁵ Based on these findings, it can be concluded that unfamiliar can trigger anxiety of EFL student when reading English text.

However, the discussion about the common problems of foreign language reading anxiety from personal aspects are following:

b. Personal Factors

1) Afraid of Making Mistake

The first indicator of personal factor is afraid of making mistake. As explained in the finding, there were 109 student responses with 39.49% who agreed and strongly agreed that afraid of making mistake in reading English caused the students anxiety. Afraid of making mistake is a form of reading anxiety rooted in low confident, leading students to be reluctant to engage in reading tasks and causing them to prefer silence. From the finding researched by Ahmad et al., indicated that 64% student responses agreed that a lack of self-confident, leading to afraid of making mistakes when reading English texts, significantly increases

⁸⁵ Mardianti et al., "The Correlation between Students' Reading Anxiety and Their Comprehension in ESP Context," *International Journal of Language Education*, (2021): 22

anxiety and concurrently decreases students reading competence.⁸⁶

Therefore, it can be concluded that afraid of making mistake indicator is a common problem in foreign language reading anxiety because it can trigger student anxiety when reading English texts.

2) Worry about Reading Effect

The next indicator of personal factor is worry about reading effect. This indicator refers to feelings of fear, worry, and anxiety about other people negative judgments of them, such as fear of being ridiculed when making mistakes. This can have a negative impact on the development of students reading skill. Based on the finding, there were 118 student responses with percentage 42.75% agreed of this indicator could cause anxiety among student EFL, thereby reducing their interest in reading English text. According to Ahmad et al., there were 59% student responses agreed that worry about reading effect as the most common problem of anxiety in terms of personal factors in reading English as a foreign language.⁸⁷

3) Discomfort when Reading Aloud

As explained in findings, it were found that 124 respondents or 44.93% agreed that indicator of discomfort during

⁸⁶ Ahmad et al., "The Potential Sources of Foreign Language Reading Anxiety in a Jordanian EFL Context: A Theoretical Framework," (2013): 99

⁸⁷ Ibid, 99

reading aloud could induce anxiety, which consequently impacted the reduction of self-confident in reading text. This result were considered the dominating response regarding the personal factor. According to Mardianti et al., there were 28% of ESP students who get upset when the teacher asked to read texts in the class.⁸⁸ It can be concluded that as English Foreign Learners (EFL) students, they felt less confident when asked to read English text in front of their classmates. Therefore, investigation needed to address this indicator in order to increase student interest in reading English text.

Based on the explanation, it can be concluded that the most common problems of foreign language reading anxiety based on the text features aspects is unknown vocabulary with 117 student responses agreeing or equivalent to 42.39%. Meanwhile, from the personal aspects is discomfort when reading aloud with 124 student responses agreeing or 44.39%. It indicated that both of text features and personal factors significantly contribute to students reading anxiety.

⁸⁸ Mardianti et al., "The Correlation between Students' Reading Anxiety and Their Comprehension in ESP Context," *International Journal of Language Education*, (2021): 23

CHAPTER V

CONCLUSION

A. Conclusion

Based on quantitative survey data of 69 students of sixth-grade senior high school students at Ringrat Uppatham School, Reuso District, Narathiwat, Thailand, the following conclusion can be stated:

1. The survey results concerning the levels of foreign language reading anxiety among sixth-grade based on their level of sixth-grade senior high school at Ringrat Uppatham School were 17% (12 out of 69 students) reported are low level of reading anxiety, 58% (40 out of 69 students) are medium level, and 25% (17 out of 69 students) are high level of English reading anxiety. Consequently, It is evident that most of sixth grade students experience a medium level of English reading anxiety, such as feeling anxious, nervous, and worry when reading English text. This anxiety type categorized as state anxiety, which is specifically triggered by certain conditions. In this context, anxiety occurs when students reading the English texts.

2. The survey results of English reading anxiety common problems frequency that the most faced by sixth-grade students at Ringrat Uppatham School is unknown of vocabulary with 42.39% of text feature aspects. Meanwhile, the most potential factors of personal factors is discomfort when reading aloud with 44.93%. It can be concluded that both unknown vocabulary and discomfort when reading aloud indicators are

significant trigger anxiety among sixth grade students Riangrat Uppatham School when reading English texts.

B. Suggestions

The suggestions can be stated as following:

1. For teacher, this result expected to demonstrate teacher understanding of students reading anxiety and awareness of the underlying causal factors. Teacher should implement strategies based on the factors that trigger student anxiety in the process of learning to read English texts. Thus, students will feel more confident and comfortable during English reading instruction, thereby improving their English reading skills.
2. For the future research, this result expected to provide more information about students reading anxiety and identify the appropriate strategies to overcome it based on the factors faced by students.

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Appendix 1: Matrix of Research

Title	Variables	Indicators	Data Resource	Research Method	Research Problem
A survey of Foreign Language Reading Anxiety among Sixth-Grade Senior High School Students at Ringrat Uppatham School, Reuso District, Narathiwat, Thailand	Variable 1: Foreign Language Reading Anxiety	<ol style="list-style-type: none"> Students feel anxious when they find unknown vocabulary Confused about understanding cultural differences in text/unfamiliar topic Worry about misinterpretation of meaning Nervous when reading aloud in the class Uneasiness when reading English text Translating word for word (FLRAS (Saito, 1999)) 	Participants: Sixth-grade senior high school students of Ringrat Uppatham School	<ol style="list-style-type: none"> Quantitative approach Research design: survey Data collection: questionnaire Data analysis: the both data of FLRA questionnaire and common problems 	<ol style="list-style-type: none"> What is level of FLRA among sixth-grade students at Ringrat Uppatham School? What are the most common problems of FLRA among sixth-grade students at Ringrat Uppatham School?
	Variable 2: Potential Factors	Text Features <ol style="list-style-type: none"> Unknown vocabulary Unfamiliar topic Unfamiliar culture Unfamiliar grammar (Ahmad et., 2013) Text Features <ol style="list-style-type: none"> Afraid of making mistakes Worry about reading effect Discomfort when reading aloud Ahmad et al., 2013	Instrument: FLRAS developed by Saito, 1999. While to find out the potential factor that cause students reading anxiety, it will be measured using questionnaire developed by Ahmad et al., 2013		

Appendix 2: Vision and Mission of Ringrat Uppatham School

A. Vision

The Ringrat Uppatham School is a learning organization committed to developing students with morality that guides their acquisition of knowledge, aligning with the Sufficiency Economy Philosophy and meeting established quality standards.

B. Mission

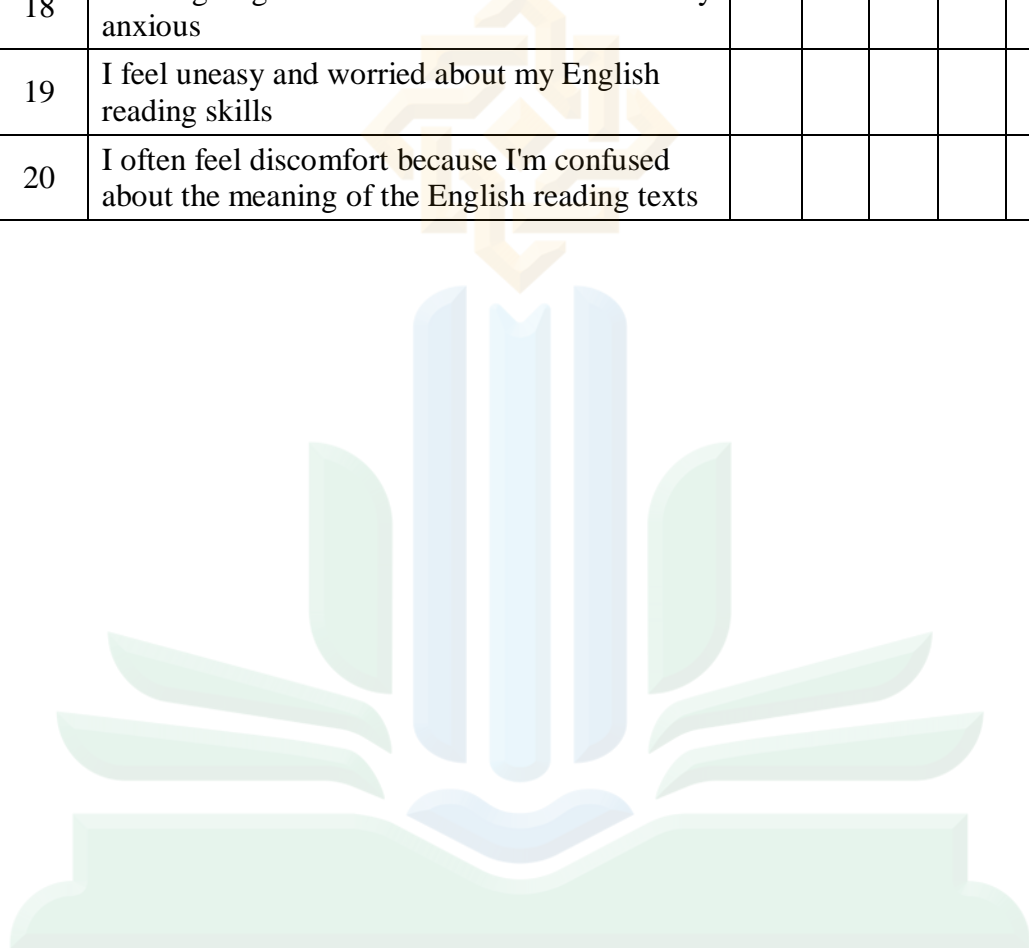
- 1) Ringrat Uppatham School excels in educational administration and management, emphasizing decentralization, participation, and networking across all organizations.
- 2) Students possess knowledge and skills that meet the criteria of the basic education curriculum.
- 3) Students receive quality moral and ethical training and can apply these skills to their daily lives.
- 4) Students can apply the knowledge gained from teaching and learning activities to lead happy lives.
- 5) All teachers can conduct teaching and learning activities according to the curriculum in a variety of ways and in accordance with the subject content.
- 6) The community participates in educational management.
- 7) Students possess athletic skills that can be developed to the international level.
- 8) Students possess knowledge, understanding, and awareness of the dangers of drugs and are not involved in drug abuse.

Appendix 3:

Foreign Language Reading Anxiety Questionnaires by Saito et al (1999)

No.	English Reading Anxiety Questionnaires	SD	D	N	A	SA
1	I feel really uneasy when the teacher asked me read an English text in front of classmates					
2	I am nervous when I am reading a passage in English when I am not familiar with the topic					
3	I get so self-conscious when the teacher corrects my English reading directly in front of the whole class.					
4	I'm so confused that Thai grammar is so different and makes me nervous when I try to understand the English text.					
5	I get so anxious because making pronunciation mistakes in English					
6	I feel uneasy when I read English texts because the grammar is new/different					
7	I get anxious every time I see new words in English reading texts					
8	I feel discomfort because the culture in English is unfamiliar and difficult for me					
9	Reading English text is the hardest part, and I am afraid of it					
10	I feel very uneasy reading English out loud in front of the class					
11	I feel discomfort when my friends listen to me read an English text					
12	Making reading mistakes in English makes me worry and lose my confidence					
13	I feel discomfort when reading English texts that talk about new cultures					
14	I lose my confidence and feel anxious when I mispronounce an English word					
15	Finding new vocabulary in English texts makes me so uneasy that I don't want to keep reading					
16	I feel anxious if the reading text has an unfamiliar topic that I don't know anything about					

No.	English Reading Anxiety Questionnaires	SD	D	N	A	SA
17	It makes me worry if I have to translate English text word-by-word when reading					
18	Reading English texts often makes me feel very anxious					
19	I feel uneasy and worried about my English reading skills					
20	I often feel discomfort because I'm confused about the meaning of the English reading texts					



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Appendix 4:

Common Problems of FLRA Questionnaires by Ahmad et al (2013)

TEXT FEATURES

No	Unknown vocabulary	SD	D	N	A	SA
1	When I am reading in English, I get upset and worried whenever I find stranger or unfamiliar vocabulary					
2	I feel hard to understand the meaning of the text, when I come across word or vocabulary I don't know					
3	When there are too many unknown vocabulary, I start to feel anxious and lose focus					
4	Unknown vocabulary, makes me anxious and I do not want to continue reading the English text					

No	Unfamiliar Topic	SD	D	N	A	SA
1	When the topic of an English text is unfamiliar to me, I feel uneasy and lose confidence in reading					
2	I feel confused and anxious when I read an English text about a topic I do not understand and still unfamiliar					
3	I lose interest to read English text when the topic is unfamiliar for me to relate					
4	When reading an English text with a new topic, I feel nervous because I am afraid I will not understand it					

No	Unfamiliar Culture	SD	D	N	A	SA
1	When the English text talks about a foreign culture, I feel anxious because it seems unfamiliar					
2	I do not enjoy reading the English texts that describe unfamiliar culture					
3	I feel uncomfortable when reading about cultures that are different from mine in English					
4	The English text with different cultural backgrounds, make me less interested in reading					

No	Unfamiliar Grammar	SD	D	N	A	SA
1	The grammar used in English texts often make me confused					
2	I feel anxious when I find sentences with a different grammar from my native language					
3	When I cannot follow the sentence structure, I feel anxious and stop enjoying the reading					
4	I feel tense when I have to translate every word to make sense of the text					

PERSONAL FACTORS

No	Afraid of Making Mistake	SD	D	N	A	SA
1	I am anxious when I make mistakes when reading an English texts					
2	Because I am afraid of making mistakes, I prefer to stay silent rather try reading					
3	When I mispronounce words when reading in English, I feel nervous and afraid of being judged					
4	Making mistakes when reading in English texts, makes lose confidence					

No	Worry about Reading Effect	SD	D	N	A	SA
1	When my classmates laugh at me for reading mistakes, I do not want to read more					
2	I feel afraid to read in English because I often make mistakes					
3	I worry that my reading score will be worse than my classmates					
4	I feel anxious when people judge my English reading ability negatively					

No	Discomfort when Reading Aloud	SD	D	N	A	SA
1	I feel uncomfortable when the teacher asked me to read aloud in front of the classmates					
2	I feel tense when my classmates listen to me reading in English					
3	When I have to read aloud, I become nervous and lose confidence					
4	Reading aloud in English make me feel uneasy and stressed					

Appendix 5: Lecture Validity

QUESTIONNAIRE VALIDATION FORM
A SURVEY OF FOREIGN LANGUAGE READING ANXIETY
AMONG SENIOR HIGH SCHOOL STUDENTS
AT RIANGRAT UPPATHAM SCHOOL, REUSO DISTRICT, NARATHIWAT, THAILAND

Name : Amelia Faza
 NIM : 222101060002
 Validator : Ninuk Indrayani S.Pd., M.Pd

A. Request for Validation of Instrument

I hereby request your willingness to validate the research instrument in the form of a questionnaire that will be used in my research. The purpose of this validation is to obtain input and assessment of the suitability of the content, language, and construction of the instrument so that it is suitable for use in collecting research data. I am very grateful for your willingness and assistance.

B. Instructions for Completing the Instrument Validation

Please read each statement carefully. Then, tick (✓) the score column that corresponds to your assessment of the aspect being evaluated. Using the following assessment criteria:

1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
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C. Instrument Validation Table

No	Aspects Assessed	1	2	3	4	5	Comment
1	Statements in accordance with research variable indicators						
2	Each item represents an aspect of the variable being measured.						
3	The language used is clear and easy to understand.						

No	Aspects Assessed	1	2	3	4	5	Comment
4	The sentence does not have multiple meanings or ambiguities.						
5	The arrangement of items is in accordance with the indicators and variable theory.						
6	The rating scale corresponds to the measurement objective.						

D. General Assessment

Give a mark tick (✓) on the appropriate assessment:

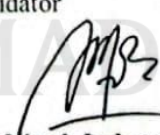
☐ Excellent ☐ Good ☐ Fair ☐ Poor

E. Suggestions and Comments

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Thailand, 26th of June 2025

Validator

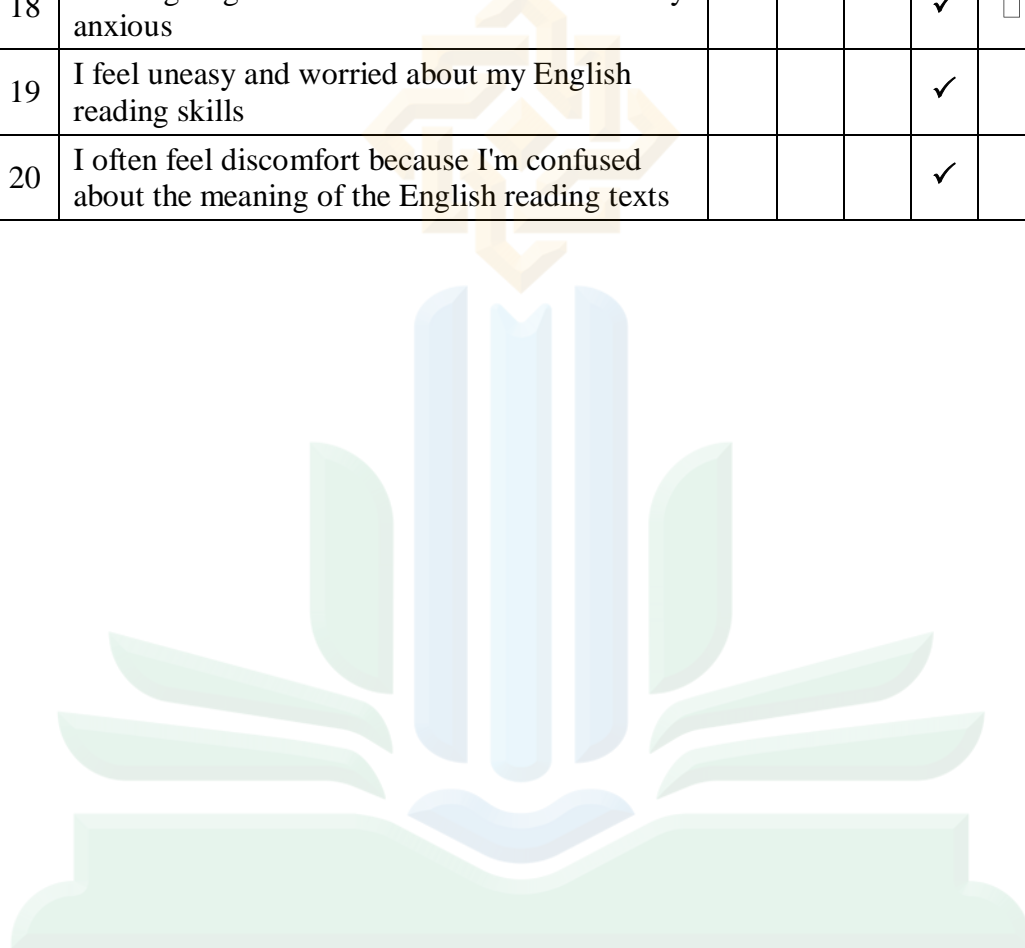

Dr. Ninuk Indrayani. S.Pd., M.Pd
 NIP.197802102009122002

Appendix 6: Students Response of FLRA Questionnaires by Saito et al (1999)

Initial MM

No	English Reading Anxiety Statements	SD	D	N	A	SA
1	I feel really uneasy when the teacher asked me read an English text in front of classmates			<input type="checkbox"/>		✓
2	I am nervous when I am reading a passage in English when I am not familiar with the topic				✓	
3	I get so self-conscious when the teacher corrects my English reading directly in front of the whole class.					✓
4	I'm so confused that Thai grammar is so different and makes me nervous when I try to understand the English text.				✓	
5	I get so anxious because making pronunciation mistakes in English			✓		
6	I feel uneasy when I read English texts because the grammar is new/different					✓
7	I get anxious every time I see new words in English reading texts				✓	
8	I feel discomfort because the culture in English is unfamiliar and difficult for me			✓		
9	Reading English text is the hardest part, and I am afraid of it				✓	
10	I feel very uneasy reading English out loud in front of the class				✓	
11	I feel discomfort when my friends listen to me read an English text			✓		
12	Making reading mistakes in English makes me worry and lose my confidence					✓
13	I feel discomfort when reading English texts that talk about new cultures					✓
14	I lose my confidence and feel anxious when I mispronounce an English word					✓
15	Finding new vocabulary in English texts makes me so uneasy that I don't want to keep reading			✓		
16	I feel anxious if the reading text has an unfamiliar topic that I don't know anything about				✓	<input type="checkbox"/>

No	English Reading Anxiety Statements	SD	D	N	A	SA
17	It makes me worry if I have to translate English text word-by-word when reading				✓	<input type="checkbox"/>
18	Reading English texts often makes me feel very anxious				✓	<input type="checkbox"/>
19	I feel uneasy and worried about my English reading skills				✓	
20	I often feel discomfort because I'm confused about the meaning of the English reading texts				✓	



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Appendix 7: Students Response FLRA Common Problems Questionnaires

by Ahmad et al (2013)

Initial NY

TEXT FEATURES

No	Unknown vocabulary	SD	D	N	A	SA
1	When I am reading in English, I get upset and worried whenever I find stranger or unfamiliar vocabulary				✓	
2	I feel hard to understand the meaning of the text, when I come across word or vocabulary I don't know					✓
3	When there are too many unknown vocabulary, I start to feel anxious and lose focus					✓
4	Unknown vocabulary, makes me anxious and I do not want to continue reading the English text				✓	

No	Unfamiliar Topic	SD	D	N	A	SA
1	When the topic of an English text is unfamiliar to me, I feel uneasy and lose confidence in reading					✓
2	I feel confused and anxious when I read an English text about a topic I do not understand and still unfamiliar				✓	
3	I lose interest to read English text when the topic is unfamiliar for me to relate				✓	
4	When reading an English text with a new topic, I feel nervous because I am afraid I will not understand it					✓

No	Unfamiliar Culture	SD	D	N	A	SA
1	When the English text talks about a foreign culture, I feel anxious because it seems unfamiliar				✓	

No	Unfamiliar Culture	SD	D	N	A	SA
2	I do not enjoy reading the English texts that describe unfamiliar culture				✓	
3	I feel uncomfortable when reading about cultures that are different from mine in English					✓
4	The English text with different cultural backgrounds, make me less interested in reading					✓

No	Unfamiliar Grammar	SD	D	N	A	SA
1	The grammar used in English texts often make me confused				✓	
2	I feel anxious when I find sentences with a different grammar from my native language					✓
3	When I cannot follow the sentence structure, I feel anxious and stop enjoying the reading				✓	
4	I feel tense when I have to translate every word to make sense of the text					✓

PERSONAL FACTORS

No	Afraid of Making Mistake	SD	D	N	A	SA
1	I am anxious when I make mistakes when reading an English texts				✓	
2	Because I am afraid of making mistakes, I prefer to stay silent rather try reading					✓
3	When I mispronounce words when reading in English, I feel nervous and afraid of being judged				✓	
4	Making mistakes when reading in English texts, makes lose confidence				✓	

No	Worry about Reading Effect	SD	D	N	A	SA
1	When my classmates laugh at me for reading mistakes, I do not want to read more					✓

No	Worry about Reading Effect	SD	D	N	A	SA
2	I feel afraid to read in English because I often make mistakes				✓	
3	I worry that my reading score will be worse than my classmates					✓
4	I feel anxious when people judge my English reading ability negatively				✓	

No	Discomfort when Reading Aloud	SD	D	N	A	SA
1	I feel uncomfortable when the teacher asked me to read aloud in front of the classmates				✓	
2	I feel tense when my classmates listen to me reading in English language					✓
3	When I have to read aloud, I become nervous and lose confidence				✓	
4	Reading aloud in English make me feel uneasy and stressed					✓

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Appendix 8: Letter of Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-14155/In.20/3.a/PP.009/11/2025
 Sifat : Biasa
 Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Riangrat Uppatham School
 1/5 Riang, Rueso, Reuso District, Narathiwat 96150

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	: 222101060002
Nama	: AMELIA FAZA
Semester	: Semester tujuh
Program Studi	: TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "A Survey of Foreign Language Reading Anxiety among Sixth-Grade Senior High School Students at Riangrat Uppatham School, Reuso District, Narathiwat, Thailand" selama 16 (enam belas) hari di lingkungan lembaga wewenang Bapak/Ibu Abu Bakar Tehmalo

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 25 Juni 2025 an.
 Dekan,
 Dekan Bidang Akademik,



HOTIBUL UMAM

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JEMBER

Appendix 9: Letter of Finishing and Journal of Research



โรงเรียนเรียงราษฎร์อุปถัมภ์ Riangrat Uppatham School

1/5 Rieng, Rueso, Rueso District, Narathiwat 96150, Telp. +66 73 530 674

Website : <http://www.riangrat.ac.th/> Email : riangrat@hotmail.com

NARATHIWAT

LETTER OF RESEARCH COMPLETION

The undersigned:

Name : Mr. Abubaka Tehmalo

Position : Director of Riengrat Uppatham School

Address : 1/5 Rieng, Reuso, Reuso District, Narathiwat 96150

Herewith notify that:

Name : Amelia Faza

NIM : 222101060002

Department : English Language Education

Instansi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Address : Jl. Mataram No. 01 Karang Mluwo, Mangli Kec. Kaliwates,
Kab. Jember Jawa Timur 68136

Has completed research data collection for the undergraduate thesis, conducted from 25th of June to 10th of July, entitled "*A Survey of Foreign Language Reading Anxiety Level among Sixth Grade Senior High School Students at Riengrat Uppatham School, Reuso District, Narathiwat, Thailand*".

This letter is prepared for use as appropriated.




Thailand, 10th of July 2025

Director of Riengrat Uppatham School

Mr. Abu Baka Tehmalo

JOURNAL OF RESEARCH

Researcher : Amelia Faza
NIM : 222101060002
Research Title : A Survey of Foreign Language Reading Anxiety among Sixth Grade Senior High School Students at Ringrat Uppatham School, Reuso District, Narathiwat, Thailand
Research Setting : Ringrat Uppatham School

Time	Research Subject	Activity	Paraf
25th June 2025	Director of Ringrat Uppatham School	Asking permission to conduct the research at Ringrat Uppatham School	
26th June 2025	Dr. Ninuk Indrayani S.Pd., M.Pd.	Correcting questionnaires by validators	
7th July 2025	Sixth-Grade Students of Ringrat Uppatham School	Giving and Collecting data by using questionnaire online	
10th July 2025	Director of Ringrat Uppatham School	Asking permission to accomplish the research at Ringrat Uppatham School	

Director of Ringrat Uppatham School

Mr. Abu Baka Tehmalo

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 J E M B E R

Appendix 10: Declaration of Authorship

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Amelia Faza

NIM : 22210106002

Program : English Education

Faculty : Tarbiyah and Teacher Training

Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember

States that the undergraduate thesis entitled **“A Survey of Foreign Language Reading Anxiety among Sixth-Grade Senior High School Students at Riangrat Uppatham School, Reuso District, Narathiwat, Thailand”** is truly my original work. It doesn't incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact, I am the only person who is responsible for this thesis if there is any objection or claim from other.

Jember,
November 28th, 2025

The Researcher



Appendix 11: Turnitin Checker



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SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Amelia Faza

NIM : 222101060002

Program Studi : A Survey of Foreign Language Reading Anxiety Levels among Sixth-Grade Senior High School Students at Riangrat Uppatham School, Reuso District, Narathiwat, Thailand, telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (10.6%)

1. BAB I : 6%
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4. BAB IV : 7%
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Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 24 November 2025
 Penanggung Jawab Turnitin
 ETIK UIN KHAS Jember


Laily Yuita Susanti, S.Pd., M.Si
 NIP. 198906092019032007

Appendix 12: Curriculum Vitae



Name : Amelia Faza
 NIM : 222101060002
 Place//Date of Birth : Jember, January 4th, 2003
 Address : Dsn. Tegal Gebang, RT.001 RW.019 Desa Sukorejo,
 Bangsalsari, Jember
 Faculty : Tarbiyah and Teacher Training
 Program : English Education

Educational Background

- a. TK Dharma Wanita (2007-2008)
- b. SD Negeri Sukorejo 01 (2009-2014)
- c. MTS Al-Ishlah Jenggawah (2015-2017)
- d. MA Al-Ishlah Jenggawah (2018-2020)