ENGLISH READING ANXIETY AMONG STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM AT UNIVERSITAS NEGERI GORONTALO INDONESIA

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ABSTRACT

This study examined the level and categories of English reading anxiety among students of the English Language Education Study Program at Universitas Negeri Gorontalo, class of 2023. Using a quantitative descriptive approach, the English Foreign Language Reading Anxiety Inventory (EFLRAI) by Zoghi (2012) was administered to 108 students through Google Forms. The instrument measured three categories of anxiety: top-down, bottom-up, and classroom reading anxiety. Data were analyzed using percentage formulas to classify responses into low, moderate, and high levels. Findings indicated that most students experienced moderate anxiety (56.48%), followed by high (37.04%), and only a small number reported low anxiety (6.48%). Bottom-up anxiety was the most dominant (96.30%), mainly due to vocabulary, while grammar had less impact. Top-down anxiety was linked to general reading ability (93.52%) rather than background & cultural knowledge (3.70%). Classroom reading anxiety was least significant (1.83%). These results highlight vocabulary mastery and general reading ability as major factors, suggesting the need for improved vocabulary teaching and reading strategies.

INTRODUCTION
Reading is a fundamental skill that is essential for expanding knowledge, developing critical thinking, and understanding new information. The activity of reading involves a complex process, from recognizing symbols and understanding meaning to connecting them with existing knowledge (Bojovic, 2010). As a receptive skill, reading allows individuals to gain experiences, insights, and knowledge that enrich their perspectives (Susanti, 2022).

In the context of higher education, English reading skills are very important. English serves not only as a means of international communication but also as the main access to global science and technology. However, learning to

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read in a foreign language often presents psychological challenges, one of which is Foreign Language Anxiety (FLA). Horwitz et al. (1986) define FLA as a combination of perceptions, beliefs, and emotions that arise from the experience of learning a language.

One specific form of FLA is Foreign Language Reading Anxiety (FLRA), which is anxiety when dealing with foreign language texts. Sellers (2000) explains that reading anxiety affects thoughts, emotions, and even behavior, with symptoms such as difficulty concentrating, feeling tense, or avoiding reading tasks. The causes vary, ranging from internal factors such as limited vocabulary and grammar (Yan & Liang, 2022) to external factors such as academic workload, teaching methods, or complex texts (Guimba & Alico, 2015). FLRA can reduce motivation, hinder comprehension, and impact academic performance (Mawardah et al., 2019).

At Universitas Negeri Gorontalo, the English Language Education Study Program offers courses such as Reading for Professional Context and Reading for Academic Purposes to strengthen students' reading skills. However, based on initial interviews, some students still experience anxiety when reading academic texts. They admit to having difficulty understanding technical vocabulary, worrying about misinterpreting the content, and feeling pressured when they have to read aloud or present their reading results in class. This shows that FLRA is a real challenge for students. Previous studies have also shown similar results. Indrayani et al. (2021) found that the majority of students experience moderate to high levels of reading anxiety. Miao and Vibulphol (2021) highlighted limited general reading skills as the main source of anxiety among students in China. Meanwhile, Mudra and McKinnon (2022) revealed variations in reading anxiety based on gender and level of study in Indonesian schools. However, most of these studies have not specifically examined English education students, who should have better reading skills.

The research problem guiding this study can be formulated as follows: What are the levels and categories of English reading anxiety experienced by students of the class of 2023 in the English Language Education Study Program? This study is to know the levels and categories of reading anxiety experienced by 5th semester students in the English Language Education Study Program.

According to Horwitz et al. (1986), foreign language anxiety refers to feelings of discomfort, worry, nervousness, and fear when learning a foreign language, which has a significant impact on foreign language learning or using a foreign language. Horwitz et al. argue that foreign language anxiety is related to performance assessment in academic and social contexts by identifying three main components of FLA, namely communication apprehension, test anxiety, and fear of negative evaluation from teachers and peers. In addition, Gregersen (2020) also considers FLA to be dynamic for several reasons. First, FLA fluctuates over different time frames. Therefore, analyzing this phenomenon on various time scales, such as annually or other scales in between, provides a more comprehensive understanding of what influences anxiety (MacIntyre &

Gregersen, 2012). In other words, the time when we measure FLA, for example, after delivering a presentation or when the learner's proficiency level has increased from beginner to intermediate, will affect data collection and interpretation. Second, FLA shapes and is shaped by other variables that also fluctuate, whether in the cognitive, affective/personal, linguistic, or other domains (Gregersen, 2020). Therefore, investigating this emotion separately from other variables may also affect its interpretation. Third, although FLA is considered a negative emotion, seemingly contradictory positive emotions, such as enjoyment in foreign language learning, may arise simultaneously. Finally, the reason why FLA is considered a dynamic concept is because of changes in the system, both negative changes that hinder and positive changes that support, which can stimulate the development and transformation of anxiety levels.

In addition to the points described above, a study by (Chou, 2018) states that FLA is also influenced by learner-related variables, such as personality, learning style, motivation, and attitude, as well as situational variables, including classroom conditions and the environment outside the classroom. Therefore, it is important to consider both the affective factors of learners and the context of foreign language use when researching their anxiety levels.

In the development of FLA studies, the experts identified a specific form of anxiety that arises in reading skills, namely Foreign Language Reading Anxiety (FLRA). Saito et al., (1999) introduced the Foreign Language Reading Anxiety Scale (FLRAS) and demonstrated that reading anxiety is qualitatively different from general foreign language anxiety and speaking anxiety. Their study identified major causes of FLRA, such as unfamiliar writing systems and unfamiliar cultural differences in texts. Gonen (2007) further emphasized that reading is one of the most cognitively complex skills, making it more prone to anxiety compared to listening, speaking, or writing. Building on this foundation, more recent studies have offered fresh insights.

Mudra and McKinnon (2022) argued that reading anxiety arises from the tension between decoding texts and constructing meaning, noting that learners often experience frustration when they fail to integrate these processes. Muhlis (2017) described FLRA as a psychological phenomenon influenced by low self-confidence and fear of mistakes, while Fitrawati et al. (2023) confirmed that fear of making errors and low self-efficacy are dominant contributors to EFL students' reading anxiety. Zhou (2017) added another dimension by demonstrating that learners with lower proficiency are more likely to experience higher levels of FLRA, although even advanced students can still be anxious when confronted with culturally unfamiliar texts.

The level of anxiety in reading foreign languages refers to the classification of the intensity of anxiety experienced by students when dealing with texts in foreign languages. Based on Gonen (2007) criteria, the level of reading anxiety that describes the differences in the intensity of fear, worry, and nervousness when reading a foreign language can be categorized into low, moderate, and high level. A study by Zhou (2017) states that differences in foreign language reading anxiety levels are closely related to learners' language

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proficiency levels. In his study, students with low to intermediate language skills tend to experience higher reading anxiety than those who are more proficient.

A study by Zin and Rafik-Galea (2010) states that students with low anxiety levels can be identified through their good concentration in understanding texts, lack of worry, and well-functioning memory when reading academic texts. Another study by Sellers (2000) showed that foreign language reading anxiety is unique and distinguishable from general foreign language anxiety. Learners with higher levels of foreign language anxiety tend to have higher levels of foreign language reading anxiety, and vice versa.

In addition, if students have high reading anxiety, their attention is diverted from the text to the symptoms of anxiety they are experiencing. Study by Astuti and Haris (2018) states that student anxiety can affect their ability to understand texts while reading, because when students experience high anxiety, they are not focused on the text. If students have high anxiety, they will feel the effects, such as trembling, an uncontrolled heartbeat, and other effects. Low anxiety indicates a high level of self-efficacy, which leads to the lowest level of anxiety. A study by Winingsih (2021) found that 14% of students were categorized as having low anxiety, 66% of students were categorized as having moderate anxiety, and 20% of students were categorized as having high anxiety. They also revealed that students with lower anxiety levels performed better on reading tests than those with higher anxiety levels. Therefore, the FLRA level is used to map variations in reading anxiety and to distinguish learners' abilities in responding to foreign language texts.

According to Zoghi (2012); Zoghi and Alivandivafa (2014), anxiety about reading in a foreign language can be categorized into three main categories, namely the first category, top-down reading anxiety, which is mainly reader-specific, and is divided into two subcategories: (a) readers' cultural background and knowledge with 3 items (questions 1–3) and (b) their general reading ability with 4 items (questions 4–7). The second category, bottom-up reading anxiety, is text-specific in nature; it relates to vocabulary with 8 items (questions 8-15) and EFL grammar with 6 items (questions 16-21). Textual elements such as vocabulary and grammatical level of the text give rise to reading anxiety. The third perceived, anxiety-provoking category, i.e., classroom reading anxiety, consists of subcategories that are quite different from the reader- and text-related categories with 6 items (questions 22-27). It concerns the setting in which the first and second categories interact, i.e., the way the reading lesson (EFL text) is delivered (by the instructor) to the learners (readers). In other words, classroom reading anxiety, as the third source of anxiety triggers, is relevant to the context and arises from the classroom setting where the teacher, reader, and text interact. Thus, these three categories show that reading anxiety can stem from cognitive, linguistic, or classroom environmental aspects.

RESEARCH METHOD
Research Design
This study employed a quantitative descriptive research design. The primary purpose of this design is to describe and analyze the level of English reading

anxiety, as well as categories of reading anxiety experienced by students of the English Language Education Study Program. A quantitative descriptive approach was chosen because it enables the researcher to obtain measurable data through a structured instrument and present the findings in the form of frequencies and percentages without manipulating variables. This design is appropriate for identifying levels and categories of reading anxiety in a specific group of participants.

Research Setting, Population, and Sample

The population of this study comprised all 5th semester enrolled in the English Language Education Study Program at Universitas Negeri Gorontalo. The total population consisted of 131 students. Out of this population, a sample of 108 students participated in the study. The sample was determined using total sampling, meaning all accessible students from the population were included as participants. The participants were chosen because they had already experienced various reading tasks in English and were therefore considered suitable for providing relevant data on reading anxiety.

Research Instruments

The instrument used in this study was the English as a Foreign Language Reading Anxiety Inventory (EFLRAI), developed by Zoghi (2012) and later refined by Zoghi and Alivandivafa (2014). The EFLRAI consists of 27 items designed to measure three categories of reading anxiety: top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety. Each item was rated using a four-point Likert scale, ranging from totally disagree (1) to totally agree (4). The total score ranged from 27 to 108, with higher scores indicating higher levels of foreign language reading anxiety. Previous studies have reported that the EFLRAI has acceptable validity and reliability, making it a suitable instrument for this research context.

Data Collection

The data were collected through an online questionnaire distributed via Google Forms to the selected participants. Before the distribution, the purpose of the study was explained to the participants, and it was ensured that their participation was voluntary. The students were asked to respond to all items in the EFLRAI honestly based on their own experiences in reading English texts. Since this type of questionnaire is a closed-ended questionnaire, students only choose the answers provided without having to think about their own answers, and to prevent any potential misunderstandings, the questionnaire was presented in Indonesian.

Data Analysis

The collected data were analyzed using descriptive statistics. Data obtained through Google Forms was exported to Google Sheets for easy processing. Each statement in the instrument was measured using a 1–4 Likert scale, where 1 = totally disagree, 2 = disagree, 3 = agree, and 4 = totally agree. The scores of each respondent were then summed and classified into three levels of reading anxiety: low, moderate, and high. The categories of reading anxiety levels were determined based on the following score ranges: low anxiety (27–54), moderate anxiety (55–81), and high anxiety (82–108). After all scores were

classified, the researchers calculated the percentage of respondents in each anxiety level using the formula by Sudijono (2018):

$$P = \frac{f}{N} \times 100\%$$

Where P represents the percentage, f is the frequency of respondents in a particular category, and N is the total number of respondents. This formula allows the researcher to quantify the distribution of anxiety levels among students based on their questionnaire responses. The results of these calculations were then used to determine the percentage distribution of reading anxiety levels. These percentages were then visualized in the form of a pie chart to provide a clearer picture of the proportion of each level of reading anxiety among students.

In addition to determining the overall level of anxiety, the analysis was also conducted to identify the categories of reading anxiety experienced by students. Based on the English as a Foreign Language Reading Anxiety Inventory (EFLRAI) instrument developed by Zoghi (2012), Reading anxiety categories are divided into three, namely top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety. Item classification within anxiety types.

Top-down reading anxiety is divided into two subcategories: background and cultural knowledge, represented by items 1, 2, and 3, and general reading ability, represented by items 4, 5, 6, and 7. Bottom-up reading anxiety is divided into two subcategories: vocabulary, represented by items 8, 9, 10, 11, 12, 13, 14, and 15; and grammar, represented by items 16, 17, 18, 19, 20, and 21. Classroom reading anxiety consists of one subcategory, namely teaching method, represented by items 22, 23, 24, 25, 26, and 27.

After collecting respondents' responses through questionnaires, the scores of each respondent in each subcategory were added up to obtain a total score per subcategory. The anxiety category was then determined based on the highest score obtained by each respondent in one of these subcategories, for example, background and cultural knowledge as well as general reading ability in top-down reading anxiety, vocabulary and grammar in bottom-up reading anxiety, and teaching methods in classroom reading anxiety. By comparing the total scores for each subcategory, it is possible to identify the main category of reading anxiety that is most dominant among each respondent.

After the subcategory identification process is completed for all participants, the number of participants in each anxiety subcategory is summed and converted into a percentage of the total participants using the formula by (Sudijono, 2018).

FINDING AND DISCUSSION
Finding
Foreign Language Reading Anxiety Level
After the data was collected through the questionnaire, the responses were exported from Google Forms to Google Sheets, making the data processing easier. Then, the total score for each respondent was calculated based on the sum of all

statement items. The total score for each respondent was categorized into three levels of reading anxiety: low (27–54), moderate (55–81), and high (82–108). To determine the proportion of respondents at each level of reading anxiety, the researcher calculated the percentage using the formula proposed by Sudijono (2018). Based on the results of the calculation from 108 respondents, the distribution of reading anxiety levels was obtained as follows:

Table 1. The Results of Frequency FLRA Level

Range of Scores	Frequency	Percentage
Low (27-54)	7	6.48%
Moderate (55-81)	61	56.48%
High (82-108)	40	37.04%
Total	**108**	**100%**

The pie chart below shows the percentage of students' anxiety levels regarding reading:

Figure 1. Percentage of FLRA Level
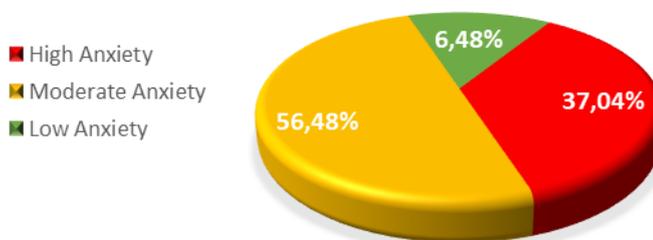
The pie chart above shows the level of anxiety experienced by students of the class of 2023 in the English Language Education Study Program when reading English. This chart is divided into three categories, namely low anxiety, moderate anxiety, and high anxiety.

Based on the data in the chart, it can be seen that the moderate anxiety category dominates the research results with a percentage of 56.48%. This means that more than half of the students feel quite anxious when reading English texts, although the anxiety they feel is not too severe. Students in this category typically experience concerns about understanding the text, lack of confidence, or worry about making mistakes while reading in class. Furthermore, 37.04% of students fall into the high anxiety category. This figure is quite high and shows that more than a third of students experience significant anxiety when reading English texts. Students in this category find it difficult to understand vocabulary, grammar, or the content of the reading, and feel nervous when they have to read or answer questions in front of the class. Meanwhile, only 6.48% of students fall into the low anxiety category. This indicates that very few students truly feel calm and confident when reading English texts. Students in this category generally have a good understanding of the reading material and feel comfortable actively participating in class without excessive worry. Overall, the data in diagram ii

shows that the level of reading anxiety among students of the class of 2023 is mostly in the moderate and high categories, while those in the low anxiety category are very few.

Foreign Language Reading Anxiety Categories
Based on the previous explanation, this questionnaire consists of three categories: top-down reading anxiety, bottom-up reading anxiety, and classroom reading anxiety, with 27 items. In addition, each category is also divided into two parts, except for the classroom reading anxiety category. Further explanation will be provided in the sections below.

Top-down reading anxiety
The statements in the reading anxiety questionnaire represent situations in which the respondents feel anxious or worried when reading English texts. It is divided into background and cultural knowledge, as well as general reading. Based on the questionnaire analysis results, the summary of findings related to reading anxiety in these two subcategories shows the data as presented in Table 2.

Table 2. Top-down reading anxiety

Top-down reading anxiety	Frequency	Percentage
Background & cultural knowledge	4	3.70%
General reading ability	101	93.52%
Background & cultural knowledge and general reading ability	3	2.78%
Total	**108**	**100%**

Background and cultural knowledge encompass anxiety arising from students' lack of understanding of the cultural background, social context, or general knowledge underlying English-language texts. In this study, 4 students or 3.70% exhibited anxiety in this subcategory. This number is relatively small compared to the total number of respondents. Meanwhile, the subcategory of general reading ability was the most dominant finding in the top-down reading anxiety category. A total of 101 students or 93.52% experienced anxiety in this subcategory. This high percentage indicates that the majority of students face significant challenges in the aspect of general reading ability.

Additionally, it should be noted that in compiling this data, there were three respondents or 2,78% who were counted in both subcategories simultaneously, namely background & cultural knowledge and general reading ability. This means that these three students experienced dual reading anxiety.

Bottom-up reading anxiety
This category of anxiety includes two subcategories, namely vocabulary and grammar. This anxiety refers to feelings of anxiety or worry that arise when readers experience difficulties in mastering the basic elements of reading, such as understanding unfamiliar vocabulary, unfamiliar grammar structure, or complex sentence structures. The second category of reading anxiety, bottom-up reading anxiety, is presented in the following table.

Table 3. Bottom-up reading anxiety

Bottom-up reading anxiety	Frequency	Percentage
Vocabulary	104	96.30%
Grammar	4	3.70%
Total	**108**	**100%**

Based on table 2, it appears that the vocabulary subcategory is the most dominant source of anxiety experienced by students. A total of 104 or 96.30% reported feeling anxious when encountering reading texts containing unfamiliar vocabulary. This high percentage indicates that vocabulary mastery remains the greatest challenge for students in understanding English-language reading materials. Meanwhile, the grammar subcategory was recorded as a lower source of anxiety, with 4 students or 3.70%. This percentage is relatively small compared to anxiety in the grammar aspect, where students generally feel worried when faced with complex sentence structures, unusual grammar patterns, or the use of tenses that differ from Indonesian language patterns.

Classroom reading anxiety
This anxiety is one category of reading anxiety that arises in the context of classroom learning activities, where interactions between teachers, reading texts, and peers become factors that trigger anxiety in students. Additionally, this anxiety consists of only one subcategory, namely teaching method. To determine the percentage for this subcategory. The researcher compared the total scores obtained by each respondent in each subcategory. Regarding reading anxiety in the classroom, the students' responses are presented in the following table.

Table 4. Classroom reading anxiety

Classroom reading anxiety	Frequency	Percentage
Teaching method	2	1.83%

Based on the table presented above, it shows the distribution of the number of students who experience reading anxiety in the classroom reading anxiety category, which in this study only has one subcategory, namely teaching method. From the data processing results, it is known that there are 2 students, or 1.83% of the total respondents, who experience reading anxiety originating from the teaching methods.

Discussion
Level of English reading anxiety
Based on the results obtained from the English Foreign Language Reading Anxiety Inventory (EFLRAI) questionnaire, it was found that most students were in the 5th semester English Language Education Study Program, Faculty of Literature and Culture, Universitas Negeri Gorontalo, had anxiety levels in the moderate category, indicating that students still felt anxiety but within reasonable limits and not to the extent that it significantly hindered their abilities or performance. The data shows that 56.48% of respondents experienced moderate anxiety, followed by 37.04% of respondents experiencing high anxiety, and only

6.48% experiencing low anxiety. These findings are in line with Sellers (2000), who emphasized that learners with higher levels of foreign language anxiety are likely to also experience higher levels of reading anxiety. This correspondence suggests that the prevalence of moderate to high levels of reading anxiety among the students reflects the close relationship between general foreign language anxiety and its manifestation in reading contexts. As stated by Mawaddah (2022), Students at a moderate level have an equal ratio between experiencing symptoms of reading anxiety and enjoying reading English texts. This indicates that moderate anxiety levels do not completely hinder students' interest in reading English texts.

This research finding supports previous research conducted by Aisyah, (2017), which showed that most students were at a moderate anxiety level with a percentage of 51.5%. Similarly, research conducted by Mardianti et al. (2021) showed that 44% of students experienced moderate levels of reading anxiety. This means that the level of anxiety faced is neither too high nor too low. The results of this study should be considered by teachers to create a supportive learning environment and help find appropriate solutions to overcome students' reading anxiety so that they can improve their foreign language reading skills.

Foreign Language Reading Anxiety Categories
Top-down Reading Anxiety
Top-down reading anxiety refers to reading anxiety influenced by the personal characteristics of students as foreign language readers, particularly in relation to background and cultural knowledge as well as general reading ability (Zoghi, 2012). Based on the research results, only 4 students or 3,70% of students experienced anxiety due to limited background and cultural knowledge, while 101 students or 93.52% showed anxiety in aspects of general reading ability, such as understanding main ideas, finding important details, and building a comprehensive understanding of the text.

In the background and cultural knowledge subcategory, 57 students admitted to feeling anxious when the ideas in the text were not culturally clear. This condition shows that limited cultural schemata can hinder the interpretation of the text as a whole, causing students to lose their way in understanding the reading (Guimba & Alico, 2015). Despite its small percentage, this factor holds significant importance as it impacts students' inferential abilities. In the general reading ability subcategory, 60 students felt anxious when they failed to recognize text details. Limitations in finding main ideas and detailed information reduced self-confidence, especially in complex academic texts (Mardianti et al., 2021). These findings indicate that weaknesses in general reading ability trigger reading anxiety among students.

In addition, the phenomenon of the three students who fell into both subcategories shows that reading anxiety is multidimensional, in that they feel uncomfortable when the title of the text is unfamiliar and feel anxious when they cannot recognize minor ideas in the text. This is in line with Hamada and Takaki (2021) who emphasize that reading anxiety is not caused by a single factor but by various interrelated aspects, both linguistic and cultural.

Bottom-up reading anxiety

Bottom-up reading anxiety is related to textual elements, such as vocabulary and grammar, which trigger reading anxiety (Zoghi, 2012). Based on EFLRAI data, this anxiety is the most dominant form, with 96.30% of students experiencing anxiety related to vocabulary, while only 3.70% reported anxiety about grammar. In terms of vocabulary, anxiety arises when students have difficulty understanding unfamiliar words or academic terms that are rarely encountered. A total of 61 students agreed that the inability to understand the meaning of new words causes discomfort that interferes with their concentration while reading. This is in line with Mardianti et al. (2021) and (Aisyah, 2017), who emphasize that limited vocabulary is a major factor causing reading anxiety because academic texts often contain complex vocabulary that reduces students' confidence. Effective vocabulary skills are reflected in the ability to use words appropriately in sentences, but in reality, many students still struggle with this skill (Panjaitan et al., 2024)

Meanwhile, although the percentage is small, there are still students who experience anxiety in terms of grammar. A total of 54 students agreed that sentences with unfamiliar grammatical structures made them worried. Limitations in recognizing grammatical patterns hinder understanding of sentence meaning, although this factor is not as significant as vocabulary. Thus, reading anxiety at the bottom-up level is more predominantly triggered by vocabulary limitations than grammar, because EFL learners more often experience obstacles at the word level than at the sentence structure level. These findings show that reading anxiety related to grammar tends to be lower than anxiety due to limited vocabulary, because EFL learners more often experience confusion at the word level than at the sentence structure level.

Classroom Reading Anxiety

Anxiety that arises from the classroom situation or environment where reading activities take place. This form of anxiety differs from reader and text categories because it emphasizes the interaction between the instructor's teaching methods and student responses while reading (Zoghi, 2012). This anxiety usually arises when students are afraid of making mistakes in front of their lecturers or peers, feel uncomfortable reading aloud, or feel anxious when their lecturers correct their mistakes.

In this study, classroom reading anxiety showed the lowest percentage compared to other categories. Of the 108 respondents, only 1.83% experienced anxiety related to teaching methods in the classroom. These findings indicate that most fifth-semester students have relatively adapted to the classroom atmosphere and teaching strategies used. Although the number is small, situational factors such as being asked to read a text suddenly, being asked direct questions, or being corrected in front of the class can still affect students' confidence. This condition is in line with Liu and Zhang (2008), who stated that anxiety in foreign language learning is often influenced by classroom situations that cause fear of negative evaluation. Therefore, it is important for lecturers to create a safe and supportive

classroom atmosphere so that students can actively participate in reading activities without worry.

CONCLUSION AND SUGGESTION

The analysis using the English Foreign Language Reading Anxiety Inventory (EFLRAI) shows that 5th semester students in the English Education Study Program at Universitas Negeri Gorontalo experience a moderate level of reading anxiety, with bottom-up reading anxiety, especially vocabulary-related difficulties, being the most dominant factor. Limitations in understanding unfamiliar words, idioms, and certain grammatical structures are the main triggers of anxiety, while top-down skills such as identifying main ideas and key details also contribute. Meanwhile, classroom reading anxiety is the lowest, indicating a supportive learning environment. Overall, the findings confirm that linguistic factors, rather than classroom conditions, play a stronger role in shaping students' reading anxiety. However, the study is limited in terms of its population scope and the categories measured, suggesting that additional cognitive, motivational, and socio-cultural variables were not fully explored.

To reduce reading anxiety, lecturers should prioritize strategies that strengthen students' vocabulary and sentence structure mastery, such as varied intensive and extensive reading activities and systematic vocabulary learning techniques, while maintaining that already conducive classroom environment. Future research should involve more diverse student populations across semesters and study programs to enhance generalizability, and employ mixed-method approaches (e.g., interviews or FGDs) to capture deeper psychological and pedagogical dimensions of reading anxiety. Further studies could also examine the relationship between reading anxiety and other language skills, such as speaking or writing, to provide a more holistic understanding of foreign language learning challenges.

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