

PREFACE

This study focuses on reading anxiety in English language learning among junior high school students in Tasikmalaya. The present topic has been selected for discussion because reading skills are a significant component of foreign language proficiency. Anxiety has been identified as a prevalent obstacle for students in their comprehension of English texts. It is anticipated that this study will make a substantial contribution to the development of more effective and empathetic learning strategies, tailored to the students' needs, by offering insight into the level of reading anxiety.

The researcher's concern about this issue stems from personal experience during the English learning process at school, where many students felt afraid, nervous, and even reluctant to read English texts due to the fear of making mistakes. Consequently, the findings of this study are not only pertinent to the academic environment but also have social and practical implications for teachers, students, and educational institutions in creating a more conducive learning environment.

This thesis is structured in several sections. Chapter one discusses the introduction. Chapter two presents a literature review on theories of reading anxiety. Chapter three explains the research methodology, including the design, population and sample, instruments, and data collection and analysis procedures. Chapter four discusses the study's findings. The final chapter concludes the study and provides suggestions for future research.

The researcher hopes this thesis captures readers' interest and garners support from various stakeholders interested in improving the quality of English language learning. We hope this research can be a small but significant step in understanding and addressing foreign language reading anxiety among Indonesian students.

Tasikmalaya, 2 July 2026

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