

CHAPTER V

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

The previous chapter has discussed the findings and discussions of the data collected from questionnaires and semi-structured interview session. This chapter will discuss the conclusions and implications of the study under the two themes. Firstly, it relates to the sources of reading anxiety in EFL learning. Secondly, it deals with the strategies students used in EFL reading to overcome the anxiety.

5.1 Conclusions

This study examined the sources of EFL reading anxiety experienced by students at university level in one of universities in Bandung. Based on the theories, the findings, and the analysis described in the previous chapters, the present study arrives at the following conclusions:

The first question was related to the sources of EFL reading anxiety, the analysis of the questionnaire and supported by interview session showed that there were three potential sources of EFL reading anxiety, namely: top down reading anxiety which was divided into background and cultural knowledge and general reading ability, bottom-up reading anxiety which was related to vocabulary and grammar, and classroom reading anxiety which was associated with teaching method. Among those sources, most of the students considered top-down reading anxiety as the most affecting source causing anxiety in EFL reading (35.78%) since the topic involving the title of the text impacted students much on their reading comprehension which led students to be anxious and avoid reading due to the lack of knowledge about the idea of the topic expressed in the text. This is in line with Kuru-Gonen (2009) findings in his study saying that the most affecting source of Turkish students' foreign language reading anxiety is uninteresting topic; it is clearly stated in the students' diaries and also reveal in the interview sessions.

It was followed by the bottom-up reading anxiety (34.86%); unknown vocabularies often disturbed their concentration and decreased their

comprehension in EFL reading as they felt upset when they could not guess the meaning of a certain vocabulary in a text even which they had ever seen before. It was also found in the result of study from Kuru-Gonen (2009), saying that when the text consists of many unknown words, students mostly feel anxious since they do not understand the text. The last source of reading anxiety was classroom reading anxiety. This kind of anxiety had a negative impact on their reading performances (29.36%) as they considered the topic of the text chosen and the language used by their teacher in delivering material were the most complicated problem they experienced during learning EFL reading in the classroom setting. Thus, it is inferred that the topic of a text is mostly encountered by students as their focus of reading which increase anxiety and decrease comprehension.

The second questionnaire dealt with the use of reading strategies to overcome students' reading anxiety. There were two reading strategies students used in EFL reading, namely: top-down reading strategies and bottom-up reading strategies. Based on the questionnaire and interview session, it was found that students mostly relied on top-down reading strategies (55.38%) involving referring back to the previous sentences, underlining important parts, continuing reading even if difficulties occur, predicting the content from the title, focusing on comprehension questions before reading the text, skimming, and focusing on the beginning and end of each paragraph. Beside top-down reading strategies, they also considered bottom-up reading strategies were beneficial for their reading comprehension (44.62%) since they often tried to understand the meaning of each word in the text, adjust the rate of reading depending on the text difficulty, and reread the difficult sections of the text when they are reading an English text. Based on the result of the study, it can be concluded that the effectiveness of the use of a certain reading strategy does not depend on the strategy itself (Kern as cited in Farrell, 2001). What works for one reader may not work for another. Similarly, while a strategy can work for a reader with a particular text, it may not be a useful tool with another text when the reading purpose is different. It is also inferred that what makes a strategy effective is associated with how it is employed (Anderson, 1991; Oxford, 2003). In other words, the same strategies can be employed by different group of readers, yet in different manners.

As a conclusion, there were three sources of foreign language reading anxiety in the context of EFL learning, all of those sources affected the students' reading anxiety simultaneously. The most affecting source causing anxiety based on the students' view was top down reading anxiety which was followed by bottom up reading anxiety. While classroom reading anxiety was considered as the least source of reading anxiety. To overcome the anxiety, students relied on two strategies, namely: top-down reading strategies and bottom-up reading strategies. The mostly used strategies were top down reading strategies and they also considered that bottom up reading strategies gave beneficial effect in handling anxiety as they used both strategies simultaneously when they were reading a text.

5.2 Limitations of the study

This study has some limitations. The first limitation is related to participant of this study. As it is previously explained that this study is conducted to non-English students who are from different majors. However, the analysis of reading anxiety of students in a specific group, English students, still needs to be investigated since their experience of EFL reading is different from non-English students.

Another limitation refers to the procedure of this study in the interview session. As it is known that, in the interview session, students are not provided with a text while they are interviewed. However, researcher cannot see directly how students respond to the text since are asked to recall their minds on how to work with a foreign language text without providing them with a real text.

5.3 Recommendations

This study offers several recommendation that can be useful for further researchers who are interested in analyzing reading anxiety and for teachers to teach EFL reading. The first recommendation is related to the limitation of this study that this study only focuses on non-English students, however, the analysis of reading anxiety of students in a specific group, English students, still needs to

be investigated since their experience of EFL reading is different from non-English students.

The second recommendation refers to the conclusion of this study. It is concluded that the students' reading anxiety is mostly derived from the text, involving the topic and the title of the text, impacts students much on their reading comprehension. However, choosing an appropriate text is better to be considered for teachers in teaching reading in order to decrease the students' reading anxiety and increase their interest and comprehension in reading.

The third recommendation is related to the previous recommendation. Since it is important for teachers to select the materials to be used in the classroom setting, this is suggested for government to provide teacher with a professional trainer related to the curriculum development and its implementation. This aims to give teachers a sufficient knowledge about how to design materials systematically by considering need analysis, goals, objectives, tests, and any other elements related to the designing materials.

The next recommendation is associated with the use of reading strategies. As it has been discussed that the effectiveness of the use of a certain reading strategy does not depend on the strategy itself, what makes a strategy effective is associated with how it is employed. Therefore, teaching on how to use reading strategies is useful for teacher to improve students comprehension since effective strategies can be taught and reading comprehension can be improved through instruction.

The last recommendation is related to the procedure of this research, in conducting the interview session. It is suggested for further researchers who are interested in analyzing the sources of reading anxiety and the use of reading strategies to provide students with a text while they are interviewed. This activity aims give students the real experience of reading, besides, it also gives the researchers a clearer information about how they respond to the text directly such as how they feel when they are asked to read and how they overcome the difficulties they find during reading the text.