CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter summarizes these study major findings. It also presents suggestions inspired from the findings of this study.

5.1 Conclusions

From this study, it was found that the participants tended to experience anxiety in reading foreign language text. Based on the students' response towards 18 FLRAS questionnaire items showed that 71,9% of the students fell in the medium level of reading anxiety. Moreover, 9,4% of the students fell in the high level of reading anxiety. Meanwhile, only 18,7% fell in the low level. The symptoms of anxiety were ranging around from students' statement of feeling confused, upset, disappointed, nervous, bothered, and anxious when reading.

In response to the first research question, it came to the conclusion that over half of the students experience reading anxiety at medium and high level. It was also relevant to the underlying theory that reading anxiety does exist, precisely anxiety happens when the learner try to decode or interpret a foreign language text. Furthermore, for the second research question, it can be concluded that in this study, anxiety in reading was provoked by two broad aspects namely text features and personal factors. Under the concept of text feature, unknown vocabulary was considered as the most frequent factor of reading anxiety. It was followed by unfamiliar topic as the second most frequent factor. Then, unfamiliar culture was considered as the least factor of reading anxiety. Meanwhile, under

the concept of personal factor, fear of making error was ranked as the most frequent factor and then followed by worry about reading effect as the least factor. Therefore, it is necessary for English teachers to take those potential factors of reading anxiety into consideration in teaching their students. It is because reading anxiety may interfere in learning and can serve as a strong indicator of success while reading in the target language, in this case, English.

On the other hand, it was found that most of the student used fundamental reading strategies which mostly concern on vocabulary and grammar represented in the text. However they seldom used more advanced reading strategies by utilizing their background knowledge or combining it with information in the text to achieve comprehension of the text. In this sense, the students have not realized about the nature of reading itself as a rapid process of readers utilizing information from a text and their prior knowledge to gain meaning from the text, as so called interactive process. Considering the use of Problem Solving Strategy and support reading strategy which concern on dealing with unknown vocabulary and structure represented in the text, it represents that students still use bottom-up models in reading. Based on the underlying theory, bottom-up models are inefficient, since the readers can read word on the page but do not understand what they have read. Furthermore, some bottom-up things such as decoding unfamiliar vocabulary and wondering a part of speech of a particular word were considered as the most frequent factor of reading anxiety among the students.

5.2 Suggestions

In helping their students to reduce their reading anxiety, English teacher should be aware of the existence of anxiety among their students from the beginning. They need to be more sensitive to their students' behaviors and attitudes towards the lesson and try to interpret them as the manifestations of students' difficulties in their language learning. Teachers should take this as an important issue in their classes and need to find solutions to help their students. As the findings suggest that the anxiety problems occur in students' language learning process and they felt alone with their anxious feeling.

An administration of a measurement about foreign language reading anxiety such as the Foreign language reading anxiety scale (FLRAS) in the beginning of the semester would be the best way to find out the existence of students anxiety toward reading English text. Thus, English teachers will have a better understanding about their students' anxiety and they can find the suitable reading strategy to overcome the reading problems and set the best reading method.

On the administration of FLRAS if the result indicated that students perceived a little reading anxiety, teachers need to make sure it will not escalate as the class proceeds. If it indicates a high level of anxiety, teachers need to set some adjustments on their teaching methods. Despite considering the level of reading anxiety, the awareness of potential factor of reading anxiety is also necessary. Unknown vocabulary as the most frequent factor of reading anxiety under the aspect of text features is a consequence of using bottom-up model which confuse

students in dealing with word recognition represented in a text. Meanwhile, top-down model by utilizing the background knowledge in making sense of the text was also unfamiliar among the students. Besides bottom up and top-down models in reading process, there is another model which is suggestible to be used by students in reading foreign language text, namely interactive model. It has been explained in previous chapter, literature review that this third type combines elements of bottom-up and top-down models efficiently. By using efficient reading process, therefore, anxiety in reading can be manageable.

Fear of making error as the most frequent factor under the aspect of personal factor is a consequence of the students who cannot disregard *significant other* disapproval which comes from peers or teacher pressure. It is suggested for the students to bear the principle of risk taking in learning, since if the learners recognize their own fragility and develop the firm belief that, yes, they can indeed do it, and then they are ready to take those necessary risks in learning to read and cope with the reading anxiety.

Subsequently, the present study only reveals reading strategies which can be used by students from all different levels of anxiety. From the result of the study, it was found that the participants used Problem Solving Strategies and Support Strategies the most frequently, and Global Reading Strategies the least frequently. It is suggested that all students from different anxiety levels might need to involve more Global Reading Strategies in reading to enable readers to reduce their reading anxiety and improve their reading performance. Due to the lack of the present study in revealing reading strategies in relation to reading

anxiety level, hence for further studies, the most appropriate reading strategy for each level of reading anxiety should be investigated.

Furthermore, it is useful for English teachers to apply strategies in teaching reading as mentioned previously in the chapter two, literature review, which introduced strategies as so-called ACTIVE, those are: Activating prior knowledge, Cultivating vocabulary, Teaching for comprehension, Increasing reading rate, Verifying reading strategies, and Evaluating progress. Each of these strategies overlaps with others. This emphasizes the interactive nature of the reading process that each skills and strategy ties into others. One point that should be highlighted is regarding evaluating reading progress. It is suggestion for teachers, since most of teachers only depend on quantitative instrument such as reading test and so on in evaluating progress, therefore, the use of qualitative instrument is also necessary. Qualitative information such as student responses to the SORS questionnaire and verbal reports from student on interview regarding their cognitive processes during reading is also important, since the combination of both quantitative and qualitative instrument can help the teachers to get a close-up view of reading ability of their students.

In addition, for further studies, as both levels and sources of reading anxiety may vary in many different contexts, more studies are called for with different groups of learners in various situations to better understand the issue of English reading anxiety. Some previous studies toward sources of reading anxiety and its coping strategies will be the best way to have practical means to assist both teachers and students in reading process.