Chapter Four

Findings and Discussion

In this chapter, the researcher explains finding of the research. The findings are the answers of research questions. The research question is "What is the level of EFL reading anxiety among English major students?". The discussion of the finding is also presented in this chapter.

Findings

The findings in this study is to answer the research question used in this research. As for finding is about to know the level of anxiety in reading comprehension EFL students. In the questionnaire there is specific components that turn give rise to the anxiety factor identified. There are five components of the questionnaire, first is Background and cultural knowledge, the second is General reading ability, third is Vocabulary, and then Grammar, and the last one is Teaching method. The researcher used statistical analyze system with explore command which can be used for test in one group or more one group.

The first component was Background and cultural knowledge. The questionnaire was distributed to 170 early years EFL students and all the sample used in this research. Firstly, the researcher explained the finding result of student's background and cultural knowledge to answer research question on table 4.1 at the next page.

Table 4.1 *Background and cultural knowledge*			
Sample of students			170
Background &	Q1	Q2	Q3	Average
cultural	2.61	2.85	3.02	2.82
knowledge				

To find about Background and cultural knowledge about students the researcher used the result of questionnaire scores by counting the mean of the score. Based on table above, the mean value of background and cultural knowledge of students is 2.82. According the student's anxiety level, this means students have high level anxiety about background and cultural knowledge. The first question in the component of Background and cultural knowledge, mean value is 2.61. According the student's anxiety levels, this means students have fair level. This question stated *"Saya merasa tidak nyaman ketika judul bacaan tidak familiar untuk saya"* (I do not feel at ease when the tittle of the text is unfamiliar for me). The second question from the component of Background and cultural knowledge, mean value is 2.85. According from the student's anxiety levels, this mean student has high level. The question stated *"Ketika ide-ide yang diungkapkan dalam teks secara Bahasa tidak jelas, itu membuat saya khawatir"* (It is worrying to me when the ideas expressed in the text are culturally unclear). The last question from the component of Background and cultural knowledge the mean value is the highest, that is 3.02. And according to the student's anxiety levels is mean student have high level. The

stated from the question is *"Saya merasa bingung ketika saya tidak memiliki pengetahuan tentang ide-ide yang diungkapkan dalam teks"* (I get upset when I lcak the previous knowledge about the ideas expressed in the text. As seen at table 4.1 above from the average score the researcher concluded, that in the component of Background and cultural knowledge, students have high level of anxiety. EFL students on early years feel worries if they find something that unfamiliar English in text. Unfamiliar English or other foreign language cultures would hinder students' reading comprehension process and cause anxiety as the culture represented in the text is foreign to them (Rajab, 2012). (Gonen 2007) also finds that unknown cultural content made students difficult to understand foreign language script. (Huang 2012) postulated that cultural shock is a common factor which can lead to a higher anxiety level in EFL learners.

Next, the second components of this research questionnaire is General reading ability which is in question number 4-7. The questionnaire also distributed to 170 student participants. The finding result of second component can be seen on table 4.2 below.

Table 4.2 *General reading ability*					
Sample of students					170
General reading ability	Q4	Q5	Q6	Q7	Average
	2.81	2.89	2.72	2.83	2.81

Mean value of General reading ability by frequency based on the table is 4.2. According to the student's anxiety level, this means that students have high level of anxiety by frequency component. (Freese 1997) points out that some students encounter problems when reading. They read the paragraphs in the text but are still unaware of what they have read. Students reach the highest score 2.89 at question number 5. The question number 5 at the questionnaire is *"Saya khawatir ketika saya tidak bisa mendapatkan inti dari bacaan meskipun tidak ada kosakata maupun tata Bahasa baru"* (When I cannot get recognize minor ideas/details of the text is worrying to me). The lowest score in this component is the question number 6, with 2.72 as the score. The question number 6 stated *"Saya gugup ketika saya tidak dapat menemukan ide utama dari paragraf tertentu"* (I am nervous when I cannot spot the main idea of a certain paragraph). And can be seen the difference between the highest and lowest scores is not too significant, but both on the high levels scores of students' anxiety level. On the two other question of General reading ability students reach 2.81 at question number 4, and at question number 7 students reach 2.83. From the component of general and reading ability, students feel worries when they can not find and knowing the main idea of texts and paragraph. In the study of Al-Shboul, et al., (2013), the interviewees responded that they would like to read short and easy stories. The EFL learners participating in Kuru-Gonen's (2005) study claimed that the text features, such as length, can also cause their reading anxiety.

Move on the other components, the third components of this research questionnaire is Vocabulary. The component included in question number 8-15 that means there is 8 question in this component. The questionnaire was distributed to 170

students and all the sample used in this research. The finding result of Vocabulary

component can be seen on table 4.3 below.

Table 4.3 *Vocabulary*									
Sample of students									170
Vocabulary	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Average
	2.72	2.91	2.96	2.63	2.59	2.46	2.59	2.65	2.68

According the table above shows the result of students from Vocabulary component in

questionnaire. The result shows that the average scores from table above is 2.68, it

means student's anxiety level still on high level, but there is reduce from the two result

before and almost close to the fair level. In this component students get the highest

score on the question number 10 which stated *"Saya merasa kesal ketika saya tidak*

tahu arti dari kata yang saya rasa telah saya lihat/temui sebelumnya" (I get upset when

I cannot figure out the meaning of a word that I feel I have seen before). The question

number 10 at the questionnaire get the score 2.96 and means student have high level

anxiety of Vocabulary on this questionnaire. From the question number 9 students get

score 2.91 on the question that stated *"Saya terganggu ketika saya menemukan banyak*

kata yang artinya tidak jelas" (It bothers me when I encounter a lot of words whose

meanings are unclear). Besides, the lowest score of students base on the result is

question number 13, which stated *"Saya kesal ketika saya menemukan idiom/ungkapan*

yang asing bagi saya" (I get upset when I come across idioms that are unfamiliar to

me). Those question get the 2.46 score and means that students have a fair level of

categorization. And, from five other questions at vocabulary component, students get 2.72 on question number 8, 2.63 at question number 11, 2.59 at question number 12 and 14, and 2.65 from question number 15. The result shows that EFL students on early years worries if they find words that they does not know the meaning or the word sound strange to them. According to Rajab (2012) said that unfamiliar vocabulary might impede learner's comprehension and cause difficulty which in turn leads to anxiousness. Gonen (2007) also stated, unknown vocabulary in reading a foreign language text appeared to be another source of anxiety, 20% of the communication units which related to text category fit to the students' statement of anxiety about new words through reading English language text. In reading, vocabulary is the fundamental element because all information is delivered through words. Learners encountering unknown vocabulary will more likely struggle with reading. In the studies conducted by Huang (2012) and Kuru-Gonen (2005), the majority of the students agreed that unknown vocabulary could lead to reading anxiety. The results indicated that the more unknown vocabulary a student encountered, the higher reading anxiety a student might feel.

Next, the fourth components of the questionnaire are Grammar. Same as question on the other components before, this question also distributed to 170 students. The grammar component included in question number 16-21. The finding result of Grammar component can be seen on table 4.4 at the next page.

Table 4.4 *Grammar*

Sample of students							170
Grammar	Q16	Q17	Q18	Q19	Q20	Q21	Average
	2.58	2.69	2.34	2.79	2.74	2.94	2.68

Mean value of Grammar by frequency based on the table is 4.4. According to the

student's anxiety level, this means that students still have high level of anxiety by

frequency component. The result shows same as the result at Vocabulary component

that is 2.68. The highest scores from this component students get on question number 21

which stated *"Saya bingung jika tata Bahasa suatu kalimat tidak masuk akal untuk*

saya" (I get confused when what I know about grammatical point does not make any

sense). The question number 21 at the questionnaire get the score 2.94, that means

students have high level anxiety scores at this question. The lowest score in this

component is on question number 18. Students get the score of 2.34 and means

students' are in categorization of fair level. The question at the questionnaire number 18

is *"Saya merasa terganggu ketika susunan kalimat pasif digunakan dalam sebuah*

kalimat" (It bothers me when a passive voice is used in a sentence). For the remaining

four questions students get 2.58 at question number 16, 2.69 at question number 17,

2.79 at question number 19, and 2.74 at question number 20. From the grammar

component students feel worries about grammar in sentence, sentence arrangement, and

unable to recognize different parts of speech. Saito (1999) observed that students who

perceive difficulty in reading tasks experience greater amount of reading anxiety.

The last component at the questionnaire is Teaching Method. The questionnaire was distributed to 170 students. The component included in question number 22-27 that means there is 6 questions at this component. The finding result of Teaching method component can be seen on table 4.5 below

Table 4.5 *Teaching method*							
Sample of students							170
Teaching	Q22	Q23	Q24	Q25	Q26	Q27	Average
method	1.94	2.27	2.41	2.56	1.97	2.14	2.21

According the table 4.5 above shows the result of students from teaching method component in questionnaire. The result shows that the average scores from table above is 2.21, it means student's anxiety level on fair level, there is reduce of students' scores and the result was different with four results before. For the four components before, student scores show that the level of scores always on high level. The highest scores from this component students get on question number 25. Students get the score 2.56 and it means that students are on fair level for question that stated *"Saya kesal ketika guru memilih teks yang tidak menarik untuk dibaca dikelas"* (It upsets me when the instructor chooses uninteresting texts to read in class). It means that selection of topics is very important. (Wallace 2001), said that if the topic of a text is not interesting to a learner it is almost impossible for this learner to read for pleasure and consequently to become and effective reader. (Gonen 2007) also stated that uninteresting topic in

reading text is considered as a sources of foreign language reading anxiety. The two lowest scores from this component is on question number 22 and question number 26. For question number 22 students get score 1.94 for question that stated *"Saya terganggu ketika guru meminta saya untuk membaca dengan suara keras"* (It bothers me when the instructor calls on me to read out), it means they have no problem if they ask to reading aloud. For question number 26 students get score 1.97 on the question which stated *"Saya merasa tidak nyaman ketika guru mengoreksi kesalahan pengucapan dan terjemahan saya"* (It makes me feel uneasy when the instructor corrects my pronunciation or translation mistakes). For the remaining three questions students get score 2.27 at question number 23, for question number 24 students get 2.41 of scores, and at the question number 27 which stated *"Saya gugup ketika guru menggunakan Bahasa Inggris sebagai media pengajaran dan hampir tidak pernah menggunakan Bahasa Indonesia ketika mengajar"* (I am nervous when the instructor uses English as a media of instruction and hardly ever makes use of our first language), students get score 2.14.

Moreover, the result from five components on the questionnaire show that the average scores is 2.64, it is mean reading anxiety level of students on fair level. And from this last component about teaching method, researcher conclude that students have less problem in the teaching method components, and this also means that teaching method that used by their teacher it is quite appropriate with students.

Discussion

In this part, researcher discusses the analysis of the statistical data that were presented in previous sections. In this research, there is thing to find out about reading anxiety levels among EFL students.

The result from component background and cultural knowledge had been presented in table above. The table 4.1 *(see page)* shows that 2.82 is the mean value of students. This means that English major students have a high level of reading anxiety at the component of background and cultural knowledge in set of questionnaire. From the result above student have high level in general. The researcher also investigated students background and cultural knowledge based on their preference.

Next, the result from component number 2 about students general reading ability. EFL students at early years generally were 2.81 score of mean. It means that students still have a high level on reading anxiety at this component. Components involved in the set of questionnaire also become the measurement of general reading ability of EFL students. From the component of general reading ability, students get high level on all of the question from this component.

Move the third component, the third component is student vocabulary. The result can be seen on table 4.3. The table 4.3 shows that 2.68 is that mean value of students. This means that EFL students have a high level at reading anxiety level from vocabulary component.

Then, the result of fourth component about grammar. The result of early years EFL students' grammar generally were 2.68 score of mean. It means that the result same as vocabulary component, and students still on high level of anxiety.

The last component from the questionnaire is teaching method. The result from the last component can be seen on table 4.5. The table shows that the result of early years EFL students from teaching method component generally were 2.21 score of mean. It means that students have fair level on the teaching method component.