

Chapter Five

Conclusion and recommendation

In this chapter, the researcher summarizes of questionnaire components. The summary explains result from each component in questionnaire. This research is also ended by statements of the researcher about recommendation of this research.

Conclusion

In this research, the researcher aims at finding out Levels of EFL reading anxiety English major students. Before conducting this research, factors that influence in reading process, and anxiety levels in reading process and post-test especially at the early years of EFL students become the background this research. Reading become an important thing in daily life, but every people has different level of anxiety in reading process. This reason might be caused by length of time students learn on EFL. The researcher identify about “What is the level of EFL reading anxiety among English major students?” as the research question.

EFL students, especially at the early years often face reading anxiety, in reading process and post-test. Study showed that beginner foreign language learners often express a feeling of stress, nervousness or anxiety in learning a foreign language in general Horwitz (1986). Liu (2011) said that it is caused by foreign language learners are faced with difficulty in developing the needed reading ability and skills in the target language because foreign language reading is affected by multiple factors, such as unfamiliar scripts and writing system and unfamiliar cultural material. Still according to Hortwitz (1986) said that Foreign language learner is the subjective feelings, psycho-

physiological symptoms, and behavioral responses of the anxious foreign language learner are essentially the same as for any specific anxiety.

In this research, the researcher used quantitative research to find out levels of EFL reading anxiety among English major student. As the instrument, questionnaire was used in this research is adapted study from Zoghi (2012) with the title “An Instrument for EFL Reading Anxiety: Inventory Construction and Preliminary Validation” and distributed to the population as said before. Investigated 243 students’ population and took the sample of 170 students participated in this research. In this research, the researcher also conduct expert judgment to find the validity of the questionnaire. Those participants filled the questionnaire as the instrument of this research on levels of EFL reading anxiety among English major students.

After the data of the questionnaire gathered, the researcher used the score of reading anxiety levels by counting mean value in analysis the data. In general, the data showed that the average of students were 2.64. Thus, students reading anxiety is fair as indicated by finding. To analyze the data, the researchers divide into five components that involved in set of questionnaire. First component is background and cultural knowledge, second is general reading ability, third is vocabulary, the fourth component is grammar and the last is teaching method.

The result from component Background and cultural knowledge had been presented in table before. The table 4.1 (*see page 31*) 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 had high level reading anxiety 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 reach 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.

Recommendation

For the teacher. Teacher should to know and understand more about level anxiety of EFL students, the researcher argues that any lectures of ELED should create

and develop their learning activities that prefer to give more encouragement to be more confident in reading activities, post-test, so student reading anxiety can be minimized.

For students. Student also should get more information and additional knowledge about reading anxiety, so they can learn more and understanding that there are levels of reading anxiety in reading process, and post-test. And if they have problem with reading the anxiety, they can know early and immediately consult with their teacher.

For the next researcher. Finding the result of this research, the researcher found that EFL students at early years have fair level of anxiety. From this result, other researcher might be able to do research in more than 1 university, at 2 or more universities. Therefore, may the result will be even more varied.