

## CHAPTER VI

### CONCLUSION AND SUGGESTION

This chapter describes the conclusion of the research and the suggestion to the certain parties that are related to this research. Here is the description of this research.

#### **A. Conclusion**

The findings presented in this study showed that it was true that both high and low achievers encountered reading anxiety which is caused by some sources of anxiety such as their general reading ability, background and cultural knowledge, vocabulary, grammar, and teaching method. Based on data analyzed from eight participants in this study, only one participant experienced low levels of reading anxiety, the rest were at medium and high levels. This shows that reading anxiety is indeed experienced by both groups of participants and breaks the assumption that high achievers generally experience anxiety not as high as low achievers because there is one high achiever who has a high level of reading anxiety but she has good reading comprehension. The surprising fact that having a certain level of anxiety could be advantageous rather than harmful. It is also in a line with Rezaabadi.<sup>129</sup> This can assist students in maintaining their learning efforts, such as understanding how to deal with any difficulties they have when reading, such as not knowing the meaning of words, having difficulty distinguishing major concepts, and other anxieties. This is indicated by the tendency of high achievers to use reading strategies that are more varied and often contribute much greater understanding, even though their level of anxiety is high.

The two groups, both high and low achievers, did use various reading strategies when facing problems when reading, but with different frequencies. High achievers use metacognitive, cognitive and socio-affective reading strategies much more often than low achievers. In addition, high achievers also use several reading strategies to solve a problem while reading to really improve their

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<sup>129</sup> Rezaabadi Omid, "The Relationships between Social Class Anxiety, Facilitative Anxiety and Reading Test Performance," *Southern African Linguistics and Applied Language Studies* 35, no. 2 (2017): 211.

understanding. the more frequent use of reading strategies in fact can improve their comprehension skills when reading as evidenced by their test results in the think aloud session. Of the three types of reading strategies, the cognitive strategy was the most frequently used by the participants. while the strategy they use the least is metacognitive.

### **B. Suggestion**

Based on the conclusions that have been drawn up, the researcher will give suggestions on several parts that are considered to be important points. The implication of this research suggests a choice for language teachers or lecturers, namely by helping students to reduce their foreign language reading anxiety with various reading strategies since the highest factor that causes them to be anxious about reading is their general reading anxiety. In addition, increasing small group activities, focusing on topics of interest to students, and paying attention to text selection to ensure the suitability of the selection of material with the appropriate level of difficulty can also be considered. Lecturers can also create low anxiety situations to reduce language reading anxiety caused by text features as well. For example, in English class; they can choose topics that are authentic or general to the student's culture and background that builds a vocabulary that is standardized for the student's needs.

Understanding the relationship between language learning strategies and reading can lead to beneficial approaches for teaching reading comprehension to readers, particularly low achievers. These findings suggest that applying strategy training and modifying teaching approaches in circumstances where English is a foreign language should be crucial steps to enhance the development of reading comprehension. It would be beneficial for education systems that teach English as a foreign language to determine the best successful method of incorporating strategy instruction into the curriculum. Based on the findings of this study, initiatives for promoting awareness should be addressed in future research. Different methods can be taught to students during strategy education, and they can also be trained on how to apply the approach successfully.

For further researchers, it is recommended to find techniques that can be applied in English classes to reduce anxiety when students are learning English. In addition, the study needs to be duplicated with a significantly bigger sample of students drawn from four years of university to provide a more accurate picture of the strategies used in the EFL setting. This research only employed one reading task; two distinct reading assignments would be preferable. If participants do this, it will be easy to interpret their strategy use and awareness.