

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This chapter presents the conclusions drawn from the research findings conducted in this study. These conclusions are based on the data analysis presented in the previous chapter and are guided by the research questions central to this investigation. The results of this research indicate that EFL students experience reading anxiety due to several factors, which ultimately result in them being unable to comprehend the material. This study concludes that the factors contributing to reading anxiety among EFL students can be categorized into three main factors: personal factors (e.g., concerns of reading effects, fear of making mistakes, self-esteem, competitiveness, and beliefs), material features (e.g., unfamiliar culture, unfamiliar topic, unfamiliar terminology, words, and vocabulary), and procedural factors (e.g., classroom procedures, instructor-learner interaction, and test anxiety).

Other than that, it can be concluded that EFL students use several strategies to overcome their reading anxiety. After interviewing 10 participants with the same ten open-ended questions, two main strategies were identified. The first strategy is self-relaxation, which encompasses techniques such as suggestion, physical relaxation, and building confidence in their abilities. The second strategy is self-preparation, which includes re-studying, engaging in online learning, and expanding vocabulary through various resources.

## **5.2 Suggestion**

Several suggestions can be made based on the research findings and conclusions presented in the previous section. For EFL students who are not native English speakers, experiencing anxiety is natural and common among EFL students. It is essential to understand that making mistakes is acceptable because English differs significantly from each individual's first language. However, EFL students should learn to manage their anxiety and maintain self-control to achieve their learning goals. Anxiety can be very detrimental and needs to be addressed. Fortunately, there are many resources available to help students learn English, particularly in developing reading skills.

Other suggestions can be directed to lecturers. Some of the participants acknowledged the importance of interaction between lecturer and students. Therefore, lecturers need to pay attention to every student who faces difficulties in reading. This can be achieved by creating a safe and comfortable learning environment, as well as providing constructive feedback. When students feel at ease in the classroom, they can engage in the learning process without being overwhelmed by fear.

For the last suggestion, it can be directed to the researcher. This research can be used as a source for further researchers interested in investigating the same case, in this case, EFL students' reading anxiety when they try to comprehend the materials. Since this study was conducted without using the well-known FLRAS, further researchers can consider using it in their studies and find other findings through a more significant number of participants.