

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This section provides conclusion and recommendation related to the study of foreign language anxiety experienced by senior high school students in EFL classroom, regarding levels of anxiety and possible factors to contribute the anxiety.

A. Conclusion

Based on the data analysis and the result of the study, it can conclude as followed:

1. The result of this research show that most of the students are at “Moderately High Anxiety”. There are 4 (13%) students who experience “Very Low Anxiety” level, 6 (20%) students are in “Moderately Low Anxiety” level, 4 (13%) students have “Moderate Anxiety” level, 11 (36%) student who experience “Moderately High Anxiety” level, and 5 (18%) students is in “High Anxiety” level. Many students experienced anxiety in the EFL classroom and it affects them negatively. Therefore, it is important for the English teacher to be aware of anxiety among their students.
2. From the results of the research, there are various factors that may contribute to their anxiety. There are at least six factors which are found in this study, they are: speaking in front of the class (23%), being laughed at by others (23%), incomprehensible input (20%), teacher personality (10%), students’ beliefs (18%), lack of preparation (6%). The sources of these factors are not only from the teacher but also from the students. Moreover, those factors were discussed in this study, which deepened our understanding of foreign language anxiety.

B. Suggestion

Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by student, teacher and future researcher to improve the quality of English teaching and learning especially in speaking skill.

1. For Teacher

Foreign language anxiety in EFL classroom is one of the teacher must be aware, because anxiety has become important factor which affects student’s language learning process. Therefore, it is necessary for English teacher to know

the level of students' anxiety at the beginning in order to treat the students properly during the learning process. Good acknowledgement of the existence of students' anxiety will absolutely influence the teacher's way in teaching English. Using FLCAS (Foreign Language Class Anxiety Scale) at the beginning of the semester to the students will help the teacher knowing the anxiety level from each student. Thus, the teacher can find the solution to help student reduce their anxiety. Moreover, they can arrange the material which suitable with the students, so it can improve the quality of English learning process.

2 For Student

Each student definitely has anxiety feeling in different level. For the students who have high anxiety, they need to get involved to reduce anxiety in classroom. The students should cooperate with one another in order to create a comfortable environment in the class. The students with low anxiety level should not ridicule other students with high anxiety; they should to help them when they get difficulties. They should realize that making mistakes in learning foreign language is common and it is naturalness.

3. For Future Researcher

Due to the limitations of this study, the researcher hopes that the future researchers will conduct a better research about language anxiety in different skills area such as writing, reading, and listening. The issues about language anxiety will never be expired, because most of foreign language learners are definitely face this problem. Therefore, further investigations about certain methods that can help students reduce their anxiety in learning English are extremely need

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