CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of conclusion on the study and the recommendations for further study. The first part of this chapter is aimed at giving concluding remarks on the present study about language anxiety, which is based on qualitative data. Due to the limitations and weaknesses of the present study, the second part of this chapter presents several recommendations for further studies.

5.1. Conclusion

The presents study was conducted to investigate the perceived levels of anxiety by foreign language students in senior high school, to figure out the sources of students' language anxiety and anxiety-provoking situations among them, and to investigate the types of anxiety coping strategies applied by senior high school students.

The results of this study showed that language anxiety occurred to the level of senior high school whether in social or science class under investigation. It showed that second graders of senior high school had the feeling of anxiety in their English classrooms. Students in both social and science class under investigation showed apprehension at a mildly anxious level.

In exploring the sources of anxiety in foreign language classrooms, it was found that internal and external aspects played a role in triggering anxiety in foreign language classrooms. The internal aspects include students' low proficiency and self-confidence, negative experience toward English, and low

self-esteem. Meanwhile, the external aspects comprise competitiveness and classroom activities. In this study, there were three categories of anxiety-provoking situations found in the data. Oral presentation, fear of being called on to respond orally, and tests were the anxiety-provoking situations for students.

To answer the third research question about the strategies students employed in coping language anxiety, the researcher utilized the categorization of strategies which were based on Kondo and Yang's study (2007). It showed that students in Social and Science class were employing various strategies that would help them reduce anxiety in the classroom. However, Social and Science students showed different proportion in the strategies they used. Most of the Social students tended to use resignation strategies, which were indicated by escaping language classroom than striving hard to learn the subject more. On the other hand, most students in science class were likely to employ preparation strategy, which was indicated by their hard work to prepare and study the subject at other times or by reading relevant materials that supported them to understand the subject given.

5.2. Recommendations

It was obvious that language anxiety was experienced by students under investigation. Since this feeling of apprehension can contribute to an affective filter, which prevents students from receiving input, and then produces language acquisition fail to progress, there are some point to consider about ways to diminish language anxiety among students. Boosting the self-esteem and self-confidence of students by providing multiple opportunities for classroom success

in the language will help students to reduce the anxiety. Besides, encouraging moderate risk-taking and tolerance of ambiguity in a comfortable, non-threatening environment and providing activities that address students learning styles and strategies in the classroom will give benefit to students.

Due to the limitations and weaknesses of the present study, several recommendations for further study are necessary to mention. The present study examines the levels of anxiety among students of senior high school and the strategies they employ in coping with language anxiety. However, the effectiveness of the strategies is still needed to be examined. Therefore, the next study can explore and investigate how effective the strategies are. In addition, the study about anxiety in four language skills, such as reading, writing, or listening can also be explored.