CHAPTER V
CONCLUSION, LIMITATION, AND RECOMMENDATION

This chapter reveals conclusions of the data analyses and discussions that are exposed in the previous chapter. It states the answers for the research questions that have been directing this paper. It also presents several gaps in some areas. These gaps are discussed as limitations of the study. Then, the limitations provide several recommendations for further studies in the same area.

5.1 Conclusion

This study reports language anxiety levels of students in EFL classroom, their anxiety source and their coping strategies. The study was conducted in university EFL classroom in Bandung. The findings of discussion can be described as follow:

First of all, the students had various level of language anxiety in EFL classroom. The students experience moderate level of anxiety had the highest percentage (37,14%), while those who experienced low level of anxiety had the lower of percentage than the moderate (34,28%). Meanwhile, the students with high level of anxiety had the lowest percentage among others (28,58%). It is in line with many statements that students experienced certain levels of anxiety in the foreign language classroom (Aida, 1994; Horwitz et al., 1986; Williams & Andrade, 2008). Moreover, it can be inferred from the result that most of students in university level are not really anxious in learning English. In line with this result, the previous result conducted by Machida (2006) found that all his Japanese students got the means of level anxiety below 3 which means that all of them are not very anxious. Moreover, Kitano (2001) and Saito and Saimy (1996) argued, that Asian learners "level of anxiety increased as they gained proficiency

whereas learners" of Spanish and French anxiety decreased as their language proficiency decreased (Frantzen & magnan, 2005).

Secondly, the participants stated that the highest percentage of their source of students' language anxiety is communication apprehension (41,52 %). Meanwhile, test anxiety has the lower percentage than communication apprehension (32,81 %). The last source, fear of negative evaluation, has the lowest percentage among the other sources (25,67). Supporting this result, Horwitz stated that most people experience communication apprehension when they learn a foreign language. (Horwitz : 1996). However, Horwitz also revealed that because of test anxiety, "even the brightest and most prepared students often make errors" (p. 128). In addition, in his study Machida (2006) stated that "the instructors' perceptions of learners" mistakes may be another factor to allay anxiety. The main source in communication apprehension came from speaking anxiety. Supporting this result, many researchers (e.g., Price, 1991; Williams & Andrade, 2008) stated, speaking in front of other students was a greatest source of foreign language anxiety. Williams and Andrade also mentioned that not only spontaneous use of the target language but also prepared language use in public make learners feel pressure in a classroom.

Relating to fear of negative evaluation, which has the lowest percentage among the other sources, it is little bit different with the Aida (1994) result, when the least factor of Japanese students anxiety was Test Anxiety. In this study, students tend to be afraid to get bad score. In line with this, a recent article by Gardner and MacIntyre reports that "the best single correlate of achievement is Language Anxiety" (p. 183). Accordingly, it appears that language anxiety might not be neither simply what Horwitz, Horwitz, and Cope (1986) refer to as apprehension about negative evaluation of their second language by the fluent speakers in the class nor just what Guida and Ludow (1989) define as test anxiety

stemming from the fear of failure (hence negative evaluation) in a particular test. Rather, it seems to be an apprehension about the negative halo effect (or devil effect), whereby a person evaluates another as low on overall competence because the individual is low on one aspect such as linguistic competence (Asch, 1946). As seen above, the participants of this study had displayed their anxiety more out of fear about negative evaluation of their overall competence by others than that of English made by themselves.

The last, coping strategies that students used in this study were generally flight behavior. Of the four defense mechanisms, the most common coping strategies exhibited by the participants of this study were the flight behaviors such as avoidance, rationalization and withdrawal. The results supported the previous studies. Kleinmann, 1977; McCroskey, 1984; and Pappamihiel, 2002 have demonstrated the typical behavior patterns of language learners to cope with language anxiety are avoidance of and withdrawal from anxiety-eliciting situations. In contrast, aggressive behaviors (displacement, cynicism or negativity, interrogation, and acting out) were not observed. Only competition which specifically means the effort to demonstrate superiority either in front of their friends or their lecturer in order to avoid a negative evaluation of overall incompetence. (Ehrmans, 1996). In other hand, relating to compromise behavior, this kind of defense mechanism can be viewed as constructive responses to language anxiety, and usually shown by relatively mature language learners. (Ehrman, 1996). In line with this statement, all the participants in this study showed this mechanism. However, it's only anticipation behavior that they revealed from interview and observation data.

With this conceptualization, then, it is possible to come up with the theoretical implication that language anxiety is not only situation-specific in that its level can differ from one situation to another, but also 'response-specific' in

that its level can vary depending on what defense mechanism has been mainly employed so far. Additionally, it can be stated that the interaction between language anxiety and defense mechanisms employed is an on-going process. Therefore, a level of anxiety seen today could reflect in part how well an individual has responded to previous anxiety provoking situations. Similarly, no less significantly than the specific situations to be faced in the future or the innate propensity to anxiety, the future level of anxiety would depend on with what defense mechanism the individual will respond to the anxiety eliciting situation in the days to come. This conceptualization is possible in this study for it is the first research attempt to focus on defense mechanism with Ehrman's (1996) theoretical framework that specifically addresses how people respond to language anxiety.

5.2 Limitation of the Study

This present study is limited in some ways. As stated in chapter three, this study was conducted only in university level where students learn English in EFL classroom. Therefore, the result cannot be generalized to other contexts.

Secondly, subjects of this study were asked to recall their experiences in the first year English classes and to indicate their feelings about those classes. There was a three month gap between the time when they completed the first year course and the time of their anxiety assessment. For some students, the strong anxiety reactions they had experienced in the first year class may have been lessened by the end of the year. Therefore, the accuracy of their recall of their anxiety experience cannot be completely guaranteed.

The last, the subjects were only those who had completed two semesters of English course. A study using students with a longer history of English language learning may produce different results.

5.3 Recommendation

This study offers several recommendations that provide some spaces for further studies in the field of language anxiety and several suggestions that can be useful for teachers to teach EFL in their classroom.

The findings of the study suggests the important role of teachers in lessening classroom tension and in creating a friendly, supportive atmosphere that can help reduce students' fear of embarrassment of making errors in front of peers. Students will appreciate and learn more from teachers who are able to identify students experiencing foreign language anxiety and take proper measures to help them overcome that anxiety.

Future research should look into potential interactions between anxiety and other student characteristics such as learners' beliefs about their own language ability, self-esteem, help-seeking behaviors, and knowledge and use of language learning strategies. As Aida (1994) stated that anxious students may be anxious in the classroom because they may not know how to ask questions to clarify their assignments or how to organize and process information to enhance their understanding of the material. Some students may need assistance from the instructor, but do not ask for help because they might view help-seeking as a manifestation of weakness, immaturity, or even incompetence. They might feel lost in the language classroom and anxious about the teacher discovering their problem.