CHAPTER V
CONCLUSION AND RECOMMENDATION

5.1. Conclusion

This study examines language anxiety, particularly language anxiety in speaking performance. The investigation of language anxiety in speaking performance deals with four research problems whose aims are (1) to portray the extent to which learners in urban and rural secondary schools experience language anxiety in speaking performance, (2) to explore why learners experience language anxiety in speaking performance in English classrooms, (3) to recognize how the learners cope with their anxiety about speaking performance in English classrooms, and (4) to find out whether school origins and learners' language anxiety are related to their speaking performance in English classrooms. The findings of each of these research problems have been presented in Chapter 4.

Concerning the first research problem, it has been depicted in chapter 4 that the extent to which learners experience language anxiety is divided into three parts of discussion, comprising overall, urban, and rural learners' anxiety levels. Overall, most of the learners are in the normal level, meaning that they are neither relaxed nor anxious. This level of anxiety is also prevalent in the overall anxiety level seen from three anxiety components. Among the learners in the urban and rural school, their average scores is also in the normal level of anxiety, but some of the components and its sub-areas are in the anxious levels. Among the urban learners, the components from the highest to the lowest are fear of negative evaluation, communication apprehension and test anxiety, and the three highest sub-areas are peer pressure, teaching styles and activities, and receiver anxiety. Meanwhile, the rural learners score the highest averages of communication apprehension component followed by fear of negative evaluation and test anxiety component as the lowest average, and of peer pressure sub-area followed by communication with others and teaching styles and activities sub-area.

In regard to the reasons for their language anxiety, it is found that four factors bring about language anxiety in speaking performance among the learners,

encompassing lack of preparation, teaching styles and activities, learner personality, and fear of making mistakes. These factors are categorized into two general circumstances of speaking performance: prior to the speaking performance that includes lack of preparation and teaching activities, and whilst the speaking performance that includes learner personality and fear of making mistakes. Lack of preparation is found to have been triggered by learners' laziness as a result of inappropriate teaching and learning instructions. Teaching activities which create anxiety-provoking situation as perceived by the learners is because of speaking in front of the class and suddenly being singled out by the teacher. In addition, it is revealed that learner personality results from the learners who are shy and less confidence, and a fear of making mistakes are related to lack of vocabulary. These findings suggest that language anxiety resulting from these factors may lead to both facilitating and debilitating anxiety.

In addition, five anxiety-coping strategies are also identified, including preparation, relaxation, positive thinking, peer-seeking, and resignation. Among the urban learners, the most frequently used strategy based on the questionnaire analysis is preparation, whilst the least frequently used strategy is resignation strategy because this strategy is employed as the last choice if only the anxiety is persistently experienced. In the meantime, among the rural learners, relaxation becomes the mostly used strategy and resignation is the least used strategy. The five strategies are in line with what is found by a number of researchers concerning this matter: preparation (see Kondo & Ling, 2004; Wei, 2012; 2013), relaxation (see Pappamihiel, 2002; Kondo & Ling, 2004; Wei, 2012), positive thinking (see Kondo & Ling, 2004; Wei, 2013), peer seeking (see Kondo & Ling, 2004; Corey, 2012b; Wei, 2013), and resignation (see Kondo & Ling, 2004; Pappamihiel, 2002; Iizuka, 2010; Wei, 2012; 2013).

In response to the relationship between school origins, language anxiety and speaking performance, it is found that there is a significantly medium correlation where school origins and language anxiety simultaneously are related to speaking performance (R=.556). Despite an insignificant correlation of school origins and speaking performance, the presence of the school origin variable results in a

higher correlation coefficient to predict speaking performance when merged with the language anxiety variable. Moreover, there are also significant effects of these two independent variables both simultaneously or partially on learners' speaking performance. Therefore, the results suggest that both school origins and language anxiety can determine speaking performance, in similar vein to previously found research reports that language anxiety affects speaking performance (Horwitz, et al., 1986; MacIntyre & Gardner, 1991; Woodrow, 2006; Puškar, 2010).

To sum up, language anxiety is prevalent among the learners, although their levels of language anxiety are different from one another. This shows that anxiety sensitivity exists since the urban and rural learners denote their distinct proneness to threatening-perceived situations. Given these differences, their reasons for the emergence of language anxiety and their resolution to cope with language anxiety are also varied. This variation may be dependent upon the extent of language anxiety underwent by individuals. Regardless of the distinction on susceptibility to language anxiety among the learners, speaking performance can significantly be influenced by language anxiety and school origins. However, the data denote language anxiety thresholds to determine its effects detrimental or beneficial to speaking performance. It is detrimental to those with at least 130 points of language anxiety, and is beneficial for those with language anxiety score 77 or lower. In the meantime, language anxiety scores ranging from 88-129 can be either detrimental or beneficial to speaking performance. This occurrence signifies speaking performance influenced not only by anxiety, but also by other affective or cognitive factors.

These findings reveal that language anxiety is one important aspect that is associated particularly with speaking performance. Its importance is shown not only in the multiple correlation coefficient but also in the data from interview and questionnaire administered to the learners. Besides correlated negatively with speaking performance, language anxiety can also be instrumental in bringing about the increase and decrease of self-confidence and motivation. This is manifested in language anxiety facilitating and debilitating for the learners' language learning. Thus, maintaining the facilitating anxiety among the learners

should be seriously considered in order to suppress debilitating anxiety that in turn has a detrimental impact on learners' language learning and acquisition.

5.2. Recommendation

Given several findings in this study, some recommendations are proposed in order to eventually overcome the matter of language anxiety particularly in speaking performance. The recommendations are concerned with the implications on teaching and learning instructions employed by the teachers and the limitations of this present study. Its implications on teaching and learning is expected to enhance teachers' awareness of language anxiety which to some extent affect learners' performance, while the limitations of this study can be minimized in further research conducted with some modifications as will be presented in the following paragraphs.

It is important for the teacher to be aware of prevalence of language anxiety among the learners. As aforementioned that the learners, either in urban or rural secondary school, experience certain levels of language anxiety, teachers' awareness of this phenomenon can help in providing learners with less threatening, friendly classroom environments. Moreover, their awareness can also lead to open-mindedness that every single learner learning a foreign language undergoes language anxiety with different anxiety sensitivity. This suggests that not all learners reluctant to speak are caused by their low English proficiency, but possibly due to severe language anxiety. Therefore, teachers should keep in mind that some situations considered anxiety-provoking by a specific learner may be responded distinctively by another learner and vice versa.

It is also suggested that teachers' ways of teaching are delivered appropriately in such a way that will not worsen learners' sense of anxiety. Teachers can treat learners fairly for what they have done. For instance, once some learners make mistakes in speaking, the correction and feedbacks should not be singled out to the learners because such correction and feedbacks can discourage the learners' efforts and create more threatening circumstances leading to highly anxious feeling. Feedbacks and correction can be delivered after all the

learners' performance in order to create nonjudgmental situations. Treating learners differently for their ability or participation in class has to be avoided.

The last implication for teachers is to emphasize their role in class which is supportive to learners. As one of the anxiety-coping strategies is preparation, teachers can support learners' preparation before speaking performance by working out problems they encounter before the performance. If learners ask for teachers' help in terms of vocabulary, teachers can give a suggestion on the appropriate words and how to pronounce these. This can enhance their confidence since they perceive that vocabulary used by them is supported by their teachers. Furthermore, their support can also be provided by means of awards given after the performance in order that they are valued properly. This is done to ascertain that what learners have done in speaking performance is valuable and appreciated.

Some recommendation are also addressed to the limitation of this study regarding the limitation of samples, data collection techniques, and an issue of the effectiveness of the anxiety-coping strategies in alleviating language anxiety. The recommendation are proposed for other researchers interested in this issue to broaden knowledge and understanding of language anxiety matter. Since this study merely involves a small number of learners from a school in each urban and rural area, future work in this field may involve a considerably large groups of learners to allow for more precise interpretation and generalization about this language anxiety issue.

The use of data collection techniques can also be improved through the administration of observation in addition to the questionnaire and student interview. Observation can be conducted to see natural occurrences of anxiety-coping strategies employed by learners, used as enrichment to the data gained through the other data collection techniques. Furthermore, the effectiveness of the anxiety-coping strategies to alleviate language anxiety in speaking performance remains unclear and hard to determine. Further research is expected to reveal its effectiveness by developing some criteria or instruments. Finally, to provide in-depth understanding of language anxiety, it is advisable that other researchers

incorporate various data collection techniques with other methods of inquiry such as ethnography or grounded theory.