CHAPTER V
CONCLUSION AND RECOMMENDATION

This section provides conclusion and recommendation related to the study of foreign language anxiety experienced by junior high school students in English classroom, regarding types of anxiety, possible causes and learning activities to overcome the anxiety.

5.1 Conclusion

This study examines foreign language anxiety among junior high school students in English as a Foreign Language classroom which investigated types of foreign language anxiety, possible causes of foreign language anxiety and learning activities to help students overcoming the anxiety in English classroom. The findings of this study have been presented in Chapter IV.

Concerning the first research question related to types of foreign language anxiety occurred among junior high school students when learning English in the classroom the data has shown that private junior high school student did experience language anxiety. Before extending the types of foreign language anxiety, the data from first questionnaire which is Foreign Language Classroom Anxiety Scale (FLCAS) was obtained to reveal the learners’ level of foreign language anxiety. Based upon the data, out of 50 respondents, there were six students (12%) in Anxious Level, 24 students (48%) in Moderate Level, and 20 students (40%) in Low Anxious Level.

Meanwhile, for each component of language anxiety, the data shows that performances anxieties which comprise communication apprehension, test anxiety, and fear of negative evaluation are all in Moderate Level with the overall mean 2.824 after consulted to the computation of categorization of component level range from 1 at the lowest end and 5 at the highest end, with the moderate level range from 2.601 – 3.400. The result indicates that junior high school encountered performances anxiety but not extreme or severe.
Regarding the aforementioned result, the data from close-ended questionnaire (FLCAS) supported by the data from open-ended questionnaire, interview and classroom observation, was also obtained to elaborate the learners’ level of foreign language anxiety and types of foreign language anxiety regarding performances anxiety in English as a Foreign Language classroom. Communication apprehension, test anxiety and fear of negative evaluation are captured as performances anxiety that occurred among junior high school students when learning English in the classroom.

Anxious students find difficulties to utter English words and sentences whether in dyads, group or even in public. Respondents admitted that they were tremble and nervous when they had to perform in front of the class and/or to answer questions from teacher or to involve in class discussion about one topic. Receiver anxiety was also occurred during the learning process where students became anxious and worried when they didn’t comprehend well what the teacher is saying in English classroom. Thus, this condition will further decrease students’ motivation and confidence to learn English. As a result, negative attitude towards English is developed by students in the classroom and further will influence to their achievements and language proficiency.

Test anxiety was one of performance anxieties that also encountered by junior high school students in English classroom. Respondents mostly admitted that they were afraid of failing their English class due to insufficient grades. Fear of failure becomes tremendous when students are in specific-situation such as oral or written test. Students and parents’ expectation was also triggered test anxiety among junior high school because most of parents have high expectation on their students to achieve good grades.

In regard to communication apprehension and test anxiety, fear of negative evaluation was also performance anxiety that encountered by students in English classroom. Students were anxious due to negative feedback or cynical statement from their friends or teacher, particularly when they had to perform in the classroom using English.
Considering the existence of foreign language anxiety among junior high school students in English classroom, some possible causes were also captured in this study to answer the second research question. It is considering important to investigate the factors that cause foreign language anxiety in order to help students to acquire, produce and perform foreign language successfully. Lack of preparation, fear of making mistakes which closely related to incomprehensible input, teaching activities and learners’ personality are some factors that cause language anxiety among students in English as a Foreign Language classroom.

Those factors, in some cases, hinder the students to perform well in the classroom. Therefore, teacher’s awareness towards the anxiety-provoking situation in the classroom should be main concern in order to help students overcome the anxiety itself. Providing and facilitating students with various learning activities is considered important due to its benefit to aid students overcome the anxiety in learning a foreign language.

Therefore, several learning activities that can help students overcome the anxiety are captured in this study to answer the third research question. Based upon the data gained through an open-ended questionnaire, interview and class observation, there are at least three learning activities that can facilitate students to decrease the language anxiety. Those are pair or group work, games, listening to and singing a song. These learning activities are presumed by the respondents as fun learning activities that enable them to engage meaningfully during the learning process in the classroom.

By doing pair or group work, students are given plenty of opportunities to share ideas, to communicate, and to elaborate cooperatively in acquiring and attaining the language with their peers through the activities in the group. Meanwhile games are fun activities that enable the students to play and learn at the same time. By doing games, students feel the excitement of playing and acquiring the language subconsciously. Other learning activity that can help students overcome the anxiety is listening to and singing a song. This activity enables students to have entertainment and to acquire and learn foreign
language in pleasurable way. Students can learn a lot of vocabularies, sentences construction and more importantly they can learn to pronounce English words appropriately.

5.2 Recommendation

Considering the findings revealed in this study, some recommendations are proposed in order to eventually overcome the foreign language anxiety among junior high school students in learning English in the classroom. The recommendations are concerned with the implications on teaching and learning instructions and methods employed by English teachers and the limitation 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 limitation of this study can be minimized in further research conducted with some modifications as will be presented in the following paragraphs.

Due to the existence of foreign language anxiety, it is considered important for the teacher to be aware of prevalence of language anxiety among the learners. As aforementioned that the learners experience certain levels of language anxiety, teachers’ awareness of this phenomenon can help in facilitating learners with less threatening, friendly classroom environments. Moreover, teachers’ awareness can also lead to open-mindedness that every single learner learning a foreign language undergoes anxiety with different anxiety sensitivity. This suggests that not all learners reluctant to communicate using English are caused by their low English proficiency, but possible 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 or pronouncing the words, the
correction and feedback should not be singled out to the learners because such correction and feedback can discourage the learners’ efforts and create threatening circumstances leading to highly anxious feeling. Correction and feedback can be delivered after all the learners’ performance in order to create non-judgmental 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 the class which is facilitative and supportive to learners. Considering several learning activities that can help students overcome the anxiety, it is considered important for English teachers to employ teaching methods and techniques that can facilitate learners to eliminate foreign language anxiety. Various teaching methods and techniques in English language learning can enhance students’ motivation and confidence to acquire and learn the language itself. Furthermore, teachers’ support can also be provided by means of awards given after the performance in order that learners are valued properly. This is done to ascertain that what learners have done in English language classroom is valuable and appreciated.

Some recommendations are also addressed to the limitation of this study regarding the limitation of samples, data collection techniques and an issue of several learning activities to help students overcome the language anxiety. The recommendations are proposed for other researchers who interested in this issue to broaden knowledge and understanding of language anxiety matter. Since this study merely involves a small number of learners from one junior high school, future work in this similar field may involve a considerably large group of learners to allow for more precise interpretation and generalization about this foreign language anxiety issue.

The use of data collection techniques can also be improved through the administration of observation in addition to the questionnaire and students interview. Observation can be conducted to see types of foreign language anxiety occurred among learners in the classroom, possible causes and learning activities to overcome the anxiety, used as enrichment to the data.
gained through the other data collection procedures. Furthermore, the effectiveness of learning activities to alleviate foreign language anxiety in English classroom remains hard to determine. Further research is expected to reveal its effectiveness by developing some criteria or instruments.

Finally, to provide in-depth understanding of foreign language anxiety, it is advisable that further researchers who are interested in investigating foreign language anxiety to incorporate various data collection techniques with other methods of inquiry, such as descriptive analysis or grounded theory.