

CHAPTER V

CONCLUSION, LIMITATION, AND RECOMMENDATION

This chapter contains conclusions of the data analyses and discussions of the findings 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

In this research, it was found that the students' average level of motivation was moderate and the students' average level of anxiety was high. It was also found that there was a high negative correlation between Anxiety and Speaking Performance as well as between anxiety and motivation. On the contrary, Motivation has a high positive correlation with the students' speaking performance. Moreover, multiple regression analysis was used to test if the affective factors significantly predicted students' speaking performance. The result of the regression indicates that the two predictors explains the speaking performance variance. It was also found that Motivation significantly predicted speaking performance as did Anxiety. Moreover, anxiety had a stronger effect on the speaking performance.

This research investigated various aspects of students' motivation and anxiety and oral performance. The findings showed the general features of the vocational students' affective factors. This research found that the students had stronger instrumental orientation such as high attainment value of future job & career as well as academic performance orientation. Some features of their integrative orientation were also shown by their awareness of the global use of English, desire to be fluent in English and awareness of the importance of English in Education. These positive affective factors are beneficial in helping students' performance.

However, some negative features of their affective factors, such as

communication apprehension with native speakers, low interest in English,

unfavorable attitude toward learning English, low desire to spend extra effort to learn English and fear of negative evaluation may hinder their potential to gain success in their learning. This negative affective factor requires teachers attention as it may hinder students' potential to perform their best.

Teachers must be sensitized to the issue of affective factors in English class and need to give additional time and effort in dealing with the problem. Teachers must be aware of the impact of individual differences on learning. Moreover, they can do a great deal to help lessen the anxiety of the classroom by modifying their teaching method. The following suggestions may be beneficial for the teachers if they are to help their students confronting with the problem:

1. Students should realize that learning English is a life-long process and it takes time. It is impossible to master a language overnight.
2. In speaking, students should focus on the message to be conveyed rather than mistakes. Sometimes, making errors is a natural part of the learning process.
3. Teachers should be respectful for students and fully concerned about their students' learning. Teachers' personal characteristics with a sympathetic attitude towards the problems and fear of the students can create a positive, non-threatening atmosphere within the classroom which could raise students' level of motivation and effort by providing positive reinforcement.
4. The use of good learning strategies can improve students' English proficiency efficiently. Students with good learning strategies tend to learn English with success.
5. Students need an environment free from intimidation and feelings of inadequacy so the students will be motivated to learn in the environment where English is practiced with little fear or embarrassment. A language learning environment design is often related with the quality of teachers and instructional methods.

5.2 Limitation of the Study

It is believed that students' learning is a timely process. Therefore, longitudinal investigation, which include time variable to observe how the students' affective factors change during their process of learning, may give a more comprehensive understanding on this field. The recent study was conducted in a small number of samples and only the second grade was involved in the study. The English course program is held after the regular classroom schedule and it is spread out in different day and different instructors. Therefore, researcher has a limitation in collecting a bigger sample.

5.3 Recommendation

The data in this research were collected at one time administration only. Therefore, the results cannot investigate if there are changes in the anxiety, motivation and autonomy levels of the participant's overtime. Longitudinal investigations should be made within time span to examine if the time in between administrations make changes in the variables. Further research also needs to be done to examine the effect the sub variable of anxiety, motivation and autonomy on class performance of students and to determine which sub variable, if any, give a better contribution to the students' success.

It will also be interesting to find out if the time of the class schedule makes a difference. If the two classes had met during different times, for example, one class in the morning and another in the late afternoon, will the results obtained be different, in terms of changes in affective factors and the teacher's effect. Moreover, further research in different settings, such as with a different time or language group or with a different age group will also give a deeper insight into the study.