

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is presented as an eventual summary of the research which includes conclusions and recommendations. Presented in two sections, first, this chapter provides conclusions derived from the findings and discussions on the data analysis. Whereas the recommendations are drawn to give some inputs for the readers in conducting further research in this field.

5.1 Conclusions

This study was conducted to focus on three main purposes: a) to find out the level of foreign language anxiety experienced by the students. b) to identify the factors of foreign language anxiety. c) to investigate the students' coping strategies in foreign language anxiety. The collected data in this study included field notes during classroom observation, distributing questionnaires and semi structured interview.

Meanwhile, this study found that most of the students were very anxious about studying English as a foreign language, but there were six students interviewed by the researcher, two students categorized as low anxious students, two students categorized as moderate anxious students and two students categorized as highly anxious students. The students feel anxious, particularly frequent during speaking activities, communication apprehension. In this study, some students often feel anxious, fear, nervousness, shyness and they start to avoid teaching activities. All aspects of using and learning a foreign language can cause anxiety, listening and speaking are regularly cited as the most anxiety provoking of foreign language activities. In response to the first research question, it came to the conclusion that over half of the students experience anxiety when they learn English. This result was taken from the questionnaire that has given to the students.

Moreover, it can be concluded that in this study, anxiety was provoked by three aspects, namely communication apprehension, test anxiety and fear of negative evaluation. Based on the questionnaire and semi-structured interview data, communication apprehension have the highest score among other sources of language anxiety. Most people experience communication apprehension when they learn a foreign language.

Furthermore, in terms of facing foreign language anxiety, the respondents of this study displayed a range of coping strategies, and every respondent used some or all of them in greater or lesser degrees in the classroom. The most common coping strategies exhibited by the respondents of this study were the flight behaviors such as avoidance or withdrawal. Here it is important to note that avoidance was found not only among the higher anxious respondents, but also among the less anxious respondents.

5.2 Recommendations

After completing this present study and drawing the conclusion from the findings and discussion, 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 English in their classrooms.

For the English teacher, the findings of the study suggest the important role of teachers in lessening classroom tension and creating a friendly, supportive atmosphere that can help reduce students' fear of embarrassment of making errors in front of peers. The teacher can be a facilitator and frequently praising the students' works or giving instruction clearly by using a model. In this study, the student thought that English is hard to learn, most of the reasons are students do not have a high motivation and inconsistent while studying English language. Moreover, the teacher should recognize that anxiety is one of the reasons of why the students having difficulties in learning English.

At the beginning of English class, it would be the way to find out the existence of the students' anxiety in learning foreign language. Thus, English teacher will have a better understanding about their students' anxiety and they can

find the suitable strategy to overcome the problems and set the best method. In order to learn a new language, they must be highly motivated and consistent and the method applied to students all this time is not effective at all. Therefore, the student will appreciate and learn more from teachers who are able to identify students' experiences of foreign language anxiety and take proper measures to help them overcome that anxiety. People with more anxiety-provoking experience in the past are more likely to become anxious about similar situations later, and accordingly, adolescents can have major problems later in learning the language if these difficulties have not dealt with earlier.

For the prospective teacher in Indonesia, it is important to introduce them that anxiety in English class occurs. As the future teacher they could be aware of their students' anxiety that could affect their performance in learning English and make improvement in the teaching strategies. In light of this, more research on the language anxiety of adolescence need to be conducted to develop the viable strategies and programs for adolescents to cope with language anxiety with various teaching techniques.