

## **Chapter v**

### **5.1 CONCLUSION**

The present study was designed to determine the level of English language speaking anxiety and the dominant factor that contributes to English speaking anxiety among Moroccan and Indonesian high school students. The foreign language anxiety is a critical issue and has influenced the development of students' speaking skills over the years. Foreign language speaking anxiety is a feeling of discomfort and worry that urge students to avoid speaking the target language. Based on the findings, it suggests that the majority of Moroccan and Indonesian high school students have moderate level of English speaking anxiety. The dominant factors that contribute to this issue are fear of making mistakes, fear of negative evaluation and others. From the results of calculations and analysis that have been done in the previous chapter, it can be concluded:

1. The majority of Indonesian and Moroccan EFL learners experience a medium-level of English speaking Anxiety.
2. The majority of Indonesian and Moroccan students experience a medium Communication Apprehension anxiety, and few students experience a high level.
3. Indonesian high school students experience a medium level of fear of language tests anxiety, while their Moroccan fellows experience a low-level.

It is recommended that the teachers be aware of the importance of the psychological variables that affect students' speaking performance. Teaching a language is not only about structures and instructions, but it is mostly about the way the teaching and the learning process happen. The policy makers are recommended to provide teacher training in psychology and behavior in order for the teachers to have an overview about the difficulties and obstacles a foreign language learners' face in speaking the target language. As we can see, most of students experience anxiety because of fear of making mistakes or the fear of being evaluated by others. These, therefore falls under the psychology of students and their self-esteem and self-confidence. Moreover, more speaking opportunities should be given to students to express themselves and to practice the language. Practice makes perfect and if we don't practice, there is a big possibility to experience anxiety as mentioned by the interviewees. They feel uneasiness and nervousness when they have not enough vocabulary and when they are unprepared. Developing teaching methods and learner-centered strategy is recommended.

(Erozkan, 2009, p.835) suggested an attachment theory that says: “An experience of healthy attachment can cause a child to feel that the world is a safe and accepted place in which he fulfills his value causing him to have a high self-esteem., self-esteem and high self-esteem.”

## **5.2 Limitations of the study**

The first constraint of this study is time constraint. The researcher had to collect data from two groups, Moroccan students and Indonesian students. Collecting questionnaires and interviewing students was challenging especially that the researcher is based in Indonesia. That make it hard to contact the Moroccan students that were, at the time of collecting data, in the period of exams, that was followed by a three months holiday. Moreover, a sample of just 30 subjects may affect the research outcome. The other constraint of this study is the translation of the FLCAS questionnaire adopted by Horwitz into Bahasa Indonesia and Arabic. The translation might not be effective, which might have affected the results. Moreover, the interviews were through social media. Some of the interviewees preferred to write their responses instead of oral interview. This might not give the interviewer a big picture of how the subjects feel in speaking English. It is recommended for similar studies to observe the subjects and conduct a face to face interview to better understand the level of EFL speaking anxiety experienced by the subjects and its sources.

## **5.3 Recommendations**

Anxiety is one of the factors that inhibit students’ focus on learning English as a foreign language. A number of approaches can be used to reduce students’ anxiety in speaking English inside or outside the classroom. Teachers are required to create a warm, motivating environment in classrooms. The appreciation and consideration of students’ feelings enhance their willingness and courage to be involved in speaking tasks. Moreover, one of the approaches for reducing students’ anxiety is appreciating students as the center of learning and teaching process. Students should be given enough time to express themselves. Teachers and build their self-confidence. For policymakers, schools and teachers should be provided with facilities and continuous trainings. Also, students should be sensitized of the importance of learning English and how it can open doors into a flourishing future. Moreover, the policymakers should increase the amount of weekly hours of English classes with a focus on English speaking skills.