

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions and recommendations. These conclusions were based on research findings in the previous chapter. Some recommendations are also given in the end of this chapter.

5.1 Conclusions

Regarding this present study, there are three main conclusions. The first is about the levels of anxiety experienced by male and female students. The second is related to the factors contributing to the students' learning anxiety in EFL classroom in relation with gender and anxiety levels. The third is related to the anticipated anxiety-reducing factors in an EFL according to male and female students' perception based on their levels of anxiety.

In relation to the level of anxiety it can be concluded that there are five levels of anxiety which were experienced by both male and female students. The levels of anxiety are very low anxiety, moderately low anxiety, moderate anxiety, moderately high anxiety, and high anxiety. There is no significant difference between male and female students related to the levels of anxiety in term of frequency. Regarding the factors contributing to learning anxiety, there are some factors which are experienced by students. The factors are various in relations to the level of anxiety and gender. Some of the factors are experienced by male and female students. Meanwhile, few of them are only experienced by one of male and female students. The factors are learners' negative self-perception,

Wisnu Wardani, 2018

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speaking activities, lack of preparation , lack of comprehending ability, fear of language testing, the lack of confidence, being called forward and fear of being laughed at by peers.

Considering the anticipated anxiety-reducing factors that can reduce students' learning anxiety, there are four main themes in relation with this issue; the role of teacher, teaching instruction, teaching activity, and the role of peers. Each of themes cover some students' perceptions related to the anxiety-reducing factor in EFL classroom.

5.2 Recommendations

Considering the findings conveyed in this present study, some recommendations are proposed to gain such richer data related to Students learning anxiety in EFL classroom. The first recommendation is related to the limitation of this study related to language learning aspects. This study only focuses on two aspects of learning anxiety in EFL classroom. Those are factors contribute to learning anxiety and anticipated factors reduce learning anxiety in EFL classroom. Hence, there is recommendation for future researchers to consider more aspects of learning anxiety such as the role of anxiety.

The second recommendation is about other factors related to language learning anxiety. This current study connects the factors contribute to anxiety and factors reduce anxiety with the levels of anxiety and the students' gender. It is suggested for further researchers to connect those two aspects with others factors such as motivation, achievement, length of study or even social factors.

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The last recommendation is related to the length of this study. This study was merely conducted in three weeks. The future study which works in the similar field may involve a longer period of study. It is possible that the longer study conducted the more various data obtained.

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