

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the concluding summary of the research, which consists of conclusions and suggestions. The first section includes the conclusions gathered from the findings and data analysis of the research. Then, the suggestions section is provided to give some inputs and recommendations for the readers in conducting similar studies related to this field of study in the future.

#### 5.1 Conclusions

This study aimed to investigate the occurrence of foreign language anxiety of eleventh-grade senior high school students in the English language online learning during the Covid-19 pandemic and the challenges students encountered during the implementation of online learning related to their foreign language anxiety experience. The data collection used in this research includes a semi-structured interview and the distribution of the questionnaire.

In this study, the researcher found that most students were experiencing anxiety while studying the English language, both in understanding the materials and doing activities related to the language. The seven students who joined the interview and the 45 students who were admitted in the questionnaire shared their own real experiences while studying the language in agreement with the criteria of foreign language anxiety. Students who joined in the interview session and the questionnaire mentioned similar answers regarding the reason for their apprehension throughout the learning experience in the English language lesson. Most of the students are afraid of their friends' negative evaluations or judgment or their English teacher. The fear they felt makes it hard for them to be actively involved during the class. Some students felt shy, nervous, panic, and sweating whenever asked to do any English skills.

Furthermore, besides the fear of getting a negative evaluation by their classmates or the teacher, students also shared that their view towards English lessons also plays a role in their anxiety while studying English. The thoughts of

English as the most difficult subject make some students not relaxed while learning the language. This particular perspective also makes the English teacher, who was also becoming the participant in this research, conducted the learning activities in the lower difficulty level than the face-to-face learning methods because the teacher is also aware of the students' view towards the English lesson and their attitude during the class which was considered more into passive. It can be said that the fear of getting a negative reaction and the thought of English as the most challenging subject correspond to each other. It can be seen that the unfamiliarity students have toward the English language is the core reason for the occurrence of foreign language anxiety experienced by the students who joined this study. Some students mentioned that whenever their English language teacher uses the English language as their first language during the class, they were having a hard time digesting the materials, especially when they are getting asked to do something related to the language.

Moreover, regarding the implementation of online learning, students also mentioned their burdens throughout online learning during the Covid-19 pandemic. Some students mentioned their mental burdens due to the load of assignments they had to do from several subjects given and the sudden changes of this learning method which required them to learn from home and cannot meet their friends and their teachers as usual. Even though some students also shared that online learning makes it easier for them to learn English at their own pace because they can ask freely from their friends in completing the assignment, they also shared that a better understanding of the subject would come from face-to-face learning. They also mentioned the online learning implementation, which required them to learn from their home, makes it hard to find a better environment to stay focused during the class is conducted. One student, during the interview, mentioned their neighborhood environment is sometimes noisy and disturbed the student in the ongoing online class.

To conclude, the outcomes of this research depicted by the students' statement regarding their experience in the English language online learning during the Covid-19 pandemic was consistent with the theory of foreign language anxiety

which has three main aspects as the embodiment, which are fear of negative evaluation, communication apprehension, and test anxiety. Some students also shared their way to cope whenever anxiety or pressure happens, they tend to change their focus by tipping the point of their clothes and try the breathing exercise.

## **5.2 Implications of the Study**

Following the findings and the analysis of the findings in this study, it can be said that each party involved in the students' learning process should be aware of the language anxiety and how strongly impactful that aspect is towards the students' learning performance. The foreign language anxiety also impacts the learning absorption of the students as the apprehension they felt during the process could make it more difficult for them to digest the materials more properly and thoroughly. Furthermore, experiencing anxiety while learning the language could become a significant obstacle in their social and psychological aspects in interacting with others, as the part of the learning of the language alone needs more practice and the capability of using it actively in the communication. The psychological condition should not be ruled out as it might become the core reason behind every result and performance of the students. Any students most likely felt less pressured and burdened when the environment they are currently in is supportive and enjoyable, which could lead them more motivated to keep learning and willing to practice, especially in the English language. The supportive and pleasant students' learning environment could become a source of encouragement for students to involve more without being afraid of the possibility of getting negatively ridiculed by others.

## **5.3 Limitations of The Study**

Throughout the process of this study, the researcher faced many obstacles as well as the lacking this study has. In this study, the researcher has involved participants from the English teacher and the students. This study could provide the parents' point of view as the online learning system is conducted from home. Thus, it could

be essential to involve the parents' perspective and their impact on the students' learning performance.

#### **5.4 Recommendation for Further Research**

The findings and the analysis of the data in this study are expected to be valuable and meaningful for English teachers and teachers from different fields. To that purpose, this study provides suggestions that may be beneficial for future studies in similar fields.

For the English teachers, the findings of this research suggest that the teacher acknowledges the existence of foreign language anxiety and considers that whenever teachers found students who are relatively passive and tend to avoid any activities conducted during the class. Furthermore, it is also important to create a humble and supportive learning environment for the students thus they no longer fear the lesson and the possibility of making mistakes. The role of the teacher is also important to increase students' motivation, especially during online learning in a pandemic situation, in learning the lesson and being actively involved in class' activities. Through the role of the teacher as well, the students could vanish their perspective of English subject as the most challenging subject and could drive them to be more consistent in using the language for them to be more familiar with the language.

Furthermore, for teachers from any different field of study, it is important to acknowledge the current situation of the students at the beginning of the learning process. By doing that, teachers could find the most suitable teaching approaches that do not burden the students but instead could make them learn better in the subject. By seeing this phenomenon, further research on students' foreign language anxiety during online learning in a pandemic situation needs to be conducted to see the broader perspective from other's views and to develop practical ways for students to cope with their language anxiety.