

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions, implications, limitations, and recommendations drawn from the result of the study. This current chapter concerns what was found in the previous chapter.

5.1 Conclusions

The result shows that most students feel anxiety when learning English, especially speaking skills. Since English is the second language in Indonesia, many people, especially school students, find it difficult and feel anxious when asked to speak English. This study found that there were still many students from the vocational schools studied by the researchers who experienced difficulties and anxiety about learning English.

It can be concluded that, in this study, speaking anxiety is one of the things that provoke students to speak English. Various sources can trigger students' speaking anxiety, such as personal-interpersonal anxiety, students' belief in learning English, teacher's belief in learning English, teacher-student interaction, classroom procedure, and testing language. In the classroom procedure source of anxiety type, students experience much anxiety even though they have prepared themselves. This type of source of anxiety can lead to other sources of anxiety, such as anxiety that they will get a flawed assessment from the teacher if they make mistakes when speaking English, such as presenting in English.

When the researchers interviewed participants and asked if there were any problems during their practice, they stated that their school did not use English about equipment or procedures when they did practical activities. Thus, they do not use ESP in their school. Similarly, when the researcher chatted with the English teacher at the school, the teachers stated that their school did not use ESP as their

teaching material because of the lack of teaching staff related to ESP, and their school used *the curriculum 2013 Revised Edition*.

Based on the analysis, many things were done by students to overcome the anxiety they felt if there were activities that required them to speak in English. Examples include making notes by writing down things they think are essential, writing down the correct pronunciation in their notes, encouraging each other either to colleagues or to themselves, and asking friends or teachers for help in difficulties, either in pronunciation or otherwise.

If the learning carried out by the teacher is not following what the students like, more students do not answer the teacher's questions or avoid eye contact. Students also stated that they were more afraid of teachers who were much different in age from them because they were afraid because they thought the teacher was fierce.

Creating a comfortable atmosphere allows students to feel comfortable and not under pressure when studying in class, especially in English lessons. Both in online and offline classes. However, if learning takes place online, creating a comfortable learning atmosphere is challenging because teachers cannot monitor all students. After all, many students turn off their cameras so that teachers cannot monitor how students learn. Furthermore, because of the online class, the school where the researcher conducted research, the school only carried out learning activities for 30 minutes each lesson which, of course, the teacher had to reduce the material that had to be delivered and in the following week because different teachers taught the same lesson, making students difficulty in understanding and combining the material presented by the teacher last week and the following week. Students' beliefs, teacher-students interaction, and classroom atmosphere can affect the source of student anxiety.

Since teachers can also cause student anxiety, teachers must create a comfortable atmosphere so students can control their anxiety toward the teacher. Encourage students to be more confident, provide friendly responses to students whether students make mistakes or not, or share experiences on how teachers used to overcome anxiety in language or learning activities while learning a foreign language or English, which can be an example for students.

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5.2 Implication of the study

Based on the results of this study, the implications can be stated theoretically and practically as follows: (1) The selection of the proper learning method can affect the level and source of anxiety experienced by students in the classroom in learning English, especially in the ability to speak English. (2) Students' learning motivation influences their ability to learn English. Students with high learning motivation can undoubtedly increase their desire to learn English subjects and improve their English language skills which, of course, can reduce the level of anxiety in learning English, especially speaking in English, compared to their colleagues who have moderate or low learning motivation. It is hoped that the teacher can foster learning motivation in students in various ways according to the ability of the teacher and attractiveness to students (3) It is hoped that there will be a collaboration between students and teachers to find the best solution in the English teaching and learning process to improve English language skills, especially speaking skills. So that students do not have a high level of anxiety in English.

The results of this study were used as input for teachers and prospective teachers. They are improving themselves about the teaching that has done and the level of anxiety in learning English for students who are at a low level by paying attention to appropriate learning methods and students' motivation to learn to improve students' English skills.

In the last month, the researcher conducted the research. Since the teachers only taught once during offline teaching and learning activities, researchers had difficulty finding the source of anxiety caused by teacher-student interaction. Thus, the researcher made complete observations between teachers and students during online learning. Because during the last month, the researcher only researched student anxiety as the source of *language testing anxiety*.

5.3 Limitations of the study

The limitation or weakness in this research lies in the data collection process. Researchers realize that research must have a lack and many weaknesses. One of

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them is from the interview session and class observation. Participants' answers did not match the researcher's questions in the interview process. Sometimes the researchers also give questions that sound the same but have different meanings, confusing participants with the questions the researcher gave. While in the class observation process, due to the COVID-19 pandemic that still occurs when researchers conduct research, researchers have difficulty in class observation activities, both in limited class activities that require students to use masks, so researchers have quite a bit of difficulty in analyzing speaking skills. Furthermore, teaching and learning activities in schools that as research sites for researchers from 3 months of research activities, only 1-month researchers can meet with participants because the previous two months, the school implemented online learning.

5.4 Recommendations

The role of the teacher in the school is someone who helps students in developing students' skills and knowledge. In assisting students in developing skills and knowledge, especially in English lessons, teachers must be aware of anxiety among students at the beginning. Teachers should be more concerned about students' negative behavior and attitudes towards lessons and try to understand students' difficulties in language lessons. Teachers must take this a severe problem and find a solution to the anxiety experienced by students. Because this study focuses on students' English anxiety, especially in speaking English, and the teacher is one of the sources of anxiety experienced by students, the teacher must also provide a relaxed attitude and atmosphere in the classroom.

The first meeting in class can be a way to find out what problems can be the cause of anxiety experienced by students. Moreover, teachers can be more aware of these students' anxiety, find ways that suit their needs and comfort in dealing with problems, and organize supportive and conducive classes between students and teachers. Seeing the anxiety experienced by students, the teacher must make various learning activities in the classroom that can make students more comfortable in learning English in the classroom with an atmosphere that makes them comfortable

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and focused. Create a variety of teaching techniques that can be used based on the source of student anxiety (Young, 1991).