

## CHAPTER 5

### CONCLUSION AND RECOMMENDATION

This chapter presents conclusions of the study, implications and some recommendations. These conclusions of the study are built up based on the data analysis, which was discussed in Chapter 4 of this research report. Implications offer some suggestions for the teachers and students. Some recommendations are provided in order to give information as well as guidance to conduct further research concerning the same field or issue. Finally, these recommendations are addressed to those who are interested in exploring students' anxiety in speaking English in the context of EFL.

#### 5.1 Conclusions

This study examines students' anxiety in speaking English. In particular, the study seeks to find types of anxiety, sources of anxiety and strategies employed to reduce the anxiety. As discussed in Chapter 4, it is found that there occurred two types of anxiety, namely trait anxiety and state/situational anxiety. Trait anxiety is regarded as a fixed stage of anxiety. This kind of anxiety is part of a person's character and hence is permanent, and it may hinder language learning.

State anxiety, on the other hand, is a normal physiological response; the feeling of anxiety eventually subsides, and the person will then feel "normal" again.

It is also found that students' anxiety in speaking English was derived from three main sources of anxiety, i.e. communication apprehension, test anxiety and fear of negative evaluation. Moreover, it is revealed from the interview that lack of vocabularies and lack of preparation have also contributed to students' anxiety in speaking. Finally, the students subconsciously employed seven strategies in facing their anxiety, i.e. avoidance, paraphrase, conscious transfer, appeal for assistance, mime, preparation and resignation. This is in line with the communication strategies typology as proposed by Tarone (1997).

Based on the findings, it can be concluded that the students experienced anxiety which directly interfered the students' language learning progress. In this case, anxiety triggers them to avoid using English, fearing that they might make mistakes. As a result, the students put some efforts to overcome the obstacles by employing certain strategies in order to cope with their anxiety. Hence, it is quite clear to see that the students' prior knowledge and use of strategies can reduce the level of students' speaking anxiety.

## **5.2 Implications and Recommendations**

Following are some implications that are considered worthy of trying especially by the teacher teaching in particular school. The recommendations set forth in the present chapter provide some useful ideas for further research.

### **5.2.1 Implications**

Firstly, teachers should be aware of the existence of foreign language anxiety. In this context, the teachers should see it as a factor causing students' reluctance to speak and find a solution to solve such a problem. Secondly, the teacher should be more aware of the students' anxiety in order to motivate them to speak confidently and fluently in English speaking class. In other words, teachers should be able to create a supporting atmosphere in the classroom so that their students are not afraid to talk. In addition, the teachers should also find out good and enjoyable teaching techniques that encourage and motivate students to speak in English class.

Finally, in order to help students gain more knowledge of some linguistics aspects such as vocabulary and grammar, it is also important that teachers teach the elements explicitly. This way is expectedly contribute to the development of the students' speaking in English.

### 5.2.2 Recommendations

In line with the topic under discussion, there are two recommendations for further researchers to enhance the richness of aspects related to the students' anxiety to speak English in the classroom. First, since the number of subjects in this study only limited to one classroom, the future research would be better to be conducted on a larger scale, so that the study gain more perspectives in a broader and various subjects.

Second, it remains an issue whether these strategies (using mime or gesture, appealing for help and code switching) are effective for reducing foreign language anxiety and promoting foreign language learning. Further research is highly recommended to develop certain criterion to assess coping strategies for foreign language anxiety and to investigate strategy effectiveness. Future work in this area may also lead to a more effective foreign language learning through a better management of learners' foreign language anxiety. Thus, in order to examine all the details of the findings in this study, it is advisable to incorporate observations, interviews, with other qualitative, quantitative and or ethnographic approaches.

