

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This section contains conclusions and suggestions based on high school students' studies of foreign language anxiety in English classrooms, the level of anxiety, and various variables that contribute to the anxiety.

A. Conclusion

Based on the analysis of data and study findings, the following key can be obtained:

1. The majority of the kids scored in the "Very Anxious" category.

There were 11 students (44%) who reported being "Very Anxious," 7 students (28%) who reported being "Anxious," and 7 students (28%) who reported being "Mildly Anxious." Many students suffer from anxiety in English class, which has a bad impact on them. As a result, it is critical for English teachers to be conscious of their students' uneasiness.

2. According to the study's findings, the most common type of anxiety is "State Anxiety," as evidenced by the results of the participants' questionnaire.

3. According to the research, a variety of things can contribute to their anxiety. Speaking in front of the class, unintelligible input, personality and attitude of the teacher, other people's laughter, students' perception of language learning, and inappropriate

preparation are among the issues identified in this study. These elements start not just with the teacher, but also with the students. These factors, which are dependent on our knowledge of foreign language anxiety, are also examined in this study.

B. Suggestion

Despite the fact that this study had a small number of participants and was conducted over a short period of time, the results provide valuable information that students, teachers, and future researchers can use to improve the effectiveness of English teaching and learning, particularly in speaking abilities.

1. For the Teacher

Because anxiety is a significant component influencing the composition of students' language acquisition, the teacher should be mindful of foreign language anxiety in English classrooms. As a result, knowing the amount of student anxiety from the outset is crucial in order to treat students appropriately throughout the learning process. A teacher's ability to recognize and respond to students' fear will have a significant impact on how they teach English. Giving students the FLCAS (Foreign Language Classroom Anxiety Scale) at the start of the semester will assist the teacher in determining each student's level of anxiety. As a result, the teacher can devise strategies to assist children in reducing worry. They can

also put together materials that are appropriate for students in order to increase the quality of the English essay.

2. Intended for Students

Every student is certain to experience anxiety at some point. To lessen anxiety in class, students with high anxiety should be involved. Students must collaborate to create a welcoming atmosphere in the classroom. Students with low anxiety levels cannot pick and choose which students have high anxiety levels; instead, they must help them when they are in difficulty. They need to understand that making mistakes while learning a new language is normal and expected.

3. For Future Researchers

Because of the study's limitations, the researcher hopes that future research will focus on language writing in different skill areas, such as reading and listening. Because it affects the majority of foreign language learners, the problem of language anxiety will never go away. As a result, it is critical to learn more about some factors that can assist students in reducing their anxiety while learning English.