

CHAPTER V

CONCLUSION

After collecting the data and analysis the result of the research, the researcher drew some conclusions and suggestions.

5.1 Conclusion

This study was aimed to investigate the causes of students' anxiety in English Language learning, especially at X grade of MAN 1 Kendari. This research was design in Qualitative research, which applied the case study approach. The result of this research was expected to be reference for the students' anxiety in English learning process. To obtain the data of this research, the researcher used documentary, interview, and questionnaire in the FLCAS form created by Horwitz et., al.

The results of this study showed most students in generally do not show excessive anxiety, but in certain areas/places students give statements if they experience anxiety in learning English. Several factors cause student anxiety, among others. Factors such as fear of making mistakes, lack of confidence, teacher instructions, lack of preparation, fear of not understanding, lack of vocabulary, fear of failing in class and fear of speaking or presenting in front of class, also memorize the grammar part are the main causes of student anxiety.

Therefore, it is important for teachers to understand what students are afraid or worried in learning English. By having students share their tensions and worries they will tell students that this is a common situation that students have

and they are not alone in experiencing it (Worde, 2003; Young, 1991; as cited in Tuti Hidayanti 2018).

In this case, the teacher plays an important role both in provoking or reducing students' anxiety. Teachers are expected to adopt more friendly teaching styles, such as when correcting students' mistakes in ways that are more friendly and not offensive to them. Furthermore, the teacher also needs to make the English class look more relaxed and informal which can make students more tense and unable to enjoy the process of learning English well. In addition Hashemi & Abbasi (as cited in Senel Elaldi 2016) argued that a formal language classroom setting is a major source of stress and anxiety because of its demand to be more correct and clearer in using the target language”.

5.2 Limitation of The Study

Researchers found several problems when collecting data. First, researchers only examine on a small scale and a limited number of samples. This study only took Class X IPA 1 at MAN 1 Kendari. It would be better if the next researcher could research on a large scale such as at school but take several classes to be researched, then at the University with more samples to find out more / in the causes of anxiety students in learning English.

Second, the distribution of online-based questionnaires is not filled in by all students who should be filled out by all students. This is due to limitations on communication tools that some students do not have. Besides that, in the questionnaire in the form of FLCAS, a number of questions seemed to make students confused in answering, resulting in overlapping results with other

answers. it would be better if the next researcher explains in advance how to answer the questionnaire if the questions are almost the same / there are similarities.

Finally, this study only focuses on finding the causes of student anxiety in learning English, it would be better if the next researcher could examine the relationship of language anxiety to student learning achievement in school and how students deal with anxiety.

5.3 Recommendation

Based on the result of this study, it has known that anxiety is a real problem faced by students. Therefore, there are several suggestions can be made to reduce anxiety in English class.

First, teachers must recognize the anxiety of foreign languages as a problem faced by students. This study shows that teacher awareness of language anxiety is inadequate. Therefore, teachers need to increase awareness of student anxiety because anxiety is an important factor affecting student learning.

Second, the researcher suggests that the teacher can create an interesting and pleasant classroom atmosphere so that students do not get bored easily. Therefore the learning strategy or method used should be student-centered, so students can express themselves and can take an active role in the learning process.

Third, the teacher can get students used to actively talking in daily life, by holding group learning. Therefore, if students are accustomed to practice using English every day with their friends, then the presentation in front of the class will

not be a problem. And the teacher can invite students to carry out learning activities outside the classroom, so that in the learning process not always students must be confined in the classroom. Through the efforts above it is hoped that students can avoid various forms of anxiety and they can learn and develop into individuals who are physically and psychologically healthy, which in turn can demonstrate superior learning achievement.

The last, Matsuda and Gobel, 2004 (as cited in Masoomah and Fahimeh, 2014) say that using various activities such as pair work, small group work, games, and role-plays may enhance the class atmosphere because students feel more comfortable speaking with a small number of people than confronting the whole class. Teachers should start with pair work and giving the students enough practice and training and then gradually change to a more challenging pattern such as group work and class work

5.4 Pedagogical Implications

This study showed that some students have anxiety in the process of learning English in the classroom. It can be seen from the results of the interviews and questioners' distributed to students. During the learning process in class, students generally did not show fear in learning English, but when the teacher gave them instructions for presentations in front of the class, most students felt anxious about advancing in front of the class.

As the main problem is anxiety in a reasonable intensity has a positive value for students as motivation because it will cause students to be alert and push harder efforts to overcome the anxiety. On the other hand, considerable anxiety

will have a negative impact because it interferes with the physical and mental health of students, which causes them to fail in learning English. These findings provide some information that can be used by teachers to improve the quality of teaching and learning English. The teachers are expected to be able to think of ways to overcome anxiety by using various strategies / methods in designing appropriate and effective learning materials, which in turn can reduce and overcome student anxiety in learning English.

