

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and the suggestions of this study about the factors affecting anxiety of English Department students in their speaking performance which are elicited from the discussions on the previous chapter.

#### **5.1 Conclusion**

This study aims to identify the factors that contribute to foreign language anxiety of English Department students in their speaking performance. The factors are categorized into two: internal factors & external factors. The internal factors are the factors which come from inside ones' self, such as self-perception, self-comparison, and fear of making mistakes. Besides, the external factors are the factors which are affected by ones' surrounding, such as feedback during speaking activities, classroom activities, and test anxiety. Furthermore, this study also aims to reveal the factor which contributes to the foreign language anxiety the most. The respondents of this study were 41 English Department students of academic year 2017 of Widya Mandala Catholic University, who are in second semester and are joining Speaking A class. The data of this study were collected through FLCAS questionnaire which was distributed to the respondents. Thus, from 41 responses, the researcher calculated their scores and chose 6 representatives, whose scores were 'very anxious', 'moderate', and 'very relaxed', to be interviewed. The interview was conducted in order to collect deeper information and to clarify the respondents' answers in the prior instrument.

After collecting the data through FLCAS questionnaire and interviews, the researcher finally found out the internal and external factors affecting anxiety of English Department students in their speaking performance, and revealed the factor which contributes to the foreign language anxiety the most.

This study shows that the English Department students of WMCUS are identified to have slightly high anxiety. There are several factors that indicated as the most affecting anxiety factors, both internal and external. The external factors normally concern about the situations inside the classroom, such as the type of activities being done in a classroom, feedback during speaking activities, and test anxiety. Meanwhile, the internal factors mostly concern about ones' perception and belief toward their language learning process, such as self perception, self comparison to others, and fear of making mistakes.

The result of this study also shows that English Department students are more affected by internal factors rather than the external ones, related to their perception about making mistakes in speaking. They tend to worry about the use of grammar in speaking, and some of them confirmed this issue in the interview, especially those whose anxiety level were high. They also mentioned that they had a lack of vocabulary. However, these challenges can be overcome by having more practice so that they can get used to speak in English more fluent and more confident.

## **5.2 Suggestions**

The suggestions are addressed to the teachers of Speaking class, and also the future researchers who are about to conduct a research about foreign language anxiety as well.

### **1. For teachers of Speaking course**

Since teacher has a crucial and challenging role in the learning process, they are expected to be more aware of the students' learning needs. There are several suggestions addressed to the teachers of Speaking course related to their responses of the questionnaire distributed. First, most students tend to feel anxious whenever they are asked to perform or speak without having any preparation. In the interview, some students confirmed that it was the most anxiety-provoking situations. Thus, the teachers of Speaking class are wished to be more aware of the students' need in this situation by giving them additional time to prepare what they are going to say, and giving support by not correcting their mistakes immediately.

Second, since the English Department students are identified having a slightly high level of anxiety, the teachers are suggested to consider the activities in the classroom that can help them reduce their anxiety, such as making a group work rather than an individual work, and creating a supportive classroom atmosphere. According to Tanveer (2007), teachers should make the effort in creating a friendly, informal and learning-supportive environment for language learning so that students feel more comfortable in speaking with more

confidence and with less anxiety. By doing these, teachers can gradually build the self-confidence of their students.

2. For students of Speaking course

Since the main purpose of speaking is to express what students have in mind, so they are expected not to be too anxious to do it. From this study, they are also expected to be more aware of the factors that induce anxiety in speaking because it has been proven that students' feeling of anxiety is more affected by internal factors – the factors that come from inside ones' self. However, this problem can be overcome by having more practice, so that the students can get used to speak in English more fluently and more confidently.

3. For future researchers

Since this study is focusing mainly to investigate the effect of foreign language anxiety to the students' speaking performance, there are many other aspects in language that are not included. As anxiety is one of the factors that affect language learning in general, it is most likely that anxiety also affects the other linguistic skills aside from speaking (listening, reading and writing skills). Thus, the future researchers are expected to be able to elaborate the scope not only in speaking skills, but also in other language skills to obtain wider view of how foreign language anxiety affects the language learning process.

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