CHAPTER V
SUMMARY, CONCLUSIONS, AND SUGGESTIONS

This last chapter is divided into three parts. The first part is the summary of all points that have been discussed in the previous chapters. The second part is conclusion of the result of the study. The third part is some suggestions for English teachers and further studies of similar area and objectives.

5.1. SUMMARY

As stated in chapter one, this study aims at seeing whether there is a positive significant correlation between classroom environment, language anxiety, and grade nine students' English achievements. There were 100 students of a Private Catholic Junior High School in Surabaya who became the samples of this study. They belonged to 9A, 9B, and 9C. In November 2013, a set of questionnaires was administered to those students in order to know how big the influences of the classroom environment and language anxiety to grade nine students' English achievements. The questionnaires were adapted from two questionnaires: WIHICS (What is Happening in This Class Scale) for measuring classroom environment and FLCAS (Foreign Language Anxiety Scale) for measuring language anxiety while grade nine students' English achievements were represented by their English Mid-term test scores.

The data of the classroom environment scores, language anxiety scores, and students' mid term scores, then, were analyzed using Pearson Coefficient Formula and Multiple Correlation by using SPSS version 21.0.

The first result of the data analysis is that there is significant positive correlation between classroom environment, language anxiety, and grade nine students' English achievements with the multiple correlation coefficients at 0.609. The second one is that there is significant positive correlation between classroom environment and grade nine students' English achievements with the correlation coefficient at 0.427. The third one is that there is significant negative correlation between language anxiety and grade nine students' English achievements with the correlation coefficient at -0.519. The fourth result is that there is significant negative correlation between classroom environment and language anxiety with the correlation coefficient at -0.223.

5.2. Conclusions

Although classroom environment and language anxiety are not the biggest influences to grade nine students' English achievements, both factors need to be considered in the teaching and learning activities in the classroom to improve the students' English achievements. The first result shows that there is significant correlation between classroom environment, language anxiety, and grade nine students' English achievements all together. The second result shows that there is significant positive correlation between classroom environment and grade nine students' English achievements. The positive sign shows that the higher classroom environment is, the higher achievement will be and the lower classroom environment is, the lower achievement will be. This study has shown that classroom environment is positively correlated with students' English achievements.

This study also investigated that there is significant negative correlation between language anxiety and grade nine students' English achievements. The negative sign shows that the higher language anxiety is, the lower achievement will be and the lower language anxiety is, the higher achievement will be. This study has shown that language anxiety is negatively correlated with students' English achievements. The fourth result shows that there is significant negative correlation between classroom environment and language anxiety. The negative sign shows that the higher classroom environment is, the lower language anxiety will be, and the more classroom environment is, the lower language anxiety will be. This study has shown that classroom environment is negatively correlated with language anxiety.

The results of the study are that the higher classroom environment and the lower anxiety are, the higher achievement will be. On the contrary, the lower classroom environment and the higher language anxiety are, the lower achievement will be. Furthermore, the success of the students seems to lie on the classroom environment and language anxiety. If the students have more positive classroom environment and lower language anxiety, the students' achievements will most likely be high. This aims to achieve the primary goal of the teacher which is to improve the students' English skills.

5.3. Suggestions

Through the findings, the writer would like to give some suggestions that might be useful for the students, the teachers, and further studies. According to the result of this study, the teachers can say that classroom environment and language anxiety should be considered in improving the students' achievement in learning English.

5.3.1. Suggestions for Teachers

The result of this study stated the importance of classroom environment and language anxiety as two factors that have influences in improving students' achievements. Teacher as the main role who manages the class has to make a kind of classroom environment to increase the students cohesiveness, cooperation, and involvement. Learning activities which are prepared can be independent activities to improve the students' skill of investigation. The teacher has to give the time limit clearly so the students that do the tasks can finish it in time in order to improve the task orientation of the students. In learning activities, teacher can participate by supporting and helping the students equally and actively. Equal treatment and same encouragement might be provided to all students by assigning equal level class work. Claasroom environment which can promote those seven aspects will be a positive classroom environment for the students.

It is recommended that teachers inform and advise that studying English is not only for passing the examination but for life skill to the students. So, it is hoped that it can reduce the students' test anxiety and increase their willingness to learn and motivation to study English for international communication. The difference anxiety between students is caused by the difference in students' learning style and the difference in students' self confidence. Teachers are encouraged to create the learning context that is less stressful, and to create the friendly and lively climate in the classroom to increase the students' self confidence. Teachers are hoped to select the method and materials appropriately for the class according to the students' learning style.

Fear of negative evaluation might be removed by giving encouraging comments on their work and making them confident in the classroom. Poor performance of the students should not be punished but they should be motivated to investigate and involve in classroom activities. Last of all, creating a supportive and friendly classroom environment is important to reduce students' anxiety to increase students' achievements.

However, the findings of this study could not be generalized to the overall students in Indonesia because the sample of this study was limited only at one school.

5.3.2. Suggestions for Future Studies

The writer hopes that there will be other studies on this subject in order to further investigate the validity of the findings of this research. For further studies, the writer also gives some suggestions as the followings:

1. The next study should do the reasearch on a wider scope of subjects and include more subjects, for example in more than one school having more than 30 students in a class. So, the next reasearcher can make general conclusion since this study only included grade nine students of one Junior High School.

2. The data of the next study should be more objective. It does not only include questionnaire but also interview and observation.

3. The next study should evaluate the classroom environment and language anxiety more than once since this study only gave one opportunity for the students to fill in the questionnaire set. Considering that perspectives of classroom environment and

language anxiety change from time to time in a person, it would be better if the next researcher draws the classroom environment and students' language anxiety index scores continuously from a period of time.

4. The next researcher should consider experimental study to see the effect of giving treatments for students.

5. The further study should take the students' final test scores or make the test by the researcher.

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