

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions and the suggestions of the research result. The conclusions are deduced from the finding and discussion. Then, the suggestions are added for the English teacher and the future researchers who are going to conduct research with similar interests.

#### **5.1 Conclusions**

Referring to the objectives of this research, the researcher makes some conclusions relating to the finding and the discussion about the evaluation of the psychological factor of the students' anxiety influencing learning English and its relationship. The conclusions can be drawn as follows:

The psychological factor of the students' anxiety influencing learning listening covers two factors, there are tension and worry over English listening and lack of self-confidence. Tension and worry over English listening focus on the negative emotions that arise when the students' feeling fearful and frustrated in foreign language listening. These factors tend to make students feeling pessimistic about listening comprehension, because of inability to apply listening strategies and inability to manage challenging listening tasks. Meanwhile, the factor of lack of self-confidence points to the students who like to underestimate their ability when doing listening activities in the class. This factor takes in two cases, namely low self-confidence and the negative experience of failure in listening activities which emerge due to the lack of knowledge and lack of practice in listening

activities which make the students having difficulty in understanding the information.

In the case of speaking anxiety, there are three factors triggering the students' anxiety in learning speaking, namely communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension concerns the students' ability to communicate with others in the target language which emphasizes interpersonal communication. This is influenced by two cases, namely lack of control over communicative situations and a lack of control over performance. The next factor is test-anxiety. It originates from the fear of failure and making a mistake. It makes the students feeling uncomfortable experiences in the language class due to the fear of being tested in every learning activity. While, fear of negative evaluation is the wider scope in speaking anxiety because it occurs in many situations, such as social situations, speaking activities, and speaking tests. This factor includes problems, such as apprehension about others' evaluation, avoidance of evaluative situations, and the expectation that others will evaluate negatively. Those emerge because students are inability to convey their idea through spoken language.

The psychological factor of the students' anxiety influencing learning reading covers two factors, there are fear of making mistakes and worry about the reading effect. Fear of making mistakes is related to the self-confidence in the act of reading. It occurs due to experiencing difficulty to encounter the reading problem, such as decode the script and translating the English text. Then, worry about the reading effect manifests the negative reaction for learners during and

after the reading activity. It bothers the reading comprehension and student performance, especially when the students do reading-aloud activities. These factors emerge due to the differences in text features, such as writing systems and cultural materials that are different from the source language.

There are three factors of the students' anxiety in the learning writing experienced by the students, namely low confidence in English writing, dislike of English writing, and the English writing evaluation apprehension. The factor of low confidence has a negative impact on the students' self-esteem in learning writing which has a relation to the students' ability to complete their writing task. Then, the factor of dislike of English writing is influenced by two things, namely uninterested in writing and difficulty in writing English. Both cases make learners tend to avoid writing activity since they do not enjoy in writing activities. The last factor is the fear of actual or potential negative evaluations of the teacher and peers in the writing activity. Students who experience writing anxiety will feel anxious about writing results due to fear of making mistakes or not being able to complete the task properly.

The relationship between the psychological factor of the students' anxiety and learning English are influenced by specific-situational anxiety. The situational-specific of anxiety can represent an uncomfortable experience emotionally and physically for some students in learning English in the class. It covers three categories, namely communication apprehension, test-anxiety, and fear of negative evaluation that have become the basis of the psychological factor affecting students' anxiety in learning English as a foreign language. The first

category is communication apprehension, which has a relationship with student self-esteem. In which, this category covers anxiety factors in all language skills, such as lack of confidence and fear of making mistakes in learning English. The second category is test-anxiety. It has a relationship to students interesting in learning English. This category appears in all English learning skills, such as dislike, tension, and worry in learning English. The last category is fear of negative evaluation which is related to actual or potential negative evaluations from the teacher or their peers. This category is only found in productive skills where speaking and writing are skills that can be observed directly by considering some aspects of language skills.

## **5.2 Suggestions**

The conclusions described above lead the researcher to provide the following suggestions:

For English teacher, it is suggested that the teacher can help students to overcome their anxiety due to lack of self-confidence and motivation by choosing the appropriate method or strategy dealing with the students' psychological problem in order to create learning situation less stressful. The researcher argues that the creating a positive environment and enriching practice can reduce student anxiety by considering learning situations which are more active, creative, and enjoyable. Moreover, this research can be used as an initial evaluation by English teachers on psychological problems that hinder the learning process of students in class.

For future researchers, it is suggested to the future researchers who are going to conduct the study with similar interests can make deeper investigations by considering psychological factor and the cognitive factor which triggering students' anxiety in learning English. In which, the information from this research reveals many reasons that contribute to student anxiety which are influenced by the difficulty of understanding linguistics features. Therefore, the future researchers can analyze this case more thoroughly and develop this research with different research methods. It can be classified in terms of student gender, so that it can determine the level of students' anxiety in learning English by gender.