CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and discussion of the study. The researcher concludes the findings of the study in the conclusion section. While in the suggestion section, the researcher suggests several matters who are needed to be taken into account.

A. Conclusion

Based on the findings, the researcher draws the conclusion as follows:

1. The ELCA levels of the 4th Semester Students'

Based on the finding, 91% of the students are categorized in "Moderate Anxious" level. The rest 9% is coincidentally divided into two; 4,5% of the students are categorized in "High Anxious" and 4,5% of them are categorized in "Low Anxious" level. The categorization is based on the students' results of ELCA (English Language Classroom Anxiety) Scale. Within a scale of 33 to 165, the scores of the students range from 73 to 125. In short, among 22 students, almost all of them are categorized in "Moderate Anxious" level which are 20 students. 1 of them is categorized in "High Anxious" and 1 of them is categorized in "Low Anxious" level.

2. The Students' Ways to Overcome Their ELCA

Based on the findings, there are 5 kinds of ways that are commonly used by the students to overcome their ELCA (English Language Classroom Anxiety). They are: a) Developing positive self-talk (self encouragement). b) Relaxation. This includes deep breathing, keep calm and be confident, using nervous laughter. c) Prepare well. d) Seek help from others. The last but also the most importantly is praying to God.

B. Suggestions

1. Suggestion For the Students

Based on the findings, the students should keep developing their positive self-talk so that they can always

64

think positively. They should be more anticipated with anxiety-provoking situations in the classroom such as being asked to speak without preparation, being called on to volunteer answers or opinions spontaneously and when they could not catch what they lecturer is saying. They need to prepare everything before they enter the class such as reviewing the previous lesson and study for the today's lesson. So, when they are asked to speak or volunteer answers and opinions spontaneously, they would not be too anxious and exaggerated. They also need to keep practising on listening skill, so when their lecturer speaks unfamiliar words, they will easy to understand it.

2. Suggestion For the Lecturer

The lecturer should be aware on the importance of students' anxiety, especially English Language Classroom Anxiety (ELCA) since they are EFL lecturers. The lecturer should not underestimate the impact of the students' ELCA because when the students' ELCA levels are too high, they may give up on the classes and have traumatic experiences in English learning. The lecturer also needs to be aware of anxiety-provoking activities in the classroom such as asking students to speak without preparation and calling on stduents to volunteer answers or opinions spontaneously. It would be better if the lecturers gives some time for the students to prepare first and then the lecturer can ask them some questions related to what they have prepared before.

3. Suggestion For the Next Researchers

Since this research is too general, the next researchers who are keen to study in depth about Foreign Language Classroom Anxiety (FLCA) can focus on each element of FLCA. There are three elements which are related to FLCA, namely: Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation (FNE). The next researcher also can study on the relationship of those elements with another variables of learning such as students' achievement, students' confidence, students' different backgrounds such as economic background or academic background, students' autonomy, student's learning strategy, students' learning styles etc.