CHAPTER V

CONCLUSION AND SUGGESTION

This chapter draws conclusions and suggestions based on the finding of the research. In the conclusion clarified the result of third research question about the level of foreign language anxiety and factor that contributed between male and female students in speaking class. The suggestion contained the researcher view and suggestion for lecturer and future researcher in order to give positive feedback.

5.1 Conclusion

Based on the finding in chapter 4, the researcher can conclude all of participants have a moderate level of foreign language anxiety. But, level of foreign language anxiety differs in term of gender. Male students have a higher level of foreign language anxiety than female students in speaking class. Based on result of independent sample t-test that already did, there was no significance difference level of foreign language anxiety between male and female students. The level of foreign language anxiety between male and female students only has difference slightly.

There were some factors of foreign language anxiety. The dominant factor of foreign language anxiety that contribute on male and female students was English classroom speaking anxiety. The students concerned about their anxiety in speaking class. They feel uncomfortable to communicate and forget about the word that they want to say in front of their peers in speaking. The next factor was
fear of oral test. Students feel anxious when they faced oral test in speaking class. They are fear of making mistake in oral test. They believe that they can get poor performance and get the bad result. Then another factor is competitive attitude in speaking class. They concerned about their ability in speaking English or communicate in front of their peers.

5.2 Suggestion

Based on the conclusion above, the researcher has some suggestions recommended for follow-up studies. The suggestions are given to students, lecturer, and future researcher.

1. For the students

   In speaking class, students don’t feel anxious in speaking English. No need for them to feel anxious in speaking class because when they feel anxious, it can influence their score and they can’t get maximal result of oral test. Students can identify the factor of foreign language that contribute on themelves. The students also should use some strategies to reduce their foreign language anxiety in speaking class.

2. For the lecturer

   In teaching speaking, lecturer can identify and pay attention toward factor of foreign language anxiety that contribute on students. The lecturer should use strategy to teach the student make then motivated and
easy/enjoy learning in speaking course without make the students feel anxious.

3. For future researcher

The researcher suggests for future researcher who want to conduct the research about foreign language anxiety, it would be analyze in different subject and location. The future researcher can learn from this study and get motivation to looking for the same topic to solve problem that appear from speaking class.