

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The present study recorded that most of the students in general exhibited a fairly high level of language anxiety. Furthermore, fear of negative evaluation was perceived to contribute the most to their experiencing anxiety in English class of the four components related to language anxiety. This is an invaluable input for understanding language anxiety in Indonesian EFL context, particularly within the rural sites where students less expose to English, have fewer opportunities to use English, and learn English with limited resources. The finding indicated that the students' anxiety in learning English at the Eight Grade of MTs Al-Hidayah Langon-Jepara can be seen below:

1. There were three kinds of students' anxiety in learning English at Eight Grade of MTs Al-Hidayah Langon-Jepara based on Elis theory, they are state anxiety, Elis stated that most of the students have problem with their language especially speaking skill which can be seen when they speak such as nervous, stress and also confidence, this result where the students feel panic and they could stress when they want to speak in English Trait Anxiety, where the student feel nervous when the students could not understand the teacher explanation and specific-situation anxiety, where the students should do examination of English.
2. There were three factors caused the students' anxiety in learning English at the Eight Grade of MTs Al-Hidayah Langon-Jepara based on Horwitz theory, they are communication apprehension, where the students could not learn English because they have weak experience about English and they not always practice English, test anxiety, where the students feel anxiety because they have to do the test that the teacher give to them of the students do examination and fear of negative evaluation, where the students afraid if the teacher and their friend will laugh if the students make a mistake.

## B. Suggestion

The researcher suggested that:

1. Students as the ones who suffer anxiety here should be able to analyze their own lack in English performance. By realizing the problem they have, students can find the way to deal with in. they can ask for feedback from their teachers and friends about their English performance. The feedback is important to help the students to analyze their own performance.
2. Teacher should be able to understand students' characteristics to analyze their problem related to anxiety before finding the way to reduce it. Different characteristics of students needs different treatment to deal with. Teacher should give the opportunities to the students to tell the difficulties they have as well. In addition, teacher have a responsibility to build convenient classroom environment for students to learn comfortably with less pressure to reduce the anxiety.
3. The description in the study is expected to be used as a consideration for other researchers to conduct further research about anxiety on students in English classroom. In the next research, there should be some methods to cope with in. various strategies need to be discovered to improved students' skills. It is important to figure out how to conduct appropriate interaction between classroom participants. To support the effort of reducing anxiety, building suitable classroom environment is also essential. The next researchers should be able to identify the ideal classroom atmosphere to optimize the teaching learning activities.