

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter describes the summary of the research based on research findings in previous chapter and recommendation for further research.

5.1 CONCLUSION

This research aims to identify the factors of foreign language classroom anxiety in speaking in higher education context. The study was conducted in a private university. The findings describe three domains of foreign language classroom anxiety in speaking as followed: the highest score for test anxiety (M=3, 2853, Std. Deviation 1, 027), followed by communication apprehension (M=3, 2187, Std. Deviation= 1, 0208) and fear of negative evaluation (M=3.0933, Std. Deviation= 1,069). Items with highest score for test anxiety is item TA 10 "*Saya khawatir tentang konsekuensi dari kegagalan kelas bahasa asing saya*" with (M=3.6265, Std. Deviation= 0.95905), for communication apprehension is item CA 9 is "*Saya mulai panik ketika harus berbicara tanpa persiapan di kelas bahasa.*" (M= 3, 5301, Std. Deviation =0.95805), and for fear of negative evaluation is FNE 33 "*Saya merasa gugup ketika guru bahasa mengajukan pertanyaan yang belum saya persiapkan terlebih dahulu.*" (M=3.3133, Std. Deviation =1.13619)

5.2 RECOMMENDATION

From the research findings the researcher suggests recommendation to solve problems in items with highest score in each factor of for foreign language classroom anxiety in speaking. In order to overcome with "*Saya khawatir tentang konsekuensi dari kegagalan kelas bahasa asing saya*" with (M=3, 6265, Std. Deviation = 0, 95905), the lecturer should have motivation session for students in their speaking class and modify the speaking assessment which gives the opportunity for students for more speaking practice. In order to overcome "*Saya mulai panik ketika harus berbicara tanpa persiapan di kelas bahasa.*" (M= 3, 5301, Std. Deviation =0, 95805), the lecturer should provide pre-activity for the students to decrease their foreign language anxiety in speaking and finally, in order to overcome with "*Saya merasa gugup ketika guru bahasa mengajukan pertanyaan yang belum saya persiapkan terlebih dahulu.*" (M=3, 3133, Std. Deviation =1, 13619), the lecturer should give strategy for the students to build the students empowerment.

For future research in foreign language classroom anxiety in speaking the researcher recommends to do the research in senior high school context because the findings will be beneficial for providing knowledge for the lecturer on factors of foreign language classroom speaking anxiety of senior high school students enrolled in English subject in an EFL context.