

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter contains two parts. The first part presents the conclusion of factors affecting students' anxiety and students strategies to reduce their anxiety in EFL learning. In this point, the researcher reveals some factors of anxiety and students strategies to reduce their anxiety in EFL learning. Finally, the second part presents some suggestions derived from the implications of the drawn conclusions.

A. Conclusion

The presents research reveals the subjects anxiety and their strategies to reduce it in EFL learning. The following are the conclusions drawn.

This research describes and discusses the factors of language anxiety in EFL learning. Theoretical description, the causes of anxiety factors in language learning and its impact on EFL learning are reflected in (a) speaking in front of the class, (b) input that is difficult to understand, (c) teacher's personality, (d) fear of making mistakes, (e) lack of preparation , (f) students' perceptions of themselves, and (g) the type of assignment the teacher gives.

In addition, this study also explains some of the effects or manifestations of anxiety factors as shown by anxious students. Most important, strategies from the perspective of students in dealing with anxiety have been described. This strategy clearly shows that anxious students can be helped and encouraged to overcome their anxiety so they can learn successfully, perform better, and ultimately acquire language effectively.

There are four strategies carried out by students themselves to reduce their anxiety when learning English in this study; (a) ask friends and balance using technology to increase knowledge, (b) enjoy learning and increase self-confidence, (c) improve the practice of English pronunciation, and (d) memorize material that will be presented or tested.

Whereas there are three strategies that can be carried out by students proposed by researchers based on the experts in this study; preparation, relaxation, and positive thinking.

B. Suggestion

On the basis of the drawn conclusion earlier, there are some suggestions that can be taken into considerations by other students and other researchers.

For other students, students as people who suffer from anxiety here should be able to analyze their own shortcomings in speaking performance. By being aware of the problems they have, students can find ways to overcome them. They can ask for feedback from their teachers and friends about their speaking performance. Feedback is important to help students analyze their own performance. They also need to practice pronunciation more often in English when outside the classroom, because that will greatly help their learning in the classroom. Because students need to be involved to reduce their anxiety when learning in class. Students must respect each other to create a friendly environment. Students must help each other lower-level students when they experience difficulties instead of mocking them. This will make the students in class feel comfortable with each other when learning takes place. In addition, anxious students must realize that mistakes are a natural part of language learning. Therefore, it shouldn't make you reluctant to speak in English.

Considering this research was conducted to examine students outside the English department who did not have much experience in learning English and also the researchers only took a limited subject, this research did not provide a real picture of what was happening in the field, especially for purely students majoring in English and can provide a new perspective on anxiety in learning English. However, this study can provide basic or preliminary knowledge for future researchers to conduct applied research related to anxiety factors and strategies for overcoming anxiety in EFL learning.