

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter provides the conclusion and suggestion based on the research findings and discussion in chapter four.

#### **5.1 Conclusion**

After the research has been conducted, it can be concluded that: First, the type of anxiety that the student experienced in EFL classroom is trait anxiety. This implies that student with this type of anxiety always sees every inconvenience as a threat that provokes her anxiety. She will continue to feels anxious even though the threatening situations has ended. Second, there are some factors that contribute to the student's anxiety. They are communication apprehension, test anxiety, and fear of negative evaluation. Third, there are some strategies that the student uses to reduce her anxiety, such as peer seeking, resignation, preparation, relaxation and positive thinking.

#### **5.2 Suggestion**

This research was conducted with a very limited number of participants in a short period of time. Despite that, the findings present some beneficial information that can be used to improve the quality of English teaching and learning process in the EFL classroom, for the English teacher and the stakeholders, and for the students themselves.

### 1. For the Teacher

The teacher should be alert of students' anxiety in English as a Foreign Language (EFL) classroom. This research could be useful for the teacher to better understand the types of anxiety, the students' anxiety factors as experienced by students in the EFL classroom, and how they cope with them. And, by understanding the students' anxiety, the teacher could use it as an evaluation to improve and implement the more appropriate and enjoyable teaching techniques in the future in order to make the learning environment friendlier and less stressful for the students, such as by implementing methods and avoiding the anxiety provoking situations that students have been dealing with.

### 2. For the Students

The findings of this research inform students about anxiety in EFL classroom. Students should use it as a motivation source to boost their confidence and bravery. Students should also learn better ways to deal with their anxiety in the further EFL classroom. Instead of just giving up and quit trying, attempt to optimize the strategies that might be useful and effective for their improvements.

### 3. For the other Researchers

To achieve a deeper understanding of students' anxiety in EFL classroom, other researchers who are interested to investigate research with similar field could conduct further investigation and explore more with a broader sample and population. It is also suggested that more

detailed interview questions will be provided and dig more every question item to the interview participants in order to acquire more detailed data. Doing similar research with different object like Senior High School or Undergraduate University students are also recommended. Future researchers could also examine the different types of anxiety, the anxiety factors, the anxiety coping strategies that students use to cope with their anxiety experienced by male and female students.

