

Chapter Five

Conclusion and Recommendation

Chapter five consists of two parts. The first part presents the conclusion of this research which includes the procedure to conduct this research and the results of this research. The second part provides the recommendations. The researcher gives a recommendation for the students, the teachers, and the other researchers.

Summary of the Research

In learning English language, some students will get an obstacle to learn it. One of the problems that might face by students is anxiety. Anxiety will interfere students in learning foreign language. Horwitz (2001) found that anxiety has been one of the highly variable to interfere with people in learning the language. It distracted student's feeling in learning foreign language. Finally, the student will uncomfortable with the situation and nervous to use their ability in English class. With those problem the researcher interested to investigate level of anxiety that the first year students have in learning English language.

The purpose of this study was investigating the level of anxiety among the first year students in ELED. Afterward, the objective of this research was to know the level of anxiety among the first year students and the level of each factors anxiety among the first year students. Also, this research used quantitative research. To gather the data, this study used questionnaire, and the target population of this research was 168 students. The population of this study were first year student in ELED at Private University batches 2018.

The questionnaire was distributed by online survey. In this situation, the population answered the questions by presence of the researcher. The data were tested using SPSS version 22.0. In finding the result, the researcher tested the data with the reliability test of the data.

Conclusion

The results were gained to answer the two research questions and to give further result to this study. The first research question is about the level of anxiety in first year students of foreign language learning in English Language Education Department students at one of the private universities in Yogyakarta in learning English and the second research question is about the level of each factor anxiety in first year student of learning foreign language learning in English Language Education Department students at one of the private universities in Yogyakarta in learning English.

To answer the research question, the result showed that the students are having low anxiety in learning a foreign language. The total mean score of the overall anxiety level was 81.17 which indicates as 'low' anxiety. Additionally, for the three domains questionnaire are having a different mean score. Firstly, the total mean score of the communication apprehension was 27.42 which showed as 'low' anxiety. The communication apprehension has indicated as one of the causes that make the students have low anxiety in foreign language learning. Secondly, test anxiety has 34.76 as total mean score and it belongs to the 'low' anxiety. By seeing the total mean score of the test anxiety, the test anxiety was not influencing the first year students to have anxiety in foreign language learning. And for the last is fear of negative evaluation, this category has 18.63 as total mean score and

it indicates to 'high' anxiety. It can be concluded that the first year students are anxious with evaluation from others in the class.

From the result above, the first year students are having low anxiety in foreign language learning. It is indicating that the students are not worry about their ability in learning foreign language. Thus, it can be concluded that the first year students of the English Language Education Department at one of the private universities in Yogyakarta are having low anxiety in learning a foreign language. Dewaele (2013) said that distracted, overreacted to self, worried about potential failure and focus with people opinions, these are things are connected with anxiety. In other words, anxiety can interfere with the students to learn a foreign language.

Recommendation.

In this section, the researcher presents the recommendations based on the result of the study. There are several recommendations for the students, the teachers, and other researchers related to the results of the metacognitive strategies used by the students in learning English.

The students. Based on the result, the students have to keep their level of anxiety. The researcher suggestion are the students has to practice more their ability in speaking and do not think too much about other opinions about them. Always use English when chatting with others. And, students have to prepare the thing that students need in the classroom.

The teacher. A teacher has a big role in the classroom. They lead all of the activities in the classroom, as the teachers, they have to provide the exercise that leads the students to improve their confidence and also decrease the student's

anxiety. For instance, the teacher can ask the students to present their work in a small group. Giving the students time to talk to each other using their English and make a comfortable situation for them. And let the students express their idea through words or action.

The other researchers. The researcher suggests to the future researchers who are interested in the same topic about the level of anxiety in a foreign language to conduct research on a wider population. Thereby, it is possible for the next researcher to conduct research on a similar study by using different research design and another technique.