

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of the conclusion of research and suggestion given by the researcher to lecturers, students, and future researchers of the same topic, which might be helpful.

5.1 Conclusion

Based on the research findings, according to students' statements about their experiences in Role Play and Conversation classroom, there are three factors contributed to their learning anxiety in the English speaking classroom through online learning. They are (1) direct interaction with the lecturer, (2) low self-confidence, and (3) limited exposure to English.

The first factor is direct interaction with the lecturer, which occurred in a form of a question and answer session. It also happened when the students did their exam orally through direct interaction using video conference. The second is low self-confidence, which indicated that the students who lack in speaking English tend to have lower self-confidence than the ones who better in speaking English. Several students believed that lack of grammar and vocabulary understanding are the reasons behind their low self-esteem. The last is limited exposure to English related to the students' lack of opportunity to practice and experience speaking English, which affects their ability.

According to the lecturer, online learning is such a new challenge for both himself and the students. It is much more complex than offline learning because the lecturer is not able to monitor his students' learning actions. However, he acknowledges that anxiety is always in the minds of the students. He always tries to build a relaxed classroom atmosphere, which will encourage the students to be more active and reduce their anxiety when speaking English in the classroom.

5.2 Suggestion

In consideration of the research findings, the researcher would like to propose some suggestions that might be beneficial for the lecturers, students, and further research.

5.2.1 Suggestion for the Lecturers

In ways to know more about the students, the researcher suggests the lecturers of speaking class may conduct a short meeting where they give the opportunities to the students to tell their idea about the online classroom activity, the difficulties they have in the online class, etc. If the lecturer knows the causes of their students' difficulties, they can give advice and feedback to the students or find an idea to create a better online learning activity.

5.2.2 Suggestion for the Students

First, the researcher suggests that the anxious students should be able to find a way in which can determine their own lack of speaking English. After knowing about their utter lack, they can discover the best way to cope with their difficulties.

Second, as the learning activity done by online learning through a virtual meeting, the researcher hopes that the students can be active and responsive in meeting class by turning on their camera. It will also help the lecturers to discover their students' difficulties and give feedback in return.

For the last, according to the lecturer's suggestion in the interview, the students must practice their speaking skills more often. They may either find a partner or form a group of students who passionate about learning English speaking skills. He mentioned that this idea is probably not easy to do so the students should begin to form awareness to develop respectively.

5.2.3 Suggestion for Future Research

Due to the limitations of this study, further research needed to examine EFL students' learning anxiety in English speaking classroom

through online learning. Conducting similar studies with varying levels of students and a larger audience would be beneficial in gaining a better understanding of the issue. In order to achieve this goal, future researchers may attempt a variety of methods to appropriately approach the audiences such as class observations and find out more facts, causes of anxiety, or activities that can lessen the anxiety among the students.

REFERENCES

- Anjaniputra, A. G. (2013). *Teacher's Strategies in Teaching Speaking to Students at Secondary Level*. Journal of English and Education, 1(20), 1-8. Retrieved from: <https://ejournal.upi.edu/index.php/LE/article/view/577>
- Arikunto, S. (1989). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Penerbit Rineka Cipta.
- Ary, D., et al. (2010). *Introduction to Research in Education*. Belmont: Wadworth.
- Bogdan, R.C., Biklen, S.K. (1982). *Qualitative Research for Education: An Introduction to Theory and Method*. Boston: Allyn and Bacon. Inc
- Brown, H. D. (1991). *Breaking the Language Barrier*. Yarmouth: Intercultural Press, Inc.
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Edition. New York: Addison Wesley Longman, Inc.
- Brown, H. D. (2003). *Language Assessment: Principles and Classroom Practices*. New York: Addison Wesley Longman, Inc
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*, 5th Edition. San Francisco State University: Pearson Longman, Inc.
- Depdiknas. (2016). *Peraturan Menteri Pendidikan Nasional No. 21 tahun 2016 tentang Standar Isi*. Jakarta: Depdiknas.
- Dhull and Sakshi. (2017). *Online Learning*. International Education & Research Journal [IERJ], 3(8), 32-34.
- Harmer, J. (2001). *How to Teach English, Seventh Impression*. Malaysia: Longman.
- Hashimoto. (2002). *Motivation and Willingness to Communicate as Predictors of L2 Use*. *Second Language Studies*, 20(2), Spring 2002, pp. 29-70.

- Herwanto, Rio. (2013). *Factor that Cause Language Anxiety in the English Classroom Speaking Performance in SMP Negeri 4 Pakem Yogyakarta*. Yogyakarta: Universitas State University.
- Hidayati. (2018). *Student Language Anxiety in Learning English*. IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics) Vol. 2(2).
- Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986). *Foreign Language Classroom Anxiety*. *The Modern Language Journal*. Vol. 70 (2), 125-132.
- Jones, R. (1989). *Speaking & listening*. London: John Murray.
- Lodico, M., Spaulding, D. & Voegtler, K. (2010). *Methods in Educational Research: From Theory to Practice*, 2nd Edition. San Francisco, CA: Jossey-Bass.
- McCroskey, J.C., Richmond, V.P. and McCroskey, L.L. (2006). *An Introduction to Communication in the Classroom: The Role of Communication in Teaching and Training*. Allyn & Bacon, Boston.
- Michael W. Passer and Ronald E. Smith. (2009). *Psychology: The Science of Mind and Behavior*. New York: McGraw-Hil. p.787.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Rao, S. P. (2019). *The Importance of Speaking Skills in English Classroom*. Alford Council of International English and Literature Journal (ACIELJ). Retrieved from:
https://www.researchgate.net/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS.
- Rao, S. P. (2019). *The Role of English as a Global Language*. Research Journal of English (RJOE). Oray's Publication.

- Richard P. Halgin and Susan Krauss Whitbourne. (2007). *Abnormal Psychology: Clinical Perspectives on Psychological Disorder*. New York: McGraw-Hill. p.144
- Salcova, P. (2011). *Teaching Speaking Skills*. Thesis of Faculty of Arts of Masaryk. University: Unpublished.
- Stern, J. Ph.D . (2004). *Introduction to Online Teaching and Learning*. Retrieved from: <http://www.wlac.edu/online/documents/otl.pdf>
- Tanveer, M. (2008). *Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. University of Glasgow.
- Thamarana, S., Kallepalli, M. (2018) *Teaching Speaking Skill Online: Prospects And Possibilities*. Eltai Tirupathi Chapter 6th Annual International Conference: India.
- Thomas J. Huberty. (2009). *Anxiety and Depression in Children and Adolescents*. New York: Springer Science. p.31.
- Thornbury, S. (2005). *How to Teach Speaking*. Longman: Longman University Press.
- U.S. Department of Education, Office of Educational Technology. (2012). *Understanding the Implications of Online Learning for Educational Productivity*. Washington, D.C.