# CHAPTER 5

# CONCLUSION AND IMPLICATION

This chapter presents the conclusion which consists of review of key findings of the research followed by a consideration of implications for teacher and students, as well as recommending implication for further research.

## Conclusion

Anxiety is the source of English Department students' problem in increasing their spoken ability in English. They are expected to be able to speak English without feeling anxious in interacting with non-native or native speaker of English. The objective of this study was to find out the factors that cause anxiety among students in interacting orally with an English native speaker lecturer in the classroom.

This study was carried out at a Universitas Negeri Gorontalo, in English Department. A qualitative method was adopted in order to collect data by group interview. Also thematic analysis was used to analyze the data and grouping into theme. Based on the result of analyzing data interview, this study successfully answered the research question by finding four themes which are factors that cause students to feel anxious, they are, limited English proficiency, fear of being misunderstood, lack of self-confidence, and fear of negative evaluation. This study revealed that English native speaker lecturer has minor influence in students' anxiety.

In addition, this study show that attitude or behavior of teacher in this case is English native speaker has influential on the level of students' anxiety. Also, this study found that students' anxiety decrease in overtime because the approach taken by English native speaker both emotionally and technically in teaching in the classroom. Besides, the English competence is a big impact to students' anxiety. It can be seen from the symptoms they suffer when they interact with English native speaker lecturer, they feel shaky, nervous, and sweaty because they are fear of making mistakes in neither pronunciation nor grammar. However, the current study concluded that beside the other factor, limited English proficiency as the factor that most significant relevant to students' anxiety in interacting orally with an English native speaker lecturer in the classroom.

This study, however, is subject to several limitations that could be addressed in future research. First, the small sample size restricts the generalization of findings of the study. Thus, for future research need to cross-validate findings from present study to a different and larger sample. Another limitation of the study that is it only focused on the factor of students' anxiety in interacting orally with an English native speaker. Thus, it suggested that some future studies probably be planned to find out the ways to overcome the anxiety.

**Implications**

The results of the present study have confirmed that anxiety is a problem among English department students that must be recognized as important in learning foreign language. Thus, it is urgent for English lecturers to carry out some investigation in order to know about students' anxiety. Also it is necessary for lecturer to apply appropriate strategies to help them respond to this feeling and enhance the English teaching efficiency. Secondly, the present study indicates that students have anxiety because of lack of self-confidence, so it is important for lecturer to release anxiety because it seriously affected students' ability in English especially for speaking skill. If students are always in anxious situation, they will suffer failure of learning.

Lecturer should be able to diagnose students' anxiety and then help them to cope with the anxiety provoking situation. They must behave in a friendly manner, being helpful and cooperative, making students feel comfortable when speaking in the class, ensuring students' active participation in the classroom environment. If students speaking English in comfortable environment and they are encouraged frequently by teachers rather than being criticized, students will become more confident.

Based on factor causing students' anxiety in interacting with an English native speaker lecturer, limited English proficiency is the first factor that mentioned in interview data. Lower level English of students need to improve their simple

everyday conversation. However, students need to recognize this problem, first. Regarding to result of current study, students have to improve their ability in English especially for speaking. They have to become inured themselves to communicate English with their friends both inside and outside classroom. Also, English Department students find appropriate atmosphere where they feel enjoyable or relax to speak English; they can get it in program of English Department student union that is English club or other community in outside of collage that can build their confident in English.

The findings have provided further evidence confirming that students' anxiety being a serious problem in English department. What the present study has clarified was finding the factors which cause students anxiety in interacting orally with an English native speaker. For future research, other factor causing students' anxiety might be explored such as gender, technologies, and teacher's feedback.

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