

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

From the results of the research above, it was found that the level of anxiety of students in learning English in SMPN 03 Mempawah Hilir students belongs to the category of severe anxiety with a percentage 67%. It is because Anxiety is a very familiar problem that affects students in learning English. In brief, this behavior affects their competence because students with severe anxiety will produce and get lower grades than those with mild anxiety in class. Students who have a level of anxiety in learning classified as severe anxiety cannot produce good performance in class compared to students who have a level of anxiety in learning English classified as mild anxiety.

Then, from the results of the research above, it was found that there are three factors that cause students' anxiety in learning English. the first is communication apprehension, which makes students feel unsure or insecure about their ability to speak. they even choose to be quiet and not active in class while learning English. Furthermore, the second factor that causes anxiety in learning English is fear or negative evaluation, this makes students always think negatively about the assessments of teachers and classmates when learning English takes place. so that these students become inactive in class and do not participate in learning English. the last factor that causes student anxiety in English is test anxiety, students are very careful when the English test is being carried out, so this makes them nervous when doing it. This test anxiety is something that is often experienced by every student, where students who have a level of anxiety learning English belonging to severe anxiety will easily get low scores because they cannot overcome their anxiety which makes them unable to concentrate.

of the three factors that cause students' anxiety in learning English above, this research concludes that the factor that dominates students' anxiety in learning English is test anxiety. especially when they are doing their

English exam they focus more on their lack of ability in English not on what efforts they have to do to improve their ability in English.

B. Suggestion

1. To teachers

This research indicated that teachers' awareness of students' anxiety. Because, anxiety is an important factor that affects students' learning. Good acknowledgment of the existence of students' anxiety in learning English will influence the teacher in treating the students properly. The teachers should pay more attention to how to overcome the factors that cause students' anxiety in learning English in the classroom. In addition, teachers are advised to encourage students to share experiences about their anxiety.

2. To students

As for students, they need to be involved to reduce anxiety in class. Students must respect each other to create a friendly environment. They should help other students who have severe anxiety levels when experiencing difficulties instead of being ridiculed by them. This makes them feel comfortable with each other. In addition, anxious students should realize that mistakes are a natural part of language learning, therefore, it should not discourage them from learning English.

3. Other Researcher

Improve data collection instruments and provide ways to reduce students' anxiety in learning English. They can use this thesis as additional literature or reference. Other researchers can conduct further research on students' anxiety in learning English at other levels of education.