

## CHAPTER 5

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

This study has been accomplished. This study investigates the anxiety of Englishpreneurship students in the classroom where almost all the classes that they take are expected to speak English. In addition, this study also focused on knowing the factors of anxiety that were felt by students at the Faculty of Language and Arts, especially Englishpreneurship Students. These factors are communication apprehension, fear of negative evaluation and test anxiety. Communication Apprehension or in other words the pressure of public speaking has caused uncontrol anxiety physically and the inability to speak clearly which then turned to avoid speaking in English. Fear of negative evaluation, fear of being in a situation where students have to speak in front of an audience or lecturer they already know. From there, they feel afraid to be judged by others for making mistakes. In the context of Test anxiety, test anxiety was found to have a detrimental effect on students' abilities and self-confidence. This happens when they will be asked by the lecture, they are afraid to answer. They fear being wrong such as in subject matter, pronunciation and grammar. Survey data and interviews reveal that the anxiety level of Englishpreneurship students at the Faculty of Language and Arts is very high.

## **5.2 Suggestions**

It is recommended that lecturers continue to encourage and motivate students to speak English in class without pressure. In addition, Lecturers should also be more aware of their anxieties and reluctance to speak in class without comparing them with others. As mentioned above, students' anxiety in speaking English class is caused by Communication apprehension, Fear of negative evaluation and Test anxiety. Therefore, lecturers are expected to pay attention to these factors. This shows that it is important for lecturers to be more creative in finding better ways to teach students to be more confident and courageous to speak English.

However, other support systems such as friends and parents must also be aware of the factors that cause students' anxiety to speak English. A friend has to be more supportive and support other friends without judging the person. Friends must also be a good tutor if they feel they are more capable than those who are still very lacking. Then, as a parent, they must also understand more about what their child feels in their English language skills. Parents should not only tell their children to do what their parents want, but parents should also ask their children whether it is good for them or not.

For further research, researchers can seek information from respondents by looking and observing the daily lives of respondents in campus. Examine interactions between respondents with friends, lectures and parents if it possible to get more detailed results. Researchers can also look for ways to gradually eliminate the anxiety of the

respondents. Then, researchers can also analyze students' anxiety in speaking Indonesian and make comparisons with anxiety in speaking English. Thank you.

