

Chapter Five

Conclusion & Recommendation

There are two ideas in the chapter five. The first idea reveals the conclusion of the study. Then, the second idea shows the recommendation based on research significance. It helped for the researcher of this study, lecturers, students, and the other researchers.

Conclusion

This research explains the correlation between students' foreign language anxiety in the classroom and their academic achievement. It shows findings based on three research questions of this study. The first research question is "How is the level anxiety of ELED students at one private university?" The second research question is "How is the academic achievement of ELED students at one private university?" Then, the third research question is "What is the correlation between students' anxiety and their academic achievement of ELED students at one private university?" There are findings that have answered research questions above.

The first finding explains about the level of students' anxiety. This study showed that most of the students were in moderate level of foreign language anxiety in the classroom. As the research finding, it showed 81.47 for the mean score. Therefore, it can be indicated that level students' anxiety was in moderate category. In addition, the level anxiety of ELED students' batch 2017 was average.

The second finding answers about academic achievement. This study showed that most of the students have good category for their academic achievement or GPA. There is no student who has GPA score below 2.8. Based on the finding, it showed 3.48 for the

mean score. So, it can be implied to moderate category (**table 5.1**). In addition, the score of academic achievement of ELED students' batch 2017 was good.

The last finding explains about the correlation between students' foreign language anxiety and their academic achievement. The finding of this study showed that there was significance correlation between students' foreign language anxiety and their academic achievement. The finding showed that the significant correlation value was .000 ($<.005$). Thus, it can be concluded that alternative hypothesis (H_a) was accepted. The correlation analysis revealed that there was a significant correlation between students' foreign language anxiety in the classroom and their academic achievement at ELED students' batch 2017. Then, the Pearson correlation value was $-.353$. It means that the degree of association was low correlation. Besides, the correlation value showed negative. It means that there is negative significant correlation. Negative correlation is a relationship between two variables in which one variable increases as the other variable decreases (Sarwono, 2006). In addition, it will point out that there is a low negative correlation between level anxiety of students and their academic achievement. If the students have a low level anxiety, their academic achievement will be great. On the contrary, students who feel high anxiety in class will have low score for their academic achievement.

Recommendation

This part provides the suggestion for several parties. The recommendation is intended to the students, the teachers and lecturers, and the next researchers. The recommendation for those parties is presented below.

Researcher suggests to the students for improving their academic achievement by knowing the consequence of foreign language anxiety in the classroom. Learning anxiety

in the classroom give correlation significantly to the learning achievement. Based on the findings, it showed the significance correlation between students' anxiety and their academic achievement. Therefore, the students should know such of things to cope their learning anxiety in the classroom. It also leads them to get good academic achievement.

Besides, researcher gives recommendation to the teachers and lecturers related the problem of this study. The teachers and lecturers are expected to help their students for encountering students' problems about learning anxiety in the classroom. It can make students realize the bad impact of learning anxiety in the classroom. The teachers and lecturer also can decide an effective method to teach the students who experienced anxiety in the classroom. In addition, they can motivate their students to be more active in a class.

Based on the result of this study, researcher has suggestion to the next researcher. The next researchers should analyze more the case related the problem of students' foreign language anxiety in the classroom. In addition, the next researchers should complete this study in form of qualitative research design. While next researchers develop another case related to students' foreign language anxiety and students' academic achievement, they should enrich the theory of this study. So, those suggestions can upgrade the theory related the problem of this study.