

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the results of the descriptive quantitative research conducted through a survey, it can be concluded that there is a significant level of foreign language anxiety among non-English department students at the primary Islamic teacher education study program of UIN Imam Bonjol Padang. The findings from the FLCAS questionnaire revealed that the majority of students, specifically 90% of the respondents (180 students), experienced anxiety ranging from mild to very anxious levels. It was found that the total mean score of the students' anxiety is 107.24, which places the students in the "Mild Anxious" category.

Furthermore, regarding the second research question, there is a dominant component that contributes most significantly to the total anxiety score. It was found that Test Anxiety (TA) has the highest mean score and percentage contribution, which is 43.17%. This is followed by Communication Apprehension (CA) at 34.38% and Fear of Negative Evaluation (FNE) at 22.45%. This means that the primary source of students' psychological barriers in learning English is the pressure and apprehension related to formal tests and evaluations in the classroom.

The researcher states that foreign language anxiety is a prevalent issue among primary Islamic teacher education students due to various academic pressures and limited exposure to the language. The researcher states that the

descriptive hypothesis proposed in Chapter II is proven, as the data confirms that non-English major students at UIN Imam Bonjol Padang experience significant levels of foreign language anxiety, with Test Anxiety as the most prominent component.

B. SUGGESTION

Based on the conclusions above, the researcher would like to offer several suggestions for lecturers, English educators students, and future researchers to address the issue of foreign language anxiety:

1. For the English Lecturers and English Educators

Since Test Anxiety was found to be the most dominant component, English lecturers are strongly advised to reconsider their assessment methods. Educators should create a less intimidating evaluation atmosphere by providing clear instructions before tests and offering more formative assessments (ungraded practices) to build students' familiarity with the material. Furthermore, to address the second-highest factor, communication apprehension, lecturers should foster a supportive and low-pressure classroom environment. Providing positive reinforcement and avoiding harsh corrections in front of peers can minimize students' fear of making mistakes. The use of collaborative group work is also recommended to help students feel more comfortable before facing individual evaluations.

Lecturers teaching English courses in the primary Islamic teacher education department are advised to implement non-threatening assessment methods. Given the prevalence of test anxiety, evaluation should not only

rely on spontaneous oral exams, but also on project-based assignments that give students time to prepare. In addition, the faculty needs to consider providing an 'English Corner' or a casual English learning club outside of formal class hours. This aims to increase the frequency of informal language exposure, thereby reducing students' anxiety levels when faced with formal classroom situations.

2. For the Students

Students, especially those in the primary Islamic teacher education study program, need to realize that anxiety, particularly during tests and oral performance, is a common phenomenon. To overcome Test Anxiety, students are advised to improve their preparation and study habits to feel more in control during evaluations. Additionally, to reduce communication apprehension, students should build confidence through consistent practice in small, supportive groups. They should focus more on the message being conveyed rather than grammatical perfection. By viewing mistakes as a natural part of the learning process and preparing more thoroughly for assessments, students can gradually reduce their psychological stress.

3. For the Future Researchers

This research provides a foundational overview of anxiety levels and identifies Test Anxiety as the primary concern among primary Islamic teacher education students. Future researchers are encouraged to conduct more in-depth qualitative studies to explore why non-English major students feel specifically pressured by formal evaluations. Additionally, further

studies could investigate the effectiveness of specific "anxiety-reducing" assessment tools or alternative grading strategies. Experimental research could also be conducted to see if certain interventions can effectively lower the levels of Test Anxiety and Communication Apprehension identified in this study.



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