

CHAPTER VI

CONCLUSION AND SUGGESTION

In this chapter the researcher presents the conclusion of this study. In this chapter, the researcher also gives some suggestion for English teacher, student, and the next researcher who will study about anxiety, motivation, and language learning strategies.

A. Conclusion

Based on the findings of research and data analysis regarding the investigation to anxiety, motivation, and language learning strategies.

A survey on anxiety, motivation, and language learning strategies reveals that students experience a certain degree of anxiety when it comes to learning English. This is followed by a moderate level of motivation, which is influenced by external factors. Additionally, students at a beginner level also exhibit a certain level of language learning strategy usage. Consequently, numerous hypotheses were formulated.

First hypothesis revealed that there is significant correlation between anxiety and motivation of students with value (0.001). The second hypothesis also revealed that there is significant with value (0.000). The third hypothesis were tested and revealed there is no correlation between language learning strategies and anxiety with the value (0.137). Specifically, the correlation among 3 variables were tested and revealing Sig. F change at (0.000) it means there is correlation among anxiety, motivation, and language learning strategies. The fact that the correlation between anxiety and language learning strategies was not significant when analyzed separately, but all three variables were considered together using linear regression, suggest that motivation plays a mediating or moderating role in the relationship between anxiety and language learning strategies.

In qualitative phase also revealed the role and effect students' perceived anxiety, motivation, and language learning strategies. In anxiety, the role anxiety as students' barrier and focus in language learning, so the effect of anxiety emerged that are fear of making a mistake and experiencing cognitive problems. In motivation, the role of motivation in students' experience is giving

direction for students' future, and the effect emerged is students' intensity. the last is language learning strategies. in language learning strategies. the role of language learning strategies is managing students' anxiety and motivation, and giving the effect to students' confident

B. Suggestion

According to the conducted research, there are several suggestions that can be provided to teachers, students, and next researcher, as follows:

1. For English teachers

As well as teachers of other languages, should identify their students' anxiety, motivation, and language learning tactics. Subsequently, teachers should assist students in achieving a harmonious learning experience that caters to their individual needs and preferences. Therefore, teachers now have a new responsibility as facilitators for pupils.

2. For Students

To effectively cope with anxiety in language learning, students should prioritize the learning process rather than striving for perfection. They should cultivate a growth mindset, employ language learning tools, and actively seek support.

3. For the Next Researcher

Researchers can analyze the influence of anxiety on language acquisition at various stages, evaluate how cultural background shapes language learning experiences, and explore the correlation between motivation and language learning in certain settings. In addition, they have the ability to create strategies to decrease anxiety, construct a thorough framework of language learning motivation, and explore the impact of technology, learner independence, teacher-student connections, and cultural intelligence on language learning results.