

CHAPTER 5

CONCLUSION AND DISCUSSION

The purposes of this study, as discussed in Chapter One, were to 1) to investigate the common causes of English speaking anxiety of those students, and 2) to compare English speaking anxiety of English programs students in Buriram Province, classified by program types. In the final part of this thesis, the major findings in replying to the researches questions are first summarized and scrutinized, and discussed in relation to the relevant literature. In addition, some pedagogical implications for Thai EFL teacher' instruction are suggest. Then, some suggestions for future studies are proposed at the end of the chapter.

5.1 Summary of the Major Findings of the Study

This section aims to summarize the most important findings drawn from the analysis of the quantitative data gathered to help the reader grasp the most salient issues discussed in this current study.

The purposes of this study were the most common causes of English speaking anxiety for the three different English Program students was employed by grade 9 students in overall of their Foreign Language Classroom Anxiety. When considering in each question of Foreign Language Classroom Anxiety, it was found the overall Foreign Language Classroom Anxiety employed by 119 grade 9 students is at Moderate level. When considering on Foreign Language Classroom Anxiety, the highest mean score was No. 5 at High level "I start to panic when I have to speak without preparation in language class.", followed by No. 3 at High level, "I tremble

when I know that I'm going to be called on in language class, and No. 12 at High level "I can feel my heart pounding when I'm going to be called on in language class.", respectively. On the other hand, the lowest mean score was No. 10 at Low level "I often feel like not going to my language class.", followed by No. 14 at Moderate "I feel more tense and nervous in my language class than in my other classes.", and No. 6 at Moderate "In language class, I can get so nervous I forget things I know."

Foreign Language Classroom Anxiety of three categorized: EP, ICEP and CEP students. When considering in EP students, it was found that "anxiety" No. 2 "I don't worry about making mistakes in language class." was the most anxiety at High level, followed by No. 20 at High level, "I get nervous when the language teacher asks questions which I haven't prepared in advance.", and No. 19 at High level "I would probably feel comfortable around native speakers of the foreign language."

From the result of ICEP students No.5 "I can feel my heart pounding when I'm going to be called on in language class." was the most at High level, follow by No.7 at Moderate level "It embarrasses me to volunteer answers in my language class." and No.1 at Moderate level "I never feel quite sure of myself when I am speaking in my foreign language class."

The result of CEP students No.12 "I can feel my heart pounding when I'm going to be called on in language class." was the most at High level, follow by No.5 at High level "I start to panic when I have to speak without preparation in language class." and No.3 at High level "I tremble when I know that I'm going to be called on in language class."

In answer to the second research question, to investigate and compare English speaking anxiety of English programs students in Buriram Province, classified by program types. The samples were from three groups; the first group included 29 grade 9 English program (EP) students who study with the foreign teachers 19 periods per week. The second group consisted of 40 grade 9 Intensive communicative English program (ICEP) students who study with the foreign teachers 5 periods per week. And the last group included 50 grade 9 conversational English program (CEP) students who study with the foreign teachers 1 period per week. The statistics used for data analysis were mean, standard deviation, and one-way ANOVA analysis. The results revealed as follows:

With regard to the second research question, the overall Foreign Language Classroom Anxiety employed by grade 9 students classified by program type. The results of comparison of which of the three programs have the most speaking anxiety among the students were different. When considering in each aspect of Foreign Language Classroom Anxiety, it was found with statistically significant difference at .05 in, "I don't worry about making mistakes in language class.", "I tremble when I know that I'm going to be called on in language class is an anxiety question.", "It frightens me when I don't understand what the teacher is saying in the foreign language.", "I start to panic when I have to speak without preparation in language class is an anxiety question.", "Even if I am well prepared for language class, I feel anxious about it.", "I often feel like not going to my language class." "I can feel my heart pounding when I'm going to be called on in language class.", "I feel very self-conscious about speaking the foreign language in front of other students." "I feel more tense and nervous in my language class than in my other classes." "I get nervous

and confused when I am speaking in my language class.” “I would probably feel comfortable around native speakers of the foreign language.” and “I get nervous when the language teacher asks questions which I haven't prepared in advance.” respectively.

From overall the highest mean score of CEP students followed by EP students and the lowest mean score was ICEP students. The highest mean score was test anxiety of EP students the followed by fear of negative evaluation of CEP students was the second most and communication anxiety of CEP students. However, the lowest mean score was anxiety of English classes of EP students the most followed by anxiety of English classes of ICEP students the second most and anxiety of English classes of CEP.

As the subcategories of Foreign Language Classroom Anxiety employed by the high students' anxiety, the most frequency was fear of negative evaluation of CEP students No.12 “I can feel my heart pounding when I'm going to be called on in language class.” The second with the highest mean score was communication anxiety of CEP students No. 5 “I start to panic when I have to speak without preparation in language class.” and No.3 negative evaluation of CEP students “I tremble when I know that I'm going to be called on in language class.” While the lowest mean score was anxiety of English class of EP students No. 10 “I often feel like not going to my language class.”, followed by No.14 (anxiety of English class of ICEP) “I feel more tense and nervous in my language class than in my other classes.” and No.14 (anxiety of English class of EP) “I feel more tense and nervous in my language class than in my other classes.”

5.2 Discussion of the Major Findings of the Study

In this section, the major findings of the study in relation to the two research questions as mentioned above will be discussed in the light of the results reported in Chapter four. A detailed account and interpretation of the findings are discussed in relation to previous research and in the context of 1) to investigate the common causes of English speaking anxiety of those students, and 2) to compare English speaking anxiety of English programs students in Buriram Province, classified by program types, and . The present investigation has reported on the research findings of English Speaking Anxiety of English Program Students in Buriram Province, and these findings give responses to the research questions for the present investigation. To illustrate, the findings are discussed as follows:

5.2.1 Investigate the most common causes of English speaking anxiety for the three different groups of students.

It was found The most common causes of English speaking anxiety for the three different groups of students was the students start to panic when they have to speak without preparation in language class. Follow by I tremble when I know that I'm going to be called on in language class and I can feel my heart pounding when I'm going to be called on in language class.

These may be explained by the fact that grade 9 students at Burirampittayakom School classified by program type: EP (who study with native English teachers 19 periods / week), ICEP (who study with native English teachers 5 periods / week) and CEP (who study with native English teachers 1 period / week). They may speak English in daily conversation with native English teachers or foreigners friends. They may practice speaking English outside classroom, watching TV in English channels,

listen to English music, read English books. These will help they build speaking English. The finding is consistent with the study of Chan and Wu (2004) who mentioned that encourage students, participation in additional English activities, encouraging students to share their anxiety experience and encouraging parents' involvement in their children's English learning. Moreover, Young (1990) reported the instructor's relaxed and positive error-correction attitude can greatly reduce language anxiety and Tasee (2009) suggested to reducing speaking anxiety such as take a deep breath, concentrating on something else instead of their speaking tasks, pretending to discard people when performing a speaking task and thinking that a speaking task is not a big thing.

5.2.2 Compare English speaking anxiety of English programs students in Buriram Province, classified by program types.

The findings revealed that compare English speaking anxiety of English programs students in Buriram Province, classified by program types were three different program types of students had different English speaking anxiety with statistical significance at .05 levels. The CEP students suffered in speaking anxiety the most, follow by ICEP students and EP students. It showed that, the more they spoke English, the less speaking anxiety they had.

The findings are expected to be beneficial for teachers to help students become aware of the significance of speaking Foreign Language Anxiety. Especially for improve students speaking proficiency. Also, to help the students speak English without anxiety. From the result of the study, the students should communicate more with the foreigner. Moreover, this result also guidelines for students who would like to

speaking English more efficiently, especially for daily conversation and academic purposes

Therefore, the students should be encouraged to speak English at every available opportunity which was indicated to be beneficial for the students speaking ability, should also be emphasized.

As can be seen, anxiety seemed to contribute to the students' speaking ability. Some strategies can be effectively used such as reading or preparing might be effective in real time communication, but may work well in academic ones.

5.3 Pedagogical Implications

5.3.1 Although the relatively small sample means that the researcher cannot claim to provide the breadth of data to represent the experiences English learning strategies employed by grade 9 students classified by type. These insights have implications for other students, for students/academic developers and for teachers and managers of institutions, faculties/schools and departments.

5.3.2 The present study showed that English speaking anxiety employed by grade 9 students used speaking anxiety at the moderate level. Therefore, students should know the importance of speaking without anxiety should help them to improve speaking English.

5.3.3 Since grade 9 students mentioned that the speaking anxiety failed to improve the speaking ability. Therefore, English students should practice their speaking ability. Also, the students should communicate more with native English teachers and foreigner friends.

5.4 Suggestions for Future Research

Based on the findings of this study, the following suggestions for future research are made:

1. This study investigated an English speaking anxiety of English program students. It would be interesting if the future research discover in qualitative methodology. Interview should be done after evaluated the FLCAS score to find out the specific reason of English speaking anxiety in classroom and their English preferences.
2. The present study is conducted in English speaking anxiety. The future research may employ in other type of anxiety i.e. test and performance, stranger, social, and intergroup, trait, choice or decision and psychiatric.
3. The present study conducted in English program students. It might be interesting study in the L2 that have to use English as a second language.