

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the findings, it can be concluded that there were six strategies that were employed by the teacher in overcoming students' foreign language anxiety in online setting. The strategies are (1) coming ticket, (2) using games by utilising zoom annotating feature, (3) giving help and chance for each student, (4) motivating and encouraging students, (5) employing pair work, and (6) adjusting to students' English level. Firstly, coming ticket strategy is a strategy that is placed in the beginning of the class in which teacher welcoming students with English songs. Besides, other activities included in this strategy are greeting the students and reviewing previous material. Secondly, the teacher used two games in the learning process namely matching description game and crosswords. The next strategy is the teacher offered help and also gave every students equal opportunity to take part in practicing in the class. Besides, encouraging students, such as giving them confidence despite the mistake they made in practicing English and motivating them, such as providing positif talks are also used by the teacher. Not only that, but the teacher also applied pair work where students can work together. Last but not least, the teacher also adjusted the level of English accordingly to students English skills. All of these strategies were realised in order to lower the anxiety that students face during learning English in the class.

B. SUGGESTION

Referring to the results of this study, the researcher would like to give some suggestions.

For the English teacher, the researcher suggests to include more activities realting to collaborative learning. From the result, it was found that the teacher only employ pair work. Thus, in order to engage the students more, the teacher

may use role-play or grup discussion. Also, since this is an online learning, the teacher can utilise other website such as Kahoot and Quizzis in the learning activity.

As for the students, it is suggested that in order to avoid anxiety in learning English, they should familiarize themselves with positive talks in which making mistake is part of the process. Beside, students can practice by using simple words without caring too much about the grammar.

For the next researcher, due to the limitation of this study, the next researcher may conduct the same topic with different and a larger group in order to collect a better understanding regarding EFL teacher's online strategy in overcoming students foreign language anxiety.



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