

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The discussion to conclude the question, the first question is that the score of students' negative emotion level towards the EFL learning process for class VIII students is 7.55, including the standard classification which is classified as high. Because students at Nurul Islam Sungai Kakap Middle School have a very high level of anxiety and boredom making students unable to maximize their learning process to be ineffective.

For the conclusion of the second question, the most dominant cause is anxiety because researchers get anxiety in the EFL learning process such as anxiety with my ability to learn English which is still lacking, and anxiety because grades do not match my ability to learn English.

And for the conclusion of the last question, is the factors that usually stimulate students' negative emotions are

1. The first is the learning environment. An unsupportive learning environment such as a noisy class stimulates students' negative emotions. Some students who need a quiet environment to concentrate may become annoyed if the learning environment does not support their desire to study effectively.
2. The second factor is students' problems with their peers. Most students in the research field state that peers have an important role in their learning English. They also stated that they considered themselves easy to get along with their peers. Because peers allow them to exchange ideas, provide supportive assistance, and a place to build knowledge from the same level.
3. The third factor is English teaching materials. They can stimulate students' negative emotions when material is deemed too difficult or has been taught too many times. Difficulty can be stimulated by unknown vocabulary or complicated grammar rules.

## **B. Suggestion**

Based on the research finding and discussion, there are some suggestions that the writer would like to propose, they are:

1. For English teachers and pre-service English teachers, it is very useful for teachers to pay attention to factors that affect students' emotions. For example:
  - a. Build more emotional bond, give more motivation to students especially with the problematic ones.
  - b. Implement more cooperative learning situations, which enable students to work with their peers, and do peer assessment to decrease the negative emotions such anxiety and hopelessness, for instance by implementing Jigsaw technique, Think-Pair-share, or other cooperative learning techniques.
  - c. It is also beneficial for teacher to give scaffolding, reinforcement and differentiation to the students who just introduced with English.
  - d. Specifically, to cope with the negative emotions there are some recommendations proposed by some experts to decrease the negative emotions and stimulate positive emotions for example teachers could promote students imagination of their ideal-self in order to decrease anxiety and motivate them with their self-condition in the future. This method can be combined with teaching technique such as simple drama, role play, make descriptive text of students' ideal self, and techniques that involving students' imagination.
2. For English language study program students in teacher training and education faculty, and writers who are interested in the similar topics, it is suggested that there will be a research about students' positive emotions and its contribution in learning process and the suitable teaching technique which can reduce students' negative emotions and increase students' positive emotions.

