

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion.

The purpose of this study was to answer the research question which examined whether there is a relationship between learners' language anxiety and their communication experience in digital language learning. Based on the Spearman's rho test result, it was found that there is no significant correlation between language anxiety and communication experience. The coefficient correlation between the two variables was found at the value of $r = -0.104$ with a significance level of $p = 0.584$. This indicates a very weak and statistically insignificant negative correlation between the two variables.

This finding suggests that learners' level of language anxiety does not play a significant role in shaping their communication experience. Although theoretically higher anxiety is expected to hinder learners' willingness to interact and express themselves, the present study did not find sufficient statistical evidence to support such an assumption. Instead, the results imply that other factors beyond language anxiety may have stronger influence in determining how learners' experience communication in digital learning platforms. Learners may rely on motivation, confidence, or contextual support that help them to engage in communication regardless of their anxiety levels. Therefore, it can be concluded that reducing language anxiety

alone may not directly improve communication experience, and further pedagogical attention should also be directed to broader aspects that facilitate learners' interaction and engagement in language learning.

B. Suggestion.

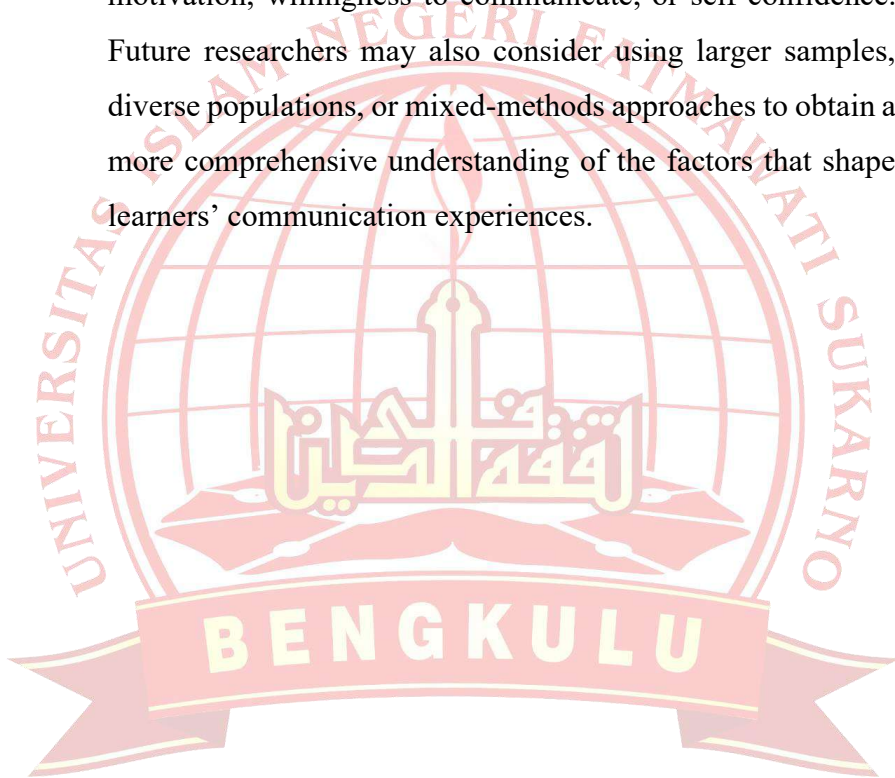
Based on the findings and conclusions of this study, several suggestions are proposed in order to provide practical implications and directions for further investigation. These suggestions are expected to offer meaningful contributions both for language learners and for future research in related fields. The details are presented as follows:

1. For Language Learners.

The results of this study indicate that language anxiety does not have a significant correlation with communication experience in digital learning environments. Therefore, language learners are encouraged not to place too much emphasis on their feelings of anxiety, but instead to develop confidence, motivation, and persistence when engaging in online communication. By focusing on these constructive factors, learners can foster more positive and meaningful communication experiences. Additionally, learners are advised to utilize the opportunities provided by digital platforms, such as interacting with diverse speakers, practicing in flexible settings, and gaining exposure to authentic communication contexts, which may contribute to their progress regardless of their anxiety levels.

2. For Future Studies.

Since this study found no significant relationship between language anxiety and communication experience, future research is encouraged to explore other variables that may influence digital communication more strongly, such as motivation, willingness to communicate, or self-confidence. Future researchers may also consider using larger samples, diverse populations, or mixed-methods approaches to obtain a more comprehensive understanding of the factors that shape learners' communication experiences.



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