

CHAPTER V

CONCLISION & SUGGESTION

This chapter presents a brief description of the conclusion and suggestion of the study in speaking anxiety.

5.1 Conclusion

The study analyzed about Students' Speaking Anxiety in Speaking Recount of the Tenth Grade Students in SMK Yapalis Krian. As can be seen on chapter 1, there are three research questions. It was analyzed on chapter 4 and this is the conclusion from the three research questions.

The level of students' anxiety to speak English. According to the result of the closed questionnaire, students were mostly categorized as mildly anxious. There are 32 students who have mildly anxious level of speaking anxiety. Meanwhile there are one student categorized in very relaxed level, two students categorized in relaxed level, ten students categorized in anxious level and there is any student that categorized in very anxious level. The summary shows that the first highest score of the level is "Mildly anxious", the second score of the level is "Anxious", the third score of the level is "Relaxed", the forth score of the level is "Very relaxed" and the lowest score of the level is "Very anxious".

The causes of students' speaking anxiety. According the data obtained from the open – ended questionnaire, there are six causes of speaking anxiety that influences in students' speaking skill. First, personal and interpersonal anxiety, there are eight students that their feeling anxiety in speaking because they unprepared well the vocabulary, grammar and correct pronunciation. Second Learners' belief about language learning, there are 15 students who feel anxiety because they got embarrassed, nervousness, unconfident and fear of making mistakes. Third, instructor beliefs about language teaching, there is five students who feel anxiety if the teacher gives them critics about their

speaking. Fourth, instructor learner interactions, there are 4 students that they feel anxiety because error correction. Fifth, classroom procedures, there are 1 student feel anxious about the rules in speaking skill. And the last, language testing, there are eight students who have anxious that arise by their self. They fear of losing self-confidence or feeling inferior to others in front of the class. The summary shows that the first highest cause of the students' speaking anxiety is "Learners' belief about language learning", the second cause is "personal and interpersonal anxiety" and "language testing", the third cause is "instructor beliefs about language teaching", the fourth cause is "instructor learner interactions", and the lowest cause of the students' speaking anxiety is "classroom procedures". From 45 students, there are just 41 students that categorized in the causes of speaking anxiety. The researcher found that four students do not have an anxiety when they speak English in speaking class.

The strategies students' apply to overcome speaking anxiety. Based on the data from open ended questionnaire, it was found that there are 15 students used preparation strategy to overcome their speaking anxiety. Second, there are 17 students used relaxation strategy. Third, they are eight students used positive thinking strategy. Furthermore, there are eight students reduce their anxiety by peer seeking strategy. And the last, there are three students reduce their anxiety by resignation strategy. From the summary, we can see that the higher strategy that used to overcome the speaking anxiety is "Relaxation". The second strategy is "Preparation". The third strategy is "Positive thinking". The fourth strategy is "Resignation" and the lowest strategy that used by the student is "Peer seeking".

5.2 Suggestion

For teacher

In helping the students to overcome their speaking anxiety, The English teachers should know that anxiety is one of the reasons why the students having difficulties in learning process especially in speaking. They need to be more aware to their students' negative behaviors toward the lesson and try to interpret them as the symptoms of anxiety. Teachers

need to find solutions to help the students' anxiety. According to the result of the research, there is only one student that has very relaxed level. It means that she does not feel anxiety when she speaks English; she uses "positive thinking" strategy to overcome her speaking anxiety. Based on this condition, the English teachers can get the lesson that they must motivate their students so the students have positive thinking when they speak English. It is suggested that the teacher must imitate and use the strategy to their student so that the students can speak English without anxiety.

For students

Based on the finding, the students can find the strategies that they can use to overcome their speaking anxiety. This research describes that there are five strategies to overcome speaking anxiety. There are preparation, relaxation, positive thinking, peer seeking and resignation. The students can apply the strategy so they do not feel anxiety when speak English in speaking class.

For further researcher

For further researcher of the similar subject are expected to conduct a better study with a better research methodology and more data collection. Furthermore, the investigations of speaking anxiety in others skill such as reading, listening, and writing are expected to be conducted in the future research in order to give more pictures about anxiety in learning process.