

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is designed to draw the conclusion and suggestions based on the data presentation from the previous chapters. This chapter is divided into two parts. The first part is conclusions and the second part is suggestions.

5.1 Conclusion

This study investigated students' speaking anxiety in EFL classroom. The result of this research highlighted several main points.

Firstly, According to the result of the questionnaire FLCAS most of the students are categorized as mildly anxious level, followed by five students who belong to the anxious level and sixteen students into relaxed. Meanwhile, there were two students categorized as very anxious and very relaxed level. This result has confirmed a question, what are the levels of anxiety experienced by the students in English speaking class? which is the first research question. This result was taken from the first questionnaire. They experienced language anxiety particularly in speaking English.

Secondly, according to the data obtained from second questionnaire and interview, the researcher found that personal and interpersonal anxieties included fear of negative evaluation and self-related cognition (self-perceptions) has become an obstacle that made the students to feel anxious in performing their speaking task. Besides, students' belief about language learning has also become the source of students' speaking anxiety. It included fear of making mistakes that hindered the students to take courage to speak. On the other hand, instructor –learner interactions, classroom procedures, perceived levels of English proficiency, and language testing also can be the sources of students' speaking anxiety in this research. Many students experienced anxiety in the English class and it

affects them negatively. Therefore, it is important for the English teacher to be aware of anxiety among their students.

Furthermore, based on the data obtained from questionnaire and interview, it was found that there were four strategies used by the students in overcoming their anxiety in speaking English: *preparation, resignation, relaxation, positive thinking, and peer seeking*. From the interview and second questionnaire data, it was found that preparation was frequently used by the students of language program class followed by resignation, relaxation, positive thinking, and peer seeking. Moreover, the strategies could affect students' performance in speaking task. Therefore, supportive and relaxing classroom atmosphere are needed by the English teacher.

5.2 Suggestions

After completing this present study and drawing the conclusion from the findings and discussion, there are at least three suggestions recommended in the present research.

Firstly, for English Foreign Language (EFL) teachers, this research was expected give a market benefit to English teacher in enhancing the knowledge on the speaking anxiety that students face in their speaking performance. Teacher should recognize that anxiety is one of the reasons of why the students having difficulties in learning process especially in speaking. By discovering what obstacles the students are facing when speaking English, it is also expected that teacher should create some different methods in teaching and learning activity that would reduce students' speaking anxiety. The teacher could build a more supportive and friendly environment without being too tense in teaching their students.

Secondly, for the prospective teacher in Indonesia University of Education language department, it is important to introduce them that anxiety in English class occurs. As the future English teacher they could be aware of their students' anxiety that could affect their performance in learning English and make improvement in the teaching strategies.

Thirdly, for future researchers of the similar subject are expected to conduct a better study with a better research methodology and more data collection instruments. Furthermore, the investigations of language anxiety in other skills such as reading, listening, and writing are expected to be conducted in the future research in order to give more pictures about foreign language anxiety. The comparative study in which investigates language anxiety on various levels of students could give comparison between language anxieties in various kinds of age.