

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research. This chapter is concerned on what is discussed in the previous chapter.

5.1 Conclusions

The results of this research show that most of the students are at mildly anxious level of anxiety with no very relaxed student. From this research, it can be concluded that students' sources of anxiety in speaking are varied. The results of this research show that personal and interpersonal anxieties, students' beliefs about language learning, instructor-learner interactions, classroom procedures and perceived levels of English proficiency are the sources of speaking anxiety in the current 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.

From the results of the research, there are some coping strategies applied by the students to reduce their anxiety in speaking. Therefore supportive and relaxing classroom atmosphere is needed to be created by the English teacher by being more as a facilitator than an absolute educator, giving new insights and information of language learning, encouraging the students to be more confident and giving suited error corrections.

5.2 Suggestions

For the English teachers, in teaching and learning activities in the classroom, they should acknowledge that anxiety occurs. The teachers should recognize that anxiety is one of the reasons of why the students having difficulties in learning process especially in speaking. The teachers therefore need to make some different methods in teaching and learning activity that would reduce

students' anxiety during the class. The teachers could build a more supportive and friendly environment without being too tense in teaching their students.

In the beginning of the semester of English class, the teachers could make a sharing session with his/her students related to their anxiety in English class and their anxiety to contribute to speak in English class. The teacher could also give positive understandings to their students how they shouldn't be very worried of making mistakes in speaking and how the other students shouldn't laugh at their friends' mistakes because they are still learning.

The teachers could use some more relaxing activities such as having the students to work in a group or pair to solve some tasks. The teacher could also use games in the teaching and learning process. In addition, the teachers may add some relaxing activities during teaching and learning process such as taking a deep breath.

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

For the next research, seeing the role of anxiety in speaking, it is suggested for the research in the future to research on anxiety in different skills such as writing, reading and listening. However, due to the limitations and weaknesses of the current study, more research is called for with different groups of learners in various skills as well as the method in reducing students' anxiety in language learning especially in speaking using English.