

CHAPTER V

CONCLUSIONS

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

5.1 Conclusions

This study investigated students' strategies in overcoming language anxiety in speaking English. The aims of this study are to figure out: (1) the factors cause language anxiety in speaking English; and (2) strategies used by the students in overcoming language anxiety in speaking English. Based on the data gained from questionnaire and interview, some conclusions can be drawn.

First, according to the results of the FLCAS questionnaire, students from language program class were mostly categorized as mildly anxious students. Meanwhile there were seven students categorized as very anxious and anxious students. They experienced language anxiety particularly in speaking English. Those students from very anxious and anxious level of speaking anxiety were focused on this study. Based on the results of questionnaire which were responded by the seven students, the factors cause language anxiety in speaking English are self perceptions, lack of confidence, fear of negative evaluation, and lack of preparation.

Second, according to the data obtained from the interview there are five factors cause language anxiety in speaking English. First, it was found that fear of speaking class lead students to anxious in speaking English in the class. Second, students' low proficiency in speaking English, this factor could affect the students to perform with lack of knowledge about the nature of speaking. Third, fear of making mistake, this factor hindered the students to take courage to speak. Fourth the fear of negative evaluation, this factor had become an obstacle that made the students to feel anxious in performing their speaking task. The last but not least, self-related

cognition; variations in individual's "self-perceptions", this is the factor related to students self perceptions toward their ability in speaking English.

Furthermore, based on the data obtained from questionnaire and interview it was found that there are there are five strategy categories used by the students in overcoming their anxiety in speaking English: *Preparation*, *Resignation*, *Relaxation*, *Positive Thinking*, and *Resignation*. From the questionnaire data, it was found that Positive Thinking is frequently used by the students of language program class followed by *Preparation*, *Relaxation*, and *Peer Seeking*. Relaxation is not popular among the students of language program class. Meanwhile, the findings from interview revealed that *Preparation* seems to be the strategy which was frequently used by the students with high anxiety score followed by *Resignation*, *Relaxation*, and *Positive Thinking*. Moreover, the strategies could affect students' performance in speaking task.

Last, by knowing language anxiety in speaking English which is experienced by the students, this is suggested that teachers have an important role in encouraging learners' ability to speak English well by reducing their anxiety. In addition, teachers need to help maintain good relation with their students, in order to encourage them to use English more often, and to create classroom activities in order to enhance students' interaction.

5.2 Suggestions

After completing this present study and drawing the conclusions from the findings and discussions, several suggestions are offered for future researchers, EFL teachers, and others who concern with EFL learning.

For future researchers of the similar subject are expected to conduct a better study with a better research methodology and more data collection instruments. Particularly in questionnaire, the use of Likert-scale in which Neutral option is involved seems less reliable. 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 anxiety in various kinds of age.

Furthermore, for EFL teachers, the enrichment of teachers' awareness of foreign language anxiety is of paramount importance. It is suggested that teachers should carefully deal with factor that cause language anxiety in speaking English in the classroom setting. Moreover, teachers are suggested to encourage students to share their anxiety experiences.

In fact that the focus of this study is Language program class, it is suggested for the Language program teacher to give more exposure in encouraging the students to speak English in the classroom. Since, language as the main subject of this program, the enrichment of speaking English in this program is suggested better than any other programs.