CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions drawn from the results of the study. This current chapter concerns on what was found in the previous chapter.

5.1 Conclusions

The result shows that most of the students are at moderate level of anxiety. Students’ response toward FLCAS proves that nearly all of them responded that they are inhabited by anxiety in speaking performances. Therefore, it is important to control the level of speaking anxiety due to its role in impeding students speaking performance.

It can be concluded that in this study anxiety in speaking is provoked by multiple variables such as personal and interpersonal anxieties including self-esteem and competitiveness. The other anxiety sources are student’s beliefs toward English learning, teacher-student interactions, classroom activities and language testing, also became the issue in this study. Anxiety is prevalent among students in the language classrooms, even when they have themselves prepared. Most of the students seemed to be helpless about being anxious when speaking English in class. Therefore, it is necessary for English teachers to take those sources of anxiety into consideration in teaching their students.
Based on the analysis, it seems that students’ solution in lessen their speaking anxiety is by supporting themselves, taking a more relaxing activities, asking for help from friends, and or even giving up. Therefore, language teachers should act as facilitators in the language classroom. They help the students by creating supportive and relaxing classroom atmosphere, encouraging students to build more confidence, giving a friendly error correction, or sharing their language learning past experience with the students and so on.

5.2 Suggestions

In helping their students to cope with their speaking anxiety, English teachers should be aware of the existence of anxiety among their students from the first beginning. They need to be more sensitive to their students’ negative behaviors and attitudes towards the lesson and try to interpret them as the manifestations of students’ difficulties their language learning. Teachers should take this as an important issue in their classes and need to find solutions to help their students. As the findings suggest that the anxiety problems occur in students’ language learning process and they felt alone with their anxious feeling.

An administration of a measurement about foreign language anxiety such as the FLCAS in the beginning of the semester would be the best way to find out the existence of students anxiety toward English lesson. Thus, English teachers will have a better understanding about their students’ anxiety and they can find the suitable way to overcome the problems and set a supportive class environment.
On the administration of FLCAS if the result indicates that students experienced a little anxiety, teacher need to make sure it will not escalate as the class proceeds. On the contrary, if it indicates a high level of anxiety, teachers need to set some adjustments on their lesson and classroom environment. It is useful for English teachers to design various classroom activities to help their students to overcome their anxiety in speaking English. According to von Wörde (1998) activities such as skits, plays or games will help students to reduce their stress and fear in language learning, particularly speaking. Previously Young (1991) had summarized some experts’ suggestions toward teaching techniques in creating a supportive and non-threatening classroom for language students. English teachers can use those techniques based on the source of their students’ anxiety.

In addition, for further studies, as both levels and sources of anxiety may vary in many different contexts, more studies are called for with different groups of learners in various situations to better understand the issue of English speaking anxiety. Abundant of experimental studies toward sources of speaking anxiety and its coping strategies will be the best way to have practical means to assist both teachers and students.