

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of conclusion of the study and the suggestions for further study. The first part of this study is aimed at giving concluding remarks on the present study about language anxiety of senior high school students' in speaking English. Due to the limitations and the weaknesses of the present study, the second part of this chapter presents several suggestions for further studies.

5.1 Conclusion

Based on the findings, it can be concluded that students were generally ready to take English classes. This readiness indicates that students were aware of the importance of speaking classes. Students have dealt with some preparation to handle problems in speaking especially anxiety. Second, students might be uncomfortable in their English class. It revealed that students had dealt with a problem with their personality and perception especially Communication Apprehension towards the situation when speaking. In other words, they have dealt with a response to the real or anticipated act of speaking. Third, personality components are the major causes and also strategies in encountering anxiety. As the causes, personality components including characteristics anxiety, various personal interpersonal anxieties, shyness, self esteem, competitiveness, perfectionism etc. Had made them deal with problems. It made them doubt, nervous and afraid to speak. However, personality components that they perceived

as the major causes of anxiety seemed able to manage their strength to reduce anxiety. It triggered affective strategies like that of encouraging oneself and taking emotional temperature, in turns it would lead to other strategies such as employing actions, volunteering, etc. The feeling of anxiety revealed to motivate students to study harder. Students found out that the solution of being afraid to speak is not to be afraid to speak. It is just like in the way competitiveness and perfectionism challenged them to be more active in class.

5.2 Suggestions

In foreign language classes, anxiety is one of the problems that would be faced by the students. After knowing the causes of anxiety felt by the students, teacher must create a non-threatening environment in order to make the students enjoying the lesson. Teacher must use some different methods that would be appropriate for the students. In asking the students to speak, especially in front of the class, the teacher must know the readiness of the students. He/she should ask them to speak in a small group first to make them practicing their speaking ability and their confidence.

Due to the limitations and weaknesses of the present study, several suggestions for further study are necessary to mention. The present study examines the level of anxiety perceived by most of the students in a senior high school, the causes of their anxiety, and their strategies to cope their own anxiety. However, the teacher's role in reducing the student's anxiety is needed to be examined. Therefore, the further study could explore about the teaching method

used by the teacher in reducing the student's anxiety. In addition, the comparative study about the anxiety perceived by student in different level or grade would be interesting to be investigated.

