CHAPTER V

CONCLUSION AND SUGGESTIONS

In the last chapter, the researcher would like to summarize the results of the study. Some suggestions from this study are also offered briefly addressed to teachers, students, the next writer and the reader.

5.1 Conclusion

Speaking is one of the four language skills that must be mastered by the students. However, speaking in a foreign language is not very easy, such as speaking English. Many students experience difficulties when speaking. The problems frequently encountered are: they lack of vocabulary, pronunciation, grammar, fluency. There are so many ways to improve speaking and reduce the speaking anxiety problems.

The result of this study shows that speaking anxiety in low level caused by many factors. Lack of confidence in speaking English in class, fear of speaking in public, anxiety about not understanding everything taught in class, and stressful speaking in class activities. All these negative factors can affect their effort to learn English and may lead them to their difficulties in learning and therefore cause them to do bad speaking performance on their speaking English. It is extremely important that English teachers not only recognize that anxiety can be a major cause of students not being successful in speak English but also prevent the growth

of speaking anxiety causes by encouraging students in better learning. Teachers' encouragement not only leads to better language learning outcomes but also sets up a good teacher-students interaction. Thus, the language's enviroments will be pleasant for English learning.

In this study, researcher is intended to prioritize the research problem that has been proven by the research. There is the major research problem that present in the beginning of the discussion: the result of foreign language speaking anxiety of the 2015C English Education Program in STKIP PGRI SIDOARJO. The participants is have been learning the English class about 7th semester. The participants are 25 respondents. The researcher would like to gain the result about speaking anxiety level.

To find out the results of the students' speaking anxiety level by descriptive qualitative method that is implemented in the classroom, the researcher use the questionnaire and do the interview. The result of questionnaire showed that there is speaking anxiety level under the 51 which mean low on speaking anxiety. It can be seen from the overall score of 25 students from the questionnaire is 43% respondens agreed of speaking anxiety classroom, 27% respondens of neutral, and 30% respondents disagree there was speaking anxiety in the classroom. It means that mostly there is speaking anxiety that affect their speaking performance but in under the score which means low anxiety. Then, to find out the responses of the respondents, the researcher have been done

interview to collect students' responses. For the results of the interview, the researcher found that students expressed the responses that many students being anxious about the language itself and the atmosphere of the learning process. Students also stated that holding the students' hands when anxiety appers is usefull solution to reduce heart pounding, nervousness in front of the class, and boost the students' confidence. The students feel the improvement in such a various way is important to reduce anxiety and improve the speaking performance such as enrich the vocabulary, join the English conversation club, and share the knowledge to others.

This speaking anxiety has advantages and disadvantages based on students' point of view. After doing an interview to 8 randomly students, the researcher can concludes the advantages of foreign language speaking anxiety are: motivating the students to improve the students' performance especially in speaking English, understand the factors that always appears when the students would like to do speaking performance, which is all good for learning speaking English. The disadvantages of a speaking anxiety are: make the class less conducive, reduce the speaking performance, and could possibly be boring atmosphere.

5.2 Suggestions

Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful

information that can be used by student, teacher and future researcher to improve the quality of English teaching and learning especially in speaking skill.

1) For Teachers/ Lecturers

The teacher must be aware of foreign language anxiety in English class because anxiety has become the important factor that affects students' speaking performance. Therefore, English teacher have a good knowledge about the students' anxiety level in order to treat the students in properly ways during the teaching learning process. Better knowledgement of the students' speaking anxiety will definitly affect the way how the teacher will teaching English language. Administrating Foreign Language Class Anxiety Scale in questionnaire type after having some step teaching learning process could help the teacher understand the students' anxiety level from each students. Thus, the teacher can find the solutions for helping the students overcome the speaking anxiety. Moreover, the students should understand the material in the students' point of view in order to reduce the speaking anxiety, improve the quality of the students' learning English language, and motivate the students about foreign language especially English language.

2) For Students

Each student is absolutely has speaking anxiety's feeling in different level. For the students who have high anxiety, the students need to get involved to reduce anxiety in the classroom. The students should cooperate with each other in order to create a comfortable environment in the class. The students with low anxiety level should not ridicule other high anxiety's students; the low anxiety's students should help when the high anxiety's students face the difficulties. The students should realize that making mistakes in learning foreign language is common and it is naturalness.

3) For Future Research

Due to the limitations of this study, the researcher hopes that the future researchers will conduct a better research about speaking anxiety in different skills area such as listening, reading, and writing. The researcher also wish that the other researcher could use this as the reference for developing the research. The issues about foreign language classroom anxiety will never be expired because most of foreign language learners are definitely face this problem when try to learn about foreign language. Therefore, further investigations about certain methods that can help students reduce students' speaking anxiety in learning English are extremely needed.