

## CHAPTER V

### CONCLUSSION AND SUGGESTION

This chapter present some conclusions concerning to the result of the study discussed in the previous chapter. This chapter also gives some suggestion, which can be used to solve some problems in strategies to reduce anxiety in speaking class.

#### A. Conclusion

Based on the previous discussion and analysis of some of the causes of the students' anxiety in speaking class and strategies to reduce students' anxiety, the researcher conclude that based on the result of research, it is found that the students who are anxiety in speaking faced by students third semester department of English language education at IAIN Kediri use various causes and strategies in speaking class. They choose their own strategies in reducing anxiety in speaking class based on importance of improving speaking ability.

From the 100 respondents that were chosen or used by students to reduce anxiety when speaking in front of the class is statement, no.11 (68%) I try to make a habit of studying English frequently, statement no.19 (64%) I take a deep breath when I feel anxious in my English class, statement no.1 (55%) discuss your feelings with other students, statement no.20 (55%) take additional English courses in the tutorial school or with a master person, no. 15 (54%) I tell my self that I am OK when I feel anxious in my English class. From the fifth data, is the highest data or the most used by students in reducing anxiety when speaking in front of the class from students third semester department of English language education at IAIN Kediri.

The students' strategies in reducing anxiety in speaking class they are apply trying to say what is coming to them mind, looking for a similar word that has meaning. Keeping on trying to say and calm, just concentrate to finish them presentation, trying to make confidence and insert funny story, so

it will make them more comfortable, to assume that all the friends also feel the same way, to believe in themselves that they can absolutely do it and beat their fear, a little memorizing vocabulary for the preparation of talk, speaking for themselves at home as training, trying to hear and stay calm when lecturers explains material, ask them friends and lecturer when not understand, do every task of the lecturers as much as possible, trying to find synonym of the word, and preparing as much as possible what they will say.

Researcher gets the points that all of those strategies to reduce anxiety in speaking class are very useful for speaking skill improvement. The strategies to reduce students' anxiety in speaking class are : a)I try to make a habit of studying English frequently, b)I take a deep breath when I feel anxious in my English class, c)discuss your feelings with other students, d)take additional English courses in the tutorial school or with a master person, e) I tell my self that I am OK when I feel anxious in my English class.

By using those strategies they can be good speaking. Consequently, they can learn language successfully. It can be observed that the subjects who use strategies in reducing anxiety in speaking class have speaking anxiety. In short, the students strategies in reducing anxiety in speaking class give good contribution for improving students' speaking skill. So, the strategies in reducing anxiety in speaking class are very important to have the English learners, especially in reducing anxiety in speaking class as one solutions to became successful English learners.

## **B. Suggestion**

Based on the result of the research findings, the researcher would like to give some suggestion for the following people :

### 1. For English lecturer

Since anxiety can have profound effects on many aspects of foreign language learning, it is important to be able to identify those students who are particularly anxious in foreign language class. Lecturers should develop strategy to reduce anxiety in speaking class. For the reason

that students are different and lecturers must to give suggestions, lecturers should take on some responsibility for the students' own strategies.

2. For the students

The students are hoped to be more creative in developing strategies which ones are suitable for their needs. They can share their strategies toward other students and vice versa they can adopt the other students' strategies. In addition, they are hoped to can reducing anxiety in speaking class as well as possible.

3. For other researcher

For other researcher who wants to conduct a research about students' strategies to reduce anxiety in speaking class, the result of this study can be used as additional reference for further research with different discussion domain of students' strategies to reduce anxiety in speaking class.

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