

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter divided into two part, the first conclusion and the second suggestions. In the conclusion, the researcher will clarify the result of students' speaking anxiety level and major causes of speaking anxiety in the fourth semester of english department of IAIN Kediri. The suggestions includes the researcher's view and suggestion for the students, future researchers in the same topic, and teacher.

#### **A. Conclusion**

Based on the data analysis and the result of the study, it can be concludes as followed:

1. The result of this study show that most of the students are at "Midly Anxious" level with no "Very Relaxed" and "Very Anxious" students. There are 34 (41%) students who experience "Relaxed" level, 44 (54%) students have "Midly Anxious" level, and only 4 (5%) who experience "Anxious" level.
2. The researcher found four causes of students speaking anxiety. there are communicative appehention (31% test anxiety (20%) fear of negative evaluation (24%) and anxiety of englishh classes (25%). The major cause of students' speaking anxiety is commmunicative apprehention which is have highest percentage (31%). The researcher chosen the major cause based on the highest percentage of all the causes.

## **B. 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 teacher/ lecturer**

The teacher should be aware of foreign language anxiety in English class, because anxiety has become important factor which affects student's language learning process. Therefore, it is necessary for English teacher (lecturer) to knowing the level of students' anxiety at the beginning in order to treat the students properly during the learning process. Good acknowledgement of the existence of students' anxiety will absolutely influence the teacher's way in teaching English. Administrating FLCAS (Foreign Language Class Anxiety Scale) at the beginning of the semester to the students will help the teacher knowing the anxiety level from each student. Thus, the teacher can find the solution to help student reducing anxiety. Moreover, they can arrange the material which suitable with the students, so it can improve the quality of English learning process.

## 2. For Student

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

## 3. For Future Researcher

Due to the limitations of this study, the researcher hopes that the future researchers will conduct a better research about language anxiety in different skills area such as writing, reading, and listening. The issues about language anxiety will never be expired, because most of foreign language learners are definitely face this problem. Therefore, further investigations about certain methods that can help students reduce their anxiety in learning English are extremely needed.

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