

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is divided into two parts, conclusions, and suggestions. In conclusion, the author presents some conclusions concerning the result of the study discussed in the previous chapter. This chapter also gives some suggestions, which can be used to solve some problems of anxiety in speaking class. The suggestion section also contains the views and suggestions of researchers for students, future researchers, and teachers/lecturers.

A. Conclusion

Students surveyed in this research provided that speaking an extraneous language in the class is a very frustrating activity. From the observation, questionnaire, and interview, the result revealed that the students experienced interference and skills deficit model of anxiety. The interference model more dominant than skill deficit model. Lack of vocabulary and speaking practice, and often forget the words to express their feelings/thoughts, are the sources that caused their speaking uneasiness in class found by the writer. Then, the students who have higher speaking anxiety have no idea how to overcome their speaking anxiety in class. This is because they have less motivation and interest in speaking class. Meanwhile, the speaking lecturer has given some advice to overcome the students speaking anxiety. Those are, do further practice in English speaking, make a group discussion/ speaking club, and use English in class or anywhere as much as possible.

B. Suggestion

1. For Teacher / Lecturer

The writer has some suggestions for the teacher/lecturer when they facing anxious students. First, the teachers or lecturers could present their students with some methods to overcome their anxiety. Then, the teachers or lecturers could create the learning environment as an enjoyable place in which students feel comfortable and do not get anxious. Every teacher or lecturer should know that there are so many students in each class who feel high anxiety and these students mostly keep silent and do not socialize to the in-class activities and dodge to answer the questions with ungrudging. So, teachers or lecturers must give some relaxing activities to their students which boosts them and prevent them to feel in fuzzy.

2. For Students

Students should keep in mind that in any case, edginess can be handled. Students should not be scared to create mistakes and must focus on obtaining their message over to the audience. We often keep creating mistakes because they are the best method of learning. The reality that the students can speak in a foreign language is admirable since most native English speakers do not speak another extraneous language.

3. For Further Researcher

This study can be re-conducted by inserting all students who are studying at IAIN Kediri majoring English Education Department in Tarbiyah Faculty. So, the findings will be able to be generalized and more consistent. Likewise, students' reading, writing, and listening anxiety can be opposed to their speaking anxiety. Hence, students' grades can be used to analyze their anxiety levels. Further research should also look at the other variables such as convictions about language learning and their learning context.