

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter is the last chapter for this research. In this chapter contains of conclusion of the research, and also suggestion for the teacher and the future researchers.

#### **A. Conclusion**

Based on the data analysis and the result of the study, the results of this research showed that most of the students are at mildly anxious level of anxiety; there are 20 students who have mildly anxious level of anxiety. Meanwhile there are 9 students who have anxious level of anxiety and there is 1 student who has very anxious level of anxiety. There is no one student who feels relaxed even very relaxed in doing presentation.

The last is the result from students' strategies to deal with their anxiety. Students who feel mildly anxious have three strategies for coping their anxiety. They are *Preparation* which is 12 students, *Relaxation* which is 5 students, and *Positive Thinking* by 7 students. This students are good enough because there are students who combine the strategies to avoid the anxiety. Although, they still have mildly anxiety level, they should increase their confidence and ability for escaping the anxiety in order to be relaxed.

For the Anxious level, students used the strategies by *Preparation* by 8 students, and 1 student used *Relaxation*. It means that this students need the more effort of reducing their anxiety. They can combine it with the other

strategies and avoid to think of being the best but they have to think about doing the best.

The last level of anxiety is felt by the students is very anxious level. In this level only one student feel very anxious level. This student is in danger situation if the lecturer does not aware about it. Anxiety can be a negative (*debilitative*) or positive (*facilitative*) according to how greatly it is felt by the students. If this student are afraid and wants to escape the anxiety by avoiding the presentation class, it would give the student a bad result even he/she can not pass the subject. So, the lectures have an important role for managing the student anxiety such as giving good atmosphere, being a friendly teacher, do not force student, and giving motivation.

So, related of the result in the level of anxiety that all of the students feel anxious, it may be because the strategies that students focused in *preparation* than *relaxed* and *positive thinking*. Students need to be more relaxed and have a good motivation for doing presentation. Beside that, lecturers should give awareness and a cheerful atmosphere for the students. This situation would give the bad effect of students score if it is ignored.

## **B. Suggestion**

In teaching and learning process especially in presentation, we aware that students often feel of anxious when they should speaking to present a paper in front of the class, English as foreign language make them afraid of making mistake and finally it can cause of students anxiety.

After conducting the research about an analysis of students' anxiety of English presentation, the researcher suggests some important thing, as follows:

1. *For the Teachers*

First, Teachers may create a cheerful atmosphere in the language classroom, because the mood dimension of trait anxiety (TA) is an influential factor on speaking anxiety. In the state of positive moods, the learners are less likely to experience anxiety. Happy learners are comfortable learners.

Second, teachers have to realize that their learners are experiencing anxiety in their class presentation. Teachers have to understand that learning a foreign language is also their major struggle.

Third, teachers must be able to understand the nature of their students' anxieties. It may vary from one learner to another so it is that teachers should be made aware of what anxieties their students suffer from. As such, they may be able to design lessons and prepare activities and learning materials that will best address the strategies that can be effectively utilized by these types of learners to deal with their anxieties in presentation.

Fourth, Teachers should assume the role of the researcher in their own classrooms which brings together theory with practice. Before employing strategies to help students overcome foreign language speaking anxiety and increase foreign language performance, they should know their students, their attitudes toward the language, and to understand the reasons that lie under their low performance and their unwillingness to be engaged in speaking

activities. Such an approach can have positive effects both on the professional development of English teachers and on students' anxiety levels.

Fifth, teachers may use affective strategies such as humor, friendly relationship, supportive, and relaxed classroom atmosphere that encourage risk-taking are effective in dealing foreign language anxiety and facilitating learning.

## 2. *For the Future Researchers*

The researcher recommends for the next research to investigate the correlation about the level of students through the learning and teaching process. Furthermore, it can give solution if the research about the teacher's strategy in managing students' anxiety of speaking English.