CHAPTER V

CONCLUSION AND SUGGESTION

This section presents conclusion and suggestion related to the study of an analysis of students speaking anxiety in EFL Classroom, regarding levels of anxiety and possible factors contributing to anxiety.

A. Conclusion

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

1. The result of this research showed that most of the students are at "anxious" category (high anxiety levels), which creates nearly half of the students 14 (40%). The "mildly anxious" category (medium anxiety levels) is in second place, with 12 (34%) students, and is followed by the "relaxed" category (low anxiety levels), with 6 (17%) students. The category with the smallest distribution is the "very anxious" category (low anxiety levels), which only has 3 (9%) students, followed by the "very relaxed", which has a zero distribution. Furthermore, based on the total score per student, it found that the dominant level in class XI MIPA 8 students at SMAN 3 Kediri is the "Anxious" category (high anxiety levels) with a scale range (108 - 123), but based on the findings, if the average value is calculated the average level of anxiety for class XI MIPA 8 students has a scale of 106 and can be categorized as "mildly anxious" (medium anxiety levels). Many students encountered anxiety in the EFL classroom, which seriously impacted them.

The FLCAS questionnaire is divided explicitly into three indicators: communication apprehension, fear of negative evaluation, and test anxiety to support the results of the level of students speaking anxiety. From those indicators three indicators, the communication apprehension contributes the most to the students' anxiety accounted for 55%.

2. Factors Contributing to Students Speaking Anxiety. From the results of the research, there are various factors that may contribute to their anxiety. There are at least 7 factors which are found in this study, they are: The result of the interview also discovers some factors contributing to students' speaking anxiety. Students' speaking anxiety highly influenced by Speaking in front of the class, lack of confidence, fear of make mistakes, fear of negative evaluation, low English proficiency, students' low self-esteem, and lack of preparation.

B. Suggestion

1. For Teacher

The teacher should be aware of foreign language anxiety in EFL classroom, because anxiety has become important factor which affects student's language learning process. Therefore, it is necessary for English teacher to know 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.

2. For Students

    Each student 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 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.