

CHAPTER V

CLOSING

5.1 Conclusion

Based on the data analysis and the findings of the study, it can conclude that the result of students' speaking anxiety level there are four levels, they are very "anxious, anxious, mildly anxious and relax". Most of students experienced in "mildly anxiety". There was 1 student (5%) who faced "very anxiety" level, the range score begin from 124-165, there were 5 respondents (28%) who faced "anxious" level, the range score begin from 108-123, there were 10 respondents (55%) who faced "mildly anxious" level, the range score begin from 87-107 and there were 2 respondents (11%) who faced "relax" level, he range score from 66-86. The results of this research showed that from psychological aspect most of students (55%) are in the level of moderate anxiety, 6 students (33%) are in the level of severe anxiety, and 2 students (11%) are in the level of mild anxiety. Many students experienced anxiety in the EFL classroom and it affects their capability in speaking. Therefore, it is important for the English teacher to understand what factors that contributed speaking anxiety among the students.

However, based on analyzing data, the researcher found that there were some factors that contributed in student's speaking anxiety. In this study, there are nine findings that has already discovered; peers, lack of pronunciation, afraid of the teacher attitude, forget vocabulary, language factor, grammar, speak in front of class, self-perception, and shyness. Most of students worry to talk in English especially to speak in front the class, the students often feel worry, shy, afraid, not confident, and heart beats so fast when talking in front of class because afraid of staring audience and afraid of making mistakes and there were some of students feel anxious of being laughed by other students.

5.2 Suggestions

Each student definitely has anxiety feeling in different level, therefore it is suggested for the teacher to understand foreign language anxiety in EFL classroom, because anxiety has become important factor which affects student's language learning process. English teacher should know the level of students' anxiety at the beginning in order to treat the students properly during the learning process. By applying FLCAS (Foreign Language Class Anxiety Scale) at the beginning will help the teacher knowing the anxiety level from each student. After knowing the level, the teacher should know about the speaking anxiety factors that contributed in the class. The teacher can find the solution to help student reducing anxiety. Moreover, the teacher can arrange the material which suitable with the students, so it can improve the quality of English learning process.

It is suggested for the next researcher to find the best and specifics methods to help students' in reducing their anxiety while they are speaking because the problems about anxiety will always come, because many investigations reported that students are always experienced this issue.

Meanwhile, it is suggested for UINSU students who want to conduct the next investigations to investigate in different skills about students' anxiety such as in writing, reading and listening.