

CHAPTER V

CONCLUSION AND SUGGESTION

This part of this thesis will present the conclusion and suggestions, as the following:

5.1 Conclusion

In the first research question, it can be concluded that mostly students in junior high school second grade has problem with anxiety. Students with moderate level of anxiety is more in quantity than the students with low of anxiety, and followed students with high level of anxiety.

There are 7 (seven) teacher's behaviors namely (1) asking, (2) commanding, (3) eliciting, (4) encouraging, (5) forcing, (6) inviting and (7) translating occur in the interaction between teachers and students with low anxiety level. Meanwhile, teachers deliver ten behaviors to the students with moderate anxiety level, namely (1) asking, (2) eliciting, (3) encouraging, (4) forcing, (5) inviting, (6) insulting, (7) persuading, (8) praising, (9) threatening and (10) translating occur during the interaction between teachers and the students with moderate anxiety. Differently with students with high anxiety, the both teachers have two kinds of behavior namely (1) insulting and (2) punishing.

The teachers mostly use the different ways to the students with different levels as follows: (1) Teacher mostly use good ways in delivering those behaviours towards the students with low anxiety (smile, nod his head to students, speak

normally, speak quickly but with good intention); (2) Teachers mostly use both good and bad ways towards students with moderate anxiety (utter clearly, utter nicely); (3) Teacher only use bad ways towards the students with level of high anxiety (speak rude, high voice and intonation) during the teaching speaking process.

There are reasons of conducting the teacher's behavior towards the students with low anxiety, such as (1) The teacher's belief on their students and methods (teachers believes that their teaching methods such as to insult and punish students who cannot answer correctly is a good method); (2) The teachers' lack of skill and knowledge about Foreign Language Anxiety (No any training related to the Foreign Language Anxiety it can be seen from the teacher's background, and they have extremely limited interaction to the students with high anxiety level) and (3) The school characteristics (a big size of the classroom, which contains 41 students in one class).

5.2 Suggestion

Having seen the result of the study, the researcher would like to offer the suggestions as follows (1) it is suggested for the adults especially teachers and parents to aware and understand about the children levels of anxiety. After having those awareness and understanding, it is suggested to apply those to the school. Anxiety has different levels and it is possible to reduce or to maximize the level of anxiety. Every child has right to feel comfortable wherever they are, especially in the school and home where they stay longer there than other place; (2) Because

this is teaching speaking, it is suggested to the teachers to deliver friendly behavior during the speaking activities. For example sharing what the students want to share before learning, like the procedure, etc. Teacher can speak to students what they feel and worry in learning language and can try to solve the problem together; (3) it is suggested to the school principal to facilitate the teachers with the skills and information about how to behave towards the students with anxiety. For example, school principal can send the teachers to trainings, regular meeting with other schools or furnish the collection of book in the librabry about how to behave towards the students with anxiety. (4) Teacher are also suggested to register themselves to the teacher organization which will develop and enlarge the skill, knowledge and point of view about teacher's behavior towards foreign language anxiety. (5) it is suggested to government to give the training to all teachers related to teacher's behavior towards the students with level of anxiety.