

BAB V

CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the findings and the result of the study, it can be concluded as follows:

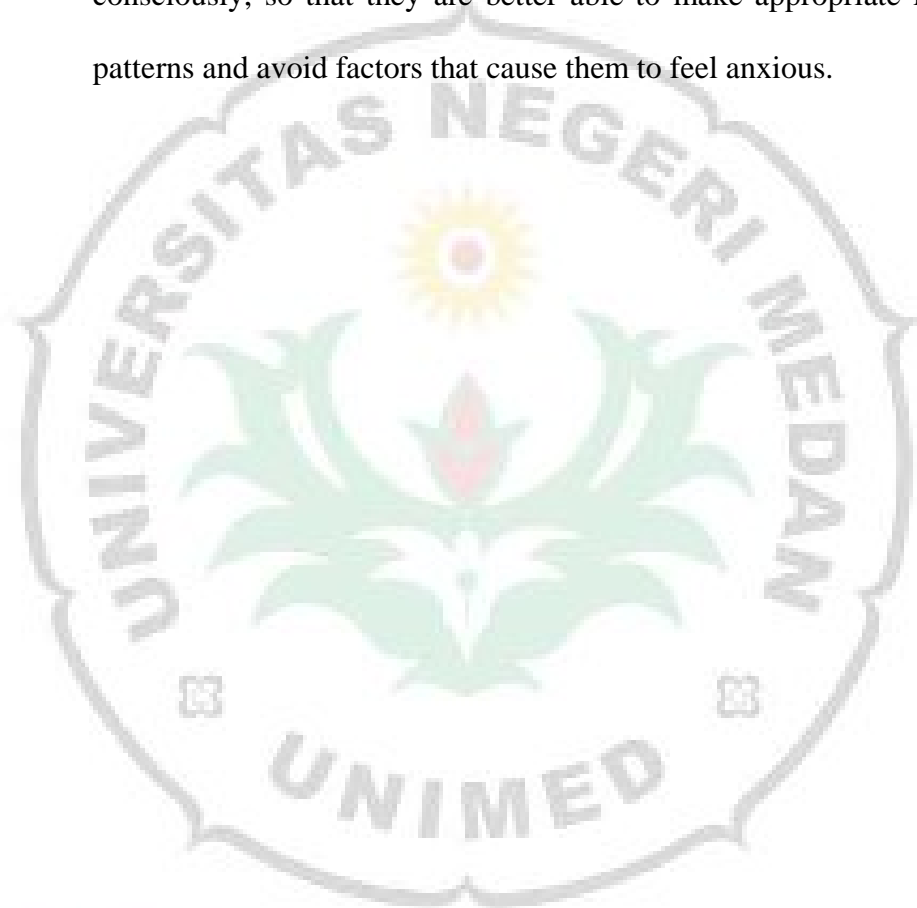
1. Based on the research conducted, the researcher found that there were 25 students who had different levels of anxiety in speaking. It was found that most of the students are at moderate level of speaking anxiety. There were 19 students or 76% who were in the moderate level of anxiety, which means that the respondents were in the score range of 99-132 which made the moderate level of anxiety the level most felt by students. Then, 4 students or 16% of students experienced high levels of anxiety, and scores ranged from 133-165 for high levels. Finally, it was found that only 2 students or 8% of the total students had low anxiety levels, and the level scores ranged from 33-98.
2. Based on the research conducted, it was found that students can use more than one strategy to overcome their speaking anxiety, so it can be concluded as follows: It was found that most of students are use positive thinking as their strategy to cope with speaking anxiety, based on the data as many as 19 students out of 25 or 76% of students used positive thinking strategies as their strategy when dealing with speaking anxiety. It was also found that 64% of students used strategy preparation or 16 students from

the total sample of 25 students. Then, it was found that as many as 14 students or 56% of students also used relaxation strategies as a way to overcome their speaking anxiety. As many as 2 students or 8% of students used peer seeking strategy as one of the strategies they used to overcome their speaking anxiety. And lastly, none of the students used the resignation strategy as their effort to overcome the speaking anxiety they faced.

5.2 Suggestions

1. For teachers, it is recommended for teachers to be aware that anxiety exists, that students also feel anxious in the learning process. Teachers should also be aware that anxiety is one of the reasons why students have difficulty in learning or may even affect their achievement in learning. Then, after the teacher knows the students' anxiety levels and their coping strategies, the teacher can do a kind of test at the beginning of the semester to find out the students' anxiety level and the strategies they use when they feel anxious which then the results of the test can be developed to choose appropriate learning strategies. and in line with the students' anxiety coping strategies. Further suggestions, it is important for teachers to use relaxing activities that can help students overcome the anxiety they experience while studying, such as creating study groups, playing games and approaching students personally and it is also important for teachers to provide understanding that students need not be afraid to make mistakes in presenting their ideas.

2. For students, after knowing the level of anxiety they experience, they need to also know the strategies they use when dealing with difficulties consciously, so that they are better able to make appropriate learning patterns and avoid factors that cause them to feel anxious.



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