

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

Based on the findings and discussions in the previous chapter, it was concluded that:

a) According to the observations made by the researcher, the six anxieties experienced by the SMPN13 Medan students were: 1) reluctance to begin the speaking performance, 2) blushing in some students, 3) wiping their hair or scratching their heads, 4) being silent or bowing before speaking, 5) frequently looking down or up or moving their body right or left, and 6) appearing nervous. Zhiping and Paramasivam (2013) stated that these anxieties experienced by students are caused by three factors that contribute to students' anxiety when speaking English. Then, based on observations and interviews with students, the researchers categorized the strategies used by students for speaking anxiety into several categories: preparation, relaxation, positive thinking, peer seeking, and self-entertainment.

b) The final objective of this research was the way learning strategies realized in learning process. The strategies realized when students start feeling anxiety to speaking, so they are anticipate by used the learning strategies above to handle their anxiety.

## 5.2 Suggestions

Based on the above conclusions, the researchers made the following suggestions and recommendations for further related research:

1. For Teacher

Speaking is typically verbal communication in which ideas are used to verify if the other person has comprehended something or is acting in a certain way. In order to be able to speaking confidently in front of the audiences, as a teacher should encourage a classroom atmosphere that reveal risk takers. This is because respect from the teacher is change the students' anxiety into motivation.

2. For Students

One of the obstacles to speaking is anxiety, which stops people from learning English. When speaking English, students should be able to handle their anxiety by keep on mind that it is okay to make a mistake when we learning and do more practice in vocabulary to master on it.

3. For other Researchers

Due to study's limitations, the researcher hopes that the future researcher can explore more issues regarding instances of learning strategies in speaking anxiety with using other theory than Kondo and Ling (2004), which is O'Malley and Chamot (1990) strategies. Furthermore, the researcher anticipated that this research could be helpful as a guide for future investigations into related subjects, enabling deeper analysis and more exact results.