

CHAPTER V

CONCLUSIONS, SUGGESTIONS, AND IMPLICATIONS

A. Conclusions

Based on the data analysis, some conclusion are derived from meaningful of discussion of this study in the following :

- (1) Audiolingual strategy and Drilling strategy give different effect on students' achievement in speaking. Students' achievement in speaking that taught by using audiolingual strategy is higher than that taught by using drilling strategy
- (2) High and low anxiety give different influence to the students' achievement in speaking. The students' achievement in speaking with low anxiety is higher than high anxiety.
- (3) There is significant interaction between teaching strategies and anxiety on the students' achievement in speaking is influenced by teaching strategies and anxiety. The low anxiety students showed significant effect on their speaking achievement if they were taught by using audiolingual strategy, while the high anxiety studentsn showed significant effect on their speaking achievement if they were taught by using drilling strategy.

B. Implications

The findings of this study give implication to english teachers and students who want to improve their achievement in speaking. This study has tested speaking teaching strategies; they are audiolingual strategy and drilling strategy. They were applied on students have low anxiety and high anxiety in order to

know which teaching strategy are suitable for them improving their achievement in speaking

The first result of this study showed that students' achievement in speaking taught by using audiolingual strategy is higher than students' achievement in speaking taught by drilling strategy. Since this strategy helped the students concentrate and focus to the text, the students engaged in speaking process and actively involved in understanding the story that have told. Trough audiolingual strategy students have learned how to identify the most essential information.

The second result of this study showed that the students' achievement in speaking that low anxiety is higher than students' achievement in a speaking of high anxiety. It give implication to the english teacher that they should give attention of the students' anxiety. By knowing the studnets' anxiety, the teachers can decided what efforts they will do to make the students pay more attention when they are teaching speaking. So understanding that students have different anxiety is the key to success in teaching since teachers can choose which teaching strategy is suitable to apply for the students.

The third result of this study showed that there is significant interaction between teaching strategies and students' anxiety on students' achievement in speaking. It implies that any teaching strategies applied by teachers should be related to the levels of the studnets' anxiety. By knowing the students' anxiety, the teachers can help their students to overcome their problem in teaching learning process. English teacher is suggested bu using audiolingual strategy in order to improve the students' achievement in speaking because the students with the low anxiety believe that they can resolve difficult speaking aspect and feel confident

that their effort will be beneficial to them. For the high anxiety students, english teacher is suggested using drilling strategy, teacher provide modeling of desire behavior, offering explanation, inviting students' participation and verifying students understanding.

C. Suggestions

In connection to the conclusions, there are three suggestion staged as the following :

- (1) English teacher are recommended using audiolingual strategy and drilling strategy in speaking since both strategies can improve the students' achievement in speaking. In applying the strategies, the teacher recommended to use the audiolingual strategy for class dominated by the students with low anxiety and using drilling strategy for class dominated by the students with high anxiety.
- (2) English teacher should check the students' characteristics such as their anxiety before choosing teaching strategies so that the students can obtained good motivation and better learning achievement.
- (3) This study only focuses on the aspect of anxiety and teaching strategies. Meanwhile, there are many aspect that can influence students' achievement in speaking. Other researchers can develop further study in the area of teaching strategy and other personality variable in order to improve the students' achievement in speaking.