

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on research findings and discussion to answer the statements of problem that have been described above, the researcher concludes several points as follows:

1. The teacher used two kinds of physical and psychological techniques in reducing students' anxiety of speaking English. Sometimes, the teacher uses only the physical strategy to reduce students' anxiety of speaking English in the class. Sometimes, the teacher also used the psychological technique to reduce students' anxiety of speaking English. However, the teacher combines both of physical and psychological technique to handle the class; reducing students' anxiety of speaking English. It is based on the students' need during the class. If using one of the two kinds of the technique is enough, the teacher will use it only, but if using one of the two kinds of the technique is not enough, the teacher will use another one, even combine it. There 7 anxiety problem that can be reduced by Psychology and Physical Technique such as:(1) Students fear of mistake and division(2)Being judged in the classroom(3)Lack of confidence(4)Lack of otivation(5)Inability to

understand and answer questions(6)Not knowing the meaning of words(7)Inability to pronounce strange words

2. Based on the researcher observation, the researcher concludes that the teacher use two kinds of strategy in managing students' anxiety of speaking English: physical and psychological strategy.

The implementation of the two kinds of strategy can be seen in the following discussion:

a. Sometimes teacher used only physical technique in reducing students' anxiety of speaking English. In the implementation of physical technique, the teacher used some kinds of teaching tools, such as; image, picture, visual tools, and etc. It is based on the students' need during English teaching and learning process. The kinds of teaching tools are used to stimulate students' and make students become interest more about the materials, so that the students will be easier to convey their idea in English.

b. Sometimes teacher used only psychological technique in reducing students' anxiety of speaking English. In the implementation of psychological technique, the teacher give some motivations, praises, and encouragements to raise the students' confidences in speaking English. It is caused if the students are confident; they will ignore anything that restrains them to convey their ideas in English.

c. Sometimes, the teacher also used the combination of the two kinds of the technique in reducing students' anxiety of speaking English. It is happened if using one of the two kinds of the technique is felt not enough.

B.Suggestions

After conducting the research about an analysis of teachers technique in reducing students anxiety of speaking English, the researcher suggest some important thing, as follows:

a. Teacher used two technique in reducing students anxiety namely Physical technique and Psychological technique. Physical technique such as stimulates the students by giving body movement, warming up, ice breaking, used tools. In psychological technique such as giving advise, praise, motivation, and applause. Based on the finding of this research it is suggested that in reducing students anxiety the teachers should help students to reduced their foreign language anxiety by building a non-threatening and supportive learning environment and help them to develop effective beliefs about language learning. For example, teachers guide students to share their feeling (nervous, happy or worry) during studying and write those to whiteboards, then discuss about that.

b. This research was designed in descriptive qualitative design that the result of the research emphasize more toward data interpretation found in the field. Therefore it is suggested that further research can develop the information about the teacher technique to help the students anxiety in the classroom.