

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains a concise summary of the research, including findings and discussions. In addition, this section provides suggestions for further research related to strategies to overcome speaking anxiety.

5.1. Conclusion

According to the results of the study and the findings in previous chapter, conclusions were made for readers, especially for students who want to overcome speaking anxiety as follows:

1. This study found out that students use a variety of strategies to deal with speaking anxiety. The strategies were grouped into 5 speaking strategy from Kondo & Ling (2004). Preparation is the most widely used method, with 72% of students using this method. Other strategies include relaxation (56%), peer-seeking (67%), positive thinking (52%), and resignation (68%).

The study found that students demonstrate a greater use of preparation strategies, with a percentage reached 72%, the highest among the five categories examined. Interviews also revealed that five chosen students are more comfortable with preparation and often use it as their learning strategy in English language classes. Therefore, preparation is considered the most effective strategy for dealing with speaking anxiety.

2. Based on the analysis results, students employed various ways of strategies to overcome speaking anxiety during speaking activities. Preparation

involves rereading or memorizing material to increase confidence. Positive thinking helps maintain calmness, convincing students that speaking activities are not frightening. Relaxation involves taking deep breaths to improve mental and physical state, reducing excessive trembling. Peer seeking is another strategy used to find confidence in others who share similar feelings. Resignation is another strategy used when students feel resigned and give up to calm themselves. This strategy is typically employed before speaking activities, as students often avoid questions or refuse to perform. While it may provide temporary calmness, it is generally ineffective for overcoming speaking anxiety. Overall, students use these strategies to improve their confidence and confidence in speaking activities.

5.2. Suggestion

In line with the stated conclusions, suggestions were made as it follows:

1. For the students, students should optimize their learning activities in the classroom by actively participating and making constructive contributions, in order to achieve effective results in learning. It is important for students to be conscious of their own need. In order to become a fluent speaker, students must attempt to get high levels of confidence and should not hesitate to make mistakes. Additionally, it is important for students to give attention to their performance in order to enhance their ability to communicate with better accuracy.

2. For teachers, researcher hope that this study can provide beneficial for English teachers. It is important to understand each student's need and find solutions to address their issue, especially regarding students' speaking ability.
3. For the next researcher, future research is anticipated to employ varied variables and comprehensive data collection methods to explore how students cope with speaking anxiety more deeply. This will provide a clearer understanding of which strategies are most effective in overcoming speaking anxiety.

