

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In English lessons, there are 4 skills that must be mastered, namely: listening, speaking, reading, and writing. The most difficult skill to master is speaking. Therefore, speaking must be frequently trained by the teacher through the practice of interacting in the classroom. Interaction in class consists of 3, namely: initiation, response, and feedback. Usually the initiation is given by the teacher and the response is given by the students, then the teacher responds with feedback. However, students often do not respond to teacher initiation in classroom interactions. Responses that are not given by students are believed to be the result of anxiety in students. To overcome this, the researcher had to research the level of students' English anxiety and find the factors. After that, the researcher looked at the use of power poses and saw the reactions of the power poses. From this research it can be concluded that:

1. The average student in this class is in the 4th anxiety behavior, which is anxious. This is evidenced by the average number of students' anxiety scores which show the number 109 which is in the range of 108 - 123 for the "anxious" level. This is also seen from the lack of class response with the appearance of respondents who have appeared to respond previously and the presence of students who already know the answers to respond to teacher initiation but choose to remain silent until the teacher appoints them.

2. There are 5 main factors of student anxiety which are concluded from 17 anxiety factors resulting from data processing on 33 statement items, namely: 1) lack of confidence, 2) fear of making mistakes, 3) not understanding what the teacher says, 4) panic if ordered by the teacher to respond suddenly (without preparation), and 5) insecure about the ability of friends who are considered better.
3. The majority of this class poses are low power poses where 22 students (73%) use it, while the remaining 8 students (27%) use high power poses. And the fact that the class had minimal responses made the researcher believe that power poses had an effect on anxiety. This is also supported by the presence of 6 out of 8 students who use power poses who actively participate in class by responding to teacher initiation.

5.2 Suggestion

Power poses are considered effective in influencing English speaking anxiety. Based on the data that has been obtained in this study in accordance with its objectives, the researcher suggest:

1. Teachers must understand students' problems in learning (e.g: anxiety). Knowing the level and its factors to make it easier for teachers to find treatment solutions and provide them to students. In addition, teachers must also seek information about strategies that can be done in overcoming problems that occur in students. Power pose is one way to overcome anxiety problems in students. However, teachers can also look for other alternative strategies.

2. Students must also find out and know their own weaknesses and try to overcome their own problems. There are many ways that students can do in tackling the problems that occur in these students. For example, for anxiety problems, students can use power poses to overcome the problem.

