

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study analyzed data from questionnaires and interviews to determine the strategies used by eleventh grade students at SMAN 12 Medan to overcome language-speaking anxiety and the reason why the students' feel anxiety in speaking english .

1. In Students' strategy have five ways to overcome anxiety problems in speaking: preparation, positive thinking, peer seeking, and resignation. The first is preparation. Most of them prepare for English tests or classes this is indicated to reduce anxiety because, with the preparation, students are more confident in their appearance. The second is relaxation, relaxation is done to make students become calmer and controlled emotions, and this can also reduce anxiety about what will happen. The third is positive thinking; this has to do with relaxation because another way of relaxation is not to think about things that may not happen in the future. The fourth is peer seeking, this makes students feel relieved because around them, there are friends who also have the same anxiety. The last is resignation, this is done to overcome anxiety by doing resignation, which is avoiding speaking activities, but most of the students choose to take a break to overcome their anxiety.
2. According to Nunan (1999) There are several causes of students' anxiety in learning. The first one is the students' lack of confidence. In this situation, they would rather keep silent while others do talking showing that the students are lack of confidence to communicate. The second cause of the

students' anxiety in learning is their lack of motivation. Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak in English. the causes of the students' lack of motivation e.g uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program.

B. Suggestions

Although this study is carried out with a small number of participants within a short period, the findings provide some useful information that can be used by both teachers and stakeholders to improve the quality of English teaching and learning. Based on the result of this study, there is a suggestion that can be used to reduce speaking anxiety in English class.

1. For the teachers

The teacher should be aware of foreign language anxiety. This study indicates that teachers' awareness of students' anxiety is insufficient. Therefore, it is necessary to raise teachers' awareness since anxiety is an important factor that affects students' speaking. Good acknowledgment of the existence of a student's anxiety in speaking English will influence the teacher to treat the students properly

2. For the students

The researcher suggests that students can use this material to be aware of speaking anxiety, and the researchers hope that the students' able to apply the strategies to reduce their speaking anxiety

3. For other researchers

Researchers in the future can make other strategies for the students' in reducing speaking anxiety even better. are renewed, future researchers may expand their data sources when creating materials. Furthermore, they can create a variety of strategies for reducing students' speaking anxiety for eleventh grade students. The materials should be educational and interesting.

