

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the research findings and discussion presented in Chapter IV, it can be concluded that speaking anxiety is one of the main problems experienced by students in learning English at MAN 1 Medan. This anxiety appears in various forms, such as fear of making mistakes, lack of self-confidence, and concern about being evaluated by the teacher and peers. These conditions result in low student participation in speaking activities and hinder the development of students' speaking skills.

The findings indicate that the English teacher is aware of the students' speaking anxiety. The teacher's awareness of students' emotional conditions becomes the basis for implementing teaching strategies that focus not only on linguistic aspects but also on students' psychological aspects during the learning process.

Based on the analysis of observation and interview data, it was found that the English teacher at MAN 1 Medan applied three main strategies to overcome students' speaking anxiety, namely creating a supportive classroom environment, providing constructive feedback, and using guided speaking activities. These strategies were implemented in an integrated manner during speaking lessons.

The first strategy, creating a supportive classroom environment, was realized through the teacher's behavior in giving praise and motivation and

avoiding judgment when students made mistakes while speaking. This strategy helped students feel safe and comfortable in expressing their ideas in English. A positive classroom environment encouraged students to be more willing to speak without excessive fear of making mistakes.

The second strategy, providing constructive feedback, was carried out by avoiding direct correction of students' mistakes while they were speaking. The teacher placed greater emphasis on students' courage and participation rather than on immediate linguistic accuracy. This approach aimed to maintain students' self-confidence and prevent an increase in speaking anxiety that might result from overly direct or strict correction.

The third strategy, the use of guided speaking activities, was implemented by providing examples and clear instructions before students performed speaking tasks independently. With clear guidance, students better understood the flow of the activities and felt more prepared to carry out speaking tasks. This strategy played an important role in reducing uncertainty, which is often a source of students' speaking anxiety.

In addition to identifying the strategies used, this study also revealed the teacher's reasons for applying these strategies. The interview results showed that the teacher chose these strategies because of an understanding that speaking anxiety can hinder students' confidence and participation in English learning. Therefore, the teacher sought to create a safe, supportive, and structured learning environment to help students develop their speaking skills optimally.

Overall, it can be concluded that the teacher's strategies in overcoming students' speaking anxiety are oriented not only toward achieving the objectives of English language learning but also toward creating a learning environment that addresses students' emotional needs. Through the appropriate application of these strategies, students become more confident, more actively involved, and more willing to use English in speaking activities.

5.2 Suggestion

Based on the conclusions above, several suggestions are offered for English teachers, students, educational institutions, and future researchers.

1. For English Teachers

Teachers are encouraged to consistently apply and further develop the strategies that have been proven effective in reducing students' anxiety. A supportive and safe classroom environment should be maintained so that students not only feel comfortable but also enjoy the learning process. Teachers are advised to design more varied communicative activities such as role plays, debates, interview simulations, or storytelling sessions, so that students have more opportunities to speak in meaningful and engaging contexts. Moreover, teachers should remain attentive to the emotional conditions of their students—especially those who show higher levels of anxiety—by providing additional motivation, encouragement, and personal attention.

Consistency in applying these strategies was help build a classroom culture that is interactive, open, and emotionally supportive.

2. For Students

Students are encouraged to shift their mindset toward speaking English. They should understand that making mistakes is a normal and necessary part of learning. By focusing on progress rather than perfection, students was become more confident and willing to speak. They should also take an active role in classroom speaking activities and avoid overthinking about being judged by their peers or teachers. With a positive attitude and continuous practice, students was gradually overcome their anxiety and improve their fluency in English.

3. For the School or Educational Institution

Schools are expected to provide institutional support for teaching strategies that focus on the affective aspects of learning. Training or workshops for teachers on managing student anxiety and implementing communicative teaching strategies would be beneficial. In addition, schools should manage teachers' workloads effectively so that teachers have enough time to prepare and conduct interactive speaking sessions regularly. A supportive school environment that values both emotional and academic well-being was greatly enhance the effectiveness of language learning.

4. For Future Researchers

This study was limited by its short data collection period, as the observation was conducted in a single meeting. Therefore, future researchers are advised to conduct longer-term studies to gain a deeper and more comprehensive understanding of how teacher strategies are applied across different lessons and contexts. Future studies could also include students' perspectives through interviews or questionnaires to capture their emotional responses and perceptions of the strategies used. This would provide richer and more holistic insights for both theory and practice in English language teaching.

