

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

The findings indicated that the student's anxiety in learning English at the Eleventh Grade of Darul Adzkiya' Boarding School at MAN 2 Kudusit can be seen below

1. There were three kinds of students anxiety in learning English at the Eleventh Grade of Darul Adzkiya' Boarding School MAN 2 Kudus based on the theory, they are State Anxiety, most of the students have problems with their speaking skill which can be seen when they speak such as nervous, stress and also confidence, this result where the students feel panic and they could stress when they want to speak in English Trait Anxiety, where the students feel nervous when the students could not understand the teacher explanation and Specific-Situation Anxiety, where the students should do examination about speaking.
2. There were three factors that caused the students' anxiety in learning English at the Eleventh Grade of Darul Adzkiya' Boarding School MAN 2 Kudus, they are Communication Apprehension where the students could not speak English because they have weak experience with English and they are seldom practicing English, Test Anxiety where the students feel anxiety because they have to do the test that the teacher gives to them of the students do examination and the last is Fear of Negative Evaluation where the students afraid if the teacher and their friends will laugh if the students make mistake. From these results, the researcher implies that most of the causes of students' speaking anxiety are related to students' negative assumptions. So, students' negative beliefs about speaking are indicated as the main factor causing students' speaking anxiety. Then based on the results of the interviews, the authors concluded several things students could do to reduce their anxiety:
 - a. Change your mindset, stop thinking negatively before or while speaking, stop self-esteem, stop being afraid of being wrong, and stop overthinking when facing an oral exam.
 - b. Be well prepared to avoid panicking suddenly due to inadequate preparation while speaking.
 - c. Practice to improve students' English skills and confidence.

3. Every student has a different way to reduce their anxiety when they want to speak English, such as preparing materials to be used, practicing more, calming themselves, or asking friends who they think are smarter.

B. Recommendation

1. Students as the ones who suffer anxiety here should be able to analyze their lack of speaking performance. In order to effectively manage their anxiety, students must be aware of the magnitude of their anxiety. Students can use a variety of strategies or techniques suggested by the author or other researchers for overcoming anxiety. Students can solve their problems by becoming aware of what they are dealing with. They can ask their teachers and friends for input on how they came across when speaking. The feedback is important to help students to analyze their performance.
2. Teachers should be able to understand the characteristics of students to analyze their problems related to anxiety before finding ways to reduce it. Characteristics of different students require different treatment to deal with it. Teachers should provide opportunities for students to share their difficulties as well. In addition, the teacher has a responsibility to establish a comfortable classroom environment for students to talk comfortably with less pressure to reduce anxiety.
3. The description in this study is expected to be used as a consideration for other researchers to conduct further research on anxiety in students' speaking performance in English class. In future research, there should be several methods to overcome this. Various strategies need to be found to improve students' speaking performance. It is important to know how to have proper interactions between class participants. To support efforts to reduce anxiety, it is also important to establish an appropriate classroom environment. The next researcher must be able to identify the ideal classroom atmosphere to optimize teaching and learning activity.