

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusions

The purpose of this research is to determine the factors of students' anxiety in speaking English and strategies to overcome the problem in Eight Grade at MTs Asy'ariyyah Tajungsari Tlogowungu Pati. Based on the results of the reserach and discussion in the previous chapter, it can be concluded that:

1. There are three types of student anxiety experienced by students in learning English including State Anxiety, when students feel panicked and maybe stressed when they want to speak English. Trait Anxiety, happens when students feel nervous and do not understand the teacher's explanation. Specific-situation Anxiety, happend when students have to do an examkination about speaking.
2. The factors of speaking anxiety faced by students are students feeling nervous, shy, and unable to make presentasions in front of the class, it's called communication apprehension. Test anxiety, they feel anxious because of them must pass the test given by the teacher. They also feel afraid of negative evaluation because they feel there are students who are better than them, they are also afraid of being laughed at by their classmates. They are afraid of making mistakes because they did not used to speaking foreign languages, they did not know how to speak English properly. They felt insecure about their abilities and they have low English proficiency such as in vocabullary, pronounciation, and grammatically.
3. The strategies used by teachers and students to overcome students' speaking anxiety factors were preparation, relaxation, and the teacher is approaches to the students by providing motivation.

B. Implications

According to the research findings, speaking anxiety greatly imfluences students' English speaking ability. This is caused by the type of students' speaking anxiety in analyzing students' English anxiety. The results of the interviews showed that there were 3 factors of speaking anxiety, namely Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. In the findings of researchers in the field

there are also 3 strategies that can reduce students' anxiety, namely Preparation, Relaxation, and Approaching.

C. Recommendations

The results of this study are expected to be useful for English teachers, students, and future researchers.

1. For English Teacher

Teachers must be able to understand the characteristics of students, because the characteristics of different students also require a different approach to deal with them. The teacher must provide opportunities for students to express their difficulties. Furthermore, the teacher is also responsible for creating a pleasant environment in the classroom.

2. For Students

For students, they have to improve their own speaking performance. Students can solve their problems by studying and asking the teachers and peers. They must be learn to accept judgment from others wheter negative or otherwise because it is necessary for students to evaluate their own performance.

3. For Future Researcher

For future researcher it is hoped that they can conduct research on problrm analysis in other English skills, thus all students who experience problems in English skills can be analyzed and can be solved.