

CHAPTER V CONCLUSION AND RECOMMENDATION

A. Conclusion

1. Factor that Caused Students Anxiety

There were five factor that causing anxiety when speaking English at eighth grade of Islamic Junior High School in Jepara. There are internal and external factors that makes the students feel anxious about English lessons.

- a. There were 2 internal factors that cause anxiety in students, the first was Personal Interpersonal, Interpersonal factor occurs because students feel afraid of being ridiculed by other students and embarrassed when the students speak English incorrectly. This creates personal factors that make students shy, insecure, afraid of making mistakes and pessimistic in speaking English. The second was Learner's beliefs about English subject. Students feel that English was a difficult subject and students are afraid of making mistakes when speaking English. Students think that they do not have good abilities compared to other students. Students assume that was importance to proper pronunciation in English is a must. Students' belief that speaking fluently was important aspect.
- b. There were 3 external factors that cause students' anxiety in speaking English, the first was Instructor confident. This factor caused by the English teacher. The teacher feels as a role and corrects students who are wrong in speaking English in front of the class. Students said that they felt anxious when the teacher watched closely when the students spoke English in class and announced the results of their spoken English. The second was the classroom procedure, students feel anxious when asked by the teacher to come forward to speak English in front of the class, this case also because the students not mastered the material and understand the English lesson explained by the English teacher. The third was the language testing, language testing is the teacher's way of checking the students' abilities by giving questions to students and asking students to practice speaking English in front of the class. This makes students' anxiety in learning English increase because students do no prepare before.

2. Strategies to Reduce Students Anxiety

There were five strategies to reduce anxiety in speaking English that use by the students at eight grades of Islamic Junior High School in Jepara. They were preparation, where the students

did to do preparation before the students want to speak English in front of other friends by reading the English text book many times and asking the teacher the correct pronunciation. Secondly relaxation. Students relaxing their self by chatting with the other friends, taking a deep breath and looking around to reduce anxiety. Third are positive thinking. The way to encouraging the students own self to have positive minds with thinking that English it is easy and having high motivation in learning English, Four was peer seeking. Peer seeking are the way to found the other friends who students' think can help the stuents in reducing the anxiety by thinking that other students can do that, so do "I" (the students) can do that. Students also can made a group study to giving and asking mutual support. The last strategy was resignation, students choose to mitigate the anxiety with decrease interaction with the teacher or even avoid feeling anxious in speaking English by not to do the progress and avoiding learning activities related to speak English in front of the teacher and friends.

B. Recommendations

1. For the Students

Students who suffer anxiety in learning English, students should be able to analyze and awareness of the weaknesses that exist in the students own self. In addition, students who have excessive anxiety in speaking English must also try to better understand themselves about what the biggest factors that make the students feel anxious and how to overcome the anxiety. Students should be able to get self-motivation and awareness of the importance of learning English for the students' future life. Students can learn English not only at school but also at home in creative ways such as practicing speaking English by singing, listening to English songs, and watching English films therefore make the student learning activities easier and less off boring.

2. For the Teacher

The teacher should known the creative and innovative methods and ways therefore to make the students have an interest in learning English. Teachers can take the advantages of electronic media such as using pictorial media or providing listening sections in the form of native speakers thus make that students can get an idea of how to pronounce the right vocabulary. In addition, the teacher should be understand and accept the anxiety feelings experienced by students in learning

English and help the students to overcome these anxiety feelings by making the learning environment more enjoyable.

3. For the Next Researchers

This research can be further developed for researchers who are interested in the same topic as this. Future researchers can dig deeper about students' anxiety in speaking English with different methods and more detailed results to overcome problems of anxiety in learning and speaking English. The next researchers can help the students' to find the best way self-regulated training to reduce students' anxiety feelings, identify the types of the anxiety that the students' feel in addition to make the right way to overcome the anxiety feelings, and the next researchers can give more detail research dealing with the impact that the students' feel when the students' anxiety to speak English in front of the other friends.

