

Chapter Five

Conclusions and Recommendation

This chapter is the final chapter of the research. This chapter contains the conclusion of the conducted research. After the researcher have conducted the interview, data coding, as well as data analysis, the final result of those processes is then written in this chapter to conclude the research. What are the causes of anxiety in speaking English faced by senior high school students inside the classroom? What are the strategies used by high school students to handle anxiety in speaking English inside the classroom? The answers to those questions, as well as any recommendations the researcher can provide, will be delivered in the paragraph below.

Conclusion

After finishing the coding process, the research revealed that speaking English for senior high students is not an easy matter. The feeling of anxiety can cause students some difficulties to express their thought. Most of the students find it difficult to deliver what they meant in the oral language, making them worry and causing anxiety. Basically, speaking anxiety is the state when the students feel apprehensive and afraid about themselves and their performance in speaking and learning foreign language.

By using in-depth interview, the researcher can acquire the causes of anxiety in speaking English and the variety of the strategies used by the students to handle their anxiety. The participants of the research were six participants, consisting of four students in the twelfth grade and two students in eleventh grade,

even semester academic year 2019/2020. Moreover, through analyzing the findings, the researcher found that the students have various causes that can trigger and increase their anxiety. The researcher found that, the students' speaking anxiety is caused by communication apprehension, test anxiety, and fear of negative evaluations.

Communication apprehension is the feeling the students have when they need to communicate with other using foreign language. All participants stated that communication apprehension caused them increase their anxious feeling. Then, test anxiety is the anxious feeling that happens when the participants are afraid of failing the test. Five out of six participants mention they feel anxious when their teacher assesses their speaking. Lastly, fear of negative evaluation is the worry that happens due to the other people's negative evaluations about the participants' performance. Six participants said that the negative evaluation from other arise their anxious feeling.

In addition, from an analysis of the findings, the researcher also found six strategies used by the students to reduce their anxiety. The six strategies were: preparation, relaxation, positive thinking, peer seeking, resignation, and teacher-students' relation. The finding shows that six students applied preparation method, five students for relaxation, three students for positive thinking, three for resignation, four for peer support, and two students for teacher support as strategies used by students to reduce their anxious feeling. However, by studying harder and mastering the material better, anxious learners can reduce their

anxiety. Moreover, their friends' cooperation has been proven to motivate students and help them practice and increase their confidence.

Recommendation

Based on the results of this research, the researcher proposes several suggestions that can be used in order to reduce students' anxiety. Teachers who are responsible for teaching English in class should provide friendly environment to make learners feel safe and comfortable to practice and use English to communicate with others. Teacher must be able to know the importance of management strategies such as providing positive reinforcement, giving clear direction, giving lot of examples that can help learners to reduce their academic anxiety (Soriano, 2017). Teacher can use variety of teaching techniques such as grouping students so that they can increase the relationship with their peers, or let students choose the topic of speaking that interest them. Therefore, students can be more participate in speaking session.

Not only that, the teacher should be more creative with their teaching material so that students will be interested in studying and practicing it. Oxford (1999) stated that, the teacher learning and teaching styles contribute to learner language anxiety (as cited in Lucas et al., 2011). Therefore, when teacher can be more creative in using teaching methods and strategies, it will increase students' curiosity, reduce anxious feelings and stimulate them in learning process.

Moreover, the teacher should use more English in the classroom, so that the students can get an example on how to speak properly in English in terms of

pronunciation and spelling. From that, the students can get used to with English in the classroom also follow and mimic their teacher's accent or pronunciation.

Meanwhile for students who are reading this research, to reduce their anxious feeling, students should have more preparation before speaking sessions. Students can study the topics further or memorize more vocabulary and phrases to enrich their vocabulary knowledge. Not only that, students should be more relaxed and not too worried about their speaking skills that can attract negative thoughts. Learners should try to remain calm and be more positive about their performance and confident. By having positive thoughts, students can hinder any negative thoughts that can increase their anxiety. Therefore, students will have more motivation and positive attitude to learn English.

The students should also follow any English clubs in their school so that they have more exposure and chance to practice their speaking ability and reduce their anxiety. Al- Zoubi (2018) pointed out although many learners practice their English inside of the classroom, however if they do not have opportunity to practice it outside they will not learn appropriately. Hopefully, by joining English club it can make students do more practice and get motivation to keep practicing.

For the researchers that are interested in conducting study in this issue, they should know fluency and student confidence are the lowest factor of anxiety in speaking English. The researcher suggests for those researchers to focus on the activity as well as material that can improve learner interest and confidence. It is very crucial to know how those factors affect learner anxiety more and what strategies can be used to reduce it.