

CHAPTER 5

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher concludes the findings and the discussion that was in the previous chapter. This chapter consists of two sections, first one, that is the conclusion of the findings and discussion and the second one is the suggestions.

5.1 Conclusion

In line with the findings and discussion part in chapter 4, it was found that the causes of anxiety on English Department Students: First, Non-linguistic Factor which is overthinking. Second, Non-spoken linguistic factor (not understanding speaking topic and speaking context. Third, Non-linguistic Factor that is low self-confidence. Fourth, Spoken Linguistic Factor such as improper accent, mispronunciation of words, improper intonation, talking speed, vocabulary, and grammar. Fifth, Non-linguistic Factor, such as uncomfortable teaching method and learning experience factor.

The result of the calculation showed that overthinking is the main cause of anxiety which means that students worry too much about something that does not happen yet. Overthinking about their speaking skill or how they speak leads to anxiety. In addition to that, overthinking about whether they are left behind or not worsen their anxiety.

The second research problem aims to find out the effects of anxiety on English department students' speaking performance and the results is decreased

speaking fluency and performance is the effects that most students experienced. Students become hesitant to speak and it makes them not showing their true speaking skill. Secondly, vocabulary and grammar in speaking are also affected by anxiety. Students become forgetful and confused of using words that suitable or match speaking topic and context. Anxiety also makes them talk in a messy structure and tenses as well.

Last, the strategies that students applied to cope with anxiety are preparation, peer-seeking, positive thinking, and relaxation. However, preparation and peer-seeking are not suitable for spontaneous speaking activity. The findings shows that the main strategy used by the students beside those two strategies is positive thinking. Students tend to imagine that good or positive will happen to reduce their anxiety especially when they have to do presentation in class.

5.2 Suggestions

In this research, the researcher provides advice for lecturers, students, and other researchers.

5.2.1 For lecturers

Based on the findings, the main cause of anxiety is overthinking so lectures or educators are expected to make the class environment more relaxed and supportive so that students feel like making mistakes or taking risks in learning to speak are part of the learning process. That way, students do not overthink that they are left behind. Based on the finding, the main strategy that students used after Preparation and Peer-seeking (both strategies is not suitable if

students should speak spontaneously) is Positive Thinking, so it's better if educators reinforce growth mindset to students, meaning that by having effort and practicing students can overcome anxiety in speaking.

5.2.2 For Students

Based on findings of the causes and effects of anxiety in speaking, every students should be more aware that negative feedback or comment can lead to anxiety in speaking. It's better to not laugh if someone mispronounce words or makes mistake when speaking English. Instead, gives positive words and know that it's okay to makes mistakes because it is the process of learning itself. Without trial and error, there will be no significant progress in learning. Students can also try strategies in reducing anxiety to make their speaking performance better. Based on the findings, students should try to talk often with their peers to increase their confidence in speaking. Preparation can also be done for planned occasion for example presentation.

5.2.3 For Other Researchers

Based on the findings, the researcher expected that other researchers will conduct research about more strategies that students can use spontaneously when they are feeling afraid to speak because most of strategies found are not suitable for speaking spontaneously.

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