

## **Chapter V**

### **Conclusion and Suggestion**

Current chapter sum up the conclusion and recommendation of this research. It was concluded by the result of the previous data findings, analysis, and the discussion section of this research. After that, following with that the recommendation that considered important for the development of institution, also, several consideration for further research to expand the knowledge by doing research in the next step, based on the fact within this study, are compose in the suggestion.

#### **Conclusion**

This research concludes that students' source of anxiety in the speaking class was happen to students during the process of teaching and learning. Based on the theory the sources of students' anxiety are so wide, consequently, in this research sharpen the scope by only taking the source that influenced by classroom activity. Those were divided into four main sources of students' speech anxiety: class atmosphere, low of self-esteem, foreign language learner and error correction.

As previously discussed that class atmosphere diver into two type those are lecturer role and class competitiveness. In the other word the lecturer role was impacted by the lecturer and the class competitiveness was impacted by the classmates. Based on the research, the result shows that the source that impacted the most to the students' was the class atmosphere, ultimately the lecturer role. The data shows that most of the participant was complaining about uncomfortable atmosphere that created by the lecturer which increase their speech anxiety while on the speaking class. The most popular reason was the method of speaking

was not suitable to them. Their speech anxiety increased when they are asked to speak spontaneously. It was impacted to the class competitiveness. When the lecturer asked high level of performance, it means that the other lower student need to chase to the other smarter students' level. That was automatically increase the level of class competitiveness.

Related with that, the low of self-esteem also become one of speech anxiety source in speaking class. Those class competitiveness open huge gap between the lower and the smarter student. It resulted the lower level of self-esteem of the lower skilled student, it happens when they are comparing them self with the smarter student and they are become more frustrated with that. Several participant thought that they did not have capability to do something good in speaking.

The other sources was influenced by the foreign language learner issue. This source of problem even only less part of participant feel this but it was disturbing students during the process of teaching and learning. In this case, when they learn the language they not only learn about the language but also they need to learn about the culture which is following with that. However, they need to play role as a native with their style, dialect, stress, word choosing, etc. in this part the beginner or the lower skilled student become more frustrated and stressful. Furthermore, they difficult to find motivation about how important to learn this language because of cultural assimilation and consciousness clash. It disturb them when they realize that they need to learn so hard the language that not belongs to them.

The las but not least, error correction also become sources of students' speech anxiety. In the process of learning language, giving a corrective feedback directly to the student was one of method that can be used, in term of knowing the students' progress in learning process. It psychologically influenced the student speaking when the correction is not appropriate; the word appropriate reverse to the condition where the correction put in the wrong time with

wrong manner. Some of student cannot really accept the corrective feedback by reason that the correction too explicit or the time is not right for them. The explicit here means the word choosing and the manner to send the message is too straight. In the matter of time, sometimes the correction place in the wrong time. Of course, it become a problem for the student with lower skill level. They hardly prepare the material to make sequences fragment about what to speak in front of the class. When they got distracted by the correction or questions in the wrong time, it will ruin all of the material that they have been hardly prepare.

### **Suggestions**

In order to reduce the possibility of speech anxiety to the students with lower skill, there are two recommendation that can be offered by this research. The first, the institution need to plan integrated lecturer for one class who will teach speaking in one class from the first level until the last. By this policy hopefully, the value of the lecturer will not change every semester. The student will be easier to adapt with the atmosphere and the method that will be applied by the lecturer. The second, the institution need to empower students' activity such as English club to build students' confidence and to make them common to speak in front of people. Institution need to help student by promoting the club in order to get larger community and member and also help student by giving important material for the club.

For the importance of next level of research, this research recommend the further research to take deeper about students' anxiety by using behaviorism approach. This research believe that the students' speech anxiety that appear in the class is only a reaction of long term conditioning that they have been through. Research can investigate the condition of student anxiety as a reaction and the relation between. So, it will gain advance result of research about students' speech anxiety in the future.

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