

## Chapter V

### Conclusion

As the data findings and discussion have been explained in the previous chapter, thus this study then draws a big picture that is considered as the focus of this study on how the students' anxiety dealing with the English public speaking. Hence this study leads to some conclusion as follows:

1. Based on the result of the data findings, it was revealed that the students of English department of class 2C or the participants of this study are having medium to high level of anxiety as the data presented in the questionnaires given to the participants.
2. There are two main factors that caused the students' anxiety in English public speaking, those are the environmental factor and the personality factor or behavioral factor.
3. Low self confidence and over thinking may lead the students to the high level of anxiety that will also caused them face difficulties in doing the activities dealing with the English public speaking.

In conclusion, lecturers or teachers are the ones who should try to make reforms and improvement based on suggested effective methods and strategies in reducing anxiety, allowing students to build more self confidence and to be more motivated on learning English particularly speaking skills.

## **Suggestions**

Seeing that language anxiety can exercise disadvantageous influence on English speaking skills, it is important that English teachers not only recognize the anxiety as a major cause of students' lack of success in communication but also support them to overcome their feelings of nervousness and discomfort. Based on the findings of this research, the following recommendations can be made.

1. The English language lecturers or teachers should recognize the existence of the feeling of anxiety in learning and particularly speaking the English language and then should take initiatives for its effective reduction. They should identify individuals with signs of stress and anxiety and should apply appropriate strategies to help them respond to these feelings.
2. The lecturers or teachers must behave in a friendly manner, being helpful and cooperative, making students feel comfortable when speaking in the class, ensuring students' active participation in the classroom environment. This can also reduce, although not eliminate the anxiety between students and teachers to a considerable extent.
3. The English language lecturers or teachers should study the feelings that cause the fear and anxiety among the students. It is essential to think positively, to realize that everyone can make mistakes learning a language and that making errors is a crucial part of the English language learning process. Convey to the students that perfection is an impossible goal and that it is not a necessity for success.

4. Discussion in the class about the feelings of anxiety should be initiated by the teachers and the teachers should also try to reduce the sense of competition among the students. They should affirm participation in class and clearly express that speaking in class will positively influence their mark, even if they make mistakes.
5. The lecturers or teachers should provide students with a maximum of speaking time in a nonthreatening environment. This is done by adding small group activities, role plays, and pair works into their lessons.
6. The lecturers or teachers should encourage students to have the confidence to make mistakes in order to obtain communication skills and their response towards a student's errors should be tactful and pedagogical.
7. The lecturers or teachers should advise students that they should not worry about what other students may think if he/she makes a mistake in the message that they are trying to communicate. Instead, students should focus on producing a message and make communication successful. The lecturers or teachers should always affirm a student's effort to communicate, even if it is full of mistakes.
8. If students conveyed lack of practice with speaking skills in their previous language learning experiences, respectively primary school education, the lecturers or teachers should adopt a communicative approach to provide students with more chances to practice their speaking skills.

9. To lower inhibition it can be good to use group work so that the inhibited student does not have to face the whole class when speaking. It is more likely that useful verbal practice will take place in this situation than in a full class.
10. It is important to base an activity on easy language so that the students can speak fluently and feel secure. A good way to make this work is to review vocabulary before starting.
11. The students should dare, be willing and able to participate in conversations about familiar topics without preparation and exchange information about personal opinions and experiences.
12. The English language lecturers or teachers should undergo training courses on language anxiety in order to make them aware of this complex issue and, henceforth, adopt and implement proper methods and strategies to cope with the phenomena, namely English speaking skill anxiety.

Recommendations from this research are that every language lecturer or teacher can offer different ways of reducing language anxiety speaking skills based upon his/her personal observation during the teaching process. Thus, during this process, the role of language lecturers or teachers is considered highly crucial and their particular beliefs, perceptions and attitudes towards language learning and the teaching process have the potential of both causing and reducing language anxiety among the students.

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