

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the following sub topics: (1) conclusion and (2) suggestion of the study.

#### 5.1 Conclusions

Based on the description of the data described in the previous chapter, the researcher found that the most dominant aspect faced by VIII at the MTs Yasmu Manyar Gresik was anxiety. Lack of vocabulary and grammar knowledge causes them to not have the right words to express their ideas, and it makes them feel uncomfortable and anxious to speak English. In addition, according to what the English teacher said during the interview session, most students tend to speak more in their mother tongue than English. This habit makes it increasingly difficult for them to speak English because they are too comfortable with their native language. The factor most often faced by students in grade VIII is fear of making mistakes. The habits of students who tend to be afraid to be corrected, laughed or criticized when speaking English are reasons that make them feel worried about making mistakes during the speaking performance. Another thing that is often faced by students is feeling inferior when they find that their classmates are smarter in English, making them more nervous and anxious so they don't dare to do a speaking performance.

#### 5.2 Suggestions

From the conclusions stated above, the researcher wants to offer some suggestions for minimizing student anxiety in speaking performance. Researchers provide some suggestions for students themselves, teachers and schools.

Based on the results of this study, there are a number of suggestions that can be made to reduce anxiety in English classes. First, the teacher needs to be

more aware of the speaking anxiety experienced by students. This study shows that teacher awareness about student anxiety is not enough. Therefore, it is necessary to increase teacher awareness because anxiety is an important factor determine the success of students' speaking. The teacher also needs to build a friendly atmosphere between students when the speaking learning process takes place so that students can feel relaxed and not feel anxious when doing speaking performance.

As for students, they need to be involved to reduce class anxiety. Students must respect each other to create a friendly environment. They must help lower level students when experiencing difficulties instead of being ridiculed by them. This will make them feel comfortable with each other. In addition, anxious students must realize that mistakes are a natural part of language learning. Therefore, it shouldn't make them reluctant to speak in English.

The last one is for school. Schools are expected to always make the system and the maintenance and organization of the school system better. The correct timing and duration of speaking classes are needed to make learning activities effective for students and successfully achieve the goals of all parties to eliminate students' speaking anxiety.