

CHAPTER V

CLOSURE

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions. The first section is the conclusion of the research finding and the second is suggestion.

A. Conclusions

The objective of this study are to find out the kinds of students' anxiety in speaking English and to identify the factors caused students' anxiety at SMAN 1 Alalak Kab. Barito Kuala. Based on the data analysis, it can be concluded that:

1. There were kinds of students' anxiety in speaking English at the twelfth grade of SMAN 1 Alalak especially in class XII MIA 1 based on Elis (1994) theory, they are State Anxiety and Trait Anxiety. The first is state anxiety, Elis (1994) stated that most of the students have problems with their speaking skill which can be seen when they speak such as nervous, stress and also not confident. The second is trait anxiety, this result of study showed where the students feel panic and they could stress when they want to speak in English. The students also feel nervous when the students could not understand the teacher explanation.
2. There were three factors caused the students' anxiety in learning speaking English at the twelve grade in class XII MIA 1 at SMAN 1 Alalak based on Horwitz (2011) theory, they are: (1) communication apprehension, where the students could not speak English because they have weak experience about

English and they are not always practice English, (2) test anxiety, where the students feel anxiety because they have to do the test that the teacher give to them of the students do examination and (3) fear of negative evaluation, where the students afraid if the teacher and their friends will laugh if the students make mistake.

B. Suggestions

Although this study was carried out with a small number of participants within a short period of time, the findings provide some useful information that can be used by both teacher and stakeholders to improve the quality of English teaching and speaking. Based on the result of this study, there are a number of suggestion can be made to reduce anxiety in English classroom.

1. Students as the ones who suffer anxiety here should be able to analyze their own lack in speaking English. By realizing the problem they have, students can find the way to deal with it. They can ask for feedback from their teachers and friends about their speaking. The feedback is important to help students to analyze their own performance.
2. Teachers should be able to understand students' characteristics to analyze their problem related to anxiety before finding the way to reduce it. Different characteristic of students needs different treatment to deal with. Teachers should give the opportunities to the students to tell the difficulties they have as well. In addition, teachers have a responsibility to build convenient classroom environment for students to speak comfortably with less pressure to reduce the anxiety.

3. The description in the study is expected to be used as a consideration for other researchers to conduct further research about anxiety on students' speaking in the English classroom. In the next research, there should be some methods to cope with it. Various strategies need to be discovered to improve students' speaking English. It is important to figure out how to conduct appropriate interaction between classroom participants. To support the effort of reducing anxiety, building suitable classroom environment is also essential. The next researchers should be able to identify the ideal classroom atmosphere to optimize the teaching learning activities.