

CHAPTER V

CLOSURE

This chapter will talk about the conclusions that were made from the results of the processed data. Ideas from researchers based on discovered facts, difficulties encountered and hypotheses that could be use are also included.

A. Conclusion

1. Based on the research that the researcher did on Achmad Yani University, the researcher assumed that there are some factors affecting students speaking, and caused silence and speaking anxiety phenomenon during online learning. There are 6 factors that affected students speaking performance during online learning. There are 5 factors that caused silence during online learning. There are 5 factors that caused students speaking anxiety during online learning. It can be concluded that both the lecturer and the students faced some challenges and obstacles during their online teaching and learning process in the middle of pandemic.
2. Based on the research that the researcher did on Achmad Yani University. The researcher assumed that there are 4 effective strategies that can be applied by the students to overcome their silence and speaking anxiety during online learning. The strategies that the researcher mention above were used by most of the students and the researcher assume that these strategies are the most effective strategies to be applied for students so they can be more confident in speaking English and reduce their speaking anxiety.

B. Suggestion

The researchers suggest is intended for lecturers, students, and future researchers who desire to perform comparable studies. The researcher hopes that this research can be used to implement all aspect of English instruction.

1. For lecturer/teacher

This has significant impact on teaching activities in the online classroom, lecturers/teachers are encouraged to communicate with their students on a more frequents basis. Students feel more high self-esteem and the lesson were become easier to manage when there is a social figure in classroom. In order to alleviate silence and anxiety, lecturers should engage in more social interaction and communication with their students. Also the lecturer should be more aware about silence and speaking anxiety phenomenon that happens in their class and try to make the class atmosphere more relaxing to help their students to be more confident in speaking English and can reduce their silence and speaking anxiety.

2. For students

The researcher hopes in the future, the students become more confident with his/her own speaking abilities and performance. The students hopefully can reduce their anxiety and afraidness to talk in English so they can be more fluent and believe on themselves from now on. It is okay to make mistake, don't be afraid. You can learn new things every day. Also, the researcher hopes that students who

still struggle with anxiety found a suitable solution and strategy to applied so they can improve their speaking performance and the researcher hopes that anxious students can find someone who they can trust to share all his/her problems.

3. For other researcher

Hopefully this research can be used as guide or preference for other researcher that has the same topic that related to English online learning. This study can be the primary resource for expanding our understanding about online English learning obstacles and also the strategies to overcome the problems.