

CHAPTER V

CLOSURE

A. Conclusions

In this chapter, the writer concludes all the research which answer the problem statements. Based on the findings of the research about the phenomena of students' anxiety in speaking at Languages development center IAIN Antasari Banjarmasin, there are some conclusions, as follows:

1. There were some phenomena that could be identified from the result of observation and interview. The physical symptoms that common occur to those students were tremble, rapid heartbeat and feeling hot. The psychological symptoms that experienced by the students the most were panic, fear and going blank. For the behavioral symptoms, playing with object, lack of eyes contact, and laughing got students who experienced by the anxious students. The students also responded that staggering voice and translation problems were also their symptom when they were suffering from speaking anxiety.
2. There are various factors that may contribute to their anxiety. There are at least seven factors which are found in this study, they are: afraid of making mistakes, lack of preparation, limited vocabulary, grammatical errors, lack of self-confidence, friends/ classmates, and embarrassment. The sources of these factors are not only from the students but also from the teacher.

B. Suggestions

Based on the findings of the study, the writer would like to give some suggestions for students, lecturer and the next researchers, those are:

1. For the students

They need to get involved to reduce anxiety in the classroom. Students should respect each other in order to create a friendly environment. They should help a lower level students when have a difficulty instead of ridiculed them. This would make them feel comfortable with each other. In addition, anxious students should realize that mistakes are a natural part of language learning, therefore, it should not discourage them in speaking English.

2. For lecturer

The English lecturer should be aware of foreign language anxiety. This study indicated that teachers' awareness of students' anxiety is insufficient. Therefore, it is necessary to raise teachers' awareness since anxiety is an important factor contributing students' anxiety in speaking. Good acknowledgement of the existence of student's anxiety in speaking English will absolutely influence the teacher in treating the students properly.

3. For next researcher

Due to the limitations of this study, further investigation is necessary to explore the students' anxiety in speaking English. Future similar studies with a larger population or different group of students will be useful to give a better understanding of the issue of foreign language anxiety. In addition, this study indicated that classroom activities or methods are also important component in making students feel anxious or not. This issue, however, is not specifically addressed in this present study. Therefore, further investigations about certain approaches or methods that can help reduce anxiety in speaking English are needed.