

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the study. The conclusion can be said as summary of the result of this study and to highlight the research finding. The suggestion presents several advices dealing with this study especially and teaching English learning generally.

#### **A. Conclusion**

Based on the result in chapter four, the researcher can conclude that second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 students sometimes feel anxious when speaking although they have long experience in learning English. Most of the students usually feel anxious when they are debating and giving presentation in front of class.

The causes of speaking anxiety in second semester students are lack of vocabulary, lack of practice, low of English proficiency, lack of preparation, forgetting what were prepared, lack of confidence, and fear of making mistake. The most dominant causes of speaking anxiety in second semester students of

English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 were lack of practice speaking English.

The researcher also finds some strategies that were used by students in reducing anxiety in speaking English. Those are: second semester students of English Department at State Institute for Islamic Studies Sunan Ampel Surabaya 2013 students of English Department at State Institute for Islamic Studies would need to be encouraged to speak English, try to increase their confidence by being positive talking in their speaking class, prepare the materials before giving presentation or debating, relax by taking a deep breath before speaking, concentrate on the message that will be delivered, practice their speaking English out of class with their friends.

The lecturers also have the important role to reduce students' anxious feeling in speaking English. Based on the result of the data, there are some lecturers' roles. Those are: the lecturers should make teaching learning process fun, give positive feedback, motivate their students, help their student to accept the fact that will make mistake as part of the learning process, and the lecturer should speak English well and easy to understand.

## B. Suggestions

Based on the conclusion, there are several suggestions recommended for the follow-up studies. The suggestions are given to the students, the lecturer and further researchers.

### 1. For the students

In learning speaking, the students are expected not to feel anxious when speaking English in the class. They also must pay attention more about anxiety when speaking in the class. No need for them to feel afraid of making mistakes and be more confident than before when speaking English. The students also should use the strategy to reduce anxiety when speaking English in order that they can speak English fluently without anxious or afraid to make mistake.

### 2. For the lecturer

In teaching speaking, the lecturer notice some causes of speaking anxiety. It is used to know the causes of speaking anxiety in order to solve the problem. The lecturer were also recommended to use strategy in reducing speaking anxiety because it helps the students to speak English well without anxiety. The strategy very useful to help the students to reduce speaking anxiety in order to students' speaking is better and more fluent than before without anxiety.

### 3. For Further Researcher

The researcher suggests for the next researcher who want to analyze about anxiety, it would be better to analyze in different subjects and location. In order to strength the previous findings. It is also suggested to analyze in different skill. The last, the next researcher also suggested to analyze the influence of anxiety for the students' achievement.