

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on research findings and discussion to answer the statements of problem that have been described above, the researcher concludes several points as follows:

1. Actually, teacher uses two kinds of physical and psychological strategy in managing students' anxiety of speaking English. Sometimes, the teacher uses only the physical strategy to manage students' anxiety of speaking English in the class. Sometimes, the teacher also uses the psychological strategy to manage students' anxiety of speaking English. However, the teacher combines both of physical and psychological strategy to handle the class; managing students' anxiety of speaking English. It is based on the students' need during the class. If using one of the two kinds of strategy is enough, the teacher will use it only, but if using one of the two kinds of the strategy is not enough, the teacher will use another one, even combine it.
2. Based on the researcher' observation, the researcher concludes that the teacher uses two kinds of strategy in managing students' anxiety of speaking English: physical and psychological strategy. The implementation of the two kinds of strategy can be seen in the following discussion:

- a. Sometimes teacher uses only physical strategy in managing students' anxiety of speaking English. In the implementation of physical strategy, the teacher uses some kinds of teaching tools, such as; image, picture, visual tools, and etc. It is based on the students' need during English teaching and learning process. The kinds of teaching tools are used to stimulate students' and make students become interest more about the materials, so that the students will be easier to convey their idea in English.
- b. Sometimes teacher uses only psychological strategy in managing students' anxiety of speaking English. In the implementation of psychological strategy, the teacher will give some motivations, praises, and encouragements to raise the students' confidences in speaking English. It is caused if the students are confident; they will ignore anything that restrains them to convey their ideas in English.
- c. Sometimes, the teacher also uses the combination of the two kinds of the strategy in managing students' anxiety of speaking English. It is happened if using one of the two kinds of the strategy is felt not enough.

B. Suggestion

After conducting the research about an analysis of teachers' strategy in managing students' anxiety of speaking English, the researcher suggests some important thing, as follows:

1. *For the next researcher*

This is the interesting topic which is needed to discuss in English Education Department especially for English teacher. Knowing the variety of strategy that teacher uses to manage student's anxiety of speaking English is a good experience and knowledge for the researcher. If, there are researchers who are very curious about this topic, the writer hopes that the next researchers can develop the information about what are the teachers' strategy in managing students' anxiety of speaking English and how the strategy be implemented in the class. There can be different strategy which is used in different school. Therefore, the readers will gain rich knowledge about English teaching and learning process from different school.

2. *For teachers*

Based on the research which is conducted by the researcher, there are two kinds of strategy to manage students' anxiety of speaking English. The researcher hopes that after reading this thesis, it can help teachers to develop their skills in teaching English and handle the students' especially in managing students' anxiety of speaking English. Teachers may be more creative in order to make the students can master speaking English better than before. If, teachers can find the best strategy to manage students' anxiety of speaking English, it will be good development for Education world.

3. *For readers*

The main goal of writer conducts this thesis is to give information for readers about the strategy in managing students' anxiety level on speaking English. To the best of the researcher's knowledge, there many strategies can be used to teach English but the physical and psychological strategy is felt able to manage students' anxiety of speaking English. The writer hopes that this information is useful for the readers and it can improve their knowledge about it. Moreover, in the future the readers can take a part in developing some information to build people awareness about the important of understanding the best strategy in managing students' anxiety of speaking English.