CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion related to the result of the research. Based on the discussion and research finding as presented before, the researcher get conclusion as follow:

A.   Conclusion

The research is done to describe one of speaking problem by eighth semester students. The goals of this study are to identify and understand the causes of eighth-semester students' speaking anxiety, as well as the solutions to the problem and how they prepare their thesis. As a result of this research, many people will benefit. The researcher arrives at a conclusion based on the results of in-depth interviews and study documentation.

According to the findings of an in-depth interview and a study document, all of the subjects, both active and passive, experienced speaking anxiety during classroom interaction. It happens when they ask their lecturer or friends questions, when they answer their lecturer's questions, when they give their opinion in front of a large group of people, and when they watch assignment videos in class.

From the presented data that have been collected in previous chapter, it can be conclude that all the subjects have various causes of speaking anxiety. Those internal causes are (a) fear of making mistake is related to the students feel afraid to answer or share their opinion because they are feeling fear to making mistake in front of class. (b) Shyness is related with statement above because of fear making

mistake it made all the students feel shy if the making mistake. And from external causes, those are (a) listening ability is related to the students that sometimes feel confused if their lecturer or their friend explain the materials so fast and unclearly, it makes the students cannot answer the question or event understand about the context. (b) Topical knowledge is related to the students that have limited vocabulary, so they cannot explain the things that they want to explain and the last is (c) feedback during speaking anxiety is related how the lecturer controls the students and make them feel ashamed being corrected in front of many friends.

Related to the strategies to overcome speaking anxiety, they also use various strategies. Those are (a) preparation That is related to how thoroughly students prepare for lecturing before entering the classroom, (b) relaxation is related when students are having difficulty with lecturing in class, relaxation is related to keeping their body and mind relaxed.

The researcher also discovers the reason for employing those strategies. Preparation is used because it is critical for students to prepare everything before class. Speaking performance will suffer if you do not prepare. Relaxation is used because a relaxed student's body can reduce speaking anxiety. They are very nervous if they are not relaxed.

Related to the eighth semester students preparation for their thesis presentation to reduce speaking anxiety. All subjects have the same strategies to preparing their presentation thesis. Preparing a presentation in thesis differs from preparing a presentation in front of a class; there are many relative answers from four subjects that I have previously interviewed, and both of them answer with the

same answer. Every student has their own method for preparing their own thesis presentation, which includes creating mind maps and making a power point presentation more understandable. They both agree that they should practice it at home before the day of the thesis presentation because, according to their interview, they can relax if they practice it at home and watch native speaker speech to learn good pronunciation for their thesis. They are also practice with their friend and made a thesis simulation and practice it with their friends. It would help them to boost their confident during thesis presentation.

B. Suggestion

According to the conclusion, the researcher makes some important recommendations for English lecturers, and future researchers.

1. English lecturer

   Knowing the causes of speaking anxiety that students explain, English lecturers are expected to identify the most anxious students in the class and help them relax and reduce their speaking anxiety.

2. Future researcher

   The findings of this study can be used as an additional reference for future researchers who want to conduct similar research on the causes of speaking anxiety and strategies to reduce it during classroom interaction. Limitation of this research just only focused on English education department at IAIN Tulungagung, which is the scope only in Tulungagung. For the future researchers can improve their research by conducting the research with the scope East Java.