

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 during classroom interaction. The purposes of this research are to identify and to know the description of speaking anxiety during classroom interaction by sixth semester students and the ways to overcome the problem. So from this research, it can give contribution to many people. Based on the result of in-depth interview, participant observation, documentation of study, and field notes, the researcher gets the conclusion that can be drawn.

According to the result of in-depth interview, participant observation, document of study, and field notes, all of the subjects not only active students but also passive students, they are experienced speaking anxiety during classroom interaction. It happens when they are asking question to their lecturer or their friends, when they are answering the question from their lecturer, and when they are giving opinion in front of many people.

From the presented data in the previous chapter, it can be concluded that all of the subjects have various causes of speaking anxiety.

Those causes are (a) the different types of task is related to the difficulty of the task and the type of task that make the students not confident, (b) the role of language lecturer is related to how the lecturer controls the students and make them feel ashamed being corrected in front of many friends, (c) fear of making mistake is related to the feeling afraid to make mistake and always think that the students will be wrong, (d) self perception is related to always having negative thinking with the students' ability, (e) gap of competence is related to the ability of the students whether they have high or low competence in English, and (f) limited exposure to English is related to how often the students practice to speak English in their classroom. From these causes, the different types of task, the role of language lecturer, fear of making mistake, and self-perception are the most causes of speaking anxiety that are experienced by the subjects.

Related to the ways in overcoming speaking anxiety, they also use various strategies. Those are (a) preparation that is related to how complete the students prepare everything about lecturing before entering the class, (b) relaxation is related to keep their body and thought relax when the students have difficulty during having lecturing in the class, (c) positive thinking is related to how the students keep thinking positively about their ability, (d) peer seeking is related to how the students share their difficulty to other friends and ask suggestion about it, and (e) knowing our audience is related to know who are the students' partner when they are speaking whether he is an expert or a polyglot.

The researcher also finds the reason of using those strategies. Preparation is used because it is very important because the students should prepare everything before class. Without preparation, speaking performance will be worse. Relaxation is used because when the students' body is relax, it can reduce speaking anxiety. If they are not relax, they are very nervous. The next was positive thinking. It is used because it can reduce speaking anxiety and the performance is good in time. The next reason is using peer seeking strategies. The reason is helped by other smarter students so it helps the students reduce speaking anxiety and their friend always gives advice and suggestion. The last reason is for using knowing our audience. By using this strategy, it makes the students are ready to speak up with an expert or common people.

From the result, the researcher finds that preparation and positive thinking are the most frequently used strategies by the students.

B. Suggestion

According to the conclusion above, the researcher gives some suggestions which are very important for other students, English lecturer, and the future researcher.

1. English lecturer

From knowing the causes of speaking anxiety that is explained by the students, the English lecturers are expected to identify who are the most anxious students in the class and help them to be relax and reduce their speaking anxiety

2. Future researcher

For the future researcher who wants to conduct the similar research about the cause of speaking anxiety and the strategies to reduce it during classroom interaction, the result of this research can be used to be additional reference to make the future research better.