

CHAPTER V

CONCLUSION AND SUGGESTION

This part of this thesis will present conclusion and suggestions. Before that, it is useful to turn back to the schema of the research and its findings. There are two purpose of the research: (1) to describe dominant factors students anxiety at class of state Junior High School 4 Gunung Talang (2) to find out the reason are students anxious in asking and giving opinion at class of state Junior High School 4 Gunung Talang

A. CONCLUSION

English as a foreign language at Junior High School 4 Gunung Talang, so English is one of difficult lessons for students especially VIII grade. Most of students at class VIII of state Junior High School 4 Gunung Talang were anxious in speaking. The wear fear to ask and give their opinion and perform it in front of the class. Anxiety is one of the psychology phenomenon which is commonly identified as a feeling of threatened, apprehension, worry and tension. The aspects of anxiety are communication apprehension, test anxiety, and fear of negative evaluation. Each aspects give different portion of impact to the students ability in speaking English.

The dominant factors that students anxious in learning process is fear of negative evaluation. Fear of negative evaluation as the apprehension about people's evaluation, avoidance of evaluative situations and the expectation that others would evaluate someone negatively. fear of negative evaluation, is

observed when foreign language learners feel incapable of making the proper social impression and it is an apprehension towards evaluations by others and avoidance of evaluative situations.

B. SUGGESTION

In accordance with the conclusion above, the researcher proposes some suggestion concerning the researcher findings as follow:

1. For the teachers

The teacher should be more creative to teach the students by giving an interesting material and also they should use some method that can make the students practice a lot in speaking English. Meanwhile, it is important to motivate the students in learning English without feeling anxious to speak English in front of other people. The teacher also must be aware to the students' psychological factor that influence their anxious in learning English. attitude, their anxiety will be disappeared and they will enjoy in learning English.

In terms of speaking skill, the teacher needs to help students' fluency because the students speak hesitantly. They usually try to recall and search the word. They also speak in single word utterance, very slow and short pattern. Thus, the teacher should make activities which push the students to practice speaking English more. Besides that, the teacher should pay attention on the students' grammar because they often commit

mistakes in grammar. Hence, the teacher should teach the students' grammar seriously by using game in order to make the students interests in learning language.

2. For the students

The students should be more motivated and have confident in learning English. If they have confident, they will be brave to speak English without feeling shy, anxious, or afraid in making mistakes. Furthermore, they should join in some organization where it can give them more opportunities to practice their speaking in English. It is very useful to improve their speaking ability.

3. For the future researchers

Most of students are anxious in speaking, the future researcher should find another material that improves students motivation in learning process likes make the interesting class. The appropriate topic or theme for the students should be based on the curriculum in the school. In this research, the researcher uses asking and giving opinion as the topic of speaking test. Further researcher are recommended to use other topics of speaking test to know the anxiety of students.