

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

From the results of the overall data of the fourth semester B.Morning students that have been obtained through questionnaires and interviews that researcher have conducted to answer two questions in the research question, namely: (1). What are the factors cause the students' anxiety in english specing ? and (2). How do the students overcome their anxiety in speaking english ? as described below:

1. Factor Anxiety

This study mainly aims to describe students' anxiety in speaking English. Based on the results of the study, it can be concluded that the fourth semester students of class B. Morning IKIP PGRI Pontianak are in the 2021/2022 academic year. This study found the dominant factor of anxiety in speaking English. The following is a list of student anxiety factors in learning English based on ratings of communication anxiety, fear of negative evaluation and test anxiety.

From the sequence of student anxiety factors in learning English, it can be seen that the dominant factor of student anxiety is fear of negative evaluation with a percentage score of 79.4%, the dominant score for statements in fear and negative evaluation falls on item number 7 related to the statement: students often feel worried if failed in English class. This means that students need to do self-evaluations in response to things or worries if they fail in English class, students need to instill a strong sense of confidence that anything that is done seriously will be passed easily. And break other people's negative perceptions with satisfying results.

2. Result of Interview

The results of the data from interviews that have been carried out by researcher to class B Morning students. In the morning of the fourth semester of the English study program which has also been randomly selected by the researchers, it appears that each respondent has various or different answers for each answer per item number. For example in Respondent 1 with the answer: When learning English, there must be a sense of anxiety that arises. It can be seen that most students often feel anxious when suddenly the lecturer asks in English. There were also those who answered that they did not really master every vocabulary, and as a result they felt confused and did not understand what the lecturer was saying. Some answered that they were excited and happy when learning English. And afraid of making mistakes in speaking English itself. With various answers from each student who has conducted this interview, it is clear that there must be a sense of anxiety that students often feel when learning and speaking in English itself. However, here, the researcher focuses on item number 9 and 10. With the following questions: (9) How do you think you can overcome excessive anxiety? and (10) Do you have a solution to overcome the feeling of anxiety when learning English? In overcoming anxiety, respondent 1 showed that the answers were: (9) To overcome anxiety, I asked my friends more often, and asked my friends for advice. (10) The first solution is to think about positive things, to reduce my anxiety, and to ask and ask friends for advice if there are things I don't understand. Respondent 2: (9) By getting used to speaking English to train and get used to this in the form of speaking and for the other 3 factors, the same is true (10) By training and getting used to writing and speaking, reading and listening to friends to learn from each other, they do not feel ashamed or insecure. Respondent 3: (9) By getting used to speaking English in front of many people or practicing speaking alone in front of a mirror. (10) Enthusiasm, focus, confidence and pray before studying. Respondent 4: (9) By practicing in front of a mirror or treating the audience like a wall, so

that we feel like talking to a wall (10) Keep practicing and also often speak up or talk with friends using English. And the last one is the answer from Respondent 5: (9) I always tell myself that I can and think everything will go smoothly. (10) I always pray when I start learning English.

From the results that have been obtained through interviews with fourth semester students are, according to the interview data that the researchers got from respondents in class B. morning of the fourth semester of IKIP PGRI Pontianak, students who have been chosen to conduct interviews, it can be seen that some of the students responded with varied answers, they had different answers in each. the question asked. It is found in question item number 2 with questions: (2). In your own opinion, why are you so anxious when learning English? and answers from most respondents or students in class B. In the morning, they feel anxious if they do not understand what the lecturer is saying and feel anxious if they speak English incorrectly. From the results of the interviews obtained or the results of interviews in class B. Morning of the fourth semester of IKIP PGRI Pontianak, it can be concluded that the biggest anxiety that students feel is when they are afraid to make mistakes when speaking English and do not understand what the lecturer is saying in speaking. English. And that means, students need to self-evaluate and further improve in the English learning process, so that what becomes an obstacle in each teaching and learning process can be better resolved. It can be concluded that from each student's answer above, it can be seen that the answer says that students must be able to familiarize themselves with their respective ways of learning so that the anxiety that often arises when speaking English can be resolved properly. And the most important thing from what students have given the answer is, you have to believe in yourself that you can do something well and right, and that anxiety can be overcome.

B. Suggestion

1. To Lecturer

Anxiety in learning English makes students more active without feeling anxious and makes students feel happy and can improve their learning outcomes. There are several strategies that can be used by teachers such as providing good feedback to students, motivating and creating a calm and well-behaved atmosphere in the classroom.

Harmer quoted in Juhana (2012) suggests that, to reduce this feeling of anxiety, teachers and lecturers need to pay attention to the strengths and weaknesses of each student so that they can create learning methods that accommodate all students in the class. In addition, to improve students' learning of English, lecturers must provide interesting materials that are suitable for future students, lecturers can apply teaching strategies that have been documented as effective in promoting English subjects.

2. To Students

Even though students' feelings of anxiety usually occur in English class, students must have strategies to deal with anxiety. Students can list several strategies for overcoming anxiety in learning English presented by Kondo and Ling quoted in Narisya (2015: 57), namely; preparation, relaxation, positive thinking, looking for peers and resignation. First, strategy preparation which refers to students' efforts to overcome their anxiety in the classroom by enhancing learning and learning strategies to improve learning outcomes ability in certain subjects. Second, relaxation where students reduce symptoms of anxiety such as trying to be calm in studying. Third, positive thinking which means that students must have positive thoughts about the abilities they display in class. Fourth, peer seeking, which is characterized by efforts to find other students who also seem to feel anxious in class like himself. Fifth withdrawal, which is distinguished by the learner to reduce foreign language anxiety.

3. To Other Researcher

Other researcher can conduct further research on students' anxiety in learning English at other levels of education such as elementary school and high school.