

Chapter Five

Conclusion and Recommendation

This chapter contains two parts. The first part is conclusion which is summary from this research result. The second part is recommendation for the people who are related to this research.

Conclusion

This research was conducted to find out the characteristics of students who felt anxious in speaking, to discover the factors that raised speaking anxiety in language learning, and also to find out the strategies to solve speaking anxiety among English Education Department of Universitas Muhammadiyah Yogyakarta students. To gather the data, the researcher applied case study and used two instruments which are observation and interview. The observation was done in two classes and there were six participants who got involved in this research.

The first aim of this research was to find out the characteristics of students who felt anxious in speaking. Based on the observation and interview result, there were twenty characteristics of anxious students. The characteristics were trembling, avoiding eye contact, squirming, playing with hair or clothing, nervously touching object, stuttering or stammering, getting sweaty, rubbing the palms, staggering voice, reading from the script while giving presentation, speaking too fast, speaking too slow, remaining silent, using filler, heart beating quickly, getting cold, feeling nervous, having pale face, having poor stance, and

getting confused.

The second purpose of this research was to discover the factors causing speaking anxiety. The factors were classified into three factors which are affective factors, cognitive factors, and linguistic factors. The affective factors were introverted personality, fear of being focus of attention, fear of making mistake, doubt in speaking, having negative thought, more fluently-speaking peers, having no good friend to help. The cognitive factors were memory disassociation, difficulty in learning English, inability to understand what others say, lack of practice. The linguistic factor was lack of English proficiency.

The third aim was to find out the strategies used by EED of UMY students batch 2016 to solve speaking anxiety. The strategies were having practice, memorizing, doing more preparation, keeping speaking English, thinking positively, bringing note, bringing something for fidgeting, using L1, avoiding eye contact, remaining silent, asking for help, and improving English proficiency. Improving English proficiency were done by improving input exposure, improving grammar knowledge, and improving pronunciation. In conclusion, there were twenty characteristics of anxious students, three major factors causing speaking anxiety, and twelve strategies to overcome speaking anxiety.

Recommendation

Based on the findings of this research, the researcher proposed some recommendations related to this study. The recommendations are for students, lecturers, and future researchers.

Students. Based on the data obtained, the students can get information about the characteristics of anxious students, the factors causing speaking anxiety, and the strategies to overcome speaking anxiety. By knowing the characteristics of anxious students, the students are able to introspect themselves whether they are anxious in speaking or not. Other things that can be obtained by the students are about the factors causing speaking anxiety and the strategies to overcome speaking anxiety. By knowing those two things, the students can understand what factor causing them feel anxious in speaking and finally they can apply the strategy found in this research to cope with speaking anxiety.

Lecturers. Based on the research result, the lecturers are able to know the characteristics of anxious students which can be used to identify which students are anxious in speaking. The lecturers are also able to understand that there are many factors causing speaking anxiety. Finally, the lecturers are expected to create a friendly and supportive classroom in order to help the anxious students reduce their anxiety. The lecturers also need to motivate the anxious students to be brave to speak English.

Future researchers. This research has limitation which only investigates about the characteristics of students who feel anxious in speaking, the factors causing speaking anxiety, and the strategies to overcome speaking anxiety. This research only uses observation to choose the participants and interview to get the data. The researcher hopes that the future researchers could continue this research and get other characteristics, factors, and strategies. Moreover, the future researchers could adopt mixed method in conducting the research so that the level

of anxiety could be identified and this could help the future researchers to choose the participants to be interviewed.