

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions

In this chapter, all of the results from finding had been concluded. I also presented the suggestions that were expected to be useful for lecturers, students, and other researchers.

#### 5.1 Conclusions

Based on the result of data analysis by using thematic analysis, I found that there were some factors that caused student teachers anxiety in speaking which were found by other researchers too. First factor is lack of competence in English. In this case, the lack of ability was due to their lack of grammar mastery and lack of vocabulary mastery in English. Second is lack of confidence, most of the students said that sometimes they felt afraid to make mistakes in speaking and they felt afraid if their friends gave negative responses to their performances. Third is lack of preparation, some of students confirmed that they felt anxious when they spoke without preparation.

In addition, I also found two factors that caused student teachers' speaking anxiety. The factor is learning teaching difficulty. Most of felt anxious when they had to delivered difficult material in front of the class. Because, they felt confused and hard to speak with the material. The second factor is personal factors of students. Most of students felt anxious when they had personal problems, having a lot of tasks and unhealthy conditions.

## 5.2 Suggestions

This research only focused to find out the factors that caused student teachers' speaking anxiety without giving the solution to reduce the students' anxiety because the limitation of time. By knowing the factors that cause students anxiety in speaking English, I expect that the students can find out the strategy that can reduce their anxious feeling, so they can improve their speaking skills.

Subsequently, based on what I found in this study. I very expect the lecture can improve the way she teaches about speaking English in class, such as giving warming up for students or introducing them the vocabulary related to the material and I hope the lecture can find some strategy that can help students to cover students' speaking anxiety in classroom. Furthermore, I hope that lectures give the material which on students' level in speaking.

Last, I hope that the next researchers who want to conduct the similar research can give the solution to reduce the students' speaking anxiety, and also find out other factors that caused students' speaking anxiety which do not explained in this study.

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