

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will be divided into 2 sub chapter: conclusion and suggestion. The conclusion section contain the conclusion of research findings and the suggestion contains some recommendation regarding this topic.

1.1. Conclusion

First, Situational Speaking class C has quite significant student state anxiety. Because 12 students get more than 50% (or 44 points) on the FLSAS. The fact that general state anxiety symptom is the most influencing factors of students' state anxiety when they speaking English with 78.3%. mostly because students are not well prepared when they have to speak English in public, they will experience state anxiety. However, there are opportunities for students to overcome their state anxiety when speaking English. Next is linguistic factors (76.66%) students frequently anxious in terms of the rules of speaking English. Basically in learning speaking English, students not need to be a language expert that really master grammar, vocabulary, pronunciation, and other linguistic factors first before they start to speak English. They can do the both simultaneously. In the third there is self-confidence (66.2%) there is a strong correlation exists between students' anxiety and their sense of self confidence. Besides that, self-doubt also take a big part in students' state anxiety when they are performing their speaking skill. Even the lowest factor,

FNE factors is still high, coming in at 52.36%. In this case, brain performance, especially GM (Grey Matter) and DMN (Default Mode Network) have an effect on the fact that students can experience state anxiety only because of bad comments given by others. And the possibility of being laugh by others when speak English in public is determine by the environment and students mindset in terms of how they organize their overthink.

Second, there are several circumstances that can support the occurrence of students' state anxiety. Some students mentioned that lack of preparation is a common thing that can trigger state anxiety for them when speaking English in public; second, overthink about people's views or responses (FNE); third, feeling doubtful about your own abilities (self-doubt); Fourth, depends on lectures/topic/material discussed; fifth, the audience or the hearer; sixth, fear of making mistakes (linguistic factors); seventh, students do not understand what is explained by the lecturer; eighth, tremors because everyone's attention is focused on them; ninth, high expectation; tenth, awkwardness; eleventh, partner or peer group in the class/group; twelfth, speaking skill; thirteenth, uncomfortable clothes.

Third, students have developed unique strategies for overcoming their state anxiety, such as take a deep breath; look at the audience/hearer; avoid look at the audience; enjoy the situation; convince my self; positive think; believe in yourself; motivate yourself; instill good mindset; relax; prepare; focus; practice; accept failure and learn from mistakes. In addition to the methods that students use to deal with their anxiety, external factors like one's perspective and how one reacts to one's performance are also crucial factors to take into account. The main factor in someone losing motivation and doubting their ability is how someone views, judges, reacts to, or criticizes them.

5.2 . Suggestion

The researcher would want to provide readers some advice and encourage additional study on the subject after completing the research, gathering, and analyzing the data as indicated in the preceding section.

1. Speaking Lecturer

Anxiety among the students is greatly influenced by the lecturers' teaching style. Therefore, it will help students if the lecturer used a variety of innovative and fun teaching techniques. The goal is to easier students in understanding the material. Hence,students can overcome their state anxiety.

2. Student

In order to effectively deal with mental issues like state anxiety, students must be able to be more self-aware and investigate themselves better. Students can also better organize themselves, both physically and psychologically.

3. Future Researcher

I hope that this study will be useful to future researchers who are interested in the research topic in terms of factors are influencing students' state anxiety as a reference and a road-map for additional studies that will fill in the gaps left by this study.

