

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the study, most of the students of class X-3 MAN 2 Pandeglang have a “Medium” anxiety level. There are 3 respondents (9%) who have “High” anxiety, 26 (79%) students have “Medium” anxiety, and only 4 (12%) students out of 33 students have “Low” anxiety. The results of this study showed that from the psychological aspect, most students (88%) had severe anxiety, and 4 students (12%) had moderate anxiety.

The findings from this study have revealed that students feel anxious while English reading aloud as a result of two aspects: internal factors and external factors. There are at least 5 factors that most students experience based on the interview results of this study. First, fear of being wrong; second, shyness; third, students' low English proficiency; fourth, lack of confidence; and the last, lack of preparation.

Following the results of the interviews, the researchers conclude that the following factor cause students' types of anxiety while English reading aloud: First Trait anxiety, personality and family factors; second

state anxiety, the level of preparation and teacher support; third situation-specific anxiety, classroom environment and previous experience. From the results of this study, the researcher concluded that the students' causative factors did not only come from the teachers but were also generally related to the students' negative perceptions.

B. Suggestion

Based on the conclusion of this study, the suggestion can be stated as follows:

1. For students

Students must know the extent of their anxiety level and also students need to get involved to reduce their anxiety level, not ignore it. Students should respect each other to create a friendly environment. In addition, anxious students should realize that mistakes are part of learning. That makes them more enthusiastic about learning English.

2. For teacher

Teachers are encouraged to adopt appropriate techniques in English classes based on elements that cause students' reading anxiety to overcome and avoid anything that triggers anxiety in students. Moreover, the teachers must also increase students' confidence without them being afraid of making mistakes, pay

attention to their attitude in correcting students' errors, provide students with English texts with familiar topics to attract students' interest in reading, and provide time and opportunities for students to show their reading skills.

3. For the next researcher

The researcher hopes that future researchers can explore students' anxiety in learning English. And also about strategies that can be applied to the class who is experience anxiety, especially in reading English.