

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher has made the conclusion and suggestion, which related to four chapters before. The researcher made these conclusion and suggestion for making more understanding about this research thesis.

A. Conclusion

Microteaching is one form of education and teaching activity directly to form a good teacher a general capability in the form of principles and approaches that applied for the purposes of teaching, as well as specialized nature that techniques and procedures closely related to the core essence of a particular resource. In addition, students who would be performed speaking in microteaching class they feel afraid, anxious, worry, panic, etc. The factors that make they like that are they have lack of vocabulary, lack of preparation, fear of making mistake, etc.

In improving the statements above, the researcher conducted the descriptive research in STKIP PGRI West Sumatera with the purpose to see the dominant factors of students' speaking anxiety in microteaching class that encountered by the students of English Department STKIP PGRI West Sumatera, In getting the data, the researcher used three instruments; observation (video), interview and questionnaire. The researcher took the video during the students performance in microteaching class, give two questions of interview and also

there were 27 items of questionnaire. All of those instruments were given and done for the college students only as the respondents.

Based on the research finding, the researcher formulated the conclusion into; the result of all the instrument. The first, it shows the result of analyzed the video that researcher got the data that the students got nervous when they perform in microteaching class, it can be seen from the video that the students confuse about what the next they would be talk. They also feel anxious when the other students ask the questions, because they can not understand well what the others students talk about. It was support by the others instrument that is interview. Based on the students answer that the dominants factor that influence in microteaching class was they were fear of unable to follow and understand others.

It is clear from the percentage of the questionnaires that the researcher want to see the dominant factors of students' speaking anxiety that encountered by the students in microteaching class, it begin from the Those dominant data has been analyzed by the researcher and it was such Fear of Unable to follow and Understand Others is in the first position with 13%. It came from average of respondents' responds toward questionnaires in Fear of Unable to Follow and Understand Others which was given. The second one is lack of practice with 12%, it came from average of respondents' reponds toward questionnaires in lack of practice which was given. The third one is low English proficiency with 12%, it came from average of respondents' respond toward questionnaires in low English proficiency which was given. The fourth one is lack of vocabulary with 12%, it came from average of respondents' reponds toward questionnaires in lack of

vocabulary which was given. The fifth one is lack of preparation and fear of mistakes and being laughed at with the same percentage 11%, it came from average of respondents' responds toward questionnaire in lack of preparation and fear of mistakes and being laughed at which were given. The sixth is fear of being focus of attention with 10%, it came from average of respondents' reponds toward questionnaires in fear of being focus of attention which was given. The seventh one is innability to express ideas with 10%, it came from average of respondents' reponds toward questionnaires in is innability to express ideas which was given. The last one is fear of losing face with 9%, it was the lowest point in this research. In other word, this research showed that Fear of Unable to follow and Understand Others is the most dominant of respondents' anxiety. It means that the students felt anxious because of fear when the other students can not understand with what they are talking.

B. Suggestion

After doing the investigation phase in the field and analyzing the collected data, the researcher states insightful suggestions at this point. Firstly, for the college students have to understand that anxiety is the one of negative emotion that can influence in microteaching class. By understanding it, the students will know about the why they are feel anxious in microteaching class. After that they will aware that they have to practice and more practice to be better before they perform their performance.

Furthermore, in microteaching class the students should practice teaching one by one, so the students should have well in speaking, the students should make the habitual to speak English. It was make the practice teaching was good. The students felt anxiety to speak because they never practice before. The students should practice and more practice to getting the habitual for speaks in microteaching class.

Considering the fact, the researcher suggested to the students to practice speaking English continuously in order to improve their speaking performance and speaking ability and also to reduce their anxiety in microteaching class. For the lecturer, the researcher suggests to make habitual to speak English in speaking class and lecturer is hoped to design the exercise in speaking skill that suitable with the skill in order to make the students are able to perform with no anxiety.

Then, lecturer also need to know about the factors influence in students' speaking anxiety that will help them in creating a good and conducive classroom activities to make the students more comfortable in microteaching class. Next, related to the research finding, the researcher suggests that the students have to practice and more practice to reduce their speaking anxiety in microteaching class.

Overall, this research informs to the readers about the students' speaking anxiety in microteaching class. The researcher also asks additional information from the others about speaking anxiety in microteaching class and the factors influence in students' speaking anxiety in microteaching class and it can be very useful for the readers.