

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this study on the strategies used by Grade 8 students of MTs Pancasila Kota Bengkulu to overcome anxiety in speaking English, it can be concluded that students employed various strategies to reduce their speaking anxiety. The strategies identified included preparation strategies, relaxation, positive thinking, peer seeking, and Resignation. These strategies were used by students to help them manage nervousness, build confidence, and feel more comfortable when participating in English-speaking activities.

Most students showed greater confidence and willingness to speak when they could practice with peers, engage in group discussions, and receive support from classmates. Peer-based interactions created a supportive learning environment that reduced the fear of making mistakes and encouraged active participation in speaking activities.

Overall, the findings indicate that peer seeking was the most actively used and perceived as the most effective strategy in reducing speaking anxiety. The results suggest that students benefited most when anxiety-reduction strategies were applied through peer interaction and collaboration, allowing them to feel more relaxed and confident in expressing their ideas in English.

B. Suggestion

Based on the findings and conclusions of this study, the researcher proposes the following suggestions:

For students, it is recommended that they continue to develop and apply positive strategies such as preparation, relaxation, and positive thinking to overcome speaking anxiety. Students are also encouraged to actively practice speaking English with friends and to seek help from teachers when they face difficulties. Understanding that making mistakes is part of the learning process can help students build confidence and reduce anxiety.

For teachers, it is suggested that they create a supportive and non-threatening classroom atmosphere that encourages students to speak English without fear of making mistakes. Teachers can provide motivation, constructive feedback, and sufficient preparation time before speaking activities. In addition, implementing pair or group work activities may help students feel more comfortable and reduce anxiety during speaking practice.

For future researchers, it is recommended to conduct further studies on students' speaking anxiety by involving different educational levels or using different research methods. Future research may also explore the effectiveness of specific strategies in reducing speaking anxiety or examine the relationship between speaking anxiety and students' speaking performance in more depth.

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