

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter contains conclusions, implications, and recommendations based on data analysis. The findings and discussion are taken as conclusions in this research. Apart from conclusions, this chapter also provides research implications. The final part of this chapter is a recommendation for English teachers and future researchers who will conduct research in a similar context.

5.1 Conclusion

This study was conducted to investigate teachers' strategies for managing students' anxieties in speaking English. Referring to the findings and discussions explained in the previous chapter, several conclusions can be drawn. Speaking anxieties is often experienced by students in the classroom. Speaking anxieties can cause difficulties for students to learn new material, and constant anxieties can have a detrimental effect on academic performance.

Regarding student anxieties, teachers apply several strategies to help students manage speaking anxieties those are; pair work, small group discussion, games, using students' first language, drilling, role play, and drama. However, not all of these strategies are used by teachers to manage students' anxieties in speaking English because interview results show that only one in three teachers uses drama to overcome students' speaking anxieties. The teacher's reasons of using certain strategies in managing students speaking anxieties because the teachers want the students can respond to the teacher well and are able to communicate better, the students can forget their anxieties and forget the paradigm that English is a difficult subject, can be motivated, want students enjoy studying English and improve their speaking ability. Apart of that reason, the implemented strategies by the teacher are useful for helping students deal with their speaking anxieties.

5.2 Implications

Considering the study findings previously mentioned, it is possible to conclude that looking into why teachers employ strategies and manage their students' speaking anxieties in English might yield new perspectives, understanding, and ideas for more effective speaking anxieties strategies. The results of this study demonstrate that to help students manage their

anxieties when speaking English, relevant strategies must be utilized in consideration to raise the advantages or encourage that students and teachers must achieve.

Several teaching strategies that teachers may apply to help get far better achievements. This suggests that strategies used by teachers have a significant impact on the speaking anxieties that students experience. Additionally, it boosts students' confidence and helps them feel less anxious when speaking in English. To put it briefly, investigating the strategies implemented by teachers to help students who are anxious when speaking English could lead to improved methods for teaching and learning the language as well as greater advantages from the strategies themselves.

5.3 Recommendations

Some recommendations are given in considering the study's findings. Teachers and future researchers who intend to conduct a similar study could discover useful recommendations.

5.3.1 The Teachers

Based on the finding of the present research, the Teachers are recommended to:

- a. Establish a supportive and safe classroom atmosphere: Create a positive and inclusive learning environment where students feel comfortable to speak English without fear of judgement or ridicule.
- b. Provide meaningful speaking opportunities: Provide students with plenty of opportunities to speak English in a variety of contexts, such as group discussions, presentations, and role plays.
- c. Implement effective teaching strategies: Use a variety of teaching strategies that have been proven effective in overcoming speaking anxieties, such as role-playing, peer tutoring, and so on.
- d. To recognise the reasons that cause their students' anxieties and implement appropriate strategies to manage and respond to such causes when it comes to English language teaching. Teachers should encourage less participating and passive students to speak more by paying greater attention to them.

5.3.2 The Future Researchers

The researcher also recommends to further researchers to:

- a. Conduct longitudinal research: To find out how students' speaking anxieties develops and changes over time, and what factors influence these changes.

- b. conduct quantitative experimental research by trialling the effectiveness of several strategies in addressing speaking skills and seeing the changes with a wider range of subjects.

- c. Comparing student groups: Compare the speaking anxieties levels of students from different backgrounds, such as school type, English proficiency level, and learning style, to identify the types of strategies used by teachers based on students' anxieties levels.