

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on research on "An Analysis of Anxiety that Impede Student's Speaking Skill in English Classroom," the researcher can conclude that:

1. Based on the results of observations, the second-grade students of Dewi Kunti-1 Middle School showed signs of anxiety when speaking English in class. Some students get so nervous that they forget what they want to say. Several students were sweating and shaking, and their mouths were stiff, so the pronunciation was unclear. Some students feel embarrassed to express their opinions because their friends pay attention to them. Some students also refused to ask questions and argue.
2. Based on the data analysis and discussion results, the anxiety that hinders students from speaking English is in the Moderate Category based on the fear factor of 35.40%, the shyness factor of 32.66%, and the nervous factor of 31.92%. Second-grade students of SMP Dewi Kunti-1 Tigaraksa experience anxiety. Students have different reasons for experiencing anxiety when speaking English in class. Second-grade students at SMP Dewi Kunti-1 Tigaraksa are afraid when asked to speak English, especially in front of the class. Students are also afraid to answer questions in English spontaneously. They feel they need preparation to speak English properly and fluently. However, even though they had prepared for it, they were still afraid of making mistakes. They also feel embarrassed when they make pronunciation mistakes and when conveying ideas in front of the class because their friends pay attention to them. They also often distract their classmates so they cannot present their material properly. Students who felt

anxious also forgot what to say because they suddenly felt at a loss for words in their heads. It can be concluded that the causes of speaking anxiety faced by second-grade students of SMP Dewi Kunti-1 Tigaraksa are fear when speaking English spontaneously due to lack of preparation, fear of using the wrong English, embarrassment of being in the public spotlight, embarrassment, lack of confidence, limited vocabulary, and grammar problems

B. SUGGESTION

The researcher writes some suggestions based on conclusions as listed below:

1. Students

- a. Students should build mentality and confidence in learning and develop their English-speaking proficiency.
- b. Students must focus on themselves, not focus on external factors that can affect students.
- c. Students should contribute and participate in speaking English in class as much as possible.

2. Teachers

- a. Teachers are encouraged to research suitable methods to improve students' speaking skills before entering class.
- b. Teachers should help students reduce their anxiety by supporting actions, creating a friendly atmosphere in the classroom, and encouraging each student to take the opportunity to speak.
- c. The teacher must help them overcome their anxiety and build their confidence by doing exciting activities in class and finding the right way to correct students' mistakes to build their confidence.

3. Further Research

- a. Analysis of anxiety that impedes students' speaking ability in English class can be done in other institutions.
- b. Based on this study, the researcher recommends exploring further with a broader scope of students' speaking anxiety in English class to gain more insight.
- c. The researcher also recommends that other researchers compare methods of learning English to find out the most suitable method to make students more active in speaking English in class.