

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results of speaking test show that there are no students who reach the excellent category, and most of them still need improvement. It was also found that some students experienced anxious when speaking English with most falling into the anxious category, while there no students who feel into the relaxed and very relaxed category. This is cause by two factors that contribute to their anxiety, namely fear of negative evaluation and lack of preparation. It can be conclude that anxiety is related to their low speaking ability, so it is important for English teacher to pay attention to the psychological condition and apply effective strategies to enhance students speaking ability.

Based on the spearman correlation test results, it shows that the anxiety variable (X) has a significant correlation with the speaking variable (Y). The significance value in this research data is smaller than 0.05 ($<.001 < 0.05$) with a correlation value of $-.652$ so it can be conclude that there is a negative and strong correlation between the anxiety variable (X) and the speaking variable (Y).

Based on the T-test results in the significance value < 0.05 ($<.001 < 0.05$), so that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Thus, it can be concluded that there is a significant influence of anxiety variable (X) to speaking ability variable (Y).

B. Suggestion

Based on the results of the conducted research, the researcher can offer the following suggestions:

1. For English Teacher

Teachers are expected to be more aware of student's psychological conditions when speaking English and pay attention to the level of anxiety in each student's. So the teacher is able to discover and implement effective strategies that can lower students anxiety when speaking English in class, such as creating a comfortable and supportive learning environment, using a communication-based approach, providing gradual practice (scaffolding technique), and improving student self-confidence.

2. For Students

Every student has a different level of anxiety. Students who experience high anxiety should be engaged in applying effective strategies to reduce their anxiety in the classroom. Students who have

mild anxiety levels should not ridicule other students who have severe anxiety levels. Students should realize that making mistakes in foreign language learning is common and normal.

3. For Future Researcher

The researcher realizes that there are limitations in this research, so the researcher expects that future researchers will be able to conduct better research on language anxiety in different aspects of skill including writing, reading and listening. The researcher also hopes that future researchers can examine other factor that can influence students speaking ability, such as learning motivation and self-confidence. The problem of anxiety will never expire, as many foreign language learners frequently encounter it. Therefore, researching more about specific methods and strategies to help students lower their anxiety in learning English is needed, to not only know the correlation but also find the best solution to overcome it.