

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, (2) suggestion.

#### 5.1 Conclusions

After conducting the study in two variables (speaking anxiety and speaking achievement) and analyzing the data findings, several conclusions are presented.

Most of the eleventh grade students of Madrasah Aliyah Al-Fatah Palembang experienced little or no anxiety in speaking. The results of Public Speaking Class Anxiety Scale (PSCAS) questionnaire showed that 10 students (27%) had little or no anxiety level of speaking, 21 students (59%) had moderate anxiety level of speaking, and 5 students (14%) had high anxiety level of speaking. And most of them were basic user category in speaking achievement test. The result showed that 34 students (94%) in fair category of speaking test and 2 students (6%) in poor category of speaking test. This finding means that anxious feeling in speaking was not common phenomenon among the eleventh grade students of Madrasah Aliyah Al-Fatah Palembang.

Besides, the statistical analysis indicated that there was no significant correlation between speaking anxiety and speaking achievement test of the eleventh grade students of Madrasah Aliyah Palembang. Moreover, the significant result occurred since speaking anxiety and speaking anxiety was not only one factor that affected the students' speaking achievement.

## 5.2 Suggestion

Based upon the result of this research, it is suggested especially for teachers of English. This finding can imply that the teachers do not pay much attention to the speaking anxiety in teaching and learning speaking since speaking anxiety was not only one factor affecting speaking achievement. Therefore, teachers should give more encouragement or motivation to the students beside giving or transferring knowledge. Teachers should be more creative in giving a lesson and using various of teaching method or strategy especially in teaching speaking, so that the students can be more comfortable and more interested in learning English especially in speaking skill.

Furthermore, some suggestion can be made for students. Since the speaking anxiety is not important for themselves, they have to be aware and explore themselves in the certain learning so that they can achieve more in learning not only in speaking subject but also for all subjects. Then, the students should practice speaking English and make it as a habit. The most important one is they must have big desire to learn speaking English in order to help them easy to understand the materials and increase their knowledge.

Finally, in this study has limitation for the sample taken to test the relationship between speaking anxiety and speaking achievement they are 36 students. Therefore, it is suggested for further studies. They were expected to conduct a research with similar type which should consider a larger amount of sample and with greater population in order to gain a wider generalization.