

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions.

5.1 Conclusions

In this chapter, all research findings have been summarized. The researcher also conveyed the purpose of this study was to find out the descriptions of students' speaking anxiety and the factors that influenced the eighth grade students' speaking anxiety at SMP Lematang Lestari Muara Enim. Based on the data from research conducted, the researcher make conclusions about the factors that influenced the eighth grade students' speaking anxiety at SMP Lematang Lestari Muara Enim.

The first, from the results of data analysis, the researcher found that the anxiety of speaking English of the eighth grade students' at SMP Lematang Lestari was included in the category of medium anxiety level. From a total sample of 80 students, 52 students were at medium anxiety level, 6 students were at high anxiety level and 22 students were at low anxiety level. Students who were at a low level of speaking anxiety show that they feel comfortable, confident and not anxious when speaking English. Then, students who were at medium level of speaking anxiety show that sometimes they feel comfortable and confident, but sometimes they also feel uncomfortable and not confident when speaking English. Then, students

who were at a high level of speaking anxiety indicated that they felt uncomfortable, not confident and very anxious when speaking English.

Besides, from the results of the interviews, the researcher found that students claimed they felt anxious, afraid, nervous, heart pounding, lack of confidence and feel embarrassed when speaking English during class activities and tests. Students also stated that they were afraid when there was a speaking test because they were afraid of making mistakes, feeling anxious, forgetting what they wanted to say, not being fluent and stammering. Then, students stated that when they made mistakes in speaking English, their friends laughed at and mocked them. Thus, from the things that were felt by the students, they were grouped into 3 factors that influenced the eighth grade students' speaking anxiety at SMP Lematang Lestari, namely communication apprehension, test anxiety and fear of negative evaluation.

5.2 Suggestions

Based on the conclusions that have been described by the researcher, the researcher would like to convey some suggestions. First, the researcher suggests that students who felt anxious when speaking English should practice a lot in order to build their confidence in speaking. Then, students who often laugh and mock should be more supportive when a friend tries to practice speaking English in front of the class even though they might make mistakes later. This is very important and will help others to be more

confident to learn English better. The second suggestion is that the teacher must provide motivation, facilities, and various effective and fun learning methods in the classroom, for example such as conducting discussions, role plays, story telling, and story completion so that students' anxiety can be minimized and speaking activities become smooth and not boring. Besides, the impact of the English teacher's instructional strategies on students' speaking anxiety was not explored in this study, then future researchers could examine writing anxiety, or research at a different school level and could also research at the university level. It is suggested that future researchers attempt to close one of the gaps as part of their research.