

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

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

The result based on the findings and the discussions are concluded in this chapter. I offered some suggestions which are hopefully useful and helpful for the lecturers and the students in teaching and learning English.

#### 5.1 Conclusions

From this research, there are some important information that had been collected from the International class students of Islamic Economic and Business in academic year 2015, 2016 and 2017 at UIN Raden Fatah Palembang on the level of students' speaking anxiety and the causes of speaking anxiety. Based on the findings and interpretation, it can be concluded that:

The results of quantitative data gained from students' response of PSCAS showed that the mean score was forty-six point ninety-three (46.93). It was revealed that students of Islamic Economic and Business Faculty experienced a low level of speaking anxiety in their classroom. It means that the students who had low level of speaking anxiety was not felt anxious when they speak in front of the class.

Furthermore, the qualitative data through thematic analysis about students' causes of speaking anxiety based on their perceptions showed that the first cause of speaking anxiety was students' lack of linguistic competence. In this case, the students felt nervous when speaking because

they lack of vocabulary, grammar, and pronunciation. The second was students' lack of confidence, most of the students felt shy when they spoke but the audiences' eyes were fixed on them and they felt anxious when speaking because they felt that their classmates more proficient in English than them. The third cause was lack of practice. In this case, the students felt nervous when speaking because they did not using English in their daily life. The fourth, students lacked of preparation caused students speaking anxiety. in this case, students need to arranged the material and prepare everything that they need in speaking. Then, the fifth cause of speaking anxiety was fear of making mistakes because the students afraid being mocked and commented by their friends when they made any mistakes. The last cause of students speaking anxiety was lecturer's assesment. In this case, the students afraid if their performance was not optimal, because it could affected their score from the lecturers.

## **5.2 Suggestions**

Based on the results of this study, the international class of 2015, 2016 and 2017 academic years was already good with low levels of speaking anxiety. However, a few of them had to reduce anxiety more by getting used to speaking. In addition, participants will be better off if they study the linguistic component and master it because it is the basic aspect for speaking.

In the findings of this research, it is expected that the lecturers can give more motivation for students to reduce anxiety while speaking. In addition, giving more practice for students to speak English can help the students more confidence to speak. Thus, students will try to show the better performance without felling of anxious or nervous. Hopefully, the next researchers can conduct the same research with wider object of research, such as analyzing how to reduce students' speaking anxiety. Then, the researchers can find out other instruments to get deeper analyzing of speaking anxiety. Moreover, the next researchers have to figure out other sources to support the same research.