

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Creswell & Creswell (2017) define a conclusion as “a summary of the main findings that answer the research questions and reiterates the significance of the study.” Based on the discussion presented, the researcher concludes that:

1. The types of anxiety experienced by tenth-grade students at SMK Negeri 4 Medan when speaking English include trait anxiety, state anxiety, and specific situational anxiety. It was found that there were 16 utterances indicating trait anxiety. State anxiety was identified in 11 utterances, which tended to be triggered by threatening situations and were temporary. Specific situational anxiety was observed in 9 utterances, where students displayed anxiety specific to certain contexts, such as speaking with native English speakers or in academic settings. The majority of tenth-grade students at SMK Negeri 4 Medan exhibited trait anxiety, as evidenced by the questionnaire results with a total score of 438. This was marked by students' fear of speaking English even when given preparation time, as indicated by their physical symptoms such as excessive sweating, appearing pale, stuttering to speak, often repeated the mistakes despite teacher assistance, ultimately choosing to remain silent and accept punishment due to excessive fear and embarrassment when speaking in front of peers and teachers they perceived as skilled and also restlessness in any situation.

2. The strategies used by students to manage anxiety when speaking English include preparation, relaxation, positive thinking, seeking peer support, and withdrawal. This indicates 11 quotes through observation showed behavior that students prioritize thorough preparation before speaking, reflecting a tendency to practice beforehand as a way to cope with anxiety. Furthermore, 4 quotes that showed students' behavior demonstrate efforts in relaxation, such as calming themselves or controlling their breath before speaking. 5 quotes that showed students try positive thinking to build confidence, while 6 students seek support from friends to feel more comfortable. Conversely, 3 quotes showed that students indicated a preference to avoid speaking situations. Tenth-grade students at SMK Negeri 4 Medan predominantly choose preparation strategies to address their speaking anxiety in English, as evidenced by a questionnaire score of 308. Students feel more confident when they have thoroughly prepared. This preparation involves various steps, such as reviewing previous material, asking the teacher questions, practicing with classmates, and noting key points for discussion.

### **B. Suggestions**

Creswell & Creswell (2017) describe suggestions as “recommendations for future research and practice based on the findings and limitations of the current study.” Based on the results of the research that has been carried out, the researcher would like to provide the following suggestions.

### 1. For Students

Students should try as much as possible not to give up on the anxiety they experience by trying to overcome the anxiety they experience with various positive strategies in trying to give the best performance possible. Aware of the importance of English language skills in the current era that can help them get wider and more secure job prospects, especially for vocational high school students, most of whom have a goal after graduating from school is to work

### 2. For Teachers

In coping with student anxiety, English teachers should create a learning environment that supports collaboration between students and encourages positive thinking. One approach is to form study groups where students can practice speaking English regularly in a comfortable and supportive atmosphere. Then teachers should integrate the use of English in the learning and teaching process in class, this can help students become more familiar with the language in various contexts.

### 3. For Next Researchers

The study can be useful for further researchers in knowing the conditions of anxiety in speaking English experienced by students by suggesting next researchers to find out the factors that influence each type of anxiety experienced by students more concretely. Collaborating with educators by implementing and evaluating practical and innovative strategies in real classroom settings can increase the applicability and relevance of findings. This can also be done by relying on current technological advances such as creating attractive virtual speaking platform media to help students actively participate in speaking activities in class.