

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the study. It is first stated by concluding the findings and discussions of the study and then is followed by giving suggestions.

1.1 Conclusions

Conclusion 1: anxiety has a negative contribution to the students' speaking skill (Y). The t-test reveals that the t-value (-23.45) is higher than the t-table (1.671) meaning that anxiety (X_1) has negative significant contribution to the students' speaking skill.

Conclusion 2: self-efficacy has a positive contribution to the students' English monologue speaking skill (Y). The t-test revealed that the t-value (2.46) was higher than the t-table (1.671) meaning that self-efficacy (X_2) had positive significant contribution to the students' English monologue speaking skill.

Conclusion 3: both anxiety (X_1) and self-efficacy (X_2) significantly contribute to the students' English monologue speaking skill (Y). It can be seen from the results of R^2 (.51) and the F-value is higher than the F-table ($26.02 > 3.16$). The result of $R^2 = .51$ indicated that 51% of the variance in speaking skill was explained by or was associated with anxiety and self-efficacy.

1.2 Suggestions

Based on the conclusions, some suggestions are drawn. First, the English teachers should motivate students to speak English in the class since the best way to learn it is through practices.

Second, it is also suggested that the English teachers should provide students with a warm learning environment in the class. English teachers might not be temperamental and/or judgmental to the students during the learning process, but they need to be calm and kind.

Third, the best way to teach English is through practices, thus the English teachers should model good English in the class by speaking in English to the students. The teachers also should notice the techniques used based on the students' level of anxiety and self-efficacy. The teachers' speaking indeed should also be started from the basic and not the difficult one.