CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the findings and the result of the study, it can be concluded as follows:

1. Based on the research conducted, the researcher found that there were 60 students who had different levels of anxiety in speaking. It was found that most of the students are at moderate level of speaking anxiety. There were 36 students or 60% who were in the moderate level of anxiety, which means that the respondents were in the score range of 99-132 which made the moderate level of anxiety the level most felt by students. Then, it was found that only 9 students or 15% of students experienced high levels of anxiety, and scores ranged from 133-165 for high levels. Finally, it was found that there are 15 students or 25% of the total students had low anxiety levels, and the level scores ranged from 33-98.

2. Based on the research conducted, the researcher found that there were 24 students who had good category in speaking achievement. It was found that this category was the dominant category of the students' achievement. There were 20 students who had average achievement in speaking, this causes the average category to be the category with the largest number of students after the good category. There were also 11 students who achieved achievements in the poor category. And, only 5 students were found who fall into very good category of achievement.

3. The data collected from 60 students reveals that physical symptoms are the most prevalent indicators of speaking anxiety, with 83 instances reported. Emotional symptoms are also significant, with 50 occurrences, highlighting the emotional toll speaking anxiety takes on students. Mental symptoms are less common but still present, with 14 instances reported. This distribution underscores the multifaceted nature of speaking anxiety, affecting students physically, emotionally, and mentally. Addressing all these aspects is crucial for developing comprehensive strategies to help students manage their anxiety and improve their speaking performance in foreign languages.

4. The analysis of internal and external factors contributing to students' speaking anxiety reveals several key insights. Internally, the most significant factors are low English proficiency (17 students), lack of self-confidence (14 students), lack of practice (13 students), and fear of making mistakes (11 students). Lesser contributing factors include lack of preparation (9 students), inability to express oneself (1 student), and shyness (1 student). Externally, students' anxiety is influenced by fears of being negatively evaluated, becoming the focus of attention, and being laughed at or ridiculed. Additionally, the presence of teachers and environmental factors also contribute to their anxiety. These findings underscore the importance of addressing both internal and external factors to help students overcome their speaking anxiety and improve their language proficiency.

5.2.   Suggestion

Based on the findings presented in this study, the researcher suggest:

1. For researchers to conduct research outside the scope of the classroom to gain deeper insight into students' speaking anxiety. Examine advanced factors such as culture, family and educational background. This can help identify critical periods when interventions might be most effective.

2. For teachers to study the role of classroom dynamics, such as class size, peer relationships, and teacher-student interactions, in influencing speaking anxiety. This can help in designing optimal classroom environments.

3. For students to assess the role of technological tools like virtual reality, language learning apps, and online platforms in reducing speaking anxiety by providing low-stakes, immersive practice opportunities.

4. Future research should focus on identifying specific interventions that can help mitigate the effects of speaking anxiety and enhance student performance. Implementing strategies such as recording practice sessions to desensitize students to being recorded and providing positive speaking experiences can be beneficial in reducing anxiety and improving language proficiency.