

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of two parts, the first is the conclusion and the second is the suggestion. In the conclusion section, the researcher concludes the results of research related to student speaking anxiety in English class. While the suggestions section contains the views and suggestions of the researcher for several parties, including students, lecturers, and further researchers.

#### **A. CONCLUSION**

Based on the results of the first research question, the questionnaire results showed the highest result was anxious with 17 students out of 40 students with a percentage of 43%. This result was only 3% different from mildly anxious with 16 students out of 40 students with a percentage of 40%. The results of this questionnaire are supported by the results of the observation, The students had various indicators of anxiety expressed when they used English in class. We can know from the seven indicators that have been described that the things that students often experience are Going Blank, Making grammar mistakes, Making unnecessary body movements, Not making eye contact, and Making excessive laughs.

And based on the second research question, the results of the questionnaire showed the total average score of the first factor, namely communication apprehension is 124. the second factor is fear of negative evaluation with an average score of 122.4. the third factor is fear of tests with an average score of 119.6. and the fourth factor is fear of English classes with an average score of 117.18. Based on the average of the four factors, It can be

concluded that communication concerns have the highest score of 124 with a percentage of 26% and the results of the questionnaire are supported by the results of student and teacher interviews. Based on the interviews that have been conducted, the results show that students are more likely to have anxiety in the fear of communication factor. For the fear of tests, fear of English classes and fear of negative evaluation, only a few students experienced it.

## **B. SUGGESTION**

### **1. For English Teacher**

Based on the field results showing that speaking practice is very low, teachers are expected to pay attention to learning activities and speaking practice should be prioritized. This can help students to minimize their anxiety in speaking English in class.

### **2. For the Students**

Students can learn and practice speaking English by themselves at home or in an English course. It can improve fluency and eliminate students' lack of confidence in speaking English.

### **3. For Future Researcher**

The next research, this thesis could be an additional reference for their research.