

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter contains conclusions from the results of this research and also some suggestions. This conclusion presents answers to research questions and suggestions to certain parties for further study.

A. Conclusion

This study aimed to investigate the correlation between students' speaking anxiety, peer support, and speaking performance among eleventh-grade students at SMAN 4 Kediri. The data were analyzed using the Pearson Product-Moment Correlation and Multiple Linear Regression Analysis with SPSS version 25.

The findings revealed that there was no significant correlation between students' speaking anxiety and speaking performance. The Pearson correlation coefficient was -0.176, indicating a weak negative correlation, with a significance value of 0.160, which was greater than 0.05. Likewise, there was no significant correlation between peer support and speaking performance. The Pearson correlation coefficient was 0.208, indicating a weak positive correlation, with a significance value of 0.096, which was also greater than 0.05.

Furthermore, the results of the multiple linear regression analysis showed that speaking anxiety and peer support simultaneously did not have a significant relationship with students' speaking performance. Speaking anxiety had a negative regression coefficient ($B = -0.245$), while peer support had a positive regression coefficient ($B = 0.214$). However, both variables were not statistically significant, with significance values of 0.206 and 0.215, respectively. In addition, the F-test showed a significance value of 0.173, indicating that speaking anxiety and peer

support simultaneously did not significantly predict students' speaking performance. The coefficient of determination ($R^2 = 0.055$) further indicated that both variables explained only 5.5% of the variance in students' speaking performance, while the remaining 94.5% was explained by other variables beyond the scope of this study.

Overall, this study concludes that there was no statistically significant correlation between speaking anxiety and speaking performance, no statistically significant correlation between peer support and speaking performance, and no statistically significant simultaneous relationship between speaking anxiety, peer support, and students' speaking performance among the eleventh-grade students at SMAN 4 Kediri. These findings suggest that students' speaking performance may be influenced by other linguistic, psychological, and instructional factors that were not investigated in this study.

B. Suggestions

1. For English Teachers

English teachers are encouraged to continue creating a supportive and comfortable classroom environment that helps students participate actively in speaking activities. Although speaking anxiety and peer support were not found to have a significant correlation with speaking performance, these factors may still influence students' confidence and willingness to communicate in English.

2. For Students

Students are encouraged to improve their speaking performance through regular practice, vocabulary development, pronunciation improvement, and active participation in classroom activities. Since speaking

performance may be influenced by various factors, students should continuously develop their language skills and confidence in using English.

3. For Schools

Schools are expected to provide learning environments and English programs that encourage students to practice speaking English more frequently. Additional speaking activities may help students improve their speaking competence and confidence.

4. For Future Researchers

Future researchers are recommended to investigate other variables that may influence speaking performance, such as motivation, self-confidence, vocabulary mastery, pronunciation ability, learning strategies, or classroom environment. Future studies may also involve larger samples or different educational settings to obtain more comprehensive findings regarding factors affecting students' speaking performance.