

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts, conclusions and suggestions. In conclusion, the researcher will clarify the results of investigated speaking anxiety in English classroom of tenth grade of Hospitality major at SMKN 1 Ngasem. The advice section contains the views and suggestions of researchers for students, future researchers, and teachers.

A. Conclusion

The finding indicated that the students' anxiety in learning English at the tenth grade of Hospitality major at SMKN 1 Ngasem, it can be seen below :

Situation-specific anxiety is the most common type of anxiety experienced by tenth graders majoring in hospitality at SMKN 1 Ngasem, with an average score (37.8). Then, in the second position followed by Trait anxiety with an average value (33.30). Finally, there is State anxiety with an average value (29.67). Specific-situation anxiety is a situation that occurs because of some type of anxiety, which is caused by certain types of situations or events such as public speaking, exams, and class activities.

There are three factors that cause students' anxiety in learning English in class X majoring in Hospitality at SMKN 1 Ngasem based on Horwitz's theory (2011), namely Communication Apprehension, where students cannot speak English because they have weak experience in English and they have limited skills because don't always practice English. Test Anxiety, students feel anxious because they have to take a test in the form of oral or written that the teacher gives them. Fear of Negative

Evaluation, where students are afraid that the teacher and their friends will give a negative reaction if students make mistakes that make them feel afraid and embarrassed.

B. Suggestion

Based on the conclusion above, some suggestions are put forward as follow:

1. Teacher

In order to examine students' anxiety problems and choose how to address them, teachers should be able to comprehend the features of their students. Different student characteristics need for various approaches to be used. Teachers should give their students the chance to express any challenges they may be experiencing. In order to reduce anxiety, teachers also have a duty to create a comfortable classroom environment where students can communicate freely.

2. Students

As the ones who experience anxiety in this setting, students ought to be able to evaluate their own poor speaking performance. Students can find a solution to their issue if they are aware of it and ask their teachers and friends for feedback on their speaking performance. Students can use the feedback to better evaluate their own work.

3. Future Researcher

The description in the study is expected to be used as a consideration for other researchers to conduct further research about anxiety on students' speaking performance in the English classroom. To support the effort of reducing anxiety, building suitable classroom environment is also essential. Hopefully, future research

can continue this research at another level.