

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter is designed to draw the conclusion and suggestions based on the data presentation from the previous chapters. This chapter is divided into two parts. The first part is conclusions and the second part is suggestions.

#### **5.1 Conclusions**

This study investigated the factors causing students' anxiety in speaking English and its relation to students' speaking performance. The purposes of this study are to figure out: (1) the factors that cause students' anxiety in speaking English; and (2) the correlation between speaking anxiety and students' speaking performance. Some conclusions can be drawn based on the data gained from questionnaire, interview, and speaking test.

First, according to the data gained from FLCAS questionnaire, it was found that most of the participants were categorized as mildly anxious students. On the other hand, there were five students who were categorized as anxious students and they were the focus of this study. They argued that it is difficult to produce English through speaking which caused them to be anxious in speaking English. The results of questionnaire which were responded by the five students indicate that the factors that caused speaking anxiety are self-perceptions, learners' beliefs about language learning, and classroom procedure.

Second, the data obtained from the interview found that there are five factors that cause students' anxiety in speaking English. They are self-perception, students' low proficiency in speaking, learners' beliefs about language learning, instructor's beliefs about language learning, and classroom procedures. The conducted interview also found anxious students agreed that their anxiety influences their speaking performance. It leads them to be nervous while performing in front of class that prevents them from performing maximally.

Third, the data gathered from speaking test indicate that the level of students' speaking performance represents the level of students' anxiety. Students with anxiety had a problem with their pronunciation, fluency, and confidence while performing speaking. Their speaking sounds unintelligible and some pauses often occur in their performance. Meanwhile, the present study found that students with lower level of anxiety get a high score in their speaking test. The correlation was used in this study to find the influence of speaking anxiety to students' speaking performance. The result shows that there is a high level of negative significant correlation between students' speaking anxiety and their speaking performance.

This study suggests that anxiety is predicted to become one of the factors which contribute to the quality of students' speaking performance. Teachers are expected to find a way and create a low anxiety-producing environment in a classroom in order to minimize the level of students' anxiety in speaking English.

## 5.2 Suggestions

From the findings that have been elaborated, some suggestions are drawn for ELF teachers and future researcher who concern to the similar subject. The suggestions are listed in the following statements:

1. Teachers should be more aware with students' problem in language learning, especially anxiety. Teacher should know how to facilitate anxious students and encourage them to share their anxiety experiences.
2. It is suggested that teacher should develop a close relationship with the students in order to make the students feel comfortable in language class that can reduce their anxiety.
3. Teachers should change their beliefs about language learning. Teachers can adapt some interesting and supportive speaking activities in the classroom instead of asking students to give oral presentation or discuss in a large group.

4. The future researchers are expected to conduct a better study or focus on other issues in language anxiety. The future researchers may explore the investigations to the influence of language anxiety towards other skills such as writing, reading and listening. The future researchers are also expected to construct the renewal questionnaire related to foreign language anxiety in order to enrich the source of language anxiety studies.

5. It would be better if the future research employ the other form of producing language for the speaking test, since this study applied story-telling for the speaking test in which the students do not produce their own words. The result would be more challenging if the future researchers apply another form of speaking test which force the students to produce their own words.