

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the findings are presented along with conclusion and recommendations pertinent to the study. In the conclusion, an effort is made to summarize all the findings of the study. Moreover, the recommendation is communicated to all relevant stakeholders associated with this study.

A. Conclusion

Based on the analysis of the empirical and theoretical evidence regarding the relationship between students' speaking performance and speaking anxiety. One may arrive at following conclusions:

1. The calculated r value of -0.139 , derived from the analysis of students' speaking anxiety and performance, suggest a weak negative correlation between these two variables. Indeed, the value of Sig 0.463 , which exceeds 0.05 , indicates a lack of correlation between students' speaking anxiety and their speaking performance.
2. Anxiety is not only factor affecting students' speaking achievement. There are other determinant factors affecting students' speaking development: motivation and self-confident. Motivation is an energy that affects the students' willingness to learn speaking skills. Meanwhile, self-confident can pushes students' anxious feeling and make them more inclined to develop their speaking skills.

B. Suggestion

Based on the previously mentioned conclusion, the researcher delivers the following suggestion:

1. Students should become familiar with learning and comprehending the use of each item structure, which requires continuous practice in spoken English.
2. It is advisable for students to enhance their speaking activities both within and beyond the classroom to develop their speaking and grammar skills.
3. Teacher must develop engaging learning activities within a supportive classroom environment and dedicate additional time and effort to alleviate students' anxiety.
4. Speaking anxiety adversely affects students' speaking proficiency. The researcher recommends that educators focus more on students' anxiety, provide training to enhance students' confidence in speaking, and encourage increased motivation in learning English.
5. The researcher advises other researchers to ensure that respondents are in good health, such as feeling at ease throughout data collection, to obtain better results. Furthermore, it is advised that additional variables be investigated and extended by other researchers to uncover any elements that could bolster and improve the caliber of speaking skill research.