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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to determine the correlation between students' speaking anxiety and their speaking ability among the eleventh-grade students at SMA Negeri 1 Tembilahan Hulu. Based on the statistical data analysis and interpretation presented in the previous chapter, the results demonstrate that there is no significant correlation between students' speaking anxiety and their speaking ability. This conclusion is supported by the significance value (Sig. 2-tailed) of 0.505, which is greater than the standard alpha level ($0.505 > 0.05$). Furthermore, the correlation coefficient (r_{observed}) is -0.115, which is lower than the r_{table} value of 0.329. Consequently, the null hypothesis (H_0) is officially accepted and the alternative hypothesis (H_a) is rejected, confirming that the correlation between the two variables is negligible or extremely weak in this specific scope.

In general, the descriptive analysis indicates that while the eleventh-grade students at SMA Negeri 1 Tembilahan Hulu still experience a certain level of speaking anxiety, their actual English speaking ability remains unaffected and scales into a distinct evaluation category. The individual data points further prove that psychological apprehension does not automatically paralyze linguistic performance; students with high anxiety scores are still capable of achieving excellent marks in speaking tests, and conversely, relaxed students do not automatically secure high speaking grades.



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Importantly, these findings do not suggest that teachers and researchers should completely disregard the role of speaking anxiety in language acquisition. Although its direct statistical correlation to the final speaking test score is relatively absent among the eleventh-grade students at SMA Negeri 1 Tembilahan Hulu, managing anxiety remains highly critical. Maintaining a low-anxiety classroom environment is still worth considering as a supportive strategy, as it indirectly fosters students' emotional comfort, boosts structural preparation, and helps them build the long-term confidence required to practice speaking fluently every day.

B. Suggestion

Based on the conclusions of this research, several practical suggestions are presented to improve the English teaching and learning process, specifically regarding speaking skills:

1. For the English Teachers

Although speaking anxiety does not statistically correlate with the students' speaking ability in this study, teachers are suggested to maintain a supportive and low-anxiety classroom environment. Teachers should focus more on boosting technical speaking components, such as expanding students' vocabulary, practicing correct pronunciation, and teaching functional grammar. Providing regular, engaging, and structured monologue practices can help students build solid cognitive preparation, which heavily safeguards their speaking performance regardless of their emotional state.



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2. For the 11th Grade Students of SMA Negeri 1 Tembilahan Hulu

Students should realize that feeling anxious or nervous before speaking English is a completely normal psychological response and it does not dictate their ultimate success. Students are suggested not to let their anxiety create a mental block or discourage them from practicing. Since speaking ability relies heavily on continuous exposure and habits, students should focus their energy on enriching their vocabulary, mastering topics, and consistently practicing monologues every day.

3. For Future Researchers

For future researchers interested in conducting similar studies, it is suggested to investigate other underlying variables that might have a stronger or more direct correlation with students' speaking ability, such as vocabulary mastery, self-confidence, frequency of practice, or learning facilities. Additionally, future researchers could expand the scope of the study by employing qualitative methods, such as interviews, to dig deeper into why some highly anxious students can still achieve excellent speaking scores.