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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was aimed to find out the English speaking anxiety of the tenth grade students at SMAN 2 Tembilahan in the academic year 2025/2026. experienced a high level of English speaking anxiety, with an overall mean score of 3.55. All three indicators were categorized as high anxiety. Communication apprehension obtained the highest mean score of 3.68, followed by test anxiety with a mean score of 3.60 and fear of negative evaluation with a mean score of 3.36. These results indicate that the students' speaking anxiety was mainly characterized by difficulty communicating spontaneously, concern about speaking assessments, and fear of being negatively judged by others. The most dominant specific source of anxiety was the students' concern about receiving a low score in speaking tasks, with a mean score of 4.16. Therefore, it can be concluded that the students generally experienced high English speaking anxiety, particularly when they had to speak without preparation and when their speaking performance was assessed.

B. Suggestion

Based on the conclusion above, the researcher would like offer suggestion for the students, the teachers, and future researchers. The Suggestion are:



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1. For the Students

The students are suggested to practise speaking English regularly through simple and gradual activities, such as practising with classmates, participating in pair or group discussions, and preparing short notes before speaking. Since communication apprehension was the highest indicator, students should prepare relevant vocabulary and organize their main ideas before participating in speaking activities. They should also understand that making mistakes is a natural part of learning English and should not avoid speaking because of fear or embarrassment. Furthermore, students are encouraged to ask the teacher for constructive feedback and clarification about assessment criteria so that they can focus on improving their performance rather than worrying excessively about receiving low scores.

2. For the English Teacher

The English teacher is suggested to create a supportive classroom environment in which students feel safe and confident when speaking English. Speaking activities should be conducted gradually, beginning with individual preparation, pair work, and small-group discussions before students are asked to speak in front of the entire class. The teacher should provide sufficient preparation time, explain the assessment criteria clearly, and use simple speaking rubrics before conducting speaking assessments. Since concern about receiving a low



score was the most dominant source of anxiety, the teacher should provide constructive feedback that emphasizes students' progress instead of focusing only on their mistakes. Teacher should also give students understanding that making mistakes is a natural part of learning English and should not avoid speaking because of fear or embarrassment. Public criticism and direct comparison between students should also be avoided because they may increase students' fear of negative evaluation.

3. For Future Researchers

Future researchers are suggested to investigate English speaking anxiety using larger and more varied samples from different schools or grade levels. Interviews, classroom observations, or mixed-method research may be used to obtain more detailed information about the causes of students' anxiety. Future studies may also examine specific factors such as vocabulary mastery, self-confidence, preparation, classroom atmosphere, peer responses, and speaking assessment. In addition, researchers may conduct experimental studies to examine the effectiveness of teaching strategies, such as pair work, group discussion, gradual speaking activities, or supportive feedback, in reducing students' English speaking anxiety.

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