



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research aimed to investigate the factors that cause speaking anxiety among the tenth-grade students at SMK Negeri 2 Tembilahan. The instrument used in this study was a questionnaire distributed to 42 students. Based on the results, it was concluded that the students' speaking anxiety was at a very high level, with an overall mean score of 171.94, which falls into the "very high" category according to Widoyoko's classification.

The anxiety is influenced by both internal and external factors, where internal factors such as fear of making mistakes, shyness, lack of self-confidence, and lack of motivation reached a higher average (172.75) compared to external factors such as grammatical error, friends, teacher, environment, and lack of preparation (171.3). The most dominant indicators were shyness (182) from the internal factors and lack of preparation (181.5) from the external factors. These results suggest that students' speaking anxiety arises not only from their psychological conditions but also from external pressures, showing that both aspects need to be addressed to reduce students' anxiety in learning English speaking.



B.

Suggestion

In light of the aforementioned finding, the researcher would like to make some recommendations that should be taken into account in order to reduce the degree of speaking anxiety elements that students experience. The recommendations are:

1. For the teachers

Teachers should understand to the students so that they can find out the real problems that make students feel less confidence and anxiety to learning english, of the 10 statements available that were considered to be causes students anxiety to speak english so for teachers change the style for teaching english more be fun, because can make students don't feel anxiety to learning english

2. For the students

Based on the results of the above research, the researcher suggested to students that how to improve them self-confidence, students can follow an english learning community, both internal and external, in which students were required to be active in speaking, such as english clubs, language organizations, find a practice partner to be more confident and others

3. For the school

This research provided information for school, about the level students feel anxiety, by conducted this research, english speaking classes therefore, researchers suggested that schools can improve and develop the quality of

teachers in taught english, as well as creating facilities and infrastructure that support the quality of students' english language skills, so that schools in this case though teachers can improve their performance, find solutions and strategies in taught english.



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