

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions. This chapter presents conclusions of the research. These conclusions of the study are built up based on the data analysis, which was discussed in Chapter 4 of this research report.

#### **5.1 Conclusion**

This research focuses on the seventh grade of SMP Adhyaksa 1 Jambi and provides clear and convincing evidence of the factors affecting students speaking anxiety and the strategies to minimize them. Based on the interview with the participants, there were various factors that affecting their anxiety. There are at least five factors which found in this research, they are lack of vocabulary, friends/classmates, fear of making mistakes, shyness, and lack of confident. The sources of these factors are from the students as the participants. The result of the interview also answered the research question about the strategies to minimize student`s speaking anxiety, it shows that relaxation, preparation, positive thinking, concentration, and peer seeking are the strategies to minimize their anxiety.

The experiences of the students provide a great deal of information about the students' anxiety about speaking English. In other words, students can provide valuable information about their anxiety about speaking English.

#### **1.2 Suggestion**

Although this research was carried out with a small number of participants within a short period of time, the findings provide some useful information that

can be used by students, teachers, and other stakeholders to improve the quality of English teaching and speaking.

Based on the results of this research, a number of suggestions can be made to reduce anxiety in the English classroom. First, the teacher should be aware of speaking anxiety. Recognizing students' anxiety in speaking English will undoubtedly influence the teacher's approach to the students. As for the students, they need to get involved to minimize anxiety in the classroom. Students should respect each other in order to create a friendly environment. They should help lower-level students when they have difficulty instead of ridiculing them. This would make them feel comfortable with each other. In addition, anxious students should realize that mistakes are a natural part of language learning. Therefore, it should not discourage them from speaking English.

Finally, due to the study's limitations, additional research was required to investigate the students' anxiety in speaking English. Future similar studies with a larger population or a different group of students will be useful to gain a better understanding of the issue of speaking anxiety.