

BAB V

CONCLUSION

As finale, this chapter presented the point of the research. It discussed some items in particular consisting of the conclusion, limitations, recommendation, and pedagogical implications of the study.

5.1 Conclusion

This study shows three factors that cause EFL students' anxiety in speaking to students in Class B, first semester. The research data was collected through a questionnaire and reflection. This researcher's findings reveal that students' anxiety stems from fear of their speaking performance. Based on the result of the questionnaire results show that test anxiety is the highest factor that causes anxiety for EFL students in language classes. There are 60% of students agree with several statements about test anxiety. About 30% voted neutral, and only 10% disagreed. This is caused because anything related to speaking will make them anxious and keep thinking negatively about something that will happen, that they cannot do it right, or they will make many mistakes when speaking. Excessive negative thoughts will make them have high anxiety and feel nervous, scared, sweaty, and so on when facing a test, whether it's a speaking test or other tests that can make them anxious. Speaking in public or in front of the class is very difficult for someone with great anxiety because it will continue to make them uneasy when speaking in class. The anxiety test is so influential on students' anxiety in class. Students who are worried about speaking tests or speaking practice don't like speaking in public, especially if they are asked to speak English in class because students who are worried about failure have many

deficiencies in their knowledge of English. They do not have good speaking skills, so they always have thoughts of failure, whether it's a test, a question, or a speaking test in front of the class. If they don't prepare the material to talk. They will be very afraid of the results they will get.

Reflection results show that students feel anxious because they have less vocabulary. Three factors cause students to feel anxious when speaking: communication apprehension, test anxiety, and fear of negative evaluation. The students who will perform speaking in class feel afraid, anxious, worried, panicked, nervous, etc. Anxiety is someone's anxious feeling when they are speaking in front of the class; it is related to tension, nervousness, worry, and fear about something bad will happen in speaking English.

The students have not mastered the knowledge of English, so students often feel anxious when speaking. Students are afraid that when speaking English, they cannot arrange words correctly and what is the correct grammar when speaking so that other students can understand what they are conveying. Based on the results of reflection, increasing self-confidence and increasing vocabulary is a way for them to continue practicing so they can overcome their anxiety and always study harder so that later they can speak in front of the class without thinking of failure when speaking.

5.2 Limitation

In collecting the results of this study, researcher faced several problems. The researcher describes some of the limitations of this study. First, researcher need to meet directly with students to get more detailed information. Second,

contacting students to fill out a questionnaire is challenging because they are swamped. Third, the lack of information from the reflection results made the researcher add more questions and conduct a few interviews via WhatsApp. Fourth, researcher do not carry out learning activities directly to monitor students' activities in speaking class so the information obtained only refers to reflection.

5.3 Recommendation

With different expectations, researchers hope that there will be benefits from this research for educational institutions, teachers, lecturers, and students. Based on the result of previous discussions, test anxiety is a factor in students' anxiety. The following are some recommendations for this research.

First, the researcher suggests that teachers always use fun teaching methods for students in class so students don't feel anxious when participating in the learning process. This method can reduce student anxiety. The teacher must also know about the ability of all students to speak English. It always aims to motivate students with low abilities, especially if they have anxiety about speaking practice. In addition, the teacher must also build student confidence to be more confident in speaking in class. Confidence is essential for students who are worried about failing.

Second, the teacher must improve the student's confidence in speaking if the teacher provides several activities, such as opportunities for students to convey their opinions regarding the material to friends beside them. I think it can reduce students' anxiety about speaking. The teacher also remembers to provide new

vocabulary so that students continue learning new vocabulary every time learning occurs.

5.4 Pedagogical Implication

This research gives students awareness in recognizing their problems in speaking English. Most students still need to learn what makes it difficult for them to develop. If students are aware of things that make them anxious, they will think of ways to eliminate their anxiety. Students have the thought always to learn more and practice more often. Most of the anxiety they experience is because they are not used to speaking English and are afraid of the result. Therefore, students must continue to hone their skills, practice speaking English alone and with friends, and continually improve their vocabulary. The most important thing is not to be afraid of making mistakes. The following will provide ways to reduce student anxiety.

First, students who know what makes them anxious are expected that students should often practice talking to friends; this technique is very effective for building students' self-confidence and generating motivation to learn English. By practicing like this, students will automatically find new vocabulary, or students can also use the vocabulary they learn to practice speaking with friends. Second, provide some information to teachers and lecturers about what makes students anxious when speaking English. Furthermore, the teacher will approach and help students to overcome student anxiety.