

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions derived from the results of this study. The conclusions are formulated based on the findings and data analysis in the previous chapter. Each conclusion is intended to directly answer the research problems stated in Chapter I and to demonstrate how the research objectives have been achieved. Furthermore, several suggestions are provided as recommendations for teachers, students, and future researchers in relation to the findings of this research.

#### 5.1 Conclusions

Based on the results of data analysis and discussion presented in Chapter IV, the following conclusions are drawn:

1. There is a significant correlation between students' speaking anxiety and their speaking performance.

The statistical analysis using the Pearson Product-Moment correlation revealed that the significance value (Sig.) was  $< 0.001$ , which is smaller than 0.05. This indicates that the correlation between the two variables is statistically significant. Therefore, it can be concluded that speaking anxiety has a real and measurable relationship with students' speaking performance among eighth-grade students at SMP Diponegoro 3 Kedungbanteng.

2. The correlation between speaking anxiety and speaking performance is very strong and negative.

The correlation coefficient ( $r = -0.973$ ) indicates a very strong negative correlation. This means that when students experience higher levels of speaking anxiety, their speaking test results tend to decrease. Conversely, when students feel more relaxed and confident, their speaking scores increase. This finding answers the second and third research questions regarding the strength and direction of the correlation.

3. The findings are consistent with the Foreign Language Anxiety Theory by Horwitz, Horwitz, and Cope (1986).

The theory explains that foreign language anxiety is composed of communication apprehension, test anxiety, and fear of negative evaluation, all of which negatively influence learners' speaking performance. These aspects were clearly reflected among the participants of this study, who reported feelings of nervousness, fear of making mistakes, and worry about negative evaluation from their teachers and peers.

## 5.2 Suggestions

Based on the conclusions above, several suggestions are proposed as follows:

1. For English Teachers

Teachers are encouraged to create a more supportive and less intimidating learning atmosphere that helps students reduce their anxiety during speaking activities. Providing positive feedback, allowing students to make mistakes without harsh correction, and using interactive speaking activities such as roleplay or small group discussions can make students feel more confident.

Teachers should focus on helping students communicate meaningfully rather than only on grammatical accuracy.

## 2. For Students

Students are advised to increase their confidence by practicing speaking English more frequently, both inside and outside the classroom. They should understand that making mistakes is a normal part of the learning process and should not be feared. Practicing self-confidence strategies such as preparing well before speaking, managing nervousness, and focusing on expressing ideas rather than avoiding errors can help them improve their fluency and reduce anxiety.

## 3. For Future Researchers

Future studies could involve a larger population or include different grade levels to provide broader insights into the relationship between speaking anxiety and speaking performance. It is also suggested to use a mixed-method approach, combining quantitative and qualitative data (e.g., interviews or classroom observations), to explore the causes and manifestations of speaking anxiety in more depth. Moreover, future researchers may examine specific classroom strategies or interventions that can effectively minimize students' anxiety and improve their speaking skills.

Overall, this study provides a clear picture of how students' speaking anxiety is closely related to their speaking test results. The findings show that anxiety has a strong influence on students' performance during speaking

assessments, where higher anxiety often leads to lower test outcomes. Although this research has limitations in terms of the number of participants and its scope, the results still offer meaningful insights for teachers, students, and future researchers. This study also suggests that future research and classroom practices should focus on finding effective ways to reduce students' anxiety so they can perform better in speaking tests. The researcher hopes that the results of this study can help improve English language teaching, especially by encouraging learning environments that make students feel more supported and confident, which in turn may lead to better speaking test results.

