

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

There are two parts in this chapter. Conclusion of the study is presented in the first part. Afterward, the suggestion for future research is provided.

#### **Conclusion**

Speaking anxiety was discovered to have strong negative correlation with presentational English speaking score ( $r = -0.914$ ,  $p < .01$ ). The higher the subject's degree of anxiety, the lower their Presentational English speaking score and the lower the subject degree of anxiety, the higher their presentational English speaking score that they achieved.

Furthermore, the correlation between speaking anxiety and speaking accuracy was negative correlated ( $r = -0.790$ ,  $p < .01$ ). The negative value indicated that the correlation between speaking anxiety and speaking accuracy was negative. It meant that the higher the subject degree of anxiety, the lower their speaking accuracy score and vice versa the lower the degree of the subject's speaking anxiety, the higher their speaking fluency

score. In other word the subject with high degree of anxiety have a low ability in speaking accurately.

This study also found there was negative correlation between speaking anxiety and speaking fluency ( $r = -0.782$ ,  $p < .01$ ). It indicated that the higher degree of the subject's speaking anxiety, the lower their speaking fluency score and the lower the degree of the subject speaking anxiety, the higher their speaking fluency score. The subject with high degree of anxiety was lack of the ability to keep the conversation going. While the subject with low degree of speaking anxiety have a good ability to keep the conversation going.

Concerning to the correlation between speaking anxiety and speaking comprehensibility, this study found there was strong negative correlation between speaking anxiety and speaking comprehensibility ( $r = -0.843$ ,  $p < .01$ ). It indicated that the higher degree of the subject's speaking anxiety, the lower their speaking comprehensibility score and the lower degree of the subject's speaking anxiety, the higher their speaking comprehensibility score. The high of speaking comprehensibility score indicated that the spoken of the subject during presentation is easy to comprehend by the listener and vice versa the lower the speaking comprehensibility score

indicated that the spoken of the subject during presentation was hard to comprehend.

In short it can be concluded that there was strong correlation between speaking anxiety and presentational English speaking ability. There was also a strong correlation between speaking anxiety and each of English speaking ability subskills.

### **Suggestion**

Based on the result of this study, it found that there was a strong negative correlation between speaking anxiety and presentational English speaking score among EFL learners in the eleventh grade of senior high school. It means that the more anxious the subject, the worse their presentational English speaking score. This study also found there was a strong negative correlation between speaking anxiety and each of speaking ability subskills (speaking accuracy, speaking fluency, speaking comprehensibility). The higher the degree of the subject's speaking anxiety, the lower each of their speaking ability subskills' score. Further study is necessarily recommended to discover new strategies to reduce anxiety in speaking class.

Furthermore, having observed the correlation between speaking anxiety and presentational English speaking ability, speaking anxiety and each of speaking ability subskills, the writer suspects that the tense situation in the classroom during presentation make the subject anxious.

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