

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

This study investigated students' English speaking anxiety at SMKN 3 Enrekang in class XI Accounting.

1. Based on the results of the DASS 42 questionnaire on anxiety, most students were categorized as experiencing severe speaking anxiety. There are seven students who experience severe speaking anxiety in the virtual English class. Inversely proportional to severe speaking anxiety, there were no students who experienced normal level anxiety in the virtual English class. Meanwhile, there were two students who experienced anxiety at a mild level and there were also six students who had moderate levels of anxiety in speaking English. Finally, there are six students who have very severe speaking anxiety in English class.
2. Based on the data obtained from interviews, there are four factors that cause speaking anxiety in English class. First, learner feel insecure and ashamed of themselves when they have to speak English in virtual learning, afraid to make mistakes, not fluent pronouncing English speaking, and lack of understanding of English lessons. The researcher found there are five people who feel insecure and ashamed of themselves when they have to speak English in virtual learning, there are nine students who are afraid to make mistakes, five people because they are not fluent pronouncing English speaking, and two students lack

of understanding of English lessons.

## **B. Suggestions**

### **1. For Teachers**

In terms of helping students overcome speaking anxiety in the English class, English teachers must know that there is anxiety when they carry out speaking activities in the classroom. Teachers need to be more sensitive to the negative behavior and attitudes of their students towards English lessons, especially in speaking. When the English teacher finds a student who is feeling anxious, the teacher can give the student tips for overcoming the student's speaking anxiety and they can make the speaking activity a comfortable situation where the student doesn't feel tense.

### **2. For students**

Based on the results of this study, students who have anxiety must remember that anxiety can be controlled, students must focus on learning English itself and not be afraid of making mistakes when speaking because making mistakes is common and is the best way of learning.

### **3. For further researchers**

For future researchers who are also researching student speaking anxiety, it is hoped that they will be able to do better research with a better methodology and to collect more data. In addition, it could also research language anxiety in other skills. Researchers hope that

prospective researchers can carry out further research so that they can provide a better picture of student anxiety in the English class either through virtual media or directly in the classroom.

