

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

The aim of this research is to understand the various types of anxiety experienced by students when speaking English and to identify the factors that contribute to student anxiety at SMK Islam Bina Khalifah Bangsa. Based on the data analysis, it can be concluded that:

1. In the eleventh-grade pharmacy class at SMK Islam Bina Khalifah Bangsa, students experience various types of anxiety when speaking in English, based on Ellis' theory in (Asparanita et al., 2020). Firstly, there is state anxiety, indicating that most students struggle with speaking English, evident from symptoms such as nervousness, stress, and a lack of self-confidence when speaking. Secondly, there is trait anxiety, which suggests that students feel anxious and stressed when they have to speak in English. They also become nervous when they cannot understand their teacher's explanations. Thirdly, there is specific situation anxiety, where students experience panic and trembling in specific situations, especially when they are about to speak in English.
2. There are six factors that cause students to experience anxiety while learning to speak English in the eleventh-grade pharmacy class at SMK Islam Bina Khalifah Bangsa, based on the theory proposed by (Jefferies & Ungar, 2020). These factors include having excessively high expectations of oneself, possessing irrational beliefs about speaking English, sensitivity to feelings of anxiety, misinterpreting bodily signals due to difficulties in expressing ideas in English, and having a low level of self-efficacy, which hinders practicing English speaking.

B. Suggestions

Although this research has a limited number of participants and a short duration, its results provide valuable information that can be beneficial for teachers and stakeholders in improving the quality of English language teaching and speaking skills. Based on the findings of this study, there are several recommendations that can be considered to reduce anxiety in the English language classroom.

1. Students need to be aware of their shortcomings in speaking English. By recognizing their issues, students can seek solutions and work on improving their speaking abilities. They can also request feedback from their teachers and peers to evaluate their speaking skills. This feedback is crucial in helping students understand their own performance.
2. Teachers should have a deep understanding of individual students' characteristics to identify the sources of their anxiety before seeking solutions. Each student has different needs, so teachers should provide opportunities for students to discuss the difficulties they face. Additionally, teachers are responsible for creating a comfortable classroom environment where students feel free to speak without pressure, which can reduce anxiety.
3. The results of this research can serve as a foundation for further studies on anxiety in speaking English in the classroom. Subsequent research can explore effective methods and strategies to address this issue. It is also important to understand how positive interactions among class participants can help reduce anxiety. To support efforts to reduce anxiety, it is crucial to create a classroom environment that is supportive and tailored to students' needs. Further research can also identify the ideal classroom atmosphere to enhance students' learning experiences to the fullest extent.

