

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter is the summary from research findings in previous chapter and recommendation for the next research.

#### 5.1 Conclusion

This research purpose is describing factors of speaking anxiety in foreign language in conversation classes. The setting of this research is in an English Course. The research findings shows three factors of speaking anxiety: the highest score is fear negative of evaluation (Mean = 3,16, Std. Deviation= 0,13) then communication apprehension (Mean= 3,07, Std. Deviation= 0,09) and followed by test anxiety (Mean= 2,72, Std. Deviation= 0,08). The items that have highest score per factors are CA 7 “I feel nervous while speaking English with native speakers.” (Mean= 3,4, Std. Deviation= 1,16) followed by TA 11 “I can feel my heart pounding when I am going to be called on in English classes.” (Mean= 2,83, Std. Deviation= 1,08) and FNE 12 “I always feel that the other students speak English better than I do.” (Mean= 3,46, Std. Deviation= 0,94)

#### 5.2 Recommendation

Research findings in this research showed how students feel anxious to speak English freely. The students are not confident of their speaking ability in front of native speakers or their friends. Furthermore, the researcher suggest for teacher to give an engage activity that involved a native speakers to gain their confident. The pre-activity before class starting is the important to build enjoy

environment then, the students not too feel nervous for speaking English. Last, teacher or tutor in English course apply some strategies in peer correction while they are speaking English.

For the future research, speaking anxiety in foreign language classroom should be done in English course with more students because it will be help teacher or tutor to decrease factors of speaking anxiety in foreign language classroom.

