

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings in Chapter IV, the researcher concluded that there is a significant negative correlation between anxiety levels and English speaking performance among students of the Bachelor of English Language Education program at Artha Wacana Christian University. Lower anxiety levels were associated with better speaking performance, while higher anxiety levels tended to reduce students' speaking performance. All students in the study were categorized as having moderate anxiety. However, differences in anxiety levels still influenced their speaking performance. Students with higher anxiety levels tended to feel worried and afraid of negative evaluation, while students with lower anxiety levels were more confident and able to manage classroom situations better. The study also showed that students with better emotional stability, such as AK, achieved higher speaking scores, especially in pronunciation and grammar. In contrast, students with higher anxiety levels, such as IO and JN, obtained lower scores due to hesitation, lack of fluency, and excessive pauses while speaking.

5.2 Suggestion

Based on the results of the study, the researcher provides several suggestions to support the improvement of the learning process and the development of future research.

1. For lecturers, it is recommended to create a comfortable and non-threatening classroom environment through pair or small-group activities, as well as by providing positive feedback to help reduce students' anxiety.
2. For students, it is important to increase self-awareness regarding the causes of anxiety, strengthen vocabulary and grammar mastery, and regularly practice speaking independently or with peers.

3. For the institution, the English Education Study Program is expected to provide supporting activities such as an *English Club* or informal discussion forums to help students practice their speaking skills without the pressure of formal assessment.
4. For future researchers, it is recommended to expand the sample size, use mixed methods, and examine other factors such as learning motivation, self-confidence, and teaching methods that may influence students' speaking anxiety.