

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATION

#### A. Conclusions

Based on the results of the study, there were several findings about students' speaking anxiety in English class after online learning especially in class IX C MTs Al-Hidayah Langon. It can be concluded as follows:

1. There were several impacts of online learning on the speaking skills of class IX C students at MTs Al-Hidayah Langon Jepara. Online learning has an impact on 3 components, namely pronunciation, grammar, and vocabulary. Students need to practice pronouncing English words as often as possible in order to be able to pronounce English correctly according to the rules of English pronunciation. But during online learning they didn't practice it because they were not directed directly by the teacher. Therefore, they have problems in pronunciation. Another impact was grammar. Some students were still confused in understanding the structure of sentences that tend to be turned back and forth. That's because the sentence structure in English is different from the sentence structure in Indonesian. Moreover, they had to learn it independently during online learning. In addition, online learning also had an impact on vocabulary. During online learning, most students were unable to memorize new vocabulary. As a result, they had low speaking skills.
2. There were several factors that cause class IX C students to experience speaking anxiety in English class. The first factor was communication fear. Students had minimal communication with their friends, teachers, or other people during the corona virus pandemic. This habit caused students to feel afraid, nervous, and lacked confidence to communicate in English class. The second factor was the fear of negative evaluation. They had low understanding of English, it made them afraid of being wrong when speaking English. It caused students to have anxiety to speak because they are afraid of getting a negative assessment from the teacher or other people. The third factor was the exam anxiety. They were afraid of failing the English exam which required them to speak English in front of the class. Because of over negative thinking and fear of getting bad grades for suboptimal performance, they became anxious and nervous.
3. There were three ways for students to control their speaking anxiety in English class. They were preparation, relaxation, and

positive thinking. They prepared their vocabulary and pronunciation as much as possible before practicing speaking English. But, if they were suddenly asked by the teacher to speak English, they had difficulty controlling their anxiety. Apart from that, another way was relaxation. It is usually done by inhale and exhale before practicing speaking English. They also tried to stay calm while speaking English. Another way to overcome students' speaking anxiety was by positive thinking. They tried to apply in his mind what he could do.

## **B. Implications**

Based on the findings, an analysis of students' speaking anxiety in English classes after online learning is urgently needed. Because by analyzing it, it can be known more about students' speaking anxiety in English classes after online learning as follows:

1. By the analysis of students' speaking anxiety in English class after online learning, the implementation of online learning on students' speaking skills can be identified specifically. It can be seen the impacts that include the three components of student speaking which include pronunciation, grammar, and vocabulary. It makes the teacher to be more focused and maximize the way in teaching students so that students' weaknesses in the three components of speaking can be improved.
2. By the analysis of students' speaking anxiety in English class after online learning, it can also be identified the factors that cause students' speaking anxiety in English classes which include fear of communication, fear of negative evaluation, and exam anxiety. By knowing this, the teacher can direct them to practice minimizing their anxiety. The teacher can also apply some appropriate methods related to the factors that cause students' speaking anxiety so that anxiety can be overcome.
3. By the analysis of students' speaking anxiety in English class after online learning, it can be seen ways to overcome students' speaking anxiety in English class such as preparation, relaxation, and positive thinking. Students who have speaking anxiety in English class can imitate these ways to reduce their anxiety individually.

## **C. Recommendations**

There are several recommendations for students, teachers, and further researchers as described below:

1. For students, they have to better recognize themselves related to anxiety in speaking English. This can be done by knowing the exact factors that cause them to experience speaking anxiety. That way, they can more easily overcome their English speaking anxiety. They should also discuss it with the teacher so that the problem can be revealed.
2. For teachers, English teachers must always support and direct students. Students who experience speaking anxiety need to get special attention so that their anxiety in speaking English can be reduced. Teachers should train students to practice speaking regularly because every student can definitely do anything if they are used to doing it.
3. For further researchers, it is important to investigate the factors that cause students to experience anxiety in speaking English both internal and external factors. It can provide more information about the reasons why students experience speaking anxiety.

