# CHAPTER V
# CONCLUSIONS AND RECOMMENDATIONS

## A. Conclusions

This research aimed to investigate students' English speaking anxiety level of Islamic English club students, factors contributed to their English speaking anxiety in speaking performance, as well as strategies to overcome their English speaking anxiety. Based on the results and data analysis of this research, it could be concluded which could be seen below.

1. Islamic English club students' English speaking anxiety level were categorized from mildly anxious to very anxious level, while the students with low anxiety level that they were relaxed when performing speaking were in the minority. There were 8 participants who were very anxious, 6 participants who were anxious, 22 participants who were mildly anxious, 4 participants who were relaxed, and no participant who was very relaxed. It indicated that Islamic English club students of MAN 2 Kudus experienced English speaking anxiety in their speaking performance.

2. Numerous factors contributed to speaking anxiety of Islamic English club students, which could be divided into internal factor and external factor. The internal factors that caused students' English speaking anxiety which discovered by the researcher among them were students' fear, mindset, and low self-esteem. The external factors could be categorized as social factor and linguistic factor. Social factors were associated to the behavior of other students who like to laugh and classroom environment. Linguistic factor could be seen from lack of grammar, lack of vocabulary, and bad pronunciation.

3. A number of strategies were found in this research to help Islamic English club students overcome their English speaking anxiety, namely religious strategies, memory strategies, cognitive strategies, metacognitive strategies, affective strategies, and social strategies. Religious strategies included reading *Basmallah* and *Dzikr*; memory strategies involved reviewing and reading notes; cognitive strategies could be implemented by practicing and critical and analytical thinking; metacognitive strategies could be seen from planning and organizing notes as well as doing evaluation; affective strategies encompassed motivation and relaxation; and social strategies could be categorized as

group performance and classroom environment. Those strategies could help students overcoming their English speaking anxiety and increasing their English speaking performance.

## B. Recommendations

1. For Tutor

    To enhance students' speaking performance, tutor could give students more chances to utilize the target language on collaborative and interactive settings and give students time to prepare their speaking performance. Since the Islamic English club serves as a place for students to communicate with English, tutor should provide a comfortable learning atmosphere where students feel free to express themselves more without feeling pressed for time or intimidated.

2. For Student

    Try to ignore things that could divert attention and concentrate on performance. Self-control is needed and set positive mindset that making mistakes during the learning process is okay. Furthermore, fear of making mistakes including grammar, pronunciation, and vocabulary is not necessary. Let trust in oneself be built greater than fear.

3. For Further Researcher

    This research could be re-examined by further researchers with similar interests to gather more precise data regarding students' English speaking anxiety by viewing from different perspective, such as the learning environment, the teaching method, as well as students' background.