Chapter Five

Conclusion and Recommendations

This chapter deals with conclusion and recommendations of this research. The conclusion presents the summary of this research. Besides, this chapter also contains recommendations for students, teacher, future researcher and also the readers.

Conclusion

This research is conducted to find out the correlation between students' anxiety and students' achievement in speaking class. In this research, there are three research questions which are "How is the students' anxiety in speaking class?", "How is the students' achievement in speaking class?", and "What is the correlation between students' anxiety and students' achievement in speaking class?". Therefore, the researcher was done analyze these three research questions.

In this research, the researcher uses quantitative approach to gather the data. This research conducts in May 2019. The participants of this research are 180 English Language Education Department students batch 2018 at one of Islamic Private University in Yogyakarta. They are selected based on the criteria. Moreover, the instruments are questionnaire and document score. The first instrument is questioner (32 items) for answer the first question and the second instrument is document score for answer the second research question. The questionnaire was distributed through classes used Google form by the researcher. Then, the researcher analyzes the data using statistical application. Besides, descriptive statistic and inferential statistic used to measure the data.

The result of this research shows, the level of students anxiety batch 2018 is low, because according to the data the mean of students' anxiety in speaking class was 78.62. Furthermore, the result of the level of students' achievement in this research is high, because based on the data shows that the mean of students' achievement level in speaking class was 50.09. Therefore, Pearson product moment shows that there is correlation between students' anxiety and students' achievement in speaking class. The type of correlation is reverse correlation that means if the level of students' anxiety is low, then students' achievement is high.

Recommendations

Teachers. Teacher should check their student based on the symptoms of anxiety that the researcher mention in chapter two as the example. By knowing the information, it helps the teacher to know whether the anxiety happens in students or not. Besides, the teacher also can know the strategies that can reduce students' anxiety. Then the teacher should monitor students anxiety level from their achievement (score). If there is problem with their score, the teacher can check what happen with the student and can help the student problem.

Students. After read this research, the student should anticipate when their academic achievement is low and it can indicate that there is something wrong in their self. The student should check their level of anxious in learning with looking for the symptoms of anxiety whether exists in their self or not. If there is anxiety exist in their self, they are should try to reduce used the strategy who appropriate with their self or try to asked help to the lecturer to reduce the anxiety in their self.

Future Researchers. The future researchers recommended doing the research in different area such as listening, reading or writing. The current research has a negative correlation between students' anxiety and students' achievement in speaking class. If the future researchers are interesting to do research using the same topic, the researcher can use this research as the references.