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BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

The research objective was to investigate whether or not there would be a significant correlation between students' self-anxiety and their speaking performance at the eleventh grade of Islamic senior high school Darul Hikmah Pekanbaru. Based on the analysis of the data in the previous chapter, the researcher points out some conclusions as follows:

1. The correlation between students' self-anxiety and their speaking performance at the Islamic senior high school Darul Hikmah Pekanbaru is categorized strong correlation.
2. There is a significant negative correlation between students' self-anxiety and speaking performance at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru is categorized into large correlation.
3. Large significance correlation between students' self-anxiety and their speaking performance at the eleventh grade of Islamic Senior High School Darul Hikmah Pekanbaru is -.799 categorized into large level correlation.

Otherwise, In addition, higher scores indicate lower levels of anxiety but lower scores indicate higher levels of anxiety. Although the students are medium self-anxiety and their enough speaking, the role of outside factor still needs to develop students' self-anxiety and their speaking performance such



as a teacher should facilitated the students learning activities in the classroom with enjoyable and happy.

B. Suggestion

Based on the conclusion stated above, the researcher would like to propose several suggestions, for the students to practice English more in order to increase and improve the ability especially in speaking. Also, they can get more practice if they practice it in the dormitory environment because the school has facilitated them by one of the rule of dormitory that the students must speak English and Arabic in certain week.

Moreover, for the English teachers, the researcher suggests to add some activities which can improve students' speaking ability especially speaking performance such as role play, presentation, etc. Because if the students are brave to speak they will be easy to follow the class they know what they goal in learning and they will try hard to reach their goal in learning language. Besides, the teacher can give more praise for the students during learning language. It based on some suggestion from some previous researcher which have found that praise can increase students' good on speaking performance. However, the teachers have to pay attention to the students' self-anxiety that the teachers have to know which level of their students' speaking performance in learning English. So that, the teacher can plan what activities that will be conducted in the classroom.

In addition, suggestion for further research, it can be investigated correlation between students' self-anxiety with other English skills.