

CHAPTER VI

CONCLUSION AND SUGGESTION

A. Conclusion

This study examined the relationships among shyness, Foreign Language Speaking Anxiety (FLSA), and speaking skill among pre-service English teachers using Structural Equation Modeling with the Partial Least Squares (SEM-PLS) approach. Specifically, it investigated the direct effects of shyness and FLSA on speaking skill, the direct effect of shyness on FLSA, and the mediating role of FLSA in the relationship between shyness and speaking skill. Based on the results and discussion presented in the previous chapter, several conclusions can be drawn.

First, the findings indicate that shyness does not have a significant direct effect on the speaking skill of pre-service English teachers. Although shyness is often associated with fear of negative evaluation and social inhibition, the results suggest that it does not directly impair students' measurable speaking performance in an academic context. Speaking skill appears to be influenced more strongly by factors such as linguistic competence, instructional quality, task familiarity, and assessment design rather than by stable personality traits alone.

Second, foreign language speaking anxiety was also found not to have a significant direct effect on speaking skill. Despite the high prevalence of anxiety among participants, this affective factor did not translate into lower speaking performance. This finding suggests that anxiety may function more as a subjective emotional experience influencing learners' comfort and confidence rather than as a direct determinant of objectively assessed speaking outcomes, particularly in structured and criterion-based evaluation settings.

Third, the study confirms that shyness has a strong and statistically significant direct effect on foreign language speaking anxiety. Pre-service teachers who reported higher levels of shyness were more likely to experience heightened anxiety when speaking English. This result supports established theoretical perspectives and empirical research highlighting the close relationship between

personality traits and affective responses in foreign language learning, especially in evaluative speaking situations.

Finally, the mediation analysis revealed that foreign language speaking anxiety does not mediate the relationship between shyness and speaking skill. Although shyness significantly increased anxiety, this anxiety did not significantly predict speaking performance. As a result, the indirect effect of shyness on speaking skill through anxiety was not supported. This finding indicates that the influence of shyness remains largely within the affective domain and does not extend to observable speaking outcomes through anxiety.

Overall, this study highlights a clear distinction between learners' affective experiences and their demonstrated speaking ability. While shyness and anxiety play a crucial role in shaping pre-service teachers' emotional responses during foreign language speaking, they do not necessarily determine speaking performance. These findings emphasize the importance of addressing affective factors for learners' psychological well-being and confidence, even when performance outcomes appear unaffected.

B. Suggestion

Based on the findings and conclusions of this study, several implications can be drawn for pedagogical practice, teacher education programs, and future research.

For teacher educators, it is essential to create communicative and low-anxiety speaking environments that encourage students to participate more confidently. Although shyness and foreign language speaking anxiety do not directly reduce speaking performance, they significantly shape learners' emotional experiences. Therefore, the use of structured speaking tasks combined with gradual exposure to public speaking, collaborative activities, and consistent positive feedback can help reduce anxiety levels and strengthen learners' speaking self-efficacy. Teacher educators are also encouraged to avoid overly evaluative classroom climates and instead promote an atmosphere that values effort, progress, and mutual support.

For pre-service teachers, active engagement in oral communication tasks is strongly encouraged regardless of individual levels of shyness or anxiety. Pre-service teachers are advised to develop and apply coping strategies such as rehearsal, deep breathing techniques, cognitive reframing, and self-reflection to manage speaking-related anxiety more effectively. Engaging in peer collaboration and supportive group activities can further help normalize speaking difficulties, enhance confidence, and foster a positive learning environment that supports both emotional well-being and professional growth.

For curriculum developers, it is recommended to integrate affect-sensitive and mood-friendly instructional designs into language programs, particularly in teacher education contexts. Systematic and sustained training in oral communication such as regular presentations, microteaching, and reflective speaking activities can help learners gradually overcome shyness and anxiety. By providing continuous and scaffolded speaking practice, curricula can support students in becoming more confident, comfortable, and proficient speakers over time.

For future researchers, expanding the scope of investigation by incorporating additional variables such as second language proficiency, motivation, communication strategies, oral self-efficacy, teaching experience, and classroom interaction patterns is strongly recommended. Employing longitudinal or mixed-methods research designs may offer deeper insights into how affective variables interact with speaking performance across different stages of learning. Furthermore, examining diverse speaking tasks ranging from interactive and spontaneous activities to high-stakes assessment contexts along with qualitative approaches can provide richer understanding of learners' emotional experiences and the contextual factors that shape them.