

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions of the research. The conclusion summarizes the main findings regarding the factors contributing to students' speaking anxiety and students' experiences of speaking anxiety during English speaking activities. The suggestions are addressed to students, teachers, schools, and future researchers to provide practical recommendations for reducing speaking anxiety and improving English speaking instruction.

A. Conclusion

Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn regarding students' speaking anxiety during English speaking activities at MTsN 1 Nganjuk.

1. Factors Contributing to Students' Speaking Anxiety in English at MTsN 1 Nganjuk

The findings of this study indicate that students' speaking anxiety was influenced by both internal and external factors. The internal factors consisted of lack of vocabulary, low self-confidence, fear of making mistakes, self-perceived speaking ability, and lack of readiness, which emerged as an additional factor from the interview data. Meanwhile, the external factors included classroom pressure, teaching methods, and the social environment. Among these factors, fear of making mistakes was identified as the most dominant factor because most students expressed concerns about making errors in pronunciation, grammar, and vocabulary

while speaking English. Limited vocabulary also contributed significantly to students' anxiety, as it prevented them from expressing their ideas fluently and confidently. In addition, students' negative perceptions of their own speaking ability, low self-confidence, and insufficient preparation before speaking further reduced their willingness to participate in English speaking activities.

The findings also demonstrate that external factors played an important role in shaping students' speaking anxiety. Classroom pressure and concerns about classmates' reactions increased students' nervousness when speaking in front of others. However, unlike some previous studies, the teaching method employed by the teacher was generally perceived positively. Most participants considered corrective feedback as constructive guidance that helped them improve their speaking ability rather than as a source of anxiety. These findings suggest that speaking anxiety develops through the interaction between students' psychological conditions and their classroom environment. Therefore, reducing speaking anxiety requires not only improving students' language competence but also creating a supportive classroom atmosphere where students feel comfortable expressing their ideas without excessive fear of making mistakes or being negatively evaluated.

2. Students' Experiences of Speaking Anxiety during English Speaking Activities

Regarding students' experiences, the findings revealed that speaking anxiety was reflected in various emotional, cognitive, and behavioral responses during English speaking activities. The participants commonly experienced nervousness, hesitation and mental blocking, and fear of negative evaluation when they were required to speak in front of the class. These experiences often caused students to forget vocabulary, lose their ideas, hesitate before speaking, avoid eye contact, and participate less actively in classroom communication. The findings indicate that speaking anxiety affected not only students' emotions but also their ability to communicate effectively in English.

Despite experiencing speaking anxiety, the participants also employed several coping mechanisms to manage their anxiety during speaking activities. The strategies included practicing before speaking, asking teachers or classmates for assistance, using simple vocabulary, taking deep breaths, and trying to remain calm. Although these strategies did not completely eliminate speaking anxiety, they helped students become more confident and encouraged them to continue participating in classroom communication. Overall, the findings suggest that understanding both the factors contributing to speaking anxiety and students' experiences is essential for helping teachers create supportive learning environments that

foster students' confidence and promote more active participation in English speaking activities.

B. Suggestion

Based on the results of this study, several suggestions are proposed for students, teachers, schools, and future researchers.

1. For Students

Students are encouraged to regularly practice speaking in English, both in and outside of class, to improve their vocabulary mastery and confidence. They should recognize that mistakes are a natural part of the language learning process and use these experiences as opportunities for improvement. Actively engaging in speaking activities and communicating more frequently with peers can help reduce anxiety and improve speaking skills.

2. For Teachers

Teachers are encouraged to create a friendly and non-threatening classroom environment so that students feel comfortable speaking without fear of making mistakes. They should provide constructive feedback positively, allow sufficient time for preparation before speaking activities, and employ interactive learning methods such as pairwork, group discussions, role-playing, or projects to gradually build student confidence and reduce speaking anxiety.

3. For Schools

Schools are encouraged to support the development of students' speaking skills by providing programs and environments that encourage the active use of English, such as English clubs, speech competitions, storytelling events, conversation classes, or English Day programs. Furthermore, schools should encourage teachers to implement student-centered learning approaches and provide adequate facilities and resources to build confidence and create a positive atmosphere for language learning. By building a supportive educational environment, schools can significantly contribute to reducing students' speaking anxiety and improving their overall communication skills.

4. For Future Researchers

Future researchers are advised to investigate speaking anxiety with a larger number of participants or across different educational contexts to obtain more in-depth results. They can also examine intervention strategies to reduce speaking anxiety or analyze other related factors, such as motivation, learning strategies, character, or classroom interactions. Using different research designs, such as mixed methods or longitudinal studies, can provide a better understanding of how speaking anxiety arises and how to effectively address it over time.