

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The findings obtained from this study provide a comprehensive understanding of the factors contributing to students' speaking anxiety and the strategies they employed to cope with it. These findings also reveal the extent to which the strategies addressed the students' actual speaking difficulties. Based on the analysis and discussion presented in the previous chapter, several conclusions can be drawn as follows.

First, based on the findings and discussion, it can be concluded that first-year students in the English Language Department at UIN Syekh Wasil Kediri experienced speaking anxiety caused by cognitive, social, academic and linguistic factors. Among these factors, cognitive causes were identified as the most dominant source of anxiety. Most students experienced shyness and low self-esteem, which reduced their confidence and made them feel nervous, embarrassed, and afraid of making mistakes when speaking English in front of others. In addition, academic causes such as pronunciation difficulties and impromptu speaking tests also significantly increased students' anxiety because they felt unprepared and worried about making errors during speaking activities. Meanwhile, social causes were influenced more by classroom situations than by fear of negative evaluation. Although students generally perceived the classroom environment as supportive and non-judgmental, they still felt anxious during formal speaking activities such as presentations due to performance pressure and audience attention.

On the other hand, linguistic factors were also a major cause of speaking anxiety each student experienced different linguistic weaknesses

in pronunciation, vocabulary, grammar, fluency, and comprehension that contributed to their speaking anxiety. These limitations consistently affected their confidence, causing hesitation, reduced voice, and frequent pauses during speaking activities, and overall linguistic difficulties play a significant role in increasing students' anxiety and reducing their performance in classroom speaking tasks. Therefore, speaking anxiety among first-year students was influenced not only by internal psychological factors but also by academic demands and classroom situations that affected their confidence and speaking performance.

Second, students used several strategies to overcome speaking anxiety, namely preparation and practice, relaxation and positive thinking, and peer seeking. Preparation and repeated practice helped students feel more ready and confident before speaking performances. Students practiced speaking in front of mirrors, with friends, and through continuous rehearsal to reduce nervousness and improve fluency. In addition, relaxation techniques and positive thinking, such as deep breathing, self-motivation, and positive self-talk, helped students manage emotional tension and reduce fear before speaking activities. Peer support also played an important role in helping students cope with anxiety. By practicing, joking, and sharing experiences with classmates, students felt more relaxed, supported, and confident because they realized that their peers experienced similar difficulties. Overall, the findings indicate that the integration of cognitive, emotional, behavioral, and social strategies can effectively help first-year students manage speaking anxiety and improve their confidence in speaking English.

However, the students reported using several strategies such as preparation and practice, relaxation and positive thinking, and seeking peer support, these strategies were not fully aligned with their specific linguistic weaknesses. In other words, the strategies employed primarily focused on reducing psychological and social anxiety rather than directly addressing the core linguistic problems in pronunciation, vocabulary,

grammar, fluency, and comprehension. As a result, these strategies were not sufficiently effective in resolving the students' actual speaking difficulties.

Therefore, this mismatch between students' linguistic weaknesses and the strategies they employed suggests that the strategies used were not entirely relevant to their specific needs. While these strategies help students feel calmer and slightly more confident during speaking activities, they do not directly contribute to improving their underlying speaking components. This indicates that more targeted and linguistically oriented strategies are required to more effectively reduce speaking anxiety among first-year students.

## **5.2 Suggestion**

Based on the findings and conclusions of this study, several suggestions are proposed for students, lecturers, and future researchers in order to reduce speaking anxiety and improve students' speaking performance in English learning activities.

First for first-year students are encouraged to practice speaking English more frequently both inside and outside the classroom in order to improve their confidence and reduce anxiety. Students should continue using effective strategies such as preparation and practice, relaxation and positive thinking, and peer support when facing speaking activities. In addition, students are advised to develop positive self-confidence and avoid comparing their speaking ability with others because making mistakes is a natural part of the language learning process. Participating actively in discussions, presentations, and speaking practice with friends may also help students become more familiar and comfortable with speaking English.

Second for lecturers are suggested to create a more supportive, comfortable, and non-judgmental classroom atmosphere to help reduce

students' speaking anxiety. Lecturers should provide constructive feedback in a positive way so that students do not feel afraid of making mistakes during speaking activities. In addition, lecturers are encouraged to provide more opportunities for students to practice speaking gradually, starting from simple and informal speaking activities before moving to formal presentations or spontaneous speaking tests. The use of collaborative learning activities such as pair work, group discussions, and peer practice is also recommended to increase students' confidence and participation in speaking activities.

Third for further researchers are suggested to conduct further studies on speaking anxiety with a larger number of participants and different educational levels in order to obtain broader findings. Future studies may also explore other factors influencing speaking anxiety, such as motivation, teaching methods, personality, or students' language proficiency. In addition, researchers are encouraged to investigate the effectiveness of specific strategies or classroom techniques in reducing speaking anxiety and improving students' speaking performance in English learning contexts.

#### Suggestion for Students Weaknesses in Speaking Components:

Based on the discussion and conclusion of this study, it is suggested that students apply learning strategies that are specifically aligned with their individual speaking weaknesses.

**Students who experience pronunciation** difficulties are recommended to engage in regular pronunciation practice through repetition, oral drills, shadowing techniques, and the use of speech-recognition or pronunciation applications in order to improve pronunciation accuracy and speaking confidence.

**Students with limited vocabulary** are encouraged to apply vocabulary-building strategies, such as learning contextual vocabulary,

practicing speaking using newly acquired words, participating in interactive conversations, and increasing exposure to English communication.

**Meanwhile, students who experience grammatical** difficulties are advised to participate in structured speaking exercises and receive corrective feedback to improve grammatical accuracy while speaking. Through continuous guided practice, students can gradually develop more confidence in organizing grammatically correct sentences while speaking.

**For students who struggle with fluency and comprehension,** repeated speaking practice, interactive communication activities, collaborative speaking tasks, and mobile-assisted language learning are recommended to help them organize ideas more confidently and respond more effectively during conversations.

By applying strategies that are more relevant to their specific linguistic weaknesses, students are expected not only to reduce their speaking anxiety, but also to improve their overall speaking competence more effectively.