

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two parts. The first is conclusions based on the data analysis, and the second is suggestions based on the results and conclusions of this research.

A. Conclusion

Based on the findings and discussion, it can be concluded that English Education students experienced speaking anxiety in the forms of communication apprehension, test anxiety, and fear of negative evaluation before using the Loora application. The participants often felt nervous, lacked confidence, and were afraid of making mistakes during speaking activities, especially in presentations and classroom interactions. However, Loora provided a more flexible, private, and non-judgmental learning environment that helped students feel more comfortable and confident in practicing English. As a result, participants gradually showed improvements in fluency, pronunciation, confidence, and willingness to communicate.

In addition, the study found that students developed several coping strategies while using Loora, such as independent practice, repeated speaking practice, self-correction, and using feedback to improve their speaking performance. These strategies helped participants reduce their anxiety and become more prepared during speaking activities. Therefore, it can be concluded that Loora not only functions as a speaking practice tool but also as an effective medium for helping students overcome speaking anxiety and develop their speaking skills more confidently and independently.

B. Suggestions

Based on the conclusion above, the researcher would like to offer the following suggestions:

1. For students:

It is recommended to utilize AI-based applications such as Loora as an alternative learning tool to practice speaking independently. By using such applications, students can create a more comfortable learning environment where they are free from pressure and can practice repeatedly according to their needs, which may help reduce anxiety and improve their confidence in speaking English.

2. For teachers or lecturers:

It is suggested to consider integrating AI-based learning tools into the teaching process, particularly in speaking activities. The use of such technology can help create a more supportive and less stressful learning atmosphere, especially for students who experience speaking anxiety, while also encouraging them to be more active and confident in practicing their speaking skills.

3. For future researchers:

It is recommended to conduct further studies by involving a larger number of participants or exploring different AI-based applications to obtain broader and more comprehensive findings. In addition, future research can focus on other language skills or apply different research approaches to enrich the understanding of the role of technology in language learning.