

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusion based on the data analysis and finding in the previous chapter. The second part presents some suggestions based on the findings and conclusion of this study.

A. CONCLUSION

Based on the findings of this study, it could be concluded that there were four internal factors contributing to speaking anxiety among final-semester students at PGRI Delta Sidoarjo University. These factors were fear of making mistakes, shyness, lack of self-confidence, and lack of motivation. Among these factors, fear of making mistakes was the most influenced in students' speaking anxiety. The second highest score of internal factors that cause speaking anxiety is shyness, followed by lack of self-confidence, while lack of motivation was the less and the lowest of internal factor that contributing to speaking anxiety. The data collected through questionnaires and interviews revealed that many students experienced anxiety due to fear of being judged or ridiculed for making mistakes in grammar, pronunciation, or vocabulary. Shyness and lack of self-confidence can also hinder students from expressing their thoughts clearly, especially when they doubt their language skills. These internal factors reflect psychological and emotional obstacles that significantly impact students' willingness and ability to engage in speaking English activities.

Moreover, this study found that internal factors and past experiences are closely related to the development of students' self-confidence in speaking English. The results of interview data showed that some students have had negative experiences in the past, such as being laughed at, having their mistakes corrected in front of a large audience, or facing difficulties when speaking in public. These experiences often lead to feelings of insecurity and reinforced their speaking anxiety. However, this study also mentioned that these experiences can contribute to personal growth when students are able to reflect on them positively. Some students said that consistent preparation, relaxation techniques, and positive thinking helped them manage their anxiety and build their confidence over time. Therefore, even though internal factors may initially hinder speaking performance, they also have the potential to form students' confidence when addressed through appropriate strategies and a supportive learning environment.

B. SUGGESTION

Considering the conclusion above, there are several suggestions that the researcher would like to deliver:

1. For the teachers

The results of this study showed that fear of making mistakes is the main factors of student's speaking anxiety. Some students also shared that they had negative experiences in the past, such as being laughed at or corrected their mistakes in front of the audiences, which made them more afraid to speak English. As a teacher, it is a must to help reduce their anxiety

by creating a safe and supportive classroom environment. Teachers should also remind students that making mistakes is a normal part in language learning. If students make mistakes, teachers should correct them kindly and privately, so they do not feel embarrassed.

2. For the students

While the teachers try to help students reduce their anxiety, a student also needs to believe that English is an easy language and do not worry too much about making mistakes. One of the best ways to reduce anxiety is to prepare well before speaking. Try to practice the pronunciation, learn important vocabulary, and think positively that you can do it.

3. For the next researcher

This study only focused on the internal factors contributing to speaking anxiety among final-semester students. Therefore, the researcher suggests to the next researcher to explore other dimensions of speaking anxiety, such as external or cultural factors, and can also explore more about student past experiences, both positive and negative, and how these experiences have formed the students' self-confidence. This can help teachers understand how to better supports their students.