

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter contains two sections: the first presents the conclusion, and the second provides suggestions.

#### **5.1 Conclusion**

This research explored the main factors that led to speaking anxiety and identified the main strategies used by second-year English students at Universitas Kuningan to overcome with this issue. The results showed that students, regardless of their proficiency level, commonly faced speaking anxiety due to several key factors, including lack of preparation, fear of making mistakes while speaking, and limited vocabulary. These factors significantly affected students' confidence and fluency when communicating in English, making speaking activities feel more challenging and stressful for them.

The high-level students generally identified lack of preparation as the main factor of their speaking anxiety. They believed that without proper preparation, their overall speaking performance could be negatively affected, leading to unsatisfactory results. On the other hand, students at the middle and low proficiency levels reported that their main factors of anxiety were the fear of making mistakes and having a limited vocabulary. Several students mentioned that making mistakes in front of others made them feel embarrassed and lowered their confidence. Additionally, they expressed that having a limited vocabulary made it difficult to express their ideas clearly, especially during speeches or presentations, which increased their anxiety even further.

Furthermore, the students applied several strategies to manage and reduce their speaking anxiety. The participants in this study indicated that preparation and positive thinking are the primary strategies for overcoming speaking anxiety. Two out of six participants mentioned that thorough preparation before speaking helped them feel more confident and reduced their nervousness. Meanwhile, the other four participants believed that maintaining a positive mindset, such as thinking positively about their abilities and avoiding negative thoughts, was the most effective way to improve their speaking performance. The findings showed that

students from different proficiency levels had their own preferred ways to overcome speaking anxiety. Although these two strategies were mentioned as the main approaches, the students also agreed that other strategies, such as relaxation, seeking support from peers, and accepting their own limitations (resignation), were also useful in helping them overcome their anxiety when speaking English.

These findings emphasized the importance of understanding the primary factors that cause speaking anxiety as well as the strategies used to overcome it. By identifying these elements, students were better able to recognize the challenges they face and adopt effective methods to manage their anxiety. This awareness played a crucial role in building their confidence and improving their speaking abilities, which could positively influence their future learning experiences and communication skills.

## **5.2 Suggestion**

The study carried out at Universitas Kuningan offers important insights into the factor of speaking anxiety and the strategy used to overcome it. The researcher expects that the results will act not only as a helpful resource but also as a practical tool for both teachers and learners. By gaining a better understanding of these factors and strategies, the teaching and learning of speaking skills can become more efficient and enjoyable. Ultimately, this research aims to support the development of a more encouraging learning environment that assists students in boosting their confidence and proficiency in English speaking in the future.

Based on the results of this study, it is recommended that lecturers and educational institutions provide more opportunities for students to practice English speaking through activities such as presentations and speaking simulations to help reduce anxiety caused by lack of preparation. Additionally, workshops or sessions focusing on relaxation techniques and positive thinking should be organized to assist students in managing their fear of making mistakes. Enhancing vocabulary learning through engaging methods is also important to help students feel more confident in expressing their ideas. Students are encouraged to regularly practice speaking English in both formal and informal settings to build their confidence and gradually overcome their speaking anxiety.

However, this study has limitations because it involved only a small number of participants, which makes it difficult to apply the results to a larger student population. Therefore, future research should include a greater number of participants to obtain more reliable and generalizable findings. Additionally, future studies are encouraged to investigate the effectiveness of particular strategies for reducing speaking anxiety by using experimental methods. It is also suggested that researchers use a wider variety of instruments, such as observations and questionnaires, to gather more comprehensive data. These efforts will help provide a deeper understanding of how to effectively support students in overcoming speaking anxiety.