

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This last chapter provides discussion about the conclusions, implications of the study, and all the suggestions from researchers for other researchers related to research on speaking anxiety for first-semester students in the Department of English Education.

A. Conclusion

The objectives of this research were to find out the factors contributing to students' public speaking anxiety and the strategies to overcome those problems. Based on the research findings and the discussion presented in the previous chapter, we can conclude:

First, most students at the Saturday English Gathering (SEGA) have experienced public speaking anxiety. Based on the research there are three types of anxiety especially in public speaking, there are trait anxiety, state anxiety, and situation specific anxiety. They admit that public speaking anxiety may occur, especially when they learn a foreign language. Based on the result of the research, it can be concluded that the first semester student who joining Saturday English Gathering (SEGA) mostly experienced state anxiety.

Second, there are ten factors, including internal and external factors, that cause public speaking anxiety experienced by students at the Saturday English Gathering (SEGA). The seven internal causes of public speaking anxiety are as follows: 1) a lack of vocabulary or background knowledge; 2) an unfamiliar topic; 3) worry about fluency; 4) having limited time to think about the topic; 5) lack of confidence; 6) feeling anxious when they have to provide important information; and 7) feeling that other participants' public speaking abilities are superior. The external factors are: 1) fear of being tested by the tutors; 2) worry about being underestimated; and 3) feeling afraid other students will laugh at them.

Third, there are three strategies to overcome public speaking anxiety. The

first is preparation. Preparation is the right strategy for students who experience anxiety in public speaking. This is done to improve the students' English-speaking skills. They prepare some materials to be presented during a public speech and do research on the topic first. According to David Shinji Kando and Yan Ying-Ling in Mutawakkil (2021), the students attempt to control themselves by improving their learning and studying strategies, for example, studying, trying to obtain good summaries, trying to practice what will be presented, and making a list of what should be presented. In addition, the researcher is confident that being fully prepared can reduce the perceived threat and boost confidence in delivering the intended message. The second strategy is to practice public speaking before the actual event.

As a result of the findings, the researcher concludes that the public speaking anxiety experienced by students at Saturday English Gathering (SEGA) is not permanent. Students can speak casually in front of many people if they are accustomed to it and more confident in their abilities. The findings from this study can be used to avoid speaking anxiety, which is experienced by students.

B. Pedagogical Implication

The implications of this research for English teaching and learning activities are for teachers and students. It is expected that the teacher can find the right way to help students overcome speaking anxiety, and for students, it is expected that students are more confident and can show their ability to speak both in class and with others, so as to reduce the occurrence of anxiety in speaking to students in the first semester of the language English.

C. Suggestion for Further Research

In this study, the researcher focused solely on discussing the speaking anxiety that first-semester students of the Saturday English Gathering faced. As in the previous chapter, many of the first-semester students experienced public speaking anxiety. The researcher hopes that other researchers, lecturers in International school, student of

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Whose subjects are students other than those of Saturday English Gathering (SEGA), can continue to examine public speaking anxiety with a greater number of participants in order to uncover more causes of public speaking anxiety and develop strategies to overcome them.

There are many causes of public speaking anxiety that have not been discussed in previous studies. In summary, the study of public speaking anxiety is often understudied and poorly constructed. As a result, we often experience public speaking anxiety in our daily lives through presentations or conversations.