

CHAPTER V

CONCLUSIONS, PEDAGOGICAL IMPLICATIONS, AND SUGGESTIONS

This chapter provides a summary of the research findings, offers pedagogical implications for educators, and presents suggestions for future research. The conclusions are drawn from the thematic analysis of in-depth interviews, which explored the public speaking anxiety experienced by students in English speaking performance.

5.1 Conclusion

This study concludes that public speaking anxiety (PSA) is a fairly common phenomenon and has various complex dimensions among second-year students at IPI Garut. The study successfully identified three main dimensions of anxiety along with the coping strategies used by the participants. First, Communication Apprehension (CA), where students consistently experience physical symptoms such as rapid heartbeat and sweaty hands, accompanied by mental barriers and negative thoughts related to grammatical errors or accent. This anxiety is highly context-dependent, with formal presentations triggering significantly greater fear compared to small group discussions. The direct impact of CA is students' reluctance or difficulty in actively participating in class, even when they have the correct answers, often leading to feelings of regret after the class ends.

Second, Test Anxiety (TA) normally happens in formal test situations such as oral exams or presentations. Concern to perform flawlessly and fear of failure burden students. One of the main symptoms of this anxiety is experiencing mental blocks or "blinking out" while speaking, despite thorough preparation. Third, Fear of Negative Evaluation (FNE) is characterized by the internal concerns of students regarding negative evaluations by peers and lecturers concerning their pronunciation and grammar. The sense of critical looks and negative feedback from the audience greatly corroborates the anxiety and uncertainty that they feel. In this

research, the attitude of lecturers has emerged clearly to be significantly contributing to lessening or worsening such fears.

To overcome this anxiety, students use various coping strategies, such as thorough preparation by writing scripts and practising in front of a mirror or recording their own voices. When speaking, they also use relaxation techniques like deep breathing and positive affirmations to calm themselves. An equally important finding is students' strong desire for a supportive classroom environment and supportive lecturers. This indicates that external support plays an equally important role as internal coping mechanisms in reducing anxiety about speaking in public.

5.1 Pedagogical Implications

Based on the findings of this study, some important pedagogical conclusions can be used as a guideline by lecturers and institutions in supporting students to manage and cope with anxiety while presenting publicly. Lectures are promoted, first, to create an efficient and supportive classroom atmosphere by cultivating a less stressful and collaborative learning atmosphere. This type of environment allows the students to feel at ease in making errors without judgment but is encouraging and supportive of peer interaction. Constructive criticism is also necessary. Instructors are not supposed to criticize in front of the class but give feedback one-on-one in a motivating and inspirational manner. This has been seen to enhance the students' own confidence and increase their willingness to try and participate in speaking practice. Third, a variety of speaking activities need to be integrated into the learning process. From low-risk small group discussions to formal presentations, this diversity helps students gradually build confidence. As a result, they can feel more confident speaking English in less stressful context before being faced with more challenging ones. Finally, lecturers ought to motivate and instruct the students to develop sound coping mechanisms such as deep breathing techniques, optimistic affirmations, and self-affirmation. Providing the students with channels to practice speaking in pairs or in small groups is also very helpful in boosting their confidence. Through these pedagogical implications, it is hoped that students will be better equipped and comfortable in transcending public speaking anxiety, thus significantly improving their communication performance.

5.3 Suggestions for Future Research

This study provides an in-depth understanding of public speaking anxiety in a specific context, but there is still room for further research that can enrich these findings. One suggestion for future research is to pursue a mixed-method design that combines qualitative and quantitative information more comprehensively. By utilising quantitative data collected in the first questionnaire more intensively, future research could correlate anxiety levels with other variables such as academic achievement, thereby providing a more comprehensive picture. Additionally, further research is recommended to explore public speaking anxiety in different academic contexts and educational levels, such as first-year or final-year students, as well as other educational institutions. This is important to determine whether or not what has been discovered in this study can be applied and implemented in various settings and student populations.

Furthermore, the effectiveness of intervention programs focused on reducing anxiety regarding public speaking can be a potential avenue for future research. By designing and implementing such programs, studies can measure their impact qualitatively and quantitatively, thereby providing empirical evidence about the most effective anxiety reduction strategies. Finally, given participants' strong desire for peer support, future research could emphasise the role of peer mentoring or peer support systems as coping mechanisms for addressing public speaking anxiety. This approach has the potential to offer practical and sustainable support alternatives in a learning environment. Overall, this chapter summarises research findings, practical implications, and future research directions, thereby contributing to the development of understanding regarding public speaking anxiety in the context of learning English as a foreign language (EFL).