

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This section provides conclusion and recommendation related to the study on EFL students' speaking anxiety in digital learning era experienced by fourth semester students' English education at one Islamic university in Jambi, regarding the symptoms of the students' speaking anxiety in digital learning era, factors influence of the students' speaking anxiety in digital learning era, and the students' strategies to overcome students' speaking anxiety in digital learning era.

#### **5.1 Conclusion**

Anxiety is obviously a problem in language learning and it has a devastating impact on some students' ability in speaking English. However, it is essential to be able to deal with negative feelings so that they do not interfere with one's learning and performance. The purpose of this study was to identify the symptoms of the students' speaking anxiety in learning English in digital learning era, to identify the factors of students' speaking anxiety in digital learning era and to identify students' strategies to overcome speaking anxiety in digital learning era. Based on the data displayed in the previous section, lining back to the research question, in a qualitative descriptive study using a close ended questioner which is used for choosing the students' anxiety whether they feel anxious or not and an interview as the instrument.

Based on data analysis and the result of the study revealed that there were five of symptoms that felt by the students such as (trembling, squirming,

staggering voice, avoid eyes contact, heart beats quickly). The factors that influence students' speaking anxiety in digital learning era are (grammar, lack of vocabulary, self-perception, and lecturer/classmates). The findings of study also indicated that the students employed some strategies to alleviate their anxiety including (preparation/self-practice, think positively, and getting help strategies).

Concerning the result of the data, the interview was given to 10 participants who felt the anxiety after has been obtained using a close ended questioner. The students' English education at the fourth semester at one Islamic university in Jambi, the students felt frightened and uneasy when they in speaking English. Additionally, the majority of students lacked of confidence and was terrified to speak English incorrectly. The students had a variety of issues speaking English. The findings from the interview that students have trouble in speaking English. It was difficult for the students to communicate in English due to a lack of vocabulary, grammatical errors, and lack of preparation, or content that made them anxious, frightened, panicky, and unsure of what to say when the lecturer asked them about it. According to the findings, the students were hesitant when they in speaking English due to a lack of preparation, concerned about understanding the material or what the lecturer was saying, fear about making mistakes, the students' were concerned about being criticized by their peers, and lacked confidence in their ability to communicate in English. In conclusion, students experience anxiety when they are expected to speak in front of their peers during speaking class activity;

## **5.2 Suggestion**

Based on the mentioned conclusions, the researcher offers some practical advice as the researcher would like propose to the students especially EFL students' speaking anxiety and educators can utilize to improve the quality of instruction, improve learning, and reduce anxiety. First, the students must be able to evaluate their speaking performance, identify their issues, and come up with simple solutions. They also seek opinion on their speaking abilities from their peers. For students to assess their own performance, feedback is crucial. The students should seeking help strategies to overcome their speaking performance. They can use some online platform in digital learning era to improve their speaking skill through Youtube, Online Dictiomnary, and Instagram. Second, in order to assess the causes of the students' worry and come up with a solution, the lecturer must be able to comprehend their characteristics. Different techniques to working with students are required due to their various qualities. In order to alleviate anxiety, the lecturers must also provide a relaxed classroom environment that encourages students to talk freely and stress-free. Third, the students should show respect for one another by helping out peers who struggle with their English. They should also not be scared to makes mistakes rather they should be more confident than before. Fourth, the lecturers need to encourage students to become more active, and confident in speaking English, and help them to share their anxiety about learning English. Thus, the lecturer must be aware of their students' progress in classroom and try to alleviate students' anxiety as a result of reluctances to speak in class. Last, better topic understanding of the topic and

better preparation reduce the students' mistakes which enables them to talk confidently in participating in speaking activity.

Finally, more research is needed to examine the students' anxiety in learning English because of the limitations of this study. Further research involving departments and students will be helpful in developing a deeper understanding of the factors that contribute to the language anxiety. Many strategies must be devised in order to improve students' speaking anxiety. Creating a suitable learning environment in the classroom is also essential for supporting the effort of reducing anxiety. The following researchers should be able to identify the best educational atmosphere in the classroom.