

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This study explored the attitudes of undergraduate English Education students at Jambi University toward impromptu English speech, utilizing a mixed-methods explanatory sequential design. The investigation combined quantitative data gathered through a questionnaire with qualitative insights from semi-structured interviews to uncover how students cognitively, affectively, and behaviorally perceive and respond to impromptu speaking tasks. Through this integrated approach, a comprehensive understanding of the students' experiences and beliefs was achieved, reflecting the complexity of spontaneous language production in a foreign language context.

From the cognitive perspective, the findings revealed that while students acknowledged the pedagogical benefits of impromptu speech such as enhancing fluency, expanding vocabulary, and improving idea organization they also experienced considerable cognitive strain. Limited vocabulary, difficulty accessing lexical items quickly, and challenges in structuring thoughts coherently under pressure emerged as recurring themes. These cognitive barriers often disrupted the fluency of their speech, leading to hesitations, filler words, and self-correction, which negatively impacted their confidence. Some students were able to recognize the potential long-term value of these tasks for language development, yet many perceived them as difficult and mentally exhausting, especially when unfamiliar topics or spontaneous responses were required.

Affective responses were equally significant and contributed heavily to shaping students' overall attitudes. Many participants expressed intense anxiety when tasked with impromptu speaking, particularly when asked to speak in front of peers or instructors. This anxiety manifested physiologically through trembling, sweating, or dry mouth as well as emotionally, often resulting in avoidance or emotional shutdown. However, not all affective experiences were negative. Several students reported emotional growth after repeated exposure to impromptu tasks. They described how early experiences of fear gradually gave way to increased confidence and comfort, especially when they were able to see improvement in their performance. Motivation also played an important role, with many students indicating a strong desire to become better at impromptu speaking, even if they currently struggled with it. Emotional states, topic familiarity, peer judgment, and classroom atmosphere were key moderators of these affective outcomes.

In terms of behavior, the students demonstrated a broad range of responses when confronted with impromptu speaking. Some actively participated, pushed through discomfort, and developed adaptive strategies such as pausing, paraphrasing, or using gestures to fill gaps. Others, however, tended to withdraw, relying on avoidance strategies such as minimal responses, rehearsed scripts, or mental translation from their first language. Behavioral adaptability was influenced by students' confidence levels, preparation habits, and perceived communicative competence. Students who reflected on their speaking experiences and applied corrective strategies showed growth in their participation and performance over time. Additionally, group-based speaking activities often encouraged more active

engagement due to shared responsibility and reduced fear of judgment, further illustrating the social dimension of behavioral attitudes.

In conclusion, students' attitudes toward impromptu English speech are nuanced and shaped by a complex interplay of cognitive, affective, and behavioral factors. While they recognize the instructional value of speaking spontaneously, many are hindered by anxiety, cognitive overload, and a lack of perceived control. Still, the findings also reveal students' resilience and their desire to improve, suggesting that with appropriate pedagogical support and emotionally safe classroom environments, impromptu speaking can become a more accessible and empowering part of their language learning journey.

## **5.2 Suggestion**

Based on the findings of this study, several suggestions can be proposed for future pedagogical and institutional practices to enhance students' experience with impromptu English speech. For instructors, it is essential to recognize that impromptu speaking tasks place substantial cognitive and emotional demands on learners. Therefore, teachers should design classroom environments that lower students' anxiety while gradually building their confidence and speaking autonomy. This may be achieved through scaffolding activities that begin with semi-structured prompts and evolve into less controlled, spontaneous speaking opportunities. Furthermore, offering supportive feedback that focuses on effort and communicative effectiveness rather than solely accuracy can reinforce positive emotional responses and motivate students to engage more actively.

Students, on the other hand, are encouraged to take greater ownership of their learning by cultivating both speaking fluency and emotional resilience.

Engaging in low-stakes practice, such as informal peer conversations, speaking clubs, or recording self-reflections, may help them develop greater ease with spontaneous speaking. In addition, students should be exposed to strategies, such as self-reflection after speaking tasks, goal-setting, and self-monitoring, to better understand their own strengths and areas for improvement. Learning to manage anxiety and embrace imperfection as a natural part of language learning will help learners adopt a more growth-oriented behavioral approach toward impromptu tasks.

Lastly, future researchers are encouraged to expand on this study by examining a wider variety of learner populations, including students from different academic disciplines or proficiency levels. Longitudinal studies that trace the development of attitudes over time would be especially valuable, as they could capture how sustained exposure to impromptu speaking activities shapes learners' confidence, fluency, and engagement. Future research might also consider experimental designs to evaluate the effectiveness of specific interventions, such as peer modeling, emotional regulation training, or digital tools, in reducing anxiety and improving performance in impromptu speaking tasks. Such investigations would contribute valuable insights to the broader field of English language education and inform more effective classroom practices.