

## CHAPTER V

### CONCLUSION, LIMITATION, RECOMMENDATION, AND PEDAGOGICAL IMPLICATIONS

After conducting the research, doing the analysis, and presenting the results, the conclusion, limitation, recommendation, and pedagogical implications of this research will be present in this last chapter.

#### 5.1 Conclusion

Based on the data and discussion of this study it can be concluded that student anxiety in conducting impromptu activity performance have three aspect the first is students feeling in impromptu activity, students reason in feel anxiety and the last is how students overcome their anxiety. These factors can be obstacles in learning to speak in public. In connection with student anxiety, it is necessary for lecturer to always encourage and provide a supportive environment for learning to speak in public. Students need to get used to using English or at least be in an environment where English can be seen anywhere. For example, the lack of vocabulary can be solving significantly by providing students with books, magazines, or newspapers in English. When they read something interesting but they do not know what it means, it will motivate them to look for meaning. The more they read, the more they know English vocabulary. This situation is also for other aspects. It is believe that a good environment will allow students to have a more positive attitude in learning to speak in public and English in general.

This conclusion provides a way for lecturers to follow when facing anxiety. It was clear that they had to give their students time to get ready to talk instead of

asking them questions directly and waiting for their answers. In addition, teachers must have more information about the individual and their learner's educational background to get better preventative measures for anxiety. In a classroom setting, students must be told that making mistakes is natural when speaking and these mistakes must be seen as a step in learning. In addition, evaluations and negative reactions of other students in the class must be minimized by the teacher in order to have a more sincere atmosphere. To conclude, through the practical ideas suggested by this research, teachers can have a more sincere classroom atmosphere where their students speak English more comfortably.

## **5.2 Limitation of The Study**

This research was conducted only in one of the English class A of IAIN Kendari in the second semester. So to generalize the results, further research should not only be conducted on English students. This research only focuses on students' anxiety when the lecturer conducts impromptu activity performance in speaking class, it is hoped that future researchers will not only focus on student anxiety during impromptu activity, but also focus on how students cope with the anxiety they experience during impromptu activity and not only in speaking class.

## **5.3 Recommendation**

Researcher made several recommendations. These recommendations can be considered by speaking class lecturers, students, and future researchers who have the same interest in carrying out similar research.

For speaking class lecturers, it is recommended that lecturers should apply impromptu speech activity in speaking classes because it offers benefits in increasing student expertise by providing opportunities to practice speaking in

public. Lecturers can minimize the emergence of speaking anxiety by providing motivation and positive feedback to students and by building positive students' self-perceptions of their English competence. The speaking class lecturers should also consider being a good role model in getting students to respect other class members and in inspiring students.

For the students, before enter the class students should prepare themselves well, because it could be that when the lecturers enter the class, the lecturers will carry out an impromptu activity without telling students before. By preparing students themselves, students can minimize their anxiety.

For the future researchers, It is suggested that future researchers continue this research by conducting deeper investigations related to the strategies students use to overcome speaking anxiety in the speaking class. Researchers can then develop this research into classroom action research to help students overcome or minimize their speaking anxiety in the speaking class.

#### **5.4 Pedagogical Implications**

This study focused on the responses of students about the anxiety that they experienced when the lecturer did impromptu activity performances in the speaking class. This study produces detailed information about students' responses to the implementation of impromptu activities, the students anxiety feeling in impromptu activity, the students reason why they feel anxiety and the students overcome to their anxiety. In this activity many students specifically experience anxiety thereby triggering fear to speak in public using English, thus it is expected that this research can give meaning and understanding to lecturers so that they can creating and providing learning environments that contribute to making their

students less anxious when speaking in front of the class during impromptu activities according to students' needs based on responses and answers from students'. In addition, this study can inspire other researchers to conduct further research on students' anxiety when speaking and how to deal with such anxiety, especially when speaking English.

