

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts: the first presents the conclusion of the research based on the findings and discussion outlined earlier, and the second provides suggestions related to the research findings.

5.1 Conclusion

Based on the research findings and discussion presented in the previous chapter, the researcher drew the following conclusions to address the research questions of this study. The first conclusion is that the participants, who consisted of students from different sociocultural backgrounds, agreed that their sociocultural backgrounds influenced their English speaking anxiety.

The data presented in the previous chapter indicate that most of the students participating in the questionnaire did not experience English speaking anxiety, which suggests they have strong confidence in speaking English, as most of them came from supportive surroundings reflecting their sociocultural backgrounds, which originated from France, South Korea, and China. While those who had unsupportive backgrounds came from developing countries, especially Southeast Asian countries such as the Philippines, Indonesia, and Brunei Darussalam, there were also Japanese who felt anxious about speaking English, as the Japanese have difficulties adapting their accent to speak English. This statement is supported by Horwitz et al. (1986), who found that language anxiety is linked to two fundamental and interactive abilities in learning a foreign

language: speaking and listening. It is difficult to isolate these abilities from one another in any verbal communicative engagement due to their use of a specific accent in their language.

The second conclusion is specific sociocultural factors influencing the participants' English speaking anxiety, which mostly come from their social surroundings, such as a lack of supportive people, a strong culture in native language usage, and the educational system. These factors were strengthened by Gelman's (2020) theories, which suggest that every culture has a set of behavioral norms connected to its beliefs, knowledge, and traditions. Young (1992), as cited in Alamer and Almulhim (2021), also explains how anxiety in foreign language classes is a complex process that is difficult to measure but that unavoidably has an impact on L2 learning at various levels. Social connection with others—possibly native speakers—and examination of the target language's cultural features are essential components of learning a foreign language.

The third conclusion is that students employ various strategies to manage their English speaking anxiety, including regular practice with supportive individuals, self-practice in private settings, media-based language learning, seeking or creating supportive communities, working to build personal confidence, and advocating for cultural change in attitudes towards English use. As discussed in the second chapter of this study regarding managing English speaking anxiety strategies, Liu (2007) already found that anxiety can be decreased and confidence can be increased with persistent practice of speaking English. Examples of these practices in our daily lives include participating in

English conversation clubs, practicing with learning apps, or rehearsing presentations multiple times. It is also stated that teachers play a significant part in increasing students' confidence in speaking English. Another supportive statement was made by Horwitz and Cope (1986), as cited in Ismail et al. (2022), who stated that a non-judgmental environment for practicing speaking is one of the best strategies for managing speaking anxiety, especially when speaking English.

5.2 Suggestion

Based on the research conducted in this study regarding the sociocultural factors that influence students' English speaking anxiety, several suggestions related to the findings were made. Which are included:

5.2.1 For The Society

It is expected that society and educational institutions will focus on transforming English Education approaches by prioritizing speaking practice, creating supportive environments where mistakes are viewed as learning opportunities, and establishing language exchange programs. This suggestion highlights the need to address cultural stigmas surrounding the use of English and mistakes reported by participants.

5.2.2 For Other Researchers

It is expected that the other researchers will conduct more cross-cultural comparative studies on anxiety factors and investigate the relationship between

linguistic identity and speaking anxiety.

5.2.3 For Students

Students should develop personalized practice routines that can help them increase not only their English speaking ability but also their confidence in speaking English, while still meeting their comfort level in studying. Students can achieve this by creating supportive communities for judgment-free conversation practice and learning from mistakes. It is also suggested that students maintain optimism in learning English, despite the obstacles they face, just as the participants in this research did.

