

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this thesis, the writer was interested in analyzing students' confidence in speaking English towards freshmen in Faculty of Language and Arts, Soegijapranata Catholic University. The writer would like to explain some conclusion and suggestion based on the analysis of data in the previous chapter.

#### 5.1 Conclusion

Based on the table of factor analysis, this study found that there were three main aspects of confidence; Language Potential Confidence, Situational Confidence, and Communication Confidence. For anxiety, there were also 3 main aspects that affected anxiety. There were Communication Anxiety, Criticism Anxiety, and Examination Anxiety. From the correlation table, the writer found that the higher level of anxiety they had, the lower speaking score the students got. It was similar to Park and Lee findings (2005). They had found that there was a positive correlation between self-confidence and oral performance, but the negative relation between anxiety and oral performance. The negatives result showed that the higher students' level of anxiety, the lower their oral performance scores were (park & Lee, 2005).

The results from the writer's interview showed that there were three themes which could be taken. The first was internal factors that

caused speaking confidence and anxiety. They were lack of English fluency and lack of practice. The second theme was the external factors that affected students' speaking performance. They were uncondusive academic environment, lectures, and peers. The last one was strategies to increase confidence and decrease anxiety. The result was similar to Humphries, Burns and Tanaka's study (2005). According to them, the factors that influenced student's anxiety were influence of peers, teacher, complex thought and complex language, and lack of preparation time. Nevertheless, there were some different aspects from his study about how to improve students' skill in speaking. He stated that pair and group work, positive supportive environment, teacher's language, preparation time, and simplicity contribute significantly in increasing confidence (Humphries, Burns, & Tanaka, 2005)

## 5.2 Suggestion

Based on conclusion above, the writer would like to give some suggestions. First, for those who want to speak English confidently, just speak up your mind. If the environment isn't conducive enough, like the audiences don't pay attention to you, while you are speaking, you can try speak something different or something instresting, so the audience focus on what you say. Knowing well the material when you present your presentation is important, too. This way can decrease your anxiety. For the second suggestion, the lecturers probably can keep the class conducive and the lecturers can give more chance for students to speak up their mind. The

third, The writer suggests that the next researcher can look for more main aspects that influence students in speaking confidence and anxiety. Last but not least, the writer hopes that this research can be used by students, so they can improve their speaking skills and can be used for the new researcher as their reference.

