

## **CHAPTER V CONCLUSION, IMPLICATION, AND RECOMMENDATION**

This chapter presents the conclusions derived from the finding and discussions presented in the preceding chapter. It addresses the research questions that guided this investigation and discusses the implications of the findings. Furthermore, the researcher offers recommendations based on the limitation of this research. In order to provide a comprehensive knowledge of the research context, the limitations of the study are discussed prior to the discussion of the recommendations.

### **5.1 Conclusion**

This study reports foreign language speaking anxiety levels of pre-service teachers during teaching practicum, their foreign language speaking anxiety sources and their coping strategies. The findings of discussion can be described as follow:

The first research question was addressed through the utilization of two data sources: the adapted English-Speaking Anxiety (ESA) Scale and semi-structured interviews. The results obtained from the ESA Scale indicated that two participants exhibited a low level of foreign language speaking anxiety, while seven participants demonstrated a moderate level of foreign language speaking anxiety. Consequently, it can be inferred that the majority of participants experienced a moderate level of foreign language speaking anxiety. Furthermore, the insights gleaned from the semi-structured interviews further corroborated the participants' self-perceived experience of moderate level foreign language speaking anxiety during their teaching practicum.

To investigate the second research question, semi-structured interviews and open-ended questionnaires were used to collect data. These instruments indicate the numerous sources of foreign language speaking anxiety used during the teaching practicum, which were categorized into four general themes: the personal factor, the classroom factor, the student factor, and the teaching supervisor factor. Personality, lack of confidence, and self-perception were the three subthemes that comprised the personal factor. Five subthemes emerged within the classroom

factor: the fear of making mistakes, the fear of negative evaluation, the fear of public speaking, test anxiety, and a lack of preparedness. The student factor was comprised of two sub-themes: the relationship with students and student profiles. The teaching supervisor factor comprised of a single subtheme, namely the teaching supervisor's personal characteristics. Linguistic difficulties, test-anxiety, and fear of making mistakes.

Analysis of data collected from semi-structured interviews and open-ended questionnaires was used to address the third research question. The findings revealed a wide range of coping strategies employed by pre-service teachers to manage foreign language speaking anxiety during their teaching practicum. These coping strategies were categorized into four main themes: personal coping strategies, professional coping strategies, social coping strategies, and institutional coping strategies. The theme of personal coping strategies comprised two sub-themes: cognitive strategies, which involved mental techniques such as positive thinking and self-reflection, and emotional strategies, which involved managing and expressing emotions related to speaking anxiety. The theme of professional coping strategies encompassed strategies related to adapting with the students and self-management skills. The social coping strategies theme included one sub-theme: discussion with friend. Lastly, the institutional coping strategies theme focused on discussion with the teaching supervisors. Self-management skills was the most used coping strategies.

## **5.2 Implication**

This section of the study examines the theoretical and pedagogical implications of the findings, as well as provides insights for educational and language policymakers. Theoretical implications are discussed first, followed by the pedagogical implications and the implications for educational and language policymakers.

### **5.2.1 Theoretical Implication**

This research study contributes to the theoretical understanding of foreign language speaking anxiety by focusing on the teachers' point of view, particularly pre-service teacher. While previous research on foreign language speaking anxiety in Indonesia has primarily examined the experiences of students, limited attention has been given to the perspective of teachers. Therefore, this study aims to bridge this gap in the literature and provide valuable insights into the experiences of teachers regarding foreign language speaking anxiety. By exploring this underrepresented perspective, the study enhances the understanding of the phenomenon and expands the existing knowledge base in the field.

In terms of the research methodology employed, this study utilized a combination of instruments including close-ended questionnaires, open-ended questionnaires, and semi-structured interviews. Previous studies examining foreign language anxiety, particularly foreign language speaking anxiety in Indonesia, have predominantly relied on interviews and close-ended questionnaires as data collection tools. Consequently, the use of open-ended questionnaires has been largely unnoticed in the field of foreign language anxiety research in Indonesia. However, this study contributes to the literature by demonstrating that open-ended questionnaires can serve as a valuable instrument to complement other data collection methods. Consequently, employing open-ended questionnaires can lead to a more comprehensive and profound understanding of anxiety in this context.

### **5.2.2 Pedagogical Implication**

This study's main findings have important implications for the teaching supervisor of pre-service teachers. The purpose of pedagogical implications is to provide guidance on how to adopt and implement the recommendations so as to alleviate the foreign language speaking anxiety of pre-service teachers and improve their performance during teaching practicum.

The primary message of this research highlights the presence of foreign language speaking anxiety among pre-service teachers during teaching practicum and its detrimental impact on their speaking performance. It is crucial for teaching

supervisors to acknowledge the existence of this anxiety and its potential influence on teaching effectiveness. Rather than attributing students' unresponsiveness or reluctance solely to their abilities, it is essential to consider the possibility that some pre-service teachers may be experiencing foreign language speaking anxiety. Instead of disregarding or expecting them to handle it independently, addressing this anxiety becomes imperative. Teaching supervisors should provide appropriate support and guidance to help pre-service teachers manage and overcome their foreign language speaking anxiety, ultimately enhancing their teaching performance.

In order to address foreign language speaking anxiety, it is crucial for teaching supervisor to prioritize the development of self-confidence in the pre-service teachers. This can be reached through the provision of positive feedback and emphasizing their strengths, which will contribute to the enhancement of their confidence. It is essential for teaching supervisors to carefully choose their words when providing feedback to pre-service teachers in order to promote positive experience and prevent anxiety from increasing. Additionally, when students encounter difficulties or struggle during the teaching practicum, teaching supervisor should adopt an empathetic approach to convey support and reassurance, helping the pre-service teachers understand that they are not alone in this process. Furthermore, since the fear of making mistakes contributes to foreign language speaking anxiety, teaching supervisors can reassure pre-service teachers that making mistakes is a natural part of the learning process and should be embraced as a human characteristic. As a result, the pre-service teachers do not look to the teaching supervisor as a “threat” for them.

In addition, it is recommended that the teaching supervisor establish effective communication with pre-service teachers to address their foreign language speaking anxiety during the teaching practicum. Regular meetings can be held to discuss this topic, either on a one-on-one basis or in a group setting with all EFL pre-service teachers under the supervisor's guidance. One-on-one meetings provide an opportunity for pre-service teachers to openly express their deep feelings regarding

their foreign language speaking anxiety in a relaxed and confidential environment. On the other hand, open discussions in a group setting can help pre-service teachers realize that they are not alone in experiencing foreign language speaking anxiety, as their peers also face similar challenges. Consequently, they perceive foreign language speaking anxiety as a common issue rather than an individual struggle. By applying these approaches, the teaching supervisor creates themselves as a supportive facilitator.

It is essential for teaching supervisors to put the caution when correcting the mistakes of pre-service teachers during the teaching practicum. Publicly correcting these mistakes in front of all students can have detrimental effects on the social image of the pre-service teacher, potentially leading students to perceive them as incompetent. Instead, the process of error correction should be conducted outside the classroom, during dedicated sharing and discussion sessions between the teaching supervisor and the pre-service teacher. The social image of the pre-service teacher plays a crucial role as it directly impacts students' perceptions of their competence. Maintaining a positive social image as a competent teacher fosters greater respect from students towards the pre-service teacher.

Establishing a positive and supportive relationship with students is crucial for pre-service teachers, as revealed by the findings of this research. It is noteworthy that the relationship between pre-service teachers and students emerged as one of the sources of foreign language anxiety. Building a deeper understanding of the students and fostering close relationships can effectively reduce the pre-service teachers' foreign language speaking anxiety. In addition, pre-service teachers should strive to create a positive and supportive classroom environment, acting as facilitators who provide support to students, as previously recommended to teaching supervisors. By doing these approaches, pre-service teachers can contribute to a more favourable learning atmosphere, thereby minimizing foreign language speaking anxiety and enhancing the overall teaching and learning experience.

Lastly, it should be noted that the aforementioned implications are not exhaustive, and teaching supervisors might follow their own approaches based on their individual understanding and the specific teaching context they are working within.

### **5.2.3 Implication for Policy-Makers**

Creating a comprehensive mechanism and systems for teacher training is strongly recommended in order to equip EFL teachers, including both pre-service teachers and teaching supervisors, with the necessary skills to effectively address affective factors, particularly anxiety, which can have a significant impact on foreign language learning and speaking. In addition, it is crucial to organize seminars and conferences on teaching languages in order to educate teachers on the nature of speaking and language anxiety, its consequences, and the most effective strategies for mitigating and reducing these anxieties. These initiatives will empower EFL teacher to create supportive learning environments and implement evidence-based strategies to reduce speaking and language anxiety among their students.

An additional implication for policy makers is to establish a proficiency test requirement for pre-service teachers before they undertake their teaching practicum. This measure aims to enhance the preparedness and competence of pre-service teachers in teaching English and engaging with students. The rationale for this recommendation stems from the findings of this research, which indicate that one of the sources of foreign language speaking anxiety among pre-service teachers is the presence of students who possess higher language proficiency. The recommendation from Renandya et al. (2018) that a B2 proficiency level is reasonable for student teachers. If it is challenging to implement, it is suggested that universities consider placing pre-service teachers in educational levels that align with their competence or proficiency level, rather than assigning them randomly. By having access to pre-service teachers' proficiency data, university administrators can ensure that students are appropriately placed, thereby reducing insecurities and mitigating foreign language speaking anxiety.

Ideally, universities should consider extending the duration of microteaching or emphasizing its significance in the teacher education program. Microteaching serves as a crucial platform for pre-service teachers to develop their foundational teaching skills. It provides them with an opportunity to simulate real teaching scenarios and gain practical experience before undertaking their teaching practicum. By dedicating more time and resources to microteaching, universities can better equip pre-service teachers with the necessary pedagogical knowledge and classroom management techniques, ultimately enhancing their preparedness and confidence as they transition into actual teaching roles.

### **5.3 Recommendation**

The present research, although providing valuable insights into foreign language speaking anxiety among pre-service teachers, is not without limitations. Therefore, it is recommended that future studies address these limitations in order to enhance the quality and comprehensiveness of research in this area. Firstly, the current study employed a small-scale design to measure foreign language speaking anxiety. Future research should aim to include a larger sample size to confirm the findings. Additionally, most of the research used quantitative to measure the level of foreign language speaking anxiety. Furthermore, it is suggested that future research employ a mixed-methods design to gather a more complete understanding of this phenomenon. Furthermore, the attachment of observation as a research instrument should be considered in future studies, as it can provide valuable insights into the behavioural appearances of foreign language anxiety. However, researchers should thoroughly familiarize themselves with the symptoms and manifestations of foreign language anxiety to ensure accurate and reliable observations. By addressing these limitations and implementing the recommended improvements, future research can contribute to a more valid and reliable understanding of foreign language speaking anxiety among pre-service teachers.

Furthermore, considering the multidimensional nature of foreign language anxiety, conducting a longitudinal study would be valuable in obtaining a deeper

and more comprehensive understanding of this phenomenon among pre-service teachers. In such a study, the use of observation as a research instrument can provide a holistic perspective on anxiety and capture valuable data regarding its impact on speaking performance. Building on the findings of this research, it is also recommended to investigate the influence of specific personality traits on foreign language anxiety, such as shyness, perfectionism, and introversion, among pre-service teachers. By incorporating these variables into the longitudinal study, more nuanced and detailed insights can be gained, contributing to a richer understanding of the relationship between personality and foreign language anxiety.

As this study only investigated the sources of foreign language speaking anxiety among pre-service teachers based on their perspectives. However, to further enhance the understanding of this phenomenon, future research should explore the same objective from the perspectives of teaching supervisors. It is based on some research of foreign language speaking anxiety on the students that also added teacher's perspective. This would provide valuable insights into foreign language speaking anxiety, considering that the anxiety experienced by students may also be influenced by the perspectives and actions of their teachers. Additionally, it would be beneficial for future researchers to examine foreign language speaking anxiety among in-service or experienced teachers.

Finally, in addition to the qualitative data collection tools employed in this study, namely interviews and open-ended questionnaires, future research could consider utilizing alternative qualitative methods to delve deeper into the latent aspects of foreign language speaking anxiety. For instance, employing student diaries or journals can provide beneficial perceptions into the subjective experiences and reflections of individuals over time. Furthermore, incorporating focus group discussion can facilitate group discussions and capture diverse perspectives on foreign language speaking anxiety.