

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter concludes the study and offers suggestions. It includes data analysis and a summary of the discussion results. Additionally, it provides recommendations for future research and proposes future work in this field.

5.1 Conclusions

This study aimed to explore the potential of Zoom Meeting, a language platform, in reducing EFL students' speaking anxiety. To obtain qualitative data, classroom observation, document analysis, and semi-structured interviews were used to investigate the role of Zoom Meeting in mitigating EFL students' speaking anxiety as a language learning platform. As discussed in Chapter IV, despite being well-prepared for oral presentations, students often lack self-confidence due to negative thoughts, a lack of belief in their abilities, persistent pessimism, and anxiety-inducing settings. These factors align with previous studies indicating that high levels of foreign language anxiety can significantly impact performance (Horwitz, 2016; MacIntyre, 2017).

The findings of the present study indicate that Zoom Meeting plays a crucial role in addressing these issues by helping students feel more confident and less nervous during their presentations. The platform's features, such as spotlight feature, annotation, hidden notes, and others, create a more comfortable environment, allowing students to manage their anxiety better. This particular study finds that Zoom Meeting can effectively mitigate students' speaking anxiety, supporting its use as a valuable tool in EFL classrooms (Hrastinski, 2019; Zuo & Wang, 2019). This is supported by previous studies, such as Aliyu, Korau, and Basiru (2019), who found that class interactions and oral presentations can reduce undergraduates' speaking anxiety.

Zoom Meeting also significantly contributes to increasing students' speaking confidence and English proficiency, particularly in EFL settings.

According to students' attitudes gathered during interviews, several factors have been identified as contributing to this boost in confidence. Firstly, the controlled environment provided by Zoom, where students can participate from the comfort of familiar settings, reduces external pressures that might otherwise heighten anxiety (Risma, 2021). Secondly, the level of preparedness that Zoom allows, including the ability to rehearse and organize materials in advance, further enhances their readiness for presentations (Skehan, 2018). Some of Zoom Meeting features facilitate a smoother delivery and provide students with a sense of security, knowing that they can manage their environment more effectively. This is in line with a study by Brilliant and Fauzi (2020) who demonstrated that video blogs can enhance students' fluency, pronunciation, content, and vocabulary, which can also be applied to Zoom Meeting.

An interesting strategy mentioned by students is the use of hidden notes during presentations. This technique, where students prepare notes that are invisible to the audience, helps them maintain their flow and reduce the fear of forgetting key points. Tsang (2019) highlights this as a useful approach to improving fluency and confidence in speaking tasks. Together, these elements show how Zoom Meeting can play a vital role in lowering speaking anxiety by providing a supportive and controlled environment. This not only boosts students' confidence but also aids in the overall enhancement of their English proficiency, as supported by research from Wang & Zhan (2020).

In conclusion, this study highlights the significant role that Zoom Meeting plays in mitigating speaking anxiety among EFL students. By providing a controlled and supportive environment, Zoom enables students to engage in language learning with greater confidence. This platform not only helps students manage their anxiety but also enhances their overall English proficiency. The findings suggest that integrating platforms like Zoom into EFL classrooms can be an effective strategy for addressing the challenges of speaking anxiety, ultimately leading to more successful language learning outcomes.

5.2 Implications

Numbers of contributions and implications may be taken from the findings of the current study. The implications of this research are substantial for both the theoretical and practical dimensions of English language teaching and learning, particularly in addressing speaking anxiety among EFL students. Theoretically, the study is expected to enrich the academic field by shedding light on the challenges EFL students face with speaking anxiety and informing future research on effective strategies for its reduction. This contribution will enhance the body of knowledge in language education. Practically, the findings offer valuable resources for EFL students by providing strategies to manage and reduce speaking anxiety, particularly through the use of Zoom Meeting. For educators, the results may present useful insights on integrating technology, such as Zoom Meeting, into teaching methods to alleviate speaking anxiety and improve classroom practices. Additionally, the research provides further data and insights for future studies in English language teaching and learning, especially for those investigating the intersection of technology and student anxiety.

5.3 Limitations and Recommendations

This particular study has several limitations that should be acknowledged, and these limitations also suggest areas for future research. First, the study involved a small group of EFL students enrolled in an English program class offered by the Language Center at their campus. This small sample size is not necessarily representative of the broader population of EFL students at that campus or in Indonesia as a whole. Additionally, the students in this study were relatively less proficient in both pedagogical and language skills, as only a few of them were English majors, while the others were non-English majors who were not focused on English language learning in their respective departments. Therefore, the findings should not be generalized to students who may not meet a specific proficiency level or whose pedagogical competence is underdeveloped. Future research using a similar design but with a larger sample size or a higher level of proficiency would be valuable.

Secondly, the study was limited to only two meetings of the program, which did not cover the entire process of preparing the presentation. Therefore, future research should aim to provide a comprehensive investigation of the entire

Raden Viranty Kamilatul Fasa, 2024

THE ROLE OF ZOOM MEETING PRESENTATION IN MITIGATING SPEAKING ANXIETY IN EFL STUDENTS: A STUDY OF LANGUAGE LEARNING PLATFORM

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

process of students' presentations, starting from preparation, practice, recording, performing, and post-performance activities, to gain a deeper understanding of their anxiety levels. Additionally, the analysis of students' presentation performances in this study was exclusive to Zoom Meeting. However, future researchers interested in the relationship between technology and speaking anxiety should consider including other technology platforms that are commonly used by students today.

As mentioned in the methodology chapter, the role of the researcher in this study, who was solely the researcher and not a teacher, has both advantages and disadvantages. During the observation process, it was sometimes confusing and led to some challenges. For instance, the lack of detailed information and understanding of each student's personality might have affected the accuracy of the observations. During the interviews, students' responses may not have been entirely open and honest due to the fact that the interviewer was not someone known to them. Therefore, further research is needed to explore this issue in different classroom contexts and even a longer period of time in order to investigate more.

Finally, this study recommends that further efforts be made to investigate teachers' perspectives on this issue. It is important to encourage teachers to reflect on their teaching methods, particularly in selecting the appropriate platforms and settings that do not increase students' anxiety. Teachers should seek ways to reduce students' speaking anxiety, implement these strategies in their classrooms, and reflect on the effectiveness of these implementations. Oral presentations are closely tied to students' self-confidence. High self-confidence can make presentations easier, while low self-confidence can negatively impact performance. Therefore, teachers play a crucial role in building students' self-confidence. Teachers' actions and insights can provide valuable contributions to understanding the role of Zoom Meeting in the classroom, especially in EFL English presentation classes, to help reduce students' speaking anxiety.

5.4 Concluding Remarks

This chapter has discussed the conclusions, the implications and limitations as well as the recommendations for future research. It reports on the overall results of the study and how it contributes to not only the existing studies but also the future studies that are concerned with this platform, Zoom Meeting. It also covered the research limitations, which have been sorted out from the whole process of the study. Several recommendations for researchers and stakeholders were fully and respectfully given for future research and proposed future work in this field.