

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This study aimed to explore students' speaking anxiety in an EMI classroom along with their preferred coping strategies, putting more emphasis on their anxiety level, source of anxiety, and coping strategies employed. With a closed-ended and an open-ended questionnaire, the students reflected the relatively disruptive effect of anxiety during learning activities in the EMI classroom. It revealed that speaking anxiety was a common struggle for the students, though it was differently perceived by all the students.

Based on the findings, it was revealed that students' anxiety levels varied from low to high. Some were greatly affected by the debilitating effects of anxiety, and others described anxiety as manageable. The results indicate that most of the students were placed at a moderate level of anxiety (69.2%), while a smaller group was at the high (15.4%), and low (15.4%). The results revealed that while anxiety is a relatively common experience for the students, most of the students still manage to participate in class despite their struggles with anxiety. Low-level anxiety students reported only mild anxiety reactions, which decreased over time. The moderate shows the most fluctuating pattern, showing both improvement and regression, which contextually depends on the task type or class environment. The study also revealed that anxiety is mainly generated by these major factors, namely communication apprehension, linguistic self-efficacy and preparedness, fear of negative evaluation, and social peer-pressure.

In terms of coping strategies, students explained that employing positive thinking and seeking peer support were the most effective coping mechanisms. A large group of students emphasized that reviewing the material and rehearsing were particularly helpful in learning activities. Relaxation techniques (calming themselves

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before speaking) and positive thinking (perceiving tasks as opportunities rather than threats) also assisted them in managing their anxiety. Peer support also provides students with comfort in sharing their burdens and helps them build more confidence. Resignation is the least preferred coping mechanism, indicating that students preferred to face the challenges rather than avoid them.

Based on these, EMI students do not experience anxiety in the same way. Instead, the anxiety is fluctuating depending on the task demands, language preparedness, and social context.

5.2 Recommendations & Limitation

The findings from this study offer several implications for practice and future research. For teachers, since anxiety is a common experience among students, teachers should be aware that anxiety is mainly contributing to the performance provided by the students, leading to many things, including avoidance in speaking activities. Due to the fluctuating nature of anxiety, the teachers should also be aware of creating demands that increase students' anxiety levels. Furthermore, the results underline the importance of creating a supportive classroom environment where the students are less fearful of making mistakes and receiving negative evaluations. This implies that teachers should reflect on their feedback to students and find more appropriate feedback that can reduce students' anxiety levels.

Other than that, the findings from this study could be used as comparative items. This study was limited to a small group of EMI students in Bandung, so the findings cannot be used as a generalization that represents all students. Future research should include participants from a larger number of universities or regions. This research primarily employed questionnaires and open-ended questions. Despite these giving relatively important information, the findings are still based on what students say about themselves. Future research should consider employing other methods, such as interviews, classroom observations, or recordings of students' speaking activities. Furthermore, this study only focused on students' experience at one point. Since

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anxiety can change with different times and situations, future research could follow the students for a longer time. This would provide a clearer picture of how speaking anxiety developed, whether it decreases with practice or increases when the academic demands become more challenging. Lastly, this study only focused on speaking anxiety. Future studies could explore how speaking anxiety connects with other types of skill-related anxiety, such as listening, reading, or writing. This would provide a more complete understanding of how anxiety can affect students' learning activities in an EMI classroom.