

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the concluding summary of the research, which consists of conclusions and suggestions. The first section includes the conclusions gathered from the findings and data analysis of the research. Then, the suggestions section is provided to give some inputs and recommendations for the readers in conducting similar studies related to this field of study in the future.

5.1 Conclusions

This study aimed to explore students' speaking anxiety in a blended learning setting combining both face-to-face and online classes, focusing on their level of anxiety, the sources of that anxiety, and the coping strategies they used. Through performance observations, questionnaires, and semi-structured interviews, and together they give a clearer picture of what students go through when they are asked to speak in both face-to-face and online classes. It became clear that speaking anxiety was a common experience among the participants, though it manifested differently for each individual and in different learning modes. The blended format, while offering flexibility and varied learning experiences, also presented distinct challenges that influenced students' comfort levels, performance, and willingness to engage.

The findings revealed that students' anxiety levels varied from low to high. Some students experienced strong feelings of nervousness that clearly affected their performance, while others felt more comfortable and relaxed when speaking, whether in face-to-face or online settings.

In the face-to-face setting, some learners demonstrated visible signs of nervousness—such as avoiding eye contact, speaking softly, hesitating, or frequently pausing. Others appeared more confident, maintaining steady pronunciation, good posture, and active engagement with the audience. In online classes, anxiety sometimes took different forms, including turning off the camera, shortening responses, or relying heavily on reading from a text. Connection issues added another layer of difficulty for some students, yet there were also cases

where learners remained composed, adapted quickly, and delivered their ideas clearly despite technical obstacles.

The findings highlight that students' speaking anxiety was closely tied to their perceptions of the task, their self-confidence, and their previous experiences with speaking English. For some, anxiety was rooted in a fear of making mistakes or being judged by peers and teachers, while others felt it came from a lack of preparation or insufficient vocabulary.

Many students worried that their grammar, pronunciation, or vocabulary might be wrong, and this made them feel self-conscious. Ultimately, the study reveals that blended learning environments require careful attention to both pedagogical design and emotional climate. While they can provide opportunities for students to showcase their abilities in different contexts, they can also intensify certain challenges, particularly for learners who are already prone to anxiety.

5.2 Implications of the Study

The findings of this study provide several practical implications for EFL teaching, particularly in blended learning contexts where students alternate between face-to-face and online environments. By examining students' anxiety levels, coping strategies, and actual speaking performances, the study highlights the importance of addressing both the psychological and pedagogical aspects of language learning.

First, the results demonstrate that speaking anxiety manifests differently in face-to-face and online settings. Some learners displayed visible signs of discomfort, including low voice, avoidance of eye contact, stuttering, and occasional code-switching into their native language when under pressure. In online situations, this was sometimes compounded by behaviors such as turning off the camera and shortening responses. This suggests that teachers should not assume the online format automatically reduces anxiety; in fact, for certain students, it may exacerbate avoidance behaviors. Teachers may need to actively encourage participation, provide supportive feedback, and design activities that reduce the fear of judgment in both formats.

Second, the data show that more confident learners benefited from preparation, steady pronunciation, and willingness to volunteer, performing well even in situations where their peers struggled. This finding implies that integrating preparation-focused tasks—such as advance topic notice, scaffolded practice, and low-stakes warm-up activities—can help boost confidence for more anxious students and enable them to maintain stability in their speaking performance.

Third, the study underscores the role of learner beliefs and motivation. Some students showed signs of disengagement in blended learning, possibly due to low motivation, negative attitudes toward English, or the perception that the subject was less important. Teachers should address these motivational barriers by explicitly connecting English learning to real-life applications, career opportunities, and personal interests. Additionally, varied and interactive tasks can help sustain interest in both online and in-person settings.

Fourth, peer dynamics significantly influenced speaking performance. Some students maintained their composure despite their partners struggling, while others appeared distracted or less confident in such situations. This points to the value of peer training in supportive communication and collaborative speaking activities. Assigning roles, giving feedback guidelines, and fostering positive peer evaluation can help create a more encouraging speaking environment.

Lastly, the presence of different coping strategies; preparation, positive thinking, peer support, and in some cases resignation, indicates that teachers should explicitly teach and model effective anxiety-reduction techniques. This may include providing relaxation strategies before performances, normalizing mistakes as part of learning, and offering constructive rather than purely corrective feedback.

Overall, the findings suggest that teachers in blended EFL contexts must be sensitive to varying anxiety levels, provide structured preparation, actively foster motivation, and create an emotionally safe learning environment. These measures can improve participation, reduce speaking anxiety, and help all students develop their speaking skills in both face-to-face and online learning modes.

5.3 Limitations of The Study

Throughout the process of this study, the researcher encountered several obstacles and recognized certain limitations. This research was conducted with participants from one secondary school in Bandung, which means the findings may not represent all EFL learners in different regions or school settings. The data relied heavily on questionnaires, interviews, and classroom observations, all of which depend on the students' honesty and the researcher's interpretation, which could introduce bias.

In addition, the study was carried out within a limited period, so the results might have been different if it had been conducted over a longer duration or during another academic term. The focus on the blended learning context also means the findings may not be applicable to fully online or fully face-to-face learning environments. Furthermore, the speaking performances observed were primarily prepared beforehand, so the results may not fully capture the nature of speaking anxiety in other contexts, such as impromptu speech or group discussions.

5.4 Recommendations

The findings and the analysis of the data in this study are expected to be valuable and meaningful for English teachers and future researchers. To that purpose, this study provides suggestions that may be beneficial for future studies in similar fields.

For teachers, it is important to be aware that students experience different levels of speaking anxiety during blended learning. Some may feel relaxed and confident, while others may become nervous, especially when speaking without preparation. Teachers can help by creating a supportive and comfortable classroom atmosphere, whether online or face-to-face. Providing clear instructions, giving students enough time to prepare, and encouraging voluntary participation can help reduce anxiety. Showing empathy and understanding toward students' feelings can also make them more willing to take part in speaking activities.

For future researchers, this study can serve as a reference for exploring speaking anxiety and coping strategies in different contexts or with different groups of students. Future studies could focus on comparing anxiety levels in various learning models, such as fully online, fully face-to-face, or other blended formats. Researchers may also investigate other factors that influence speaking anxiety, such as personality traits, peer relationships, or the role of technology in learning. This could help provide a deeper understanding and lead to more effective strategies for supporting students in overcoming their anxiety