

CHAPTER V CONCLUSION AND SUGGESTION

5.1. Conclusion

In conclusion, this study found that self-confidence and speaking anxiety significantly influence speaking performance among EFL students in the English Department. Higher self-confidence leads to better speaking performance, while high speaking anxiety negatively impacts students' ability to communicate effectively. The research shows that self-confidence helps reduce anxiety, improving speaking fluency and overall performance. To enhance speaking skills, it is recommended that educators focus on boosting self-confidence and addressing anxiety through supportive teaching strategies and positive classroom environments. Balancing these factors is key to optimizing speaking performance in EFL settings.

It is said that when the level of anxiety is high, speaking performance will decrease. Meanwhile, when self-confidence increases, speaking performance scores will also show good results.

5.2. Suggestion

The researchers recommend that future research investigate this issue along with other variables used in teaching English as a foreign language that are known to have much to explore in relation to learning anxiety or self-confidence. Additional research may be needed to investigate this topic using a larger sample size.

For teachers. Researchers hope that teachers will ensure more self-confidence in students to improve their speaking skills while learning. Teachers can also adjust and improve their learning strategies, so that students do not feel anxious.