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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of this study, it can be concluded that extroverted students in the English Study Program at Islamic University of Indragiri generally show a low level of speaking anxiety. Most students feel comfortable communicating and are confident in their ability to stay calm while speaking English, reflecting their psychological resilience toward social evaluation. However, their experiences are not the same in every speaking situation, although they show confidence in general interactions, they still experience anxiety related to formal assessments and speaking tests, as they are aware of the academic importance and formal evaluation by the instructor.

Regarding introverted students, the results show a high level of speaking anxiety. Students in this group experience significant psychological barriers, such as excessive nervousness and feelings of inferiority, when they have to speak in front of the class. They are very afraid of making mistakes and being laughed at by their classmates, which shows that the fear of judgment and the pressure of verbal communication are real obstacles for them in developing effective English speaking skills.

Overall, students' anxiety about speaking in English lessons varies, as it is influenced by factors such as personality traits, psychological resilience, and specific learning environments. By highlighting these



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distinct experiences, low anxiety among extroverts and high anxiety among introverts, this study deepens our theoretical understanding of how personality shapes language learning. Beyond its theoretical insights, these findings offer useful steps for educators to develop flexible teaching approaches and build a supportive classroom atmosphere that accommodates the emotional needs of both introverted and extroverted learners.

B. Suggestion

After concluding this research, the researcher would like to convey some suggestions that may be useful for students, lecturers and future researchers:

1. For students

It is important for students to deepen their understanding of their own personality types in the context of English language learning. Students should realize that speaking anxiety is a normal experience and needs to be managed with appropriate strategies, such as building self-confidence independently and focusing more on the communication process rather than on the fear of negative evaluation from others.

2. For lecturers

It is recommended that lecturers create a supportive and inclusive learning environment that can reduce students' psychological pressure when speaking in class. Lecturers can emphasize the importance of the learning process and provide constructive feedback,

as well as ensure sufficient preparation time before students are asked to perform, in order to help reduce their anxiety, especially in formal evaluation situations or oral examinations.

3. For future researchers

It is recommended to consider other research methods besides quantitative descriptive approaches, such as a comparative study to compare the levels of speaking anxiety across various variables, such as gender, academic levels, or teaching environments, to identify significant differences. In addition, experiments can be conducted to measure the effectiveness of specific intervention strategies in reducing students' speaking anxiety levels. With more diverse methods, researchers can gain a deeper understanding of this topic.



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