

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

A. Conclusions

Based on the results of the data analysis and the discussion conducted in the previous chapter regarding the relationship between Speaking Anxiety and Self Perception of oral communication competence among 67 respondents, several main conclusions can be drawn as follows:

1. Relationship between variables Overall

This study successfully demonstrated that, in a sample of fourth-semester English Education (Tadris Bahasa Inggris) students at UINFAS Bengkulu, speaking anxiety and self-perception of oral communication competence are not two psychological constructs that weaken each other, but rather two aspects that run together linearly. The Pearson Product-Moment correlation test showed a very strong and statistically significant positive relationship between the two variables, with a correlation coefficient of $r = 0.965$ ($p < 0.01$). This positive direction indicates a consistent one-way pattern: the higher the level of speaking anxiety experienced by students, the higher their self-perception, and vice versa. These findings confirm that high speaking anxiety is a direct reflection of students' high standards and evaluative perception of their own academic capacity. Thus, it can be concluded that the two variables are significantly positively correlated, meaning that speaking anxiety and self-perception are not opposing phenomena but two sides of the same academic self-awareness.

2. Data Integrity Quality (Prerequisite Conditions)

Based on the results of the Case Processing Summary test, all data collected from the 67 respondents were declared 100% valid and complete (listwise complete) with no missing data on either variable. This indicates that the questionnaire instruments were fully completed, so the data

cleanliness quality is considered highly ideal and suitable for proceeding to parametric statistical analysis.

3. Descriptive Characteristics and Data Normality

Descriptively, the respondents had a mean Speaking Anxiety score of 87,15, which is slightly higher than their mean Self Perception score of 82,76. Based on the visual Normal Q-Q Plot test, both variables were found to be normally distributed, as the data spread fell within acceptable tolerance limits and closely followed the ideal diagonal line. Meanwhile, the linearity test using the ANOVA table produced a Linearity significance value of 0,000 ($p < 0,05$) and a Deviation from Linearity value of 0,453 ($p > 0,05$). Thus, the relationship between the two variables is statistically valid and takes a linear form, so the parametric assumptions are satisfied.

B. Research Implications

The findings of this study carry important theoretical and practical implications in the field of language learning, including:

1. Theoretical Implications

These findings offer a new perspective that enriches the psycholinguistic literature. Speaking anxiety is not always a debilitating inhibitor that lowers students' self-concept. Instead, anxiety can coexist with a high self-perception as a form of hyper-awareness or students' critical awareness of their own academic standards. This anxiety functions as facilitating anxiety a cognitive alarm that arises because students care deeply about the quality of their language performance.

2. Practical Implications

Instructors need not view students' anxiety as an absolute weakness that must be completely eliminated. The presence of anxiety that runs parallel to a positive self-perception suggests that students have strong internal motivation. The educator's role is to manage and direct that anxiety into productive energy through more thorough performance preparation.

C. Recommendations

Based on the conclusions and implications above, several recommended suggestions are as follows:

1. For Instructors / Teachers

Instructors/Teachers are expected to create a supportive yet challenging classroom atmosphere (challenging but safe environment). Considering that these anxious students actually have a high self-perception, tutors can provide constructive, progress-focused feedback rather than concentrating only on linguistic errors, in order to maintain their confidence without making them feel judged.

2. For Students

Students are advised not to feel discouraged when they experience anxiety about speaking in English. That anxiety should be validated as evidence that they hold high self-evaluation standards and care about their performance quality. Students can redirect that anxiety into individual practice or small-group collaboration before delivering the main presentation.

3. For Future Researchers

Given the very strong correlation found in this study ($r = 0.965$), future researchers are advised to conduct qualitative or mixed-methods studies using in-depth interviews. This is important to further explore which specific psychological factors mediate the unique linear relationship between high levels of anxiety and high self-perception in the student population.

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