

CHAPTER V

CLOSING

A. Conclusion

This study investigated into the experiences of EFL learners enrolled in the IDC program at BBC-ETS Serang, focusing on their physiological and emotional states during English speaking activities. The findings revealed a diverse range of physical and emotional reactions and perspectives among the learners as they engaged in English speaking tasks in the classroom.

Physiologically, many learners reported experiencing palpitations, which is a rapid or irregular heartbeat, as well as tension and cold sweat. These physical symptoms often accompanied the learners' emotional states of nervousness and fear. For instance, some learners mentioned that their heart raced or they felt their muscles tense up when speaking English in front of the class. These physiological responses seemed to influence their confidence levels and perceptions of their English-speaking abilities. Emotionally, the predominant feelings expressed by the learners were nervousness and fear. Many learners admitted to feeling insecure about their English-speaking skills and believed they needed more practice to improve. This emotional state of insecurity and self-doubt was closely tied to their physiological reactions, creating a cycle that further impacted their performance and confidence.

Interestingly, not all learners perceived their physiological and emotional reactions as negative or burdensome. Some learners managed to remain relatively calm and confident during English speaking activities. These learners did not experience the same level of physiological arousal or emotional distress as their peers, suggesting that they might have developed effective coping mechanisms or had higher levels of self-efficacy in English

speaking situations. In summary, the findings of this study underscore the complexity of EFL learners' experiences during English speaking activities. It highlights the importance of considering both physiological and emotional aspects in the teaching and learning of English-speaking skills. Teachers and educators should be aware of these internal states and strive to create a supportive and positive learning environment that caters to the diverse needs of learners.

B. Suggestion

This study has provided valuable insights into the experiences of EFL learners in the IDC program at BBC-ETS Serang. The study focused on understanding their physiological and emotional states during English speaking activities, revealing a diverse range of physical and emotional reactions and perspectives among the learners.

1. Suggestions for Students and Teacher

Students can benefit from enhancing their self-awareness regarding their physiological and emotional reactions while speaking English. Recognizing these reactions is essential for managing them effectively. Regular practice is also crucial; students should engage in speaking activities both inside and outside the classroom to build confidence and reduce anxiety. Additionally, seeking support from teachers, peers, or counselors can be beneficial. Sharing feelings and concerns can help students manage anxiety and build confidence in their English-speaking skills.

Creating a supportive and non-judgmental classroom environment is crucial for helping students feel comfortable practicing their English-speaking skills. Teachers can also incorporate relaxation techniques such as deep breathing exercises or mindfulness practices to help students manage their

physiological and emotional reactions. Furthermore, providing constructive feedback that focuses on strengths and areas for improvement can encourage students to view mistakes as opportunities for learning and growth.

2. Suggestions for Further Research

Future research could focus on investigating the effectiveness of different coping strategies in managing physiological and emotional reactions during English speaking activities. Exploring the role of self-efficacy beliefs in English speaking performance and their influence on students' physiological and emotional states could also provide valuable insights. Longitudinal studies could be conducted to examine changes in students' physiological and emotional responses over time as they gain more experience and confidence in speaking English. Additionally, developing and evaluating interventions aimed at helping learners manage anxiety and improve their English-speaking skills could be a promising area for future research.