

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study set out to analyze the psychological barriers experienced by students in English speaking performance. Through a qualitative exploration employing observations, interviews, and reflective journals, the research has illuminated that students' struggles with oral communication extend far beyond linguistic limitations. The barriers are predominantly rooted in complex affective and socio-psychological domains.

The primary conclusion is that psychological barriers constitute a significant, and often primary, impediment to effective English speaking performance. This study identified five main categories of psychological barriers experienced by students such as anxiety, shyness, fear of making mistakes, fear of judgement, and lack of motivation. These five barriers do not stand alone but interact and reinforce each other, creating challenging complexities in speaking learning.

Students' perceptions play a far more critical role than objective English language ability in forming and maintaining their psychological barriers. These perceptions not only reflect the reality of their difficulties, but actively construct them into obstacles that appear surmountable with good strategy. Students do not view these barriers as permanent personal defects, but rather as obstacles that can be overcome with careful preparation.

Furthermore, the analysis revealed a notable gender-based nuance in how these barriers are experienced and expressed. Male students, influenced by socialized expectations of competence and the pressure to maintain a confident public persona, exhibited a particularly acute fear of making mistakes. For them, errors were not merely linguistic but were perceived as threats to their social standing and masculine identity. Female students, experience fear of losing self-esteem in public which results in them feeling shyness in speaking. Some female students feel like they're the center of attention when it's their turn to speak in English. This awareness triggers anxiety and makes them focus more on the listener's reaction than on the message they want to convey.

B. Suggestion

Based on the findings and conclusions of this study, the following are a number of suggestions aimed at various stakeholders in English language education such as teacher, students, and future researcher. First, suggestion for teacher, explicitly frame mistakes as a natural and essential part of language learning. Prioritize feedback on communication success before gently addressing form. Celebrate effort and improvement, not just flawless performance.

For students, view speaking English not as a "performance to be judged" but as a "tool for communication." Believe that the speaking ability will improve with consistent practice. View each challenge as a step in learning journey, not as a measure of the fixed ability. Also, students can form a small, trusted study group where they can practice speaking without fear of ridicule. Alternatively, practice speaking aloud alone.

To deepen the understanding of this complex issue, future studies could explore the intersection of psychological barriers with other student identities, such as socioeconomic background, prior educational experience, or introversion/extroversion personality types. However, study the impact of incorporating authentic, non-academic speaking tasks (e.g., podcasts, vlogs, community interviews) on student motivation and psychological safety compared to traditional academic oral tasks.