

CHAPTER V

CLOSURE

This chapter presents the conclusions of the study and suggestions for the people involved in this research and other researchers for further studies that may be conducted in similar areas. First of all, the researcher would provide the conclusions derived from the discussion that has been outlined in the previous chapter. Next, the researcher would consider the findings, discussion, and conclusions to come up with suggestions for dealing with glossophobic students on English debate training.

A. Conclusion

Based on the discussion of the findings, there are several conclusions as follows:

1. This study discovered the symptoms of glossophobia felt by students of English debate practice. The resulting data revealed that there are two symptoms of glossophobia, namely physical symptoms and physiologic symptoms. Physical symptoms include trembling, sweating extension, cold sweat, stuttering voice, dizziness, nausea, face redness, and palpitations. Meanwhile, the psychological symptoms are shyness, anxiety, and the feeling of avoiding or running away from the audience.
2. This study found factors that cause English debate practice students to experience glossophobia. The fact that self-negative thinking, lack of material preparation, lack of practice performing in public, and trauma are the main factors causing students' glossophobia.

B. Suggestion

1. The Students' Glossophobia

The results of this study indicate that the symptoms of glossophobia can interfere with students' fluency during English debate practice. Based on the discussion above, it appears that the results of the findings discussed can be used as an additional hope that is expected generally for students to maintain mental health in order to maintain student interest and build confidence in the process of speaking English in front of the public.

2. The Teachers

Most of the English debate training students who participated in this study revealed that they struggled with fear and anxiety, trauma, material unpreparedness and lack of practice. As a result, the researcher suggested that teachers should not neglect the importance of encouraging students' confidence, preparing materials and practicing public speaking regularly to build students' interest in debate training so that students are prepared when participating in debate competencies.

3. Other Researchers

Regarding glossophobia students, there is still a lot to be found in every symptom and factor and there is a lot of hope from them wanting to recover from glossophobia. So, the researcher suggests other researchers to apply for this research with a large number of participants from different institutions using a new approach to this topic to modify the theory or come up with a new theory. Furthermore, it is suggested that other symptoms of glossophobia

that have not been discovered be investigated so that students recognize them and how to overcome them so that smaller students experience glossophobia and they can improve their English speaking skills in public and be more confident in their success.