

## CHAPTER V

### CLOSURE

#### A. Conclusion

The study found that students experienced two primary categories of challenges. The first is linguistic challenges, including limited vocabulary and grammar difficulties, which directly hindered their ability to speak fluently and spontaneously in real-time academic interactions. The second is psychosocial challenges, encompassing communication apprehension, test anxiety, and fear of negative evaluation, which created emotional and social barriers that were equally disruptive to students' speaking performance. These findings demonstrate that students' speaking difficulties were not solely caused by insufficient language mastery, but were also significantly shaped by emotional pressure, self-confidence, and the classroom social environment.

The study found that students actively employed three categories of communication strategies. First, message adjustment strategies, particularly using simpler words and paraphrasing, helped students maintain communication flow when precise vocabulary was unavailable. Second, message achievement strategies, including asking for help and clarification as well as code-switching, allowed students to preserve their intended message through alternative means. Third, time-gaining strategies, particularly the use of filler words and pauses, provided students with processing time without

completely stopping the conversation. Collectively, these strategies demonstrate that students were not passive learners but adaptive and creative communicators capable of sustaining dialogue despite their linguistic limitations.

## **B. Suggestions**

1. Lecturers are suggested to create a more supportive and non-judgmental classroom atmosphere in order to reduce students' speaking anxiety and encourage active participation in English conversations. Lecturers are also encouraged to provide more interactive speaking activities, such as pair discussions, role-plays, and collaborative tasks, which allow students to practice speaking more confidently. In addition, communication strategies should be explicitly introduced and practiced in Academic Speaking classes to help students manage communication difficulties more effectively.
2. Students are encouraged to improve their speaking ability by expanding their vocabulary, practicing speaking regularly, and increasing their exposure to English through podcasts, videos, and daily conversations. Students should also develop confidence by viewing mistakes as part of the learning process rather than something to fear. Furthermore, students are advised to actively apply communication strategies, such as using simpler expressions, asking for help, and practicing repeatedly before

speaking tasks, in order to maintain communication and overcome speaking difficulties more effectively.

3. Future researchers are suggested to explore speaking challenges and communication strategies with a larger number of participants or in different educational contexts to obtain broader findings. Further studies may also focus on specific communication strategies or investigate the relationship between speaking anxiety, classroom environment, and students' speaking performance in greater depth.