

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

Based on the results of this study, it can be concluded that anxiety is a real and significant psychological phenomenon experienced by English study program students when facing their thesis defense at a private university in Aceh. This anxiety arises as a response to various academic, social, and emotional pressures that interact with each other during the presentation process. From the data obtained through in-depth interviews, it was found that the most dominant factor causing anxiety was personal preparedness or students' personal readiness. Students who felt they were not academically or mentally prepared showed higher levels of anxiety, especially when faced with fear of mistakes in delivering material, concerns about difficult questions from examiners, and feelings of doubt about their own abilities. This shows that unpreparedness not only impacts cognitive performance, but also greatly affects students' emotional stability when in front of a formal academic forum.

In addition, the atmosphere of the courtroom that is considered too quiet, stiff, or too formal also contributes to increasing nervousness and psychological stress. Interaction with the examiner is another important factor, where students respond emotionally to facial expressions, intonation of voice, and the form of questions and criticism given. When the examiner is too critical or does not show a friendly expression, students tend to feel uncomfortable and stressed. On the other hand,

forms of emotional support from peers, supervisors, and family members have been shown to help reduce anxiety levels. Students feel calmer, more confident, and more motivated when they receive moral support and encouragement from their surroundings, both before and during the trial.

Thus, the main conclusion of this study is that students' anxiety during the thesis defense is not only caused by a single factor but is the result of a combination of various aspects, especially personal preparedness, the condition of the defense environment, patterns of interaction with examiners, and the quality of social support received. These findings show the importance of a holistic approach in understanding and dealing with academic anxiety, especially in the context of culture and educational institutions in Aceh. Therefore, more serious attention from the campus, supervisors, and higher education policy makers is needed to create a more supportive, friendly, and inclusive defense environment, in order to support students' success in completing their final assignments optimally.

5.2 SUGGESTION

Based on the conclusions of this study, the author provides several suggestions aimed at various related parties, in order to reduce the level of student anxiety in facing thesis defense and create a more conducive and supportive academic climate. First, for educational institutions, it is recommended to actively build a more inclusive and friendly courtroom atmosphere without reducing its academic value. This can be realized through a more comfortable spatial arrangement, simplification of overly formal technical procedures, and continuous provision of soft skills to students, including public speaking and anxiety management training.

Second, to the supervisors and examiners, it is hoped that they can pay more attention to the psychological aspects of students by prioritizing a communicative, supportive, and empathetic approach, especially when conveying criticism and questions. The examiners should be aware that facial expressions, intonation of voice, and how to convey evaluations contribute greatly to the emotional condition of students in the courtroom. An open and constructive attitude from the examiner will help students feel appreciated, more confident, and able to demonstrate their academic abilities to the maximum.

Third, students themselves are advised to prepare themselves thoroughly, both in terms of thesis material and mental and emotional readiness. This readiness does not only include mastery of thesis content, but also the ability to face questions and manage pressure. Students need to use consultation time with their supervisors effectively and actively seek support from their surroundings, such as friends, family, and academic communities, to increase their self-confidence.

Finally, for further researchers, this study is expected to be a starting point for further studying the dynamics of academic anxiety in a broader context, for example by comparing students at state and private universities or taking a quantitative approach with a larger sample. In addition, further studies can explore the relationship between anxiety and other factors such as gender, social background, and organizational experience to enrich understanding of this phenomenon.