

## CHAPTER V

### CONCLUSION, LIMITATION, RECOMMENDATION, AND PEDAGOGICAL IMPLICATION

This chapter is aimed to provide the point of this study including a conclusion, pedagogical implication, and limitation.

#### 5.1 Conclusion

This study has attempted to provoke learners' WTC variables. Three important findings explain several considerations that must be taken into account, especially for the Indonesian English Language Teaching (ELT) program at the initial semester level.

First, this finding postulates several variables that trigger the initiation of students to communicate consisting of psychological and linguistic variables. Such variables seem to exist as individual differences between the level of students' linguistic proficiency and motivation. Second, these variables are found to mutually influence and relate to each other which fluctuates during the timeline trajectory in the three communicative task performance. Providing feedback, topics of interest and kinship, and group discussions. Third, the reluctance of students to communicate are two reasons.

First, their reluctance to communicate is due to the interplay between the lacks of linguistic features of the skills and anxiety or shame that causes their lack of confidence to communicate. Second, they consider their aversion as a form of class participation by processing their thoughts during the

discussion, internalizing knowledge from others, and allowing discussion even in-class interactions.

In short, this study has provided supporting evidence for previous findings from WTC learners relating to the underlying variables as well as fluctuations of students from WTC which are triggered by the context of teacher factors in the classroom. Learners' reasons for not wanting to communicate are interesting and challenging issues to discuss, therefore, further research on the WTC may need to investigate such issues which are not only skewed by reasons but also the processes and implications for ELT research and classroom context.

## **5.2 Limitation**

Finally, the researcher realized that this study still had some weaknesses and errors. Because this research is limited in time and scope, research findings and analysis are not fully conducted. The research should have been carried out four times, but on this occasion, the researcher only took one data collection because it was constrained by a pandemic that was happening. However, this does not hamper the researcher's analysis process, because even with one data retrieved the researcher can complete the analysis process and can achieve the desired findings. On the other hand, in this study, there should be more visible methods used by the teacher that could be a factor in students' willingness to communicate in a foreign language class. But, because data retrieval is only done once, so the method that is seen and examined in this opportunity is only one time.

### **5.3 Recommendation**

Based on the results of the discussion above, some suggestions are presented in an effort to reflect students about the willingness of students to speak in a foreign language. Some suggestions or recommendations for this research are as follows.

First, the researcher suggests that English teachers must use a number of teaching methods in the classroom to make students more active, not bored, and feel drawn to learning English in class. Second, for students, they must be confident when presenting their arguments or having discussions with their partners in learning English. Students should not be afraid of the teacher if the teacher asks them to present the results of their discussion.

In addition, they can dare to share the ideas they have. Overall, students can increase their attention and respond to learning English using the seating arrangement method in small group discussions. Third, other researchers can research other methods that can be a teacher factor that can improve students' willingness to speak English, because this research still has shortcomings. Other researchers can apply this research to another level.

### **5.4 Pedagogical Implication**

This research is expected to contribute to teaching strategies for teachers and students. Also described to investigate what teacher factors influence students' willingness to speak English in a foreign English class.

For teachers, it is hoped that this research can provide a substantial understanding of the factors that can make students want to communicate without coercion from the teacher. It is also hoped that if it is proven that most of the teacher factors influence students' willingness to speak English, educators can train and expand their abilities.

For students and other researchers, it is also hoped that this research can provide theoretical understanding in encouraging students to be willing to speak English in class.

