

## CHAPTER V

### CONCLUSION, LIMITATION OF THE STUDY, AND PEDAGOGICAL IMPLICATION

As final, this chapter presented the point of the research. It discussed some items, mainly the study's conclusion, limitations, and pedagogical implications.

#### 5.1 Conclusion

This study investigates the effect of teacher encouragement factors on EFL students' willingness to communicate in speaking class. The results of this study reveal that there are four primary teacher factors. Meanwhile, there is also one new finding apart from the teacher's factor: students with self-motivation.

Four teacher factors influencing student interest include teacher's wait time, error correction, teacher support, and teacher strategy. In the context of this study, student reflections show that teacher wait time could have an effect and does not have an effect. Meanwhile, students mentioned that the wait time depends on the questions given. Furthermore, error correction affects most students; one cannot be influenced by the error correction given by the teacher. Meanwhile, the teacher's support provided by the teacher is in the form of motivation, feedback, good treatment, and tips for success; the teacher always reminds and gives appreciation which is shown through words or facial expressions.

Furthermore, one new variable from the teacher factor is the teacher's strategy. Meanwhile, another finding is self-motivation which is encouragement from the students themselves. Based on the result analysis, there are several

strategies used by teachers. In this study, the teacher's strategies that influence students' WTC include self-perceived speaking ability, group size, self-confidence, selection of task type, topic familiarity, and class atmosphere. Meanwhile, self-encouragement factors include potential, self-confidence, preparation, material mastery, and ideas. This study shows that self-motivation also affects their willingness to speak in speaking class.

## **5.2 Limitation**

There were research limitations that needed to be acknowledged. This limitation was in the form of deficiencies or weaknesses in this study. Through a relatively long process, some of these limitations can be reviewed from several aspects. These include aspects of literature review, methodology, and research findings. These three aspects are influenced by several things which were inadequate.

The weakness of the literature review aspect includes relevant studies related to teacher encouragement and studies in the Indonesian context. First, a relevant previous study on teachers' encouragement is minimal. Thus, researchers have difficulty determining what a teacher's encouragement is and how it affects EFL students' willingness to speak and designing question instruments that follow what the researcher wants. Second, very few relevant studies are related to this topic in the Indonesian context. Thus, to find research that can be compared with the Indonesian context, especially in Southeast Sulawesi, few can describe the actual conditions that exist here.

Furthermore, the methodological aspect includes participants and data collection. First, the number of willing participants is very inadequate in this investigation of the teacher's factor. So, the data was minimal. Thus, the researcher could not explore more opinions about how the teacher's encouragement factor affected the EFL students' willingness to communicate. Second, the data collected was insufficient even though it has been asked repeatedly. Thus, this information can be considered standard.

Meanwhile, the limitations of this finding are related to the lack of data obtained and the tester. First, from the results of the data analysis, the findings obtained were inadequate. Some of the participants' answers, even though they have been analyzed and read repeatedly, still reap confusion for the researcher in representing them. In addition, the researcher did not conduct a significant test to prove how the teacher's encouragement factor affects WTC concerning these findings. Thus, the reported findings only rely on the results of qualitative data analysis. The researcher realized that the findings needed to be further verified through quantitative data measurement methodologies to increase their validity. Thus, it became a limitation of this study that future researchers could consider.

### 5.3 Pedagogical Implication

The findings of this study provide implications for the teaching and learning process of English as a second language. Pedagogically, teachers or teachers can use the teacher's encouragement factor to increase the students' WTC. Based on the research's findings, the teacher's factor affects the students' desire to communicate in class. This can be a suitable teaching strategy for teachers or teachers to attract attention and create awareness and self-confidence in students so that they can explore their potential and continue to communicate.

Also, the results of this study revealed that students acknowledged some willingness to communicate based on self-motivation. It is helpful for teachers or teachers to recognize students' weaknesses and strengths against themselves from their point of view. Thus, teachers/teachers can adjust the right solution to overcome the unwillingness to communicate or further increase the desire to communicate to develop students' preferred L2 speaking skills.

Furthermore, several student responses do not show the influence of teacher encouragement in several aspects. For example, in the aspect of error correction. There are a small number of students who were not personally happy with the feedback given. The reasons are the choice of words and the right situation. Feelings of displeasure and underappreciation will arise if the correction given is not pleasing to the eye. In addition, they consider that the corrections given in public are also not suitable. Thus, the implications of this research for teachers are to provide awareness about the importance of teacher encouragement for students. Thus, students will encourage and not feel down and remain excited to be involved in increasing the activeness of the speaking class.

#### **5.4. Recommendation**

This study showed four teacher encouragement factors influencing students' willingness to communicate in speaking class. The five factors include teacher's wait time, error correction, teacher support, and teacher strategy. However, in the literature review, some of the themes found were not explained in more detail, so they were considered difficult to distinguish. In addition, in the discussion section, this also happened; some themes were not explained or assisted and debated correctly. So, for further research, it is expected to be able to discuss in more detail so that all the differences can be adequately explained.

In addition, the data obtained is still limited and does not meet all existing themes. One of them is the finding of teacher immediacy, which can only quote one data from many data. This also resulted in the similarity of citations used in other findings. The researcher considers that the lack of data is caused by the lack of participants who only numbered five people, and the instruments that rely only on reflection and online interviews. Further research can use another instrument, for example, classroom observation, to gain more specific or clear data from the participant because this research is limited to reflection and interview only.