

## CHAPTER V

### CONCLUSION AND PEDAGOGICAL IMPLICATION

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

#### 5.1 Conclusion

Based on the results and discussion of this study it can be concluded that many things make students willing to speak in the classroom or in front of class or in group discussion. Besides the teaching method a teacher, the situation in the classroom also affects students' WTC. There are some situational factors that can affect students' such as interlocutors, class interaction pattern, the understanding topic in learning, background knowledge and task type.

These findings found several factors triggering students' willingness to communicate which consisted of the factors. These factors appear to exist as individual differences between students' language proficiency levels and motivation. These factors were found to influence and relate to each other. Provide input, topics of interest and kinship, and group discussions.

These factors can be used by the teacher rather than provoke the students' to speak in front of a whole class. It is necessary for a lecturer to always encourage and provide to speak in public. The students' need to get used to exercising to using English from the small group or pairs. At least the students are in an environment where English can be seen anywhere. For example, the student can be asked the question from a teacher then the students' discuss the answer with their groups.

## 5.2 Limitation

This study was conducted only with the samples of the population, they were from A-class, the second-semester students of English Education Department. In this study, all students in the class became participants because focused on the situational factor influencing students' WTC in speaking class, regarding the limitation because COVID-19 of this research which only 15 students' that have a good connection.

Furthermore, the obstacles that I experienced when researching was spread the journal reflection. Initially, the researcher wanted to take and collect the data as well as do take a picture in the classroom in the learning process with students to get deeper data but it is impossible to be done due to conditions that did not allow at that time made researcher and also the supervisor agreed to distribute the reflection administered via Google Form.

## 5.3 Recommendation

Based on the results of the discussion above, It is recommended that the teacher and lecturer about next research, about the willingness of students to speak in a foreign language. Appropriate and comfortable class situation makes the students become more comfortable to follow the teaching and learning process. since this research has that the situation class that using small group discussion able to make the students' speaking in English. So the researcher suggests the school and teachers to be more pay attention in apply the class situation because this thing which is often underestimated by teacher, actually it can affect the willingness of students to speak.

Therefore, when the next researcher want to take this opportunity to focus on situational factor affecting students' WTC in other vertion beside in the classroom with the different skill and approach of the study.

#### **5.4 Pedagogical Implication**

This study focused on the responses of students about the class situation affecting their willingness to speak in the class. This research also expected to contribute to teaching strategies for teachers and students. And described to investigate what situational factors influence students' willingness to speak English in a foreign English class.

For teachers, it is hoped that this research can provide a enough understanding of the factors that can make students motivate to communicate by their own self. It is also hoped that if it is proven that most of the situational factors able to influence students' willingness to speak English, educators can train and expand their abilities for create the good class situation.

For students, I suggest before enter the class, students have to prepare their self, so that the students ready for the class activities.

For the future researchers, this research is also expected can recommended that further researchers continue this research by provide theoretical understanding in encouraging students to desire to speak English in classroom.