

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explained the conclusion of all the results gathered through the findings. Then, I also presented the suggestion that were expected to be useful for teachers, students and other future researchers.

5.1. Conclusion

Based on the result of data analysis by using questionnaire and thematic analysis, I figured out the degree of students' willingness to communicate in English related to situational and individual factors. The total scale of students' willingness was 3.67 which students had moderately willing to speak English in the class. As described by the finding of distribution frequency, there were 91 students who indicated high willing to speak English, then 83 assumed moderate willing, and 1 student indicated low willing.

Moreover, the item that had the highest score was item 1 (Q1) which expressed students' willingness to volunteering answer teacher's questions. It was involved to situational aspects because it was happened in the class while the item that had the lowest score was item 25 (Q25) which requested student to speak when no one speaking. It proved that situational factors had crucial role to influence students' willingness to speak English in the class.

Additionally, I discovered that students had more preference in speaking prompted by their ambition and hobby they had. Students preferred speaking event though they had limited English knowledge. Due to that factors

ambition and hobby, students were being triggered to learn and speak English. On the other hand, students had limited perceived opportunity to apply English as their daily communication at school because not all students willing to speak English.

5.2. Suggestion

Related to the conclusion explained above, I delivered several suggestions to pay much attention to the degree or scale of students' willingness to speak English, despite I would like to appreciate to the factors that built students' willingness to communicate in English. Therefore, I would like to suggest the students, the teachers, and future researchers.

Realizing the total scale of students' willingness to communicate in English, I do hope that the students could realize that the speaking ability is one of crucial skills to be mastered by students now days. It will definitely support students' future education to face this global knowledge and information. Therefore, students are supposed to have big intention to learn language and brave to apply and speak English whether at school or out of it.

After that, I personally expect that this present study can give the teachers some beneficial reflections, information, knowledge to improve teaching and learning process in the class that can trigger students' willingness to speak English. It is because teacher as the facilitator to build active class and active students in the class.

Pointedly, I do hope that the present study can be beneficial for the next future researchers who have the same interest to excavate more information about situational and individual factors engendering willingness to communicate in English in EFL classroom.