CHAPTER V

CONCLUSIONS

This chapter presents the point of this study including the conclusion, limitation of this study, and recommendation for further studies.

5.1 Conclusions

Conclusions are drawn based on the findings from the data analysis. The study exposed how the small group discussion was implemented to EFL Classroom on students' willingness to communicate. This study found that students were willing to communicate when in small group discussions. In small groups, students indicated willingness to communicate based on three themes that were found to encourage students to communicate in small groups such as willingness to communicate in small groups, willingness to communicate as means of learning process, and willingness to communicate as means of socialization.

From the three themes that were found by the researcher, each theme is further divided into several sub-themes. In terms of willingness to communicate in a small group, there are four sub-themes that support the first theme. The sub-themes in willingness to communicate in small groups are group cohesiveness, goal orientation, personal factors, and others: reasons willing to communicate. In addition, speaking for fluency, group cohesiveness, and language development is a sub-theme of the second theme of willingness to communicate as means of learning. The sub-theme that has been mentioned is also a supporter of the

indications found by the researcher regards as students were willing to communicate as a means for learning. While on the third theme, namely willingness to communicate as means of socialization, there are four sub-themes including personal drive, group cohesiveness, skill practice, and language as medium. The three main themes and sub-themes that have existed in the results of the study indicated those small groups are well implemented. Thus, the researcher concluded that the implementation of small group discussion in EFL Classroom indicated that students were willing to communicate not only because of the situational factor of the students but they were willing to communicate as part of the learning process and socialization process in small groups.

5.2 Limitations

In this study, there are several limitations that must be acknowledged. Since the researcher used reflection as the main instrument in this study, the researcher realized that the researcher still did not explore the students' reflection answers by asking questions that were still inaccurate. The reflection questions are too similar, so it makes participants confused and lack ideas to answer. In addition, the form or model of questions given to students did not really encourage participants to give solid answers. This is caused by the lack of explanation of the directions for the participants when students filled their answers in the reflection. As a result in the future researcher will be more thorough and pay attention to the little things that are important to do in giving the reflection to the participants. Next, since the focus of this study is limited to small group discussion implementation in EFL classroom on students' willingness to

communicate that is conducted in the class, the researcher are aware that there is less exploration on students willingness to communicate during study in online class.

5.3 Pedagogical Implication

The findings of this study implied that the small group implementation in EFL Classroom has a good impact on students' willingness to communicate. Besides that, this research also has good implications for the process of learning English, especially in speaking class. Especially for lecturers, when teaching English in class, using small group discussions encourages students to be willing to communicate and be active in class. The implication of this research also provides space for the department of English education in the teaching process in terms of learning English in small groups. Since communication in English in the EFL class is important, this study has good implications for being a reference to the department of English education that small groups can be implemented well in the classroom. Hence, for students in the department of English education, small group discussion is useful in engaging the participants' willingness to communicate in English and not being hesitant to communicate in English.

5.4 Recommendation for Further Studies

This research is beneficial for the department of English education, especially English lecturers in using teaching methods such as small group discussion to encourage students to be able to communicate in English actively. In the relatedness of willingness to communicate with group discussion students can

improve their speaking skills and can get used to keep speaking as well as they can communicate well and fluently. Since the learning process has been applied in online class because of the covid-19 pandemic it gives a gap for the further researcher to explore more students' willingness to communicate in online class or online learning.