CHAPTER V

CONCLUSION

After conducting the research, doing the analysis, and presenting the results, the conclusion, limitations, recommendations, and pedagogical implications of this research will be presented in this last chapter.

5.1 Conclusion

Based on the findings and discussion in this research regarding situations that influence students' willingness to communicate, it can be concluded that 5 things influence students' willingness to communicate. The first factor is the topic in the speaking class which includes topic familiarity, topic interest, students' preparation for the topic to be discussed, and the challenge of the topic. The student's WTC level will be higher as the topic becomes more interesting and familiar to the student. Likewise, with the challenge of the topic and topic preparation, the better student's prepared for the topic and the challenge, the higher their level of willingness to communicate.

The second factor is the interlocutor, which includes interlocutor familiarity, and interlocutor participation. However, the age of the interlocutor does not have any influence. The level of student willingness to communicate increases if the student feels familiar with the interlocutor or when the interlocutor is active in responding to the student when speaking.

The third is the teacher role, where students will be stimulated to communicate or be willing to communicate if the teacher gives them the freedom

to express their ideas and opinions, as well as encouraging and getting students used to speaking English even if they have to combine it with their mother tongue. Teacher role is also related to the fourth factor, namely classroom atmosphere. The teacher's way of teaching and the teacher's familiarity can attract students to speak, where students are willing to speak if the student feels familiar with the teacher or the teacher provides support for students to express their ideas or opinions.

The last one is a bad connection. A poor connection can reduce students' willingness to communicate when taking online classes. However, it can also increase students' willingness to communicate if they have a good internet connection during online classes.

5.2 Limitation

This research was conducted in one of the English classes at IAIN Kendari in the fourth semester. So, to generalize the results, further research should not only be done on English students. This study only focuses on what kind of situational factors can influence students' willingness to communicate in an online speaking classroom. It is hoped that future researchers will not only focus on what kind of situational factors can influence students' willingness to communicate in online speaking classrooms but also focus on how students can overcome factors that can influence students' willingness to communicate in online speaking classrooms.

5.3 Recommendations

This study offers several recommendations. This recommendation may be considered by speaking class lecturers, students, and future researchers who have the same interest in conducting similar research.

For speaking class lecturers, it is recommended that lecturers implement and improve WTC strategies because speaking activities in speaking classes offer benefits in improving students' skills by providing opportunities to practice public speaking. Lecturers can provide strategies related to WTC in the classroom provide positive motivation to students and build positive self-perceptions of students' English competence. Speaking class lecturers should also consider being good role models in making students respect other class members and inspire students.

For students before entering class, students must prepare themselves well so that when the lecturer enters the class, either online or offline or face to face, the student is ready for the activities that the lecturer will do in the class.

For further researchers, it is recommended that further researchers continue this research by conducting deeper investigations related to situational factors that can influence students' willingness to communicate and then be able to develop this research into classroom action research to help students and lecturers in the classroom.

5.4 Pedagogical Implications

This study focuses on what kind of situational factors can affect students' willingness to communicate in online speaking classes. This study produced detailed information on responses to the implementation of speaking activities in class, students' willingness to participate in speaking activities, and reasons why or not speaking in class. In this activity, many students specifically experienced several negative and positive factors felt by students for their willingness to speak in public using English. Thus, it is hoped that this research can provide meaning

and understanding so that lecturers can create and provide a more pleasant learning environment. In addition, this research can inspire others to conduct further situational research as to what factors can influence students' willingness to communicate in online speaking classes.