

CHAPTER V

CONCLUSION

Finally, the research's main argument was provided in this chapter. It specifically covered a few topics, such as the study's limits, conclusions, and pedagogical implications.

5.1 Conclusion

This study tries to identify the positive environment in the speaking class based on the participants' experiences. This study states from the online reflection data and semi-structured interviews that the lecturer applies several positive environments to the speaking class. There are four positive environments carried out by lecturers and students in speaking classes during the learning process. First, creating a positive relationship; second, establishing supportive learning classroom. Third, creative teachers: and fourth, inspiring motivation.

EFL students experience four types of positive environments: creating positive relationships, establishing supportive learning classroom, creative teacher, and inspiring motivation. In the context of this study, reflection shows that EFL students get a positive relationship created between teachers and students which is implemented in the classroom can make EFL students comfortable while learning. Teacher-student interaction that often occurs in the classroom is in the form of good communication between teachers and students and students and students. Furthermore, the supportive classroom learning that EFL students get is encouraging each other and willing to work together when

studying. Another supporting thing is that the teacher gives sticky notes to EFL students to write down their feelings after learning in the speaking class.

Meanwhile, EFL students also get creative teacher, especially for topics using quizzes that can make EFL students interested in learning. As a final point, motivation in class is given by the teacher in the form of inspiring EFL students to learn and trying to attract the attention of EFL students by implementing games in class. also motivation for speaking anxiety is given by the teacher to EFL students to dare to speak in class.

5.2 Limitation

It was necessary to admit the limits of the research. This restriction was manifested in the study's flaws or shortcomings. Some of these constraints can be evaluated from many angles through a very drawn-out procedure.

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. These cover elements of the literature review and elements of techniques. Several items that were insufficient have an impact on these three factors.

This research focuses on four types of positive environments, bearing in mind that the positive environment used by each teacher is different and more complex. In addition, weaknesses in the literature review include the lack of speaking skills in class. Relevant studies about this study are very few. Therefore, researchers face difficulties in determining the concept of a positive environment in speaking class. Not only that, even in local studies, the positive environment in

speaking classes is rarely studied. As such, finding locally comparable research takes a lot of work to ask.

In addition, the research instrument used in this study was only based on reflection and additional semi-structured interview instruments which were still lacking. Because the answers of some participants are still lacking in description and have a high research risk. It would be sufficient if the researcher could obtain and use the recordings of how the teacher created a positive environment to improve students' speaking skills. As a result, the weaknesses of this study were identified which could be considered by future researchers

5.3 Pedagogical Implication

The findings of this study imply that the type of a positive environment in the classroom plays a role in supporting and guiding the educational life of EFL students, especially when studying in class and doing some assignments. In addition, the results of this study can also be used as a reference for teachers in creating a positive environment in the classroom when teaching, namely, what they want to use to help their students learn.

5.4 Recommendation

This study shows four positive environments in speaking classes obtained by EFL students. The four types of positive environments are creating a positive relationships, establishing supportive learning classroom, creative teacher, and inspiring motivation. However, some of the themes found in the literature review section were not explained explicitly due to the limited number of relevant studies. Therefore, future research is expected to discuss this in more detail to fully explain all variants.

Researchers believe that data scarcity is caused by the low quality of participant responses and instruments that only use reflection. Because this research is limited to reflection, future research can use other instruments, such as interviews and recordings, to obtain more precise or clear information from participants.

