

CHAPTER V

CONCLUSION

This chapter presents the point of the research. It discussed some items in particular consisting of the conclusion, limitations and pedagogical implications of the study

5.1 Conclusion

This qualitative study aims to assess the influence of the teacher affective on the EFL students of IAIN Kendari willingness to speak the second language use in engendering WTC in the classroom, with a focus on culture. The results of the study revealed some facilitating factors such as developing positive relationships, choice of the topic, challenging activity, Error Correction, and teachers wait time.

In the context of this research, students' reflection shows the good influence of developing positive relationships. Both of them mentioned attitudes that showed verbal and no-verbal immediacy. The study also emphasized how supporting teachers' actions affect students' WTC. Students gain the courage to participate when teachers respect them by using encouraging language, show empathy for them, appreciate what they have to say, and help them believe in themselves.

According to the participants, they volunteer to participate when the topic is related to their real life and interest. teachers' attitudes toward the topic are affect to arouse their enthusiasm. Teachers' enthusiasm was found to be another facilitating factor in engendering learners' talk. Study of the data stated the

classroom social climate affected by teacher lively and enthusiasm could encourage student WTC.

The previous data found discriminatory behaviour leads to students' distancing and unwillingness to communicate. Teachers' congruence was discovered to be another influential factor in the learners' WTC. Therefore, it is suggested that EFL teachers use specific discourse moves to make the input more comprehensible and prevent learners' reticence. Another point found was the student felt challenging by referential questions rather than ask questions. Researcher believed that these kinds of questions trigger longer and more complex responses. Regarding error correction, the participant trusts their teachers as a source of knowledge to alleviate their anxiety in case of being exposed to complicated learning situations.

5.2 Limitation of the Study

There were research limitations that needed to be acknowledged. This restriction was manifested in the study's flaws or shortcomings. Some of these constraints can be reviewed from many angles through a very drawn-out procedure. These cover elements of technique, study findings, and literature reviews. Several items that were insufficient have an impact on these three factors.

Studies pertinent to teacher encouragement and studies in the Indonesian context are included in the literature review's weaker aspects. First off, there is a dearth of pertinent prior research on teachers' encouragement. In order to construct question instruments that are in line with their goals, researchers

struggle to define the concept of what teacher encouragement is and how it influences EFL students' readiness to speak. Second, there aren't many pertinent studies on this subject that are specifically focused on Indonesia. Therefore, it is difficult to locate studies that can be compared to the Indonesian setting, particularly in Southeast Sulawesi, and even fewer are able to adequately depict the actual conditions that exist here.

Participants and data collecting are also part of the methodology. First off, the amount of people who were willing to take part in this examination of the teacher's role is woefully insufficient. So, the information was rather scant. As a result, the researcher was unable to gather additional perspectives on the influence of the teacher's support on the EFL students' readiness to speak. Second, despite being regularly gathered, the information was insufficient. As a result, this information can be regarded as common.

The tester and the little amount of data acquired are the limits of this discovery. First, the conclusions drawn from the data analysis were insufficient. Even after extensive analysis and reading, some of the participants' responses still cause uncertainty for the researcher when presenting them. An important test to demonstrate how the teacher's encouraging element influences WTC in light of these findings was also not carried out by the researcher. As a result, the stated conclusions only rely on the findings of the analysis of qualitative data. The researcher is aware that some of the findings needed to have their validity increased by being further supported by quantitative data measuring procedures.

As a result, it was identified as a weakness for this study that future researchers might take into account.

5.3 Pedagogical Implication of the Study

The results of this study have consequences for how English is taught and learned as a second language. From a pedagogical perspective, instructors or lecturers might leverage their emotive element to raise students' WTC. Based on the research finding, the teacher's influence has an impact on the students' desire to communicate in class. This may be a useful teaching strategy for lecturers or teachers to grab students' attention, raise their awareness, and instill confidence in them so they can explore their potential and stay engaged in communication.

The findings of this study also showed that students implicate a internal motivation for their WTC. It is useful for teachers or lecturers to recognize students' weaknesses and strengths against themselves from their point of view. In order to help students, build their desired second language speaking abilities, the lecturers can adapt the best affection for getting them to overcome their communication barriers or to further increase their motivation.