

CHAPTER V

CONCLUSION

As final, this chapter presented the point of the research. It discussed some items consisting including the study's conclusion, limitations, and pedagogical implications.

5.1 Conclusion

This study aims to find out in which class the EFL learners tend to speak. The results of this study reveal six situations based on the theory of willingness to communicate by MacIntyre et al., (1998) which describes when students speak in class. The situation is named communication behavior, behavioral intention, situated antecedents, motivational propensities, affective cognitive context, and social and individual context. The findings from this study show that students willingness to communicate in native teacher class related to communication behavior, behavioral intention, situated antecedents, motivational propensities, and affective cognitive context situations. Whereas in non-native teacher, participants showed their tendency to speak only in communication behavior, behavioral intention, and situated antecedents situations. It can be concluded that both the student' tendencies toward native and non-native teacher speakers are pretty similar in some terms. But, frequency data shows students' willing to communicate more when they are in native classes.

5.2 Limitation

This study only focused on digging deeper into the student's tendency to speak when native and non-native teacher in the classroom teaches them. Students' tendency to speak that arises from participants' data is also limited, even though the answer from all participants was sufficient. Hence, since the study was limited in scope, the researcher did not explore more detailed information regarding students' willingness to communicate in native and non-native teacher's classrooms and the number of participants, which is only ten people, is, of course, still insufficient to describe the actual situation. The researcher realized that this research still has many shortcomings that can be improved research soon.

5.3 Pedagogical Implication

This research had more essential rules that should be approved, especially for the native and non-native teachers and the university. Based on this study, some suggestion is presented related to the student's tendency to speak to native and non-native teacher in the classroom. Some recommendations for this research are as follows: for EFL students, the researcher suggests that they always prepare themselves before facing class and improve their communication skills so that they can have good qualifications which will enable them to become English teachers in the future. For the university, especially those providing native and non-native teachers, the university must provide more selectively teaching staff who are experts in their fields.

5.4 Recommendation for Further Studies

The findings of this study show that in which class the student tends to speak, but still needs to explore more detailed information. For this reason, further research can increase the number of participants to get more detailed information about the student's willingness to communicate with native and non-native teachers. Furthermore, future research should investigate the student's tendency to speak by increasing the number of participants at a broader level. This research can also be an inspiration and reference for other researchers who want to research students' tendencies when speaking in native and non-native teacher classes.

