CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Overall analysis of the results of this current study enlightens that there are many different factors under three main domains that affect EFL high school learners' unwillingness to communicate.

Results showed that the main factors affecting EFL high school learners' unwillingness to communicate lies on the participants' affective factors including lack of self-confidence, lack of vocabulary, fear of making mistakes, lack of background knowledge, and lack of knowledge in grammar. The other two factors include teacher-related and environmental factors were also affect EFL high school learners' unwillingness to communicate but not as significant as the affective factors.

Furthermore, it is clear through class observation that both teacher and students make such a small effort to motivate and appreciate each other in speaking activities. Due to massive use of mother tongue in a foreign language class, it leads the students to avoid oral communication in English. Besides avoiding oral communication, in English, it is also clear that even though it is stated that the class has such a supportive environment through the questionnaire and interview session. It can still easily be seen that some students are willing do to something else unrelated to the speaking activities rather than listening to the others while speaking.

All in all, these results prove that affective factors, in addition to teachers' role in teaching play a leading role in opposing students' process to speak English fluently.

5.2 Suggestion

There are some limitations to this current study that need to be addressed in the future research in the same field. First, data were obtained through a set of questionnaires proposed by Yaseen (2008) who conducted his study in the Middle East, therefore a more convenient checking about the content of the questionnaire to meet participants' situations, environment, and the purpose of the future research is very much needed. The amount of item for each domain in the questionnaire is worth a consideration for future research to balance the perspective from each domain. Second, this study only involved a small number or participants, therefore future research may take this as a consideration to increase the number of the participants to get broader point of view or insights. Third, future research may also need to link more specific factors or variable to get a more in-depth detail about the factors that affect EFL high school learners' unwillingness to communicate. Furthermore, this research only using the point of view of the students to determine the factors affecting students' unwillingness to communicate, future research may be addressed other parties such as teachers or English supervisors that dealing with students in their speaking activities to get a wider perspective on factors that affect EFL high school learner's unwillingness to communicate.

Furthermore, it is also worth of consideration for the teacher to pay such a massive attention on giving students compliments, motivations, and appreciations towards the efforts made by the students although the efforts made is not that significant. This current study stated that the participants do not have any problem with teacher's way of teaching but the teacher seems to be lacking with the ability to compliment and appreciate students' effort especially in trying to speak in English. The excuse of using a lot of code mixing such as to help the students having a better understanding towards the material being taught shouldn't be exist anymore because as it is mentioned in the discussion's section, it might bring both positive and negative impact, but to reach the purpose of learning a foreign language, students need to aware with the usage of English in an English classroom and it needs to be started off from the teacher itself.

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