CHAPTER 6

CONCLUSION

This research is about exploring the interpersonal, personality, cultural, psychological, and linguistic factors which might impede Nabila's participation in classroom discussion. Besides, this research explores the same factors which encourage Sherina's participation in classroom discussion. After studying the two subjects, I found out that the factors which seemed to have played an important role in impeding Nabila's participation, but on the other side, encouraging Sherina's are the parenting style and the experience with English which were classified in psychological factor, though parenting style also belonged to cultural factor. For Nabila, the authoritarian parenting style as well as the negative experiences with English that she had had influenced her motivation to learn English. Then, those factors affected her personality which made her show great anxiety whenever she had to speak English and contributed to her negative attitude toward English. In the end, those factors disrupted her production and made her reluctant to express her ideas. In addition, the language factor - the difficulty she had in memorizing vocabulary – made it very difficult for her to start speaking. So, it was the authoritarian parenting style which demanded her to make no mistakes, negative experiences with English, anxiety which appeared because she felt that she had to produce sentences with accurate grammar as well as the negative attitude which emerged because of the continuous failure she made whenever she tried to speak might have impeded Nabila in participating in classroom discussion.

As for Sherina, the opposite things happened. Her parents who always supported her, her peers in the English course who respected and listened to her ideas, as well as

her positive experience have motivated her to do her best. Being a motivated student, she was willing to take a risk and developing positive attitude towards English. Besides, she also wanted to use English everyday in the future. She wanted to be an ambassador to be able to speak English with the native speaker everyday. She let any experience she had, including her failure, become the encouragements for her in mastering English which showed in her enthusiasm to participate in classroom discussion. In other words, it was the psychological and cultural factors which showed in authoritative parenting style, the interpersonal factor which reflected in her supportive peers who had created good learning atmosphere, positive experience, hopes for the future as well as the willingness to take risks and fail which belong to personal factor, had encouraged Sherina to participate enthusiastically in classroom discussion.

I believe that many people will find this study beneficial. Parents who read this study can reflect on their parenting style and adopt parenting style which is best for their children, authoritative parenting style, as showed by this study. English for Foreign Language teachers might get deeper understanding of what might happen to their quiet students. Teachers who wanted to give equal chance to all students by expecting every student to speak, like what I did, might add more pressure to the quiet students. Some students viewed the chance given by the teachers to speak English as a threat which could stop them from speaking. Some students need to feel relax and not being demanded by the teacher to produce anything. Then, the verbose students, being so motivated and willing to learn, can get insights that what they need to be more successful is to be braver in taking risk and develop positive attitude toward English. On the other side, this study can help the quiet students to reflect on themselves. This study can guide them to perceive if what they have done so far in their learning could

help them improve themselves or not. If they find the answer is the latter, this research already provides the answers of what they might need to do in order to be better learner. Other researchers can also use this research as a stepping stone to do further research like finding the right treatment that teachers can give to quiet students in order to achieve greater success in learning English.

Personally, I learned many things from this research. I understand that to support my students and encourage them to participate in classroom activities, particularly in classroom discussion, I need to change myself. Before I conducted the research, I only thought that Nabila was an annoying student. Her being quiet made me so frustrated. I thought that I had to make her speak which actually was more to satisfy my ego and make me feel I was a kind teacher who could give fair treatment to everybody. However, this research proves that I was wrong. I started to understand that as a teacher, I should be more considerate of my students as well as be more aware about my own conduct towards them. Each student has different ability. Sherina might find my treatment in the class fine since she liked speaking. On the other hand, it made Nabila feel intimidated. She felt more burden to learn and practice English. For that reason, I decide to be more concern to my students especially the quiet ones. I need to give them longer time to understand the instruction, to formulate the sentence(s), as well as to make them feel relax so that they could perform their best.

For the same reason, I suggested other teachers who might have the same problem with me to change their approach to the quiet students. Teachers should bear in mind that their quiet students might have negative experiences either with English or with speaking in the native language which made them unwilling to speak. Pushing them to speak will only make them feel unable to do it and it might add to their negative experience. It would be best if teachers start by giving them positive experience with

English, let them feel successful in carrying out the simple task we deliberately choose for them in order to help them develop positive attitude toward English learning. If they have already had positive attitude, they will be very enthusiastic to speak without we have to ask them to.

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