

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions that are drawn from the findings and discussions in Chapter Four. Recommendations for future researchers, EFL teachers, and people who concern with EFL learning and teaching are also offered in this chapter.

#### 5.1 Conclusions

The present study was conducted to investigate the students' classroom participation quality in an EFL classroom, particularly in the class of grade XI in a private vocational school in Bandung, and to figure out the influencing factors. The students' classroom participation are represented in the forms of the linguistic quality of students' verbal contributions and the quality of students' learning behavior. The result of this study shows that students' classroom participation quality occurred in minimum quality. It can be seen from the dominant students' verbal contribution that took the word form (43.06%) and the dominant students' learning behavior that took the form of recalling (C1).

In investigating the factors that may influence the students' classroom participation quality, several factors were found. The influencing factors were teacher's traits, classmates' attitudes, classroom setting, ability to manage emotion, and skill. This study shows that the students tend to be passive in the learning activity

because they have the difficulties on grammar, vocabulary, and pronunciation. Besides, they felt nervous, anxious, shy, lazy or less motivated, bored, and not confident. Lack of ventilation also become the influencing factors of students' classroom participation. In addition, it has to be considered that the students' participation in the learning activity is influenced by the teacher's traits and the classmates' attitudes.

## 5.2 Recommendations

After completing this present study and drawing the conclusions from the findings and discussions, several recommendations are offered for future researchers, EFL teachers, and others who concern with EFL learning and teaching.

First, the future researcher can take deeper scope of investigation toward the investigated elements and the sample selection of the research data. The future researchers also can conduct other studies relating to students classroom participation such as teacher's questioning strategy, the quality of teacher's contribution in teaching-learning process, and teachers-students interaction; so, students' classroom participation can be discovered. Besides, the future researcher of the similar subject should conduct a better study with a better research methodology and better and more data collection instruments.

Second, after knowing the findings of this study, it is expected that EFL teachers can encourage and improve learning strategies to increase the students'

participation in teaching learning process since students' classroom participation is believed as an opportunity for students to increase their English achievement.

Third, everyone who concerns with EFL teaching and learning may use the present study to develop English language teaching. Also, if there is someone who asks about the case of the students' classroom participation quality in an English as foreign language (EFL) classroom in the eleventh grade in a private vocational school in Bandung and its influencing factors as the literature, this study can be answered to his/her question.

