

CHAPTER V

CLOSURE

A. Conclusion

Based on classroom observations and a focus group discussion involving students of Class X MPLB at SMKN 1 Kertak Hanyar, several conclusions can be drawn:

1. Students encountered a variety of social challenges that affected their learning, including fear of making mistakes, low self-confidence, limited peer collaboration, and social exclusion. These factors often led to passive behavior, hesitation in speaking English, and reduced classroom participation. Such barriers disrupted the supportive and collaborative learning environment required for activating the ZPD, where students should be able to grow through guided assistance and interaction.
2. The teacher managed the issues that affect students in the EFL classroom, playing a crucial role in addressing these challenges through scaffolding techniques, encouragement, and interactive strategies. These efforts helped reduce some of the social tension in the classroom and created opportunities for inclusion. However, the overall success of such strategies still depended on the quality of peer relationships and the emotional safety of the learning environment.

Insights from the English teacher, Ms. E, also supported the findings by highlighting several contributing factors to students' learning

difficulties. These included lack of motivation, minimal parental support, a tendency to underestimate assignments due to easy internet access, and reduced habits of critical thinking. According to the teacher, many students are currently relearning the basics of English, struggling even with fundamental elements such as parts of speech.

In conclusion, the findings emphasize that social challenges in EFL classrooms are complex and not limited to language ability. Even high-proficiency students are susceptible to social anxiety and peer pressure, which can hinder their engagement and confidence. However, these can only be fully effective when accompanied by a socially supportive classroom environment. The study ultimately emphasizes that both teacher guidance and peer relationships are crucial in shaping meaningful EFL learning experiences. Therefore, fostering a socially supportive and inclusive environment is essential to ensure that all learners regardless of skill level can benefit from collaborative learning and advance within their Zone of Proximal Development.

B. Suggestions

Based on the findings and conclusions of this study, the following suggestions are proposed:

1. For Teachers:

Teachers should continue implementing scaffolding techniques and also take an active role in monitoring and guiding peer dynamics. Structured group work, rotating group members, and encouraging

positive peer feedback can help break down social barriers and foster inclusion.

2. For Students:

Students are encouraged to engage more openly with their classmates beyond close social groups. Developing empathy, practicing active listening, and supporting peers during classroom tasks can enhance the collaborative learning experience and reduce language anxiety.

3. For Future Researchers:

This study was limited to one class in a specific vocational high school. Future research could involve a larger and more diverse sample, or explore the role of digital media, cultural factors, or gender in shaping social challenges in EFL learning. Moreover, researchers may examine practical classroom models that effectively integrate ZPD-based peer collaboration