

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents conclusions, implications, and recommendations of the study built up based on the results reported in Chapter IV.

5.1. Conclusions

This study investigates how SCMC affects the high and low achievers' speaking skills, i.e. Engineering-related vocabulary use, grammar, and pronunciation, either supporting effects or intervening ones. It also investigates how the use of SCMC in speaking practice is perceived by them.

There are similarities and differences between the effects of SCMC in three aspects for the high and low achievers. Either high or low achievers experienced some in common supporting and intervening effects. Many causal factors come from the presence of their foreign counterparts. Meanwhile, the difference lies where low achievers experienced anxiety when talking to their foreign counterparts with better-sounded speaking performance which always brings its own intervening effect on all aspects.

In terms of its effects on Erv use, the presence of foreign counterparts willing to talk about Engineering triggered them to use Ervs in many sessions for the high achievers and in a few/some sessions for the low ones. However, this only happened to a few of them, many of them felt more about the intervening effects, where the presence of foreign counterparts who were not willing to talk in Engineering topics caused less/no Erv use in some sessions for the high achievers, and in many sessions for the lower ones. For the low achievers, SCMC brings them a challenge of being interacted with foreign counterparts with better-sounded speaking performance, where many of them felt anxious to talk and limit them to use Erv in many sessions.

Meanwhile, in terms of SCMC effects on grammar usage, repetition given by one high achiever's counterparts on his grammar mistakes made him aware and triggered grammar modified output as one supporting effect. Meanwhile, the intervening ones were experienced by both kinds of the achievers.

The condition where there were no grammar mistakes concerned by them and their counterparts caused no/less proper grammar usage. Then, the presence of their counterparts with similar/lower-sounded speaking performance did not trigger either high or low achievers to use proper grammar because there were no/less proper grammar examples they got from their foreign counterparts. Then, especially for the lower ones, the presence of counterparts with better-sounded speaking skills who did not concern about grammar usage made them anxious to talk to them and also made no proper grammar usage concern.

Furthermore, in terms of its effects on pronunciation, there are also supporting and intervening effects for both high and low achievers. The presence of foreign counterparts giving corrective feedback to their mispronunciation triggered them to modify their output in some sessions. Meanwhile, in the intervening effects, the presence of foreign counterparts with similar/lower-sounded pronunciation made them could not get proper pronunciation input. In addition, for the low achievers, SCMC gave them a challenge where many of them felt anxious to talk to their counterparts with better-sounded speaking performance and limit their concern on proper pronunciation.

Furthermore, SCMC is perceived by either high or low achievers in common supporting and intervening perceptions. In the supporting perceptions, although SCMC allowed a small amount of modified output stimulation, pronunciation was positively perceived as the aspect potentially-affected as the number of modified outputs found more on it compared to grammar one. They also perceived that they felt happy using SCMC because they could make new friends and improve their confidence to talk in English.

Meanwhile, in the intervening perceptions, they perceived that SCMC was not suitable to improve their overall English-speaking skills because it could not stimulate them to use Erv and improve their proper grammar and pronunciation. Then, they felt uncomfortable conducting SCMC because of internet problems, time management difficulty, and low physical state.

5.2. Implications

As it was mentioned that SCMC potentially improves EFL learners' pronunciation. This technique positively implicates to make it easier for them to practice and

improve their pronunciation, as it triggers modified output to fix mispronunciations made through their counterparts' feedback. It shows that the presence of non-native speakers of English is potentially beneficial in improving their pronunciation, the school's initiative needs to facilitate it in order to improve their pronunciation.

However, SCMC is not beneficially affected Erv use, as the most pronounced factor, i.e. lack availability of expected foreign counterparts, the ones who are willing to talk about Engineering to interact with, as many of them were interested to talk casual things. However, the use of SCMC may allow the students to practice their assigned topic, i.e. Engineering, yet schools need to introduce and require new platforms for searching the interlocutors who are specifically interested in Engineering so that the students can get a wider possibility to find interlocutors who are only interested in their field.

This present study also indicates fewer supporting effects of SCMC with non-native speakers of English on grammar usage, as the most pronounced causal factor, i.e. the fact that both of the students and their counterparts did not concern with accuracy in terms of grammar. This technique may not be able to help them improving their grammar if this technique is still applied to them, unless the school changes the procedure of the technique, for instance, the school has provided native speakers of English predicating as the students' counterparts who speak English with better grammar than the non-native ones, they have been informed in advance about what aspect intended to achieve, i.e., proper grammar use, so that they understand how to interact with such students, and stimulating them using proper grammar.

5.3. Recommendations

SCMC does not indicate beneficial effects on speaking skills that cause several conditions including not increasing the use of Engineering-related vocabulary, not increasing the usage of proper grammar and pronunciation. Therefore, this study suggests some recommendations.

The first recommendation is for me as the teacher, it focuses on how I can do as a teacher to improve the low achievers as the majority of students who felt anxious when they interact with their counterparts with better-sounded speaking performance and as the ones who talked using English less actively when

interacting via SCMC. This effort must also be supported by the willingness of the low achievers to follow and actively participate in it.

By reflecting on the condition where such characteristics add to influence the SCMC's failure to improve their speaking skills, I need to apply some treatments for them to reduce their anxiety and be better prepared to be able to use English more in interacting. It is expected to make them easy for developing and improving their assigned topic and more sensitive to feedback and modified output on grammar and pronunciation. Anxiety usually arises due to lack of preparation, so in my future implementation of SCMC, I need to facilitate such achievers with better preparation, peer seeking, relaxation, monitoring, and SCMC modification. They are in terms of some treatments including before conducting SCMC, i.e. stimulation of using common English vocabularies by diligently practicing using it in simple conversations with their peers in the classroom. Afterwards, I need to facilitate them to expand it by starting to use English vocabularies related to their major in their conversation with their peers.

In addition, it is important to improve grammar and pronunciation learnings. They may learn it first through any method and media they like based on their learning style. This is attempted to be done so that they no longer only use short responses or less use of sentences and make them confident of their pronunciation. It may also give them exploration to lead the conversation about their major when they interact with their foreign counterparts. Speaking with more English sentences also probably can trigger their counterparts to give feedback on grammar mistakes and mispronunciations they made, especially when they interact with better-sounded speaking performance counterparts.

Then, I need to give them space for relaxation. The SCMC session which had been practiced nine times in one semester might be considered too time and energy-consuming for them, as this study found that due to their activity as a worker as well, they were difficult to manage their time and sometimes should interact when they in a low physical state. It may increase their anxiety and limit their thinking space. Therefore, in addition to the preparation for vocabulary, grammar, and pronunciation, it needs to also determine the number of SCMC sessions suitable to be conducted for low achievers in such conditions based on agreement. This is

intended to make them focus more on the quality and improvement of their speaking skills from one to their next SCMC session, rather than just focusing on the deadline for submitting their SCMC recordings.

In addition, making them aware of being monitored is also important, for instance supervising them while using their major-related vocabulary, so they will be encouraged to keep trying to talk about their assigned topic. Furthermore, it was found that there was the presence of their speaking counterparts with similar/lower-sounded speaking performance who could not give them input/example of proper grammar and pronunciation. Therefore, I need to modify the SCMC procedure. The modification may be in terms of shifting the selection of non-native speakers of English to native speakers as such achievers' foreign counterparts. The native speakers of English should be already organized and informed with what aspect intended to achieve, for instance, proper grammar usage, so they could adjust how to interact with the students, i.e. the low achievers, and ensure them to modify their output on their grammar mistakes and using proper grammar while interacting.

Furthermore, to set and achieve the expectations of students' speaking skills improvement through SCMC, in line with the suggested attempts for me and the students, the school should support it as well. The support can be by facilitating new platforms specifically to provide the students' opportunity to practice their major-related spoken English, and providing chosen proper foreign interlocutors to talk to the students. The implementation should be monitored for its progress and always be evaluated by involving English teachers to discuss it together. Additionally, as it was mentioned previously that because supervision is needed to be done in one place, in this pandemic situation the school should facilitate such things with good infrastructures, such as providing a computer lab allowing each student to maintain their distance based on protocol to facilitate monitoring/supervising activity from the teacher. Facilitating good internet connectivity is also important as it was found that SCMC also relies heavily on an internet connection.

In line with the conclusion and previous recommendations, there are recommendations for further works related to the effectiveness of SCMC use on speaking skills. The scope of the study is limited in one SCMC mode allowing

students to interact with non-native speakers of English, after attempting what the earlier recommendations mentioned for preparing the students to strengthen their speaking skills before interacting with their foreign counterparts and providing native speakers of English to interact with them, it is needed to find more insight on the use SCMC mode allowing the EFL students interacting with native speakers of English that have already been provided to see more possible positive outcomes on speaking skills.

Furthermore, to determine new steps of speaking skills improvement through SCMC use, it is needed to conduct research and outcoming new valuable recommendations by investigating SCMC users' perceptions of why they are not interested in talking about specific/assigned topics, and the reason why they do not concern on productive skills such as grammar when they are interacting, even though they are listed and found on online platform aimed to practice and improve their productive skills, i.e. speaking.