

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The findings and discussions of the research have been elaborated in the previous chapter. In this last chapter, there are two main sections which are the conclusion and recommendations. The conclusion section includes the summary of the results from the study that were mentioned in the previous chapter to answer the two research questions from the first chapter. The recommendation section provides suggestions for further research related to the topic of this research.

#### **5.1 Conclusion**

This research focused on the informal language learning experienced by two EFL students, specifically the speaking practice in an online community on a social media application called Discord. The first research question was to know the process of speaking practice in an informal setting experienced by the EFL students on said application and the second research question was to know their opinions about their experience there. Theoretically, it can contribute to filling the gap in the strategies that EFL learners can use when using social media to practice their speaking skills. Practically, the results of this research can increase the awareness of the idea of an alternative way to learn speaking skills in informal settings and to provide a reference in support to ensure a successful learning process in the EFL context, especially speaking skills. The research used narrative inquiry as the research design and the data were taken mostly from stories given from interviews with the two participants as well as observations done by the researcher to justify the stories. In analyzing and reporting the data, the researcher decided to retell the story in chronological order as one of the ways to present data in narrative research.

The first findings of the research were the background story of their English learning experience. It revealed the English learning that the two participants did before they joined EH as well as the reasons why they finally joined. It is understood that the two students needed to find partners to practice their English orally because their options to practice speaking with their peers in real life were limited. Therefore, they tried to find a place where English is mostly used and that was when they joined EH. The next findings were to answer the first question and also as the

main event of this narrative report. It was found that during their experience in EH, the practice of speaking was done mostly in several voice channels. The first one is considered to be self-directed learning. It was called self-directed because the students knew the intention of the activity was to learn English and to improve. It happened in a book club program where they were required to take turns and read aloud from a novel. Reading aloud and drilling were the two techniques experienced by the two students in the practice of their speaking. There are also other voice channels that they used and these channels allow them to talk about various topics with their friends such as their hobbies, movies they recently watch and many more. This can be called tacit learning where the learning process is not intentional and the improvement made was not realized as they just socialized with the others. They were also able to switch between English and their mother tongue on these voice channels. The two students agreed that this helped them not to feel anxious in trying to keep the conversation going. The two students also said that they felt more confident in using English after staying in the community for a while and making friends with the other members.

The second research question was to find out about their opinions about their whole experience. The researcher decided to see them from three different perspectives. From an affective and behavioral perspective, the two students clearly said that they felt confident and comfortable using English there because they felt no pressure when using their English. The observation also revealed how they had many things to talk about in the voice channels with the other members and they spent a considerable amount of time to keep talking in English. From a cognitive perspective, they revealed that the channels that they used to practice helped them to have better pronunciation, fluency and accuracy. Their accuracy in grammar might not be practiced much because the focus was to keep using English orally but their accuracy in pronunciation was drilled in the book club program that was mentioned before. This program also enriches their vocabulary as they were reading and discussing the novel.

In conclusion, practicing speaking skills requires the student to be exposed to the target language as much as possible and having a partner to practice with every day is one of the ways to master the skill effectively. While in formal settings

the students might be given more guidance and facilitated more in theory, the practice of the oral skill can be done continuously outside the school in informal settings. Informal settings promote more freedom to the EFL learners as they get to decide when and what they want to learn and at their own pace. It also allows them to experience the speaking practice in a more natural way with a lot more topics to discuss based on their interests and knowledge. Not to mention that in informal settings there is no pressure for them to keep talking in English with perfect grammar. Therefore, the better way to do this is to find a place where there are many other students who also want to do the same. Through an online community where the members share the same interest in learning English, the EFL students can feel more confident and not feel pressured when using the target language.

## **5.2 Limitations and Suggestions for Further Research**

Almost every research has its own limitation due to various factors. This study also has some which are worth noting. This data obtained from the interview might not be sufficient enough to depict the complete experience of the participants as some answers from the interviews were rather short when the data expected from the interview were stories. The observation was also only done seven times and in one month. Considering the time that the participants had spent in EH, the observer only managed to observe their one month of experience. It is also important to note that this research did not measure the improvement made by the participants regarding their speaking ability. Also, this narrative account only focused on the experience of two EFL students and thus, they could not represent the whole community.

From the aforementioned limitations, there are some suggestions in order to make a more elaborated and complete research on this topic. As this research only focused on the experience of two students and relied heavily on their stories and limited time of observations, another research could be done by involving more participants and ethnography as the research design to investigate English learning, not just in terms of speaking skills, that happened in this online community. It will be considered better if the researcher took a longer time to observe what was happening in the community to gain more data so that more in-depth analysis could

be done. Gathering data to show the improvements triggered by this experience could also be done in another research.

In addition, further research about the use of Discord application as a tool in learning English can also be investigated. Their opinions about this could also be a topic to discuss in research. During this pandemic, the teaching and learning process has mostly been done online, and it might help the teachers to have an alternative media to do their teaching with almost complete features to communicate with the students and keep the teaching and learning process going. However, it is suggested for the teachers to be familiar with the application itself before utilizing it to the teaching and learning process. This is because the features on Discord itself are not very easy to use. The users need to be familiar with the user interface. If teachers already know how to use it, they can create a virtual community (server) where the teachers and students can interact. If teachers find it difficult to create a server, they actually can try to find someone to assist them in doing so. On Discord, permissions on each channel can be modified, so if a teacher wants specific channel to be hidden or to have limited permissions on students, they could do so. They can create a private voice channel as well, for private counseling, for example. They could create a channel where only the teachers can post, and this could be useful to provide the students a specific channel designed to get the learning materials.