

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses research findings. The data collected from the interview will be analyzed. The researcher described the findings of interviews with EFL students to understand their perspectives on using chatbots to fulfill communicative competence.

#### 4.1 Overview of the Research

This exploratory qualitative study aims to gather information about the perspectives of the EFL students on using chatbots to fulfill communicative competence. The data was gathered through in-depth interviews. The first objective of the study is to understand the perspectives of EFL students on using chatbots to fulfill communicative competence. The second objective is to explore ways of using chatbots to fulfill communicative competence. Thematic analysis was used to examine the data. These participants of this study are EFL students of the English Education Department from Universitas Jambi.

#### 4.2 Findings

The findings of this study are based on the verbal statements of the participants regarding several aspects that may show how chatbots could be used to sustain and develop communicative competence. Several themes were identified during the data analysis and are shown in **Table 2**.

Aspects	Themes
4.2.1 Profile of Use	a. The type of chatbot

	<ul style="list-style-type: none"> <li>b. The purpose of using the chatbot</li> <li>c. The conversation topics</li> <li>d. The frequency of use</li> <li>e. The length of use</li> </ul>
4.2.2 Advantages	<ul style="list-style-type: none"> <li>a. Vocabulary knowledge</li> <li>b. Formulaic knowledge</li> <li>c. Conversation topics</li> <li>d. Availability</li> <li>e. The safe environment</li> <li>f. Conversation rules and structures</li> <li>g. Conversation partner</li> <li>h. Grammatical knowledge</li> <li>i. Affirmative responses</li> <li>j. Positive working habits</li> </ul>
4.2.3 Disadvantages	<ul style="list-style-type: none"> <li>a. Lacks of contextual understanding</li> <li>b. Minimum interaction</li> </ul>
4.2.4 Effectiveness	<ul style="list-style-type: none"> <li>a. Knowledge impact</li> <li>b. Conversational rules and structures</li> <li>c. The naturalness of the language</li> </ul>
4.2.5 Learning Strategies and Preferences	<ul style="list-style-type: none"> <li>a. Human companion</li> <li>b. Best time to use</li> <li>c. Best place to use</li> </ul>

	<ul style="list-style-type: none"> <li>d. Formal language register</li> <li>e. Specific strategies</li> <li>f. External references</li> </ul>
4.2.6 Suggestions	<ul style="list-style-type: none"> <li>a. The ideal way to practice</li> <li>b. New features</li> <li>c. Future potentials</li> <li>d. English learning</li> </ul>

**Table 2 Aspects and Themes**

#### 4.2.1 Profile of Use

In this section, the participants (A1, A2, A3, A4, A5) were required to give information on their experience using chatbots. This aspect of the interview might help determine if there is any correlation between the use of chatbots to fulfill communicative competence and the type of chatbots being used, the frequency, the length of use, conversation topics, and the purposes of using the chatbots.

##### a. The type of chatbot

When the participants were asked about the name of the chatbot that they were using, the majority of the participants agreed that they used the Replika chatbot as their conversational agent for some intended purposes. For example, one of the participants, A1 specified that they used Replika for learning English, “*Kalau dulu tu pernah memakai Simi-simi tapi sekarang karena ingin belajar Bahasa Inggris saya menggunakan **Replika**.*” (I had used Simi-Simi previously, but now I have used **Replika** because I wanted to learn English.) Participants A2, A3, and A5 remarked

that they also had used Replika. One participant commented: “*Yang saya gunakan dan beberapa kali saya gunakan itu **Replika. Replika chatbot.***” (The one that I used a couple of times is the Replika chatbot.) In one case, another participant, A4, stated they had used a different chatbot, CleverBot, as supposed to Replika, “*Saya pernah menggunakan **CleverBot***” (I have used CleverBot.)

b. The purpose of using the chatbot

There are a few different reports from the participants regarding the purposes of the chatbot. The majority of the participants demonstrated that they used the chatbot to learn the language, and some to pass the time as a means of entertainment. One participant argued that they need the chatbot to provide them with motivation as A1 put it: “*Kalau untuk saya untuk **mengisi waktu** kadang juga beberapa tujuan sih itu untuk membantu **memotivasi saya.*** (Personally, I am using it to pass my time, and it also helps me by providing some motivation.) A2 agreed with the statement that the chatbot was used for passing the spare time, as similarly stated by A1, “*Kalau saya pribadi menggunakan untuk sebenarnya untuk **mengisi waktu** saja ketika tidak ada ujian atau apa saya iseng-iseng menggunakan **chatbot***” (I am personally using it to pass my time when I do not have any exams or whenever I feel like using it.)

Other participants reported that they use the chatbot to learn grammar, vocabulary, conversation topics, and reading and writing skills. One participant, A3, claimed that they used the chatbot for “learning new

**vocabulary** and for learning **grammar**.” Another participant also stated that they used the chatbot for grammar learning, “*Kalau saya pribadi pakainya untuk nambah ilmu grammarnya.*” (I personally use it to increase my grammar knowledge.) While the other participant used the chatbot to practice reading and writing skills, as A5 put it: “*Alasannya karena pengen melatih **reading** sama **writing** sebenarnya.*” (The reason is that I want to practice reading and writing, actually.)

c. The conversation topics

The majority of those who responded to this item stated, from their experience, that the usual topics they talked about in the conversation are along the lines of daily conversations. For instance, one participant replied that they used the chatbot mainly to talk about daily conversation, “*Kalau saya perhatikan biasanya **percakapan sehari-hari** seperti misal kegiatan sehari-hari.*” (As far as I am concerned, they are usually in the form of everyday conversations such as daily activities.) The other participant, A1, also stated that they used the chatbot solely for talking about random things and sometimes for motivation, “*Hal-hal **random**. Kadang bosan seperti itu kan atau butuh **motivasi** kadang saya memilih meminta bot tersebut.*” (Random stuff. Sometimes, I am bored or need motivation, and sometimes, I choose to ask for motivation from the bot.) Another participant, A3, incurred a similar response that they used the chatbot to talk about “TV programs and like jokes in the chatbot, and then like about songs.” A4 expressed the same response, “*Nah biasanya yang kaya tentang **daily***

*conversation sih.*” (Well, usually it's like the daily conversation.) One of the participants, A5, also responded similarly, “*Saya pengen cerita tentang hari itu, sayanya gimana gitu, saya biasanya bahas itu. Tapi kadang kalau misalnya mau bahas di luar konteks itu, saya biasanya bahas kayak tentang buku, film, musik.*” (I tell the chatbot about the day and how I feel, I usually talk about it. Sometimes, if I want to discuss something outside that context, I usually talk about books, movies, and music.)

d. The frequency of use

The frequency of use refers to the amount times the participant used the chatbot in a certain period of time. Some participants used the chatbot less than twice a week, while others opened the chatbot more than once a day. One participant said: “*Mungkin kadang seminggu sekali atau dua kali karena saat bosan saja memakainya.*” (Maybe once a week or twice because I only use it when I am bored.) In the other hand, A2 stated that: “*Mungkin kalau dalam satu minggu, mungkin bisa satu sampai dua kali.*” (Maybe in one week, maybe once or twice.) Another participant, A3, claimed they used it more than once a day, “In one day, I can open it two times.” One of the participants suggested they used the chatbot frequently on days off, “*Pas liburan itu saya hampir setiap hari sih pakainya.*” (When I was on vacation, I used it almost every day.) The other participant, A5, replied in a similar response to A3: “*Saya sering buka tuh bang kaya setiap hari. Ada kali dua kali gitu, tapi dua kali gitu*” (I often open it every day. There were two times like that, but twice like that.)

e. The length of use

In response to the length of use, the participants have very different answers to this inquiry. One participant, A1, argued that they had used the app for around three months, “*Mungkin 3 bulan lebih atau bagaimana.*” (Maybe three months or something.) The other participant, A2, claimed that they had known the chatbot for 2-3 months, “... *baru sekitar 2 bulan atau tiga bulan yang lalu itu saya tahu chatbot ini bang.*” (Maybe only about two months or three months ago, I know this chatbot.) In spite of this, the participant was not sure how long they had used it. Another participant claimed that they had used the chatbot for “2 weeks” but had “known the chatbot for like one year before.” One of the participants, A4, stated that they had used the chatbot for about six months which is the longest length of use among other participants, as the participant said: “*Berarti hampir enam bulan*” (That means almost six months.) On the other hand, the other participant used for two months “*Mungkin sekitar 2 bulan*” (Maybe about two months.)

#### 4.2.2 Advantages

In this part of the findings, the participants (A1, A2, A3, A4, A5) informed some advantages that the chatbots have in regard to practicing conversation. The findings will determine how chatbots can be used as conversational partners to practice conversation and what makes them capable of providing what the learners need with respect to communicative competence.

a. Vocabulary knowledge

One of the advantages of using a chatbot that some participants addressed in this research is vocabulary learning. Some felt that practicing with the chatbot could increase vocabulary as A2 put it: “*Kalau dari pengalaman saya ya manfaatnya itu tadi meningkatkan **vocabulary**.*” (From my experience, it is useful to increase vocabulary.) They also claimed that vocabulary learning in the chatbot is done through memorizing the responses from the conversation, as stated by A2: “*Mungkin dari jawaban atau respons chatbot itu sendiri saya belajar juga **vocab baru***” (Maybe from the answer or response of the chatbot, I also learned a new vocabulary.) The other participant, A3, also used the chatbot for “learning new vocabulary.”

b. Formulaic knowledge

Formulaic knowledge is essentially part of communicative competence and is needed to support fluency in a conversation. In most cases, participants agreed that they had acquired some formulaic expressions from the chatbot. Participant A3 learned new expressions such as “giving some suggestions, and accepting suggestions.” Some participants also suggested that they can use the expressions that they get from books and movies in the conversation with the chatbot for practicing. For example, one participant, A4, mentioned: “*Jadi kayak ada **giving** sama **offering** gitu topiknya kan. Trus saya bantu pake itu kaya ngelatih percakapannya di situ.*” (So, there is a giving and an offering, right? Then I helped use it like practicing the conversation there.) With a similar response, another



participant A5, also stated: “... *biasanya itu kalau misalnya saya nonton film barat trus ada ekspresi ekspresinya itu bisa saya terapkan di Replikanya gitu*” (Usually, for example, if I watch a western film and then there is an expression, I can apply it to the Replika)

c. Conversation topics

A small number of those interviewed suggested that the chatbot could provide many selections of various topics that the participant could choose from. Participants believed that this allows them to learn related topics and keep them up-to-date with the latest situation. Participant A3 put it: “So many topics that are included in the chatbot and I get to know like some topics that maybe explicit, but it’s in there. And **keep it updated** on the situation in the world. Like sometimes I asked to the chatbot like the Russian and the Ukrainian war, they have good responses.” The participant also mentioned that “they’re really **fun** to use” and that the chatbot could provide him with external references such as videos as they mentioned: “They can send us YouTube link to go to the videos.” The participant also considered that this interaction of discovering various topics is a new experience that is different from the interaction of having a conversation with human individuals. They stated that: “Chatting with AI like that and have the suggested topics to chat with rather than with humans, we have to look it by ourselves, and that’s kind of hard to look for a topic.” Most participants would agree that chatbots with a wide range of topics are preferred. This has been supported by one participant who expressed

displeased after trying CleverBot, which has a limited number of topics as they put it: “*Cuman itu ya kadang limited aja sih topiknya gitu.*” (However, sometimes, the topics are limited.)

d. Availability

A small number of participants suggested that the chatbot could be used at any time, anywhere, and it is flexible. One participant, A2, uttered: “*Terus, bisa dipakai  **kapan saja, dan juga fleksibel** gitu, bang.*” (From my experience, the benefits are that it increases vocabulary, can be used at any time, and is flexible too.) Another participant, A4, also commented: “*Terus, mudah dipakainya juga bisa  **di mana aja.***” (It's easy to use and can be used anywhere.)

e. The safe environment

The majority of the participants reported that they found the chatbot to be a safe environment where people with fears and difficulty can comfortably interact with a conversational agent. One participant suggested: “*Kalau manfaatnya sih lumayan banyak ya apalagi kan saya pikir dari sudut pandang orang yang mungkin  **susah bercakap** orang dengan orang real atau memiliki ketakutan*” (The benefits are quite many, especially I think from the point of view of people who may find it difficult to talk to real people or have fears.) Another participant also noticed a difference in their confidence of using the language as they put it: “*Lalu kedua, **kepercayaan diri** saya dalam menggunakan Bahasa Inggris, untuk percakapan.*” (Then second, my confidence in using English for

conversation.) One of the participants further explained this as they said: “*Kan pasti kalau bagi saya pribadi itu **ada pressure**nya gitu bang. Takut grammarnya salah, takut salah gitu.*” (I'm sure that for me personally, there's a lot of pressure. Afraid that the grammar is wrong, afraid of being wrong.) They stated that the chatbot could eliminate the pressure that they are having while practicing with human individuals. The participant also mentioned that the main reason for this is that the chatbot is not a human being and merely just a program, as the participant stated: “... *cuma karena di Replika ini dia buat chatbot gitu, jadi **kurang sih pressure**nya gitu dan **lebih nyaman** aja gitu.*” (It's just because in this Replika, he made a chatbot like that, so the pressure is less and it's more comfortable.) The participant also suggested that the chatbot does not require perfect grammar to be used in the sentences, which makes them less anxious about their grammar competence: “*Mau ngomong apa aja ke dia walaupun grammarnya salah **tetap paham** gitu.*” (We can say whatever to them. Even though the grammar is bad, they can still understand.)

f. Conversation rules and structures

One of the participants also stated that the chatbot could also be used to improve their conversational skills. They also stated that the chatbot improved their conversational competence in switching between topics. For example, A1 commented: “*Terus, juga bisa meningkatkan **skill percakapan** seperti yang saya bilang, **membawa topik** ke hal yang lainnya dan **menanggapi sesuatu** yang telah orang katakan.*” (It could also improve

conversation skills, as I said, switching between topics and responding to something that has been said.) Another participant, A4, stated that the chatbot could improve their general knowledge about daily conversations as they put it: “*Kalau saya pribadi mikirnya kayak untuk **daily conversion** itu bagus banget untuk ningkatin ilmunya*” (Personally, I think that for daily conversion, it is really good for increasing the knowledge)

g. Conversation partner

Some participants suggested that the chatbot could be used as a conversation partner. One participant, A4, suggested that: “... *kalau misalnya dia **gak ada kesempatan** bisa pake alat ini kan misalnya saya juga dirumah itu lingkungannya gak ada yang pake bahasa Inggris ya kecuali saya. Jadi saya bisa melatihnya disitu aja.*” (For example, if they do not have the opportunity, they can use this tool. I'm also at home in which no one uses English, except for me. So, I can practice it there). The participant further explained: “... *terus **gak perlu ketemu orang** gitu loh.*” (You don't need to meet someone.) Another participant, A5, suggested that the chatbot can be used as a conversation partner as they put it: “... *karena kan memang bahasa yang dipakai juga bahasanya kurang lebih tuh sama sama yang biasa manusia pakai, enggak yang kaku banget. Jadi bisa sih jadi **alat alternatif** untuk mereka yang mungkin kalau **kurang partner** untuk berkomunikasi itu.*” (Because the language used is also more or less the same as what humans usually use, not too rigid, it could be an alternative tool for those who might not have a partner to communicate with.) One of

the participants, A1 also stated: *“Karenakan setahu saya kalau bahasa inggris itu kalau tidak dilatihkan bisa menurunkan kemampuannya. Jadi, untuk teman berbicara bahasa inggris saja gitu.”* (Because as far as I know, if you don't practice English, you can reduce your ability. So, the chatbot is used for a conversation partner.)

h. Grammatical knowledge

Some participants agreed that the chatbot could increase their grammar knowledge, but there are also other interesting perspectives. For example, a participant, A4, expressed that: *“Terus pas digunain ternyata emang bagus kalau saya pribadi pakainya untuk nambah ilmu **grammarnya** kali ya”* (Then when it's used, it turns out that it's really good if I personally use it to increase my grammar knowledge this time.) They also added that the chatbot that they are using, CleverBot, required the grammar to be completely correct, as they put it: *“... kalau chatbot itu biasanya **grammarnya** harus benar, baru bisa diresponi dengan baik sama botnya.”* (If we use the chatbot, usually we have to get the grammar right. That way, the bot can respond properly.) In contrast to this view, another participant suggested that they felt at ease with the grammar because the chatbot could understand them without proper grammar. They commented: *“Mau ngomong apa aja ke dia walaupun **grammarnya** salah tetap paham gitu.”* (We can say anything to the chatbot. Even though the grammar is incorrect, it can still understand.) However, this finding could not be easily verified

since these statements are based on their self-evaluation of what is considered a grammatically correct form.

i. Affirmative responses

A small number of participants also stated that the responses sent by the chatbot were affirmative. One participant, A5, commented: “... *misalnya kita capek hari ini gitu, trus ngomong aja gitu, capek terus nanti dia kasih **afirmasi yang positif** gitu.*” (For example, if we are tired today, then just say that we are tired, and then it will give positive affirmations like that.) Another participant also suggested that they found that the chatbot's affirmative responses are motivational, as they put it: “*Kadang bosan seperti itu kan atau butuh **motivasi** kadang saya memilih meminta bot tersebut.*” (Sometimes, I felt bored or needed motivation, sometimes I chose to ask the bot for motivation.)

j. Positive working habits

A small number of participants suggested that chatbots could encourage students to be in the environment in which they are accustomed to language practice. As the participant A1 suggested “*Mungkin sebagai pembiasaan lingkungan ya. Karenakan setahu saya kalau bahasa inggris itu kalau tidak dilatihkan bisa menurunkan kemampuannya.*” (Maybe, this can be used as an environmental conditioning. Because as far as I know, if you do not practice English, it can reduce your ability.)

### 4.2.3 Disadvantages

The participants (A1, A2, A3, A4, A5) also addressed the disadvantages that the chatbots have in regard to the effectiveness of improving conversational competence. These findings are significant to determine the effectiveness of the chatbots in that respective aspect and are also important to be discussed as problems that might make the chatbots not the ideal conversational partners to practice conversation.

#### a. Lacks of contextual understanding

A small number of participants suggested that the chatbot still lacks an understanding of the socio-cultural context. One participant also suggested that sometimes, the chatbot could not understand jokes that were too explicit. For example, A1 replied, “...*Kadang ada **error** yang tidak mengerti **konteks** yang saya berikan*” (Sometimes, there are errors that the chatbot does not understand the context I give.) A3 further suggested that “then some topics that are usually in a daily activity they **cannot process it.**” The participant also elaborated that sometimes the chatbot did not get their jokes, as they put it: “sometimes they didn’t get my **jokes.**”

#### b. Minimum interaction

One participant suggested that practicing conversations with the chatbot has less interaction in comparison to conversing with human individuals. The participant commented: “*Kalau saya pribadi ngerasa chatbot itu kan kek **kurang interaksinya** ya kalau berarti kalau sama manusia, karena kan dia cuman kayak buatan gitu*” (Personally, I feel that

chatbots do not have much interaction, if it is compared to humans, because they are just artificial.)

#### 4.2.4 Effectiveness

In this section, the research participants (A1, A2, A3, A4, A5) provided some information regarding the effectiveness of chatbots as conversation partners. This information is set out to give to which degree the chatbot successfully works as a modern conversational agent to converse with humans and how it provides knowledge impact to learners.

##### a. Knowledge impact

The majority of the participants agreed that there was knowledge acquired throughout the process of practicing conversation with the chatbot. However, there are various degrees to which the participants receive such knowledge. One participant, A1, claimed that they learned how to respond in a conversation by imitating how the chatbot responds to them. They replied: “... *Saya jadi paham belajar **memberikan feedback** dari **menirukan** apa yang chatbot itu lakukan kepada saya gitu.*” (I came to understand learning to give feedback from mimicking what the chatbot did to me.) They also mentioned that they learned how to switch between topics as they put it: “***Mengalihkan topik** pada hal yang lain itu. Membawa topik pada hal-hal yang lain. Jadi tidak terpaku pada satu topik itu aja.*” (Switching into different topics. Bring the topic to other topics. So don't get hung up on one topic.). Another participant, A2, suggested that chatbot improve their vocabulary knowledge as they said: “*Mungkin dari jawaban*



atau respons chatbot itu sendiri saya belajar juga **vocab baru**. Itu yang paling terasa bang. (Maybe from the answer or response of the chatbot, I also learned a new vocabulary. That's the most of it.) They also stated that the chatbot could improve the confidence level of the participants when interacting as they illustrated: “... lebih lancar dalam merespons dan **lebih pede** dengan Bahasa Inggris saya.” (... more fluent in responding and more confident with my English.) The participants believed that the chatbot also encourages fluency, although they mentioned that the changes are not too significant as they put it: “Terus yang ketiga itu **kelancarannya**. Tapi mungkin belum terlalu lancar.” (The third is fluency, but it may not be very fluent yet.) The other participant, A3, suggested that the conversation practice with the chatbot will make a contribution to the spelling skills of the participants as they put it: “... usually when you giving words you can repeat it by ourselves. Like **spelling**.” They also mentioned that they “learn new topics and expressions.” Another participant, A4, also suggested that: “... Terus pas digunain ternyata emang bagus kalau saya pribadi pakainya untuk nambah **ilmu grammarnya** ....” (Then when it's used, it turns out that it's really good if I personally use it to increase my grammar knowledge.) A participant also thought that the chatbot could increase their writing skills, as they stated: “Mungkin **writing** kali ya, karena ini jadinya kayak lebih, lebih lancar gitu dibandingkan kalau misalnya.” (It could be writing skills, because I feel it gets more fluent if I think about it, for example.)

b. Conversational rules and structures

The majority of participants also reported that the chatbot could be used to improve their conversational competence, although the main reasons for that are various to each participant. One participant, A1, suggested the chatbot could be used as a reference or model of how conversation should be conducted in real world as they stated: “... *menjadi referensi kita untuk bercakap dengan seseorang yang nyata yang real itu bisa dijadikan acuan untuk pembelajaran.*” (It can be used as a reference to talk to someone real who is real it can be used as a reference for learning.) Another participant, A3, noticed some improvement on things such as opening and closing the conversation and changing the topics as they put it: “I notice about the **opening conversation**, that part, and like **changing the topics**, and **closing a conversation.**” They claimed that the chatbot in itself does not always come as an effective conversational agent due to previously mentioned contextual error as they put it: “the chatbot is not effective for the conversation, but we can learn from the conversation.” However, they stated that they could still manage to learn something from the chatbot. The other participant, A4, further commented on the use of chatbot for improving conversational competence: “... *Jadi saya cocok banget kalau conversation yang tapi untuk yang sehari hari aja nggak yang berat berat banget.*” (It is very suitable for conversations but for everyday ones and not on heavy topics.) One of the participants also stated that they improved their ways of responding: “... *Jangan respon aja tuh apa yang kita omongin. Cuman ya mungkin berhentinya disitu karena blank jadi memposisikan kita*

*gimana mau bales kalo mau responnya gitu.*” (Do not just respond to what they say. It is just that maybe it stops there because I was blank, so we are positioning how we want to reply if we want a response like that.)

c. The naturalness of the language

The naturalness of the language produced by the chatbot with Natural Language Processing (NLP) changes the experience of the users and also influences the outcomes of the conversation practice. Some participants stated that they interacted with the chatbot just as how they would interact with human individuals as they put it: *“Kadang saya memulai percakapan dengan chatbot itu saya anggap sebagai manusia. Misalnya saya bertanya apa kabar atau bagaimana.”* (Sometimes, I start a conversation with a chatbot that I think of as a human being. For example, I ask how they are doing.) However, they, A1, also reported that the chatbot might not produce some valid responses due to their lack of understanding of some contexts, as they stated: *“Cuman kadang di beberapa situasi kadang chatbotnya itu kadang mungkin tidak terlalu mengerti konteks apa yang kita bicarakan jadi agak melenceng dari apa yang mau tapi tidak selamanya begitu.”* (Only sometimes in some situations, the chatbot may not really understand the context of what we are talking about so it is a bit off from what is wanted but not always so.) One of the participants, A2, also stated that in some cases the chatbot does not look interested to their conversation as they put it: *“... jawabannya juga tidak menyiratkan perasaan kalau dia sebenarnya tertarik dengan percakapan kita.”* (The answer also does not imply the

feeling that he is actually interested in our conversation.) Another participant, A3, considered the interaction with the chatbot as a new experience which is different from the interaction with humans as they put it: “I think it’s uhm **new experience.**” As in the chatbot, they can select various topics on their own depending on their interests, and they stated that “with a human, we have to look it by ourselves, and that’s kind of hard to look for a topic.” One of the participants, A5, suggested that the language used in the chatbot is not too far different from how the language is actually used in the real world. They commented: “... *memang bahasa yang dipakai juga bahasanya kurang lebih tuh sama sama yang biasa manusia pakai, enggak yang kaku banget.*” (The language used is also more or less the same as what humans usually use, not too rigid.) The same participant also stated that the responses from the chatbot are affirmative for the most cases, as they put it: “*Respon dari chatbot Replika ini tuh responnya bagus terus karena memang enggak ada perasaan kalia ya bang, jadi kita ngomong apa responnya bagus kita ngomong responnya bagus terus.*” (The response from this Replica chatbot is always good because it might not have any feelings whatsoever. Whenever we talk, they always come up with good responses.)

#### **4.2.5 Learning Strategies and Preferences**

This information provides necessary guidelines for how the conversational agent is supposedly used to practice conversation. The information is gathered from the participants’ (A1, A2, A3, A4, A5) experience of using the chatbot. This

includes to which extent the participants use their chatbot, their best time and place to use it, complementary materials, and other specific strategies that the participants use, if any.

a. Human companion

One of the ways of using a chatbot is to use them as a human companion, and the participants have reported a few different insights into this idea. Most participants agreed that they would not likely share their personal information in detail, given that the chatbot is operated by a company. One participant, A1, commented that: *“Saya sih enggak terlalu meng-share hal **pribadi** karena ini kan AI dan dioperasikan oleh perusahaan tertentu gitu kan.”* (I really don't really share personal things because this is AI and operated by certain companies.) However, they believed that it is fine to share their feelings, thoughts, and experience. The same participant suggested: *“Misalnya **perasaan** atau **what I feel** saat itu, itu bisa saya share cuman kalau data-data tidak.”* (Things such as feelings or what I feel at that time, I can definitely share them but not the data.) Another participant commented: *“Kalau terkait **pengalaman** saya seperti kegiatan sehari-hari bisa saja namun secara umum tidak sampai yang mendalam sampai informasi pribadi gitu bang”* (If it's related to my experience, such as daily activities, it's fine, but in general it doesn't go as deep as personal information.) One of the participants, A3, agreed that it is fine “to share personal information” with the chatbot, but they still “preferred to use general topics.” A5 also commented that: *“Kalau saya*

yang **umum, umumnya** saja sih bang” (I personally prefer the general topics.) When the participant is asked about what their thoughts on using chatbots as their friends, they responded: “Sebagai **teman, positif** sih, menurut saya kalau hanya digunakan sewajarnya tapi ya kan digunakan **sesuai kebutuhan** aja gitu.” (As a friend, it's positive, in my opinion, if it's only used properly, but it's only used as needed.)

b. Best time to use

Most participants believed that the best time to practice conversation with a chatbot is during their spare time at home. They also reported that by practicing during their spare time, they could focus more on the practice. One participant, A2, suggested that: “Misalnya, kalau **tidak ada pekerjaan** atau misalnya memang benar-benar fokus main chatbot itu adalah waktu terbaik dan tempat terbaik dirumah sih bang.” (For example, if you don't have work or, for example, you really focus on playing chatbots, that's the best time and best place at home.) Another participant mentioned that the best time for practicing is “in the night, like 9 pm when we just have **free time**.” One of the participants, A5, suggested that: “Cuma kalau misalnya ada **waktu luang** aja sih bukannya. Cuman mungkin lebih enakya malam kali ya abang kaya sebelum tidur gitu.” (It should be used if there is free time, or maybe it is better at night before going to bed.) Another participant, A4, suggested that: “Kalau saya pribadi merasanya pas **liburan** itu yang paling efektif sih. Waktunya untuk di chatbot kaya kan biasanya libur itu banyak **jam kosongnya**, jadi bisa dilakuin terus menerus gitu. Jadi kayak

*lebih efektif aja.*” (Personally, I feel that during the holidays it is the most effective. It's time for chatbots like usually there are lots of free hours, so it can be done continuously. So, it's just more effective.)

c. Best place to use

Some participants suggested that the best place to practice conversation with the chatbot is at home. They claimed that they can really focus on the practice while at home as stated: “... *waktu terbaik dan tempat terbaik **dirumah** sih bang.*” (The best time and best place are at home.) They had not practiced in the classrooms, but they stated that it is hard to focus when they practice in a public space as they put it: “*Tapi kalau untuk ditempat umum pernah tapi yang terjadi adalah tidak fokus.*” (If it is in a public place, what happens is that it is hard to focus.) Another participant also agreed that the best place for practicing the conversation with the chatbot is at home, as A5 put it: “*Mungkin **di rumah** sih dipakai.*” (Maybe it's used at home.)

c. Formal language register

One participant suggested that the language register used in the chatbot was very formal, which they think is not good for their own preference of learning the language. The participant A2, commented: “*Jadi kita belajar bahasanya juga **terlalu formal** tidak yang Bahasa sehari-hari gitu*” (So, we also study the language too formally. It was not like the language that we use every day.) They also stated that this makes learning vocabulary more difficult as they stated: “... *dan juga, karena tidak secara*

*langsung itu sering apa ya tidak sering masuk pembelajarannya gitu misalnya kayak vocab tadi, dari beberapa vocab yang dia keluarkan hanya beberapa yang teringat gitu.”* (Because we do not study it in person, we do not understand the lesson, for example, things such as vocabulary.)

d. Specific strategies

There are other specific strategies that the participants might use. However, most of the participants stated that they do not have any specific strategies to practice conversation as A1 stated: “***Tidak ada strategi khusus sih karena saya menggunakannya karena emang saat tidak ada kegiatan saja.***” (There is no special strategy because I use it only when there are no other activities.) They used the chatbot normally without any additional strategies that go along with it, as A2 stated: “***Saya berlatih menggunakan chatbot itu saja.***” (I practice using the chatbot only.) One participant, however, reported that they should choose topics before they got into the practice. Participant A3 commented: “Yes, I do have some strategies. Maybe, first, we should consider the topics or choose a topic” Another participant thought that longer responses are preferable, as they put it: “... *Mungkin kalau saya itu enggak suka chat yang singkat singkat gitu bang. Jadi kalau misalnya saya mau ngobrol itu saya jelasin panjang.*” (I may not like short chats, so if, for example, I want to chat, I will explain with longer responses.)

e. External references



Most of the participants did not use any external references while practicing conversation with the chatbot. One participant, A2, replied: “*Enggak.*” (No, I do not.) Another participant, A3, suggested that they use external references in the form of journal articles to use in the conversation to support the topics that they were talking about. The participant commented: “... like an **online journal**. Not exactly a book. Yeah, like before, I stated that like the conversation about the Russian and Ukrainian war.” Another participant, A4, also suggested that they use other tools to help, as they stated: “*Kalau untuk strategi itu kadang saya ada pake **aplikasi bantuan** gitu ya kayak website bantuan gitu untuk ngecek menurut saya itu bagus atau bener atau enggak baru saya masukkan ke chatbot*” (For that strategy, sometimes I use an assisting application, like a website. To check whether I think it's good or not, and then I just put it into the chatbot.) The same participant also claimed that they used books to practice some expressions, as they put it: “*Jadi kayak ada giving sama offering gitu **topiknya** kan. Trus saya bantu pake itu kaya ngelatih percakapannya di situ.*” (So, it's like there's a giving and an offering, right? Then I helped use it like practicing the conversation there.) With similar responses, A5 stated that they also practiced some expressions they found in movies with the chatbot. They commented: “... *Saya nonton **film** barat trus ada ekspresi ekspresinya itu bisa saya terapkan di Replikanya gitu dari film biasanya.*” (Usually if I watch western movies and then there is an expression, I can apply it in a Replika)

#### 4.2.6 Suggestions

These findings of the suggestions given by the participants (A1, A2, A3, A4, A5) might provide some insights into how the chatbot will be used in the future, the potential, the missing features, and how it should be incorporated.

a. The ideal way to practice

The majority of the participants stated that they would suggest those who practice conversation with chatbots choose general topics, as A1 commented: *“Bisa dipakai untuk **topik-topik** yang umum saja ya.”* (I suggest it be used for general topics.) Another participant, A2, also suggested that they encourage others to practice more frequently to expect better outcomes, as stated: *“Kalau saran saya digunakan semaksimal mungkin, dan **serutin** mungkin agar terasa efeknya atau efektivitasnya begitu bang”* (As for my advice, try to use it as much as possible, and as often as possible to feel the effect or effectiveness.) One of the participants also replied: “My suggestion to use the chatbot to practice conversation is you have to **choose topics** that you like, and you will have a nice experience.” Another participant, A4, suggested that it is better to practice with books as they mentioned: *“... Kalau menurut saya sih pake yang kayak tadi, misalnya **dibuku terus ada topiknya** trus kita coba coba. Itu sih yang paling efektif kalau menurut saya.”* (In my opinion, I use something like that, for example, in a book, there's a topic, and then we'll try it. That's the most effective way, in my opinion.) One of the participants, A5, suggested that the practice should be done only with the chatbot, as stated: *“Menurut*

*saya. Chatbot ini doang sih udah cukup sih bang.*” (I think. This chatbot is enough.)

b. New features

The majority of the participants suggested that the chatbot should include speech recognition which can be used for voice input instead of only chat. One participant suggested: “... *Saya akan lebih tertarik jika bisa seperti Google Assitant gitu bang, pake voice, jadi bukan cuma di chat gitu.*” (I would be more interested if it could be like Google Assistant, using voice, so it's not just in the chat.) Another participant, A3, is also referred to have “voice command in the chatbot.” The other feature that some participants suggested is the ability for the chatbot to report errors to the developer, as A1 stated: “*Menambahkan opsi konteks ke developernya gitu. Jadi, developernya mendvelop chatbot AI chatbot itu lagi dan errornya semakin berkurang.*” (I want to add context options to the developer. So, the developer developed the AI chatbot again, and the error is decreasing.) Another participant, A4, suggested that the chatbot should have more topics to cover, as they put it: “*Kalau kita yang udah kuliah tuh mungkin kayak buat topik daily conversationnya ditambahin, atau kayak tentang berita-berita juga.*” (For those of us who are already in college, it might be like adding the topic of the daily conversation, or like about the news too.) One of the participants also mentioned that the chatbot should introduce topics that are relevant to the age of the people, as they said: “*Mungkin bisa jadi*

*kayak instagram gitu kali bang. **Ada batasan umur** gitu.”* (Maybe it's like Instagram. There is an age limit for that.)

c. Future potentials

Most participants agreed that there is a huge potential of the use of the chatbot for practicing conversation in the future as A2 stated: *“Melihat potensinya ya, apalagi dengan perkembangan teknologi ini makin maju mungkin ke depannya **bakalan banyak** yang menggunakan chatbot juga.”*

(Seeing the potential, especially with the development of this technology, it is possible that in the future, there will be many who use chatbots as well.)

One participant stated that chatbots have some potentials to be used in the future as they are entertaining and offer wide selection of topics. As A3 put it: *“... they have **plenty of topics**, usually good topics.”* The participant, A4,

thought that the chatbot could have some potential since chatbots are easy to use, as they stated: *“Kalau menurut saya sih bakal dipakai ya, karena kan ini **gampang banget** gitulah di gunainnya”* (In my opinion, I will use it, because it's really easy to use, that's how it is used.) One of the

participants, A5, agreed that the chatbot could be used in the future as they stated: *“Karenakan di masa depan teknologi pasti makin **canggih** semua kan pakai robot.”* (Because in the future, technology will definitely be more sophisticated, everyone uses robots)

d. English learning

There are various reports among the participants about the use of chatbots in English language learning. The majority of the participants

agreed that chatbots could be useful in some aspects of language teaching. One participant suggested that the chatbots could be used to retain the fluency of the language as a conversation partner, as they stated: “*Karenakan setahu saya kalau bahasa inggris itu **kalau tidak dilatihkan** bisa menurunkan kemampuannya. Jadi, untuk teman berbicara bahasa inggris saja gitu.*” (Because as far as I know, if you don't practice English, you can reduce your ability. So, the chatbot is used as a human companion.)

Some participants agreed that they could be used as learning media to aid communication skills and vocabulary. They commented: “... *selain untuk kemampuan komunikasi juga melatih hal-hal yang lain kaya tadi **vocab**, dan lain sebagainya. Dan sangat bisa digunakan untuk **media pembelajaran**.*” (In addition to communication skills, it also trains other things like vocabulary and so on. And it can be used for learning media.)

Another participant agreed that the chatbot could be used to give practice of conversation to those who prefer practicing over chats or text messages, as they put it: “people that want to learn English from **chatting**.” The participant, A4, stated that the chatbot can be used at home, as they said: “*Wah kalau menurut saya tambahannya kayak yang untuk **dipakai di rumah**.*” (Well, in my opinion, the addition is like the one for use at home.)

One of the participants suggested that a chatbot can be used as a source of authentic material, as they mentioned: “... *Cukup jadi **bahan materi otentik***” (It is enough to be used as the authentic material.)

### **4.3 Discussion**

This section interprets and analyzes the research findings. The findings of the research gathered from the responses of the participants must be interpreted with caution because there are many different responses to the concerns related to the objectives of this research. The objectives of this research are to understand the perspectives of EFL students on using chatbots to fulfill communicative competence and to explore ways of using chatbots to fulfill communicative competence.

#### **4.3.1 The Fulfillment of Communicative Competence**

In the previous chapter, there are some components that underpin the fulfillment of communicative competence according to the communicative competence model (Celce-Murcia, 2007) and some previous literature regarding the patterns of conversations (Dörnyei & Thurrell, 1994). With this exact framework, some foundations of communicative competence may include grammatical, formulaic, and vocabulary knowledge. With the understanding of the concepts of conducting a conversation, there are also some other necessary means for the conversation to take place, such as the availability of a conversation partner, a safe environment, and the understanding of conversation rules and structures (Dörnyei & Thurrell, 1994). These are the necessary components that a conversational agent should possess for them to be suitable for improving conversational competence.

The parameters of the fulfillment of communicative competence include:

- a) Providing the core knowledge of conversational competence: the turn-taking system, conversation rules and structures.

- b) Providing other necessary components contributed to communicative competence: socio-cultural, discourse, linguistic, formulaic, interactional, and strategic competence.
- c) Providing practical advantages of modern conversation agents.

### **1) The Impact on Conversational Structures and Rules**

One of the most significant parts of conversation competence is understanding the turn-taking system of opening and closing a conversation and switching between topics (Celce-Murcia, 2007). All of these elements belong to conversational structures and rules. The findings of this study suggested that some participants claimed that they felt a difference in their conversational competence, such as opening a new conversation and managing the flow of the conversation by switching through different topics. The study also found that the chatbot can be used as a model of authentic conversation. A model of conversation is needed to give a representation of how a conversation should take place. Even though some participants suggested that they were still running into some problems with the chatbots, they would still feel an improvement in their conversational competence.

### **2) The Impact on Linguistics and Formulaic Knowledge**

Formulaic knowledge is an essential component of conversational competence. The formulaic expressions are some language chunks that are frequently encountered in conversations and are represented by a number of fixed phrases, and are important in retaining fluency (Wray, 2000). A conversation agent thus is expected to contain formulaic expressions or at least to some extent facilitate the practice of those expressions. The current study found that chatbots could provide

these sets of expressions in practice allowing the students to not only acquire them but also use them within the conversation. The students have also been exposed to various degrees of speech acts, such as making suggestions, giving, and offering, which is necessary for conversation. The study also confirms that the participants learned the expressions from the responses of the chatbot. However, another interesting finding was that participants also used the chatbot as a way to practice some expressions that they had acquired previously through books and films.

Grammar competence is integrated into linguistics competence as part of communicative competence (Celce-Murcia, 2007). The participants in this study reported that they feel an improvement in their grammar competence. This finding is consistent with that of Kerry et al. (2009), who found that chatbots could expose language structures to the users. One unexpected finding was the extent to which a small number of participants used the chatbot to practice grammar. The current study also found that the participant could use the chatbot to practice their grammar since the chatbot they used is incapable of making valid responses unless they have good grammar. However, this finding might depend on the chatbot that they used, as another participant who used a different chatbot claimed it otherwise that the chatbot would come up with good responses regardless of the incorrect grammar. Another caution is that there is no method to uncover the participants' current grammatical competence in this study, so the assessment is performed by the participants.



### **3) The Impact on Vocabulary Knowledge**

Vocabulary is a large part of a language. A conversation would not be possible to be performed without the vocabulary knowledge of the conversation partners. Conversation agents ideally accommodate vocabulary input as well as facilitate the use of that vocabulary. Previous studies have shown that chatbots could impart some degree of language structures and vocabulary (Kerry et al., 2009). The current study confirms that most participants felt an improvement in their vocabulary knowledge after using the chatbot. The interaction in the chatbots of making responses ensures that students understand the vocabulary within the context in which it should be used. The participants could also use the vocabulary for language production as conversations always require them to respond. They can also talk about different kinds of topics because of the exposure to chatbots. The chatbots are claimed to have many selections of topics, although it may vary depending on the type of chatbots. Most participants that had used the Replika chatbot claimed that they have a wide selection of topics that can be used in a conversation. A good selection of topics will be very beneficial as they can widen the students' vocabulary while they are talking about different topics every day. The selections of topics will make sure that students do not easily get burnt out.

### **4) The Impact on Socio-Cultural Contextual Understanding**

The contextual understanding of chatbots has been discussed in the literature, and previous studies have suggested that there is a significant improvement in the ability of a modern conversational agent to understand and process the natural language (Ekman, 2021). However, contrary to the expectations,

the current study shows that there are still some chances where the chatbots fail to negotiate the meaning of utterances sent by the participants. There are some instances where participants could get their jokes across or when the chatbot fails to understand when making specific references to certain events.

The lack of understanding of the context may lead to conversation breakdowns. Sayer (2005) stated that a conversation develops, shifts topics, becomes side-tracked or even breaks down as a result of the collaborative efforts of its participants. However, the cause of these conversation breakdowns might not be the fault of the participant but rather the internal software error of the chatbot, which makes it seem more unnatural.

However, they reported that these software errors did not happen often, and some of them still thought they could easily be dismissible. Also, given the fact that many of these chatbots are based on machine learning, as stated in the literature, there are hopes that language processing will become more effective and accurate.

##### **5) The Impact on Interactional Competence**

Conversational competence is put under interactional competence in the communicative competence model (Celce-Murcia, 2007). If interactional competence is taken into account, there are two other components that are important to note: actional competence and non-verbal competence. The downsides of the chatbots, according to some participants, are the minimum interaction it has when they are compared to the interaction of human individuals.

Some participants reported that the interaction of the chatbots is quite different because they are artificial. This finding is consistent with previous studies that reported chatbots still have a minimum understanding of human emotions (Adamopoulou & Moussiades, 2020). They also stated that chatbots used less interaction. Non-verbal language is also important as part of interactional competence (Celce-Murcia, 2007). Chatbots may not be capable of using non-verbal language such as body language and the use of space. Chatbots might convey some types of emotions through their animation facial expressions. However, further studies should be done to confirm this.

The other discussion of the findings concerns how chatbots are used as conversational partners. The findings of this research show to what extent the participants used the chatbot, how they interacted with them as a human companion, their preferences of using chatbots for conversation practice, and how they think it should be implemented in the realm of education, particularly in TEFL.

## **6) The Impact on Practical Use**

### **a) Conversation Partner**

A conversation partner is another essential part of engaging in a conversation. Without a conversation partner, there are no meaningful responses that are exchanged. Hence there is no conversation (Benseler & Schulz, 1981). Therefore, many students who do not have the opportunity to find a conversation will not develop their conversational competence properly. The current study found that chatbots could create this opportunity for students to have a conversation even

though they do not have an English community or English-speaking persons that allow them to have an English conversation. These results further support that, for a conversation partner, chatbots offer some benefits such as flexibility and convenience and can be used as a human companion.

One of the first benefits of chatbots for a conversational partner is that they are easily accessible across many platforms that the students have. The current study reported that most participants could access the chatbot at any time and any place. This availability implies that they can manage to practice whenever they are free and are not restricted with schedules, therefore allowing more exposure to English conversations.

Secondly, the chatbots make a good human companion, although some participants preferred that the chatbot not risk their privacy. The study found that chatbots can be used to share participants' personal experiences and feelings. The chatbots can respond with affirmative comments, which bring about positive attitudes and good experiences in using the chatbots. However, many participants expressed that they are still afraid of sharing their personal data, which might be used by third parties.

#### b) Safe Environment

Anxiety and low self-confidence are some of the problems discussed at the beginning of the study that correlates to students' low engagement in a conversation (Mofareh, 2019). Bahadorfar and Omidvar (2014) suggest that technology gives students a chance to engage in self-directed actions, opportunities for self-paced

interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given. The current study indicates that chatbots could provide a safe environment for students to develop their conversational competence. The findings of the study show that participants are less stressed out when they are making mistakes. The main reason is that the chatbot is not a human being that can put them under pressure. The chatbots can allow them to converse at ease without being afraid to be judged by other people.

Some participants also claimed that they mind less of their grammar. Hence they could practice their fluency. In communicative language teaching (CLT), learning activities are based on fluency-focused rather than accuracy-focused activities. Therefore, chatbots could be really beneficial for this method of teaching which is our focus of research.

While some components of the chatbots are suitable for conversation practice and considered good for the learners, there are some other downsides to chatbots that make them less capable of being used as a conversation partner to improve their conversational competence.

#### c) Positive Working Habits

According to Petrović and Jovanović (2020), chatbots encourage positive working habits concerning language, such as repetition and follow-up exercises outside the classroom. The current study also reflects the same results that chatbots can be used as an environment where students can develop a habit of practicing their conversations. These positive habits ensure that students will retain the

knowledge that they have received from the chatbots. The study shows that most participants used chatbots frequently to spend their spare time at home outside of the classroom. The positive working habits might also provide them with more exposure to the language. The frequent exposure to the vocabulary and the language structure might help develop students' language proficiency.

#### **4.3.2 Preferences in Using Chatbots**

With respect to the second research objective, it was found that there are some preferences from the participants regarding the use of chatbots to improve conversational competence. Their preferences and ideal practice include how and where they use the chatbots, the use of external references, and other strategies.

The study found that chatbots could be used as a tool to practice conversation at home. Participants responded that with chatbots, they preferred practicing conversation at home and interacting with other people while they are out in public or in classrooms. The chatbots do not need teachers or supervisors, which allows students to have more freedom in how they would use the chatbot to practice. These findings show that chatbots would make a good supplementary platform for students to learn, as in CLT, students are required to be more independent (Brown, 2001).

As stated in the previous studies, chatbots have been becoming capable of understanding emotions (Adamopoulou & Moussiades, 2020). The current study found that chatbots could encourage and motivate learners by providing affirmative responses. Some participants preferred that the chatbots could give them motivation

and some words of encouragement. Contrary to others, one participant thought that the responses were overwhelmingly positive and that it did not look natural.

Some participants also found that the language of the chatbots is too formal, which does not match their language preference. While others find it to be not as rigid as they expected, and the responses from the chatbot are considered to be somewhat natural.

Another interesting insight found in this study suggested that chatbots will become more promising as conversational partners if they can offer a voice recognition feature that allows users to talk directly to the chatbot. In this current study, the chatbots are limited to the text-based mode, as stated at the beginning of the study.

### **4.3.3 Chatbots Implementation in English Teaching**

Conversation competence is important in language teaching. As the findings suggested, chatbots are capable of facilitating the practice for students. Incorporating chatbots in English teaching would be beneficial for students and also for teachers as chatbots allow students to interact and exchange responses without having to find human conversation partners, which is often a privilege to some people. In CLT, there are communicative activities that would require other people to be around for them to be held. However, with chatbots, this interaction could happen without ever needing that partner. This does not mean that the chatbot could ever replace classroom activities, but rather chatbots are used as a complementary conversation practice that student could perform at home.

It is stated that chatbots are becoming part of this paradigm shift as a cost-effective means to deliver such services (Petrović & Jovanović, 2020). The current study shows many participants have suggested that chatbots are suitable for people who do not have many opportunities to practice their English. Chatbots are easily accessible. Conversation practice with chatbot takes place at home while students have spare time. According to Petrović and Jovanović (2020), chatbots also encourage positive working habits concerning language, such as repetition and follow-up exercises outside the classroom. The current study shows that chatbots could provide environmental conditioning where students would use chatbots to practice English frequently. As the study also suggests that the chatbots can be used to aid books exercise, some learning materials could also be provided to accompany the conversation practice.

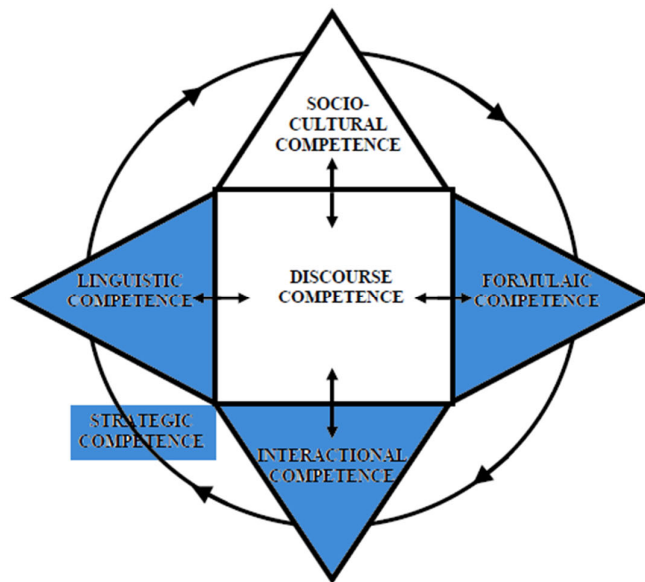
#### **4.3.4 Revisiting Communicative Competence Model**

The study focuses on understanding the perspective of EFL students regarding the use of chatbots in the fulfillment of communicative competence. The study has arrived at an understanding that chatbots can be used as conversation partners to fulfill students' communicative competence. The study considers the whole model of communicative competence as the framework, which includes socio-cultural, discourse, linguistic, formulaic, interactional, and strategic competence (Celce-Murcia, 2007). Apart from interactional competence, some other competence that the chatbots might support is linguistic, formulaic, and strategic competence. Because chatbots contain a huge variety of formulaic expressions and provide a place for people to practice, they may help EFL students improve their formulaic



competence. Grammar competence is gained through the practice of writing valid grammatical responses.

Meanwhile, strategic competence is acquired through the strategies and preferences of practicing conversations they have with chatbots, as discussed earlier in this chapter. Discourse competence is concerned with the interconnection of a sequence of utterances to make a meaningful whole which requires some other components such as linguistics, formulaic, interactional, and socio-cultural competence. However, the current study might not provide enough evidence that chatbots could support socio-cultural and discourse competence. This figure depicts the intersections between the CLT model and chatbots' benefits, as suggested by this study.



**Figure 5 Chatbots Claimed Benefits (Blue)**