

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestions of the study. The conclusion of the study is drawn from the analysis of the findings and discussion, while the suggestions consist of the future research recommendation.

#### 5.1 Conclusion

This research aims to understand EFL students' perspectives on using chatbots in fulfilling communicative competence and explore ways of using chatbots to fulfill communicative competence. There are a few conclusions that can be drawn from the study in relation to the research objectives:

- 1) First, the study concludes that chatbots can be used as conversation partners to fulfill communicative competence to some extent (linguistic, formulaic, interactional, and strategic competence) from the perspective of EFL students for several reasons: 1) Chatbots provide a practical model for conversation turn-taking; 2) Chatbots provide students with the opportunity to practice conversation; 3) Chatbots feature a large number of formulaic expressions that can be employed to maintain fluency; 4) Chatbots can help with vocabulary learning; 5) Chatbots provide a safe environment in which students can gain confidence; 6) Chatbots could improve their grammatical knowledge; 7) Chatbots can provide positive working habits; 8) Chatbots can be used to motivate and give affirmative responses. Before implementing chatbots to develop communicative competence, there are a few considerations, including an occasional lack of socio-cultural

contextual understanding (socio-cultural competence) and minimum interaction (interactional competence).

- 2) Secondly, the study also concludes that students prefer to use the chatbot as a complementary learning platform to practice their conversations at home during their spare time; some students prefer to use materials to accompany their conversation practice; a few students use the chatbots to give them affirmative responses for motivation.

## **5.2 Implications**

The research came up with a few implications based on the findings of the study that might be useful for the development of English teaching methodology, which include:

- 1) Theoretical Implications
  - a. The study is expected to give insights into future research as references and inputs relating to the use of chatbots in education, particularly in English language learning. The study provides implications on using chatbots within the limitation of EFL students in Universitas Jambi and within the limitation of a text-mode interface. This study might open a new discussion in the body of research literature, particularly in the field of English education in Indonesia.
  - b. The study is expected to provide perspectives on the future research of chatbots as a technology to provide complementary learning platforms in communicative language teaching. As the study

suggests, the students prefer to use chatbots as an alternative learning platform that can facilitate conversation practice at home. The chatbots, therefore, might be potentially good as a complementary learning source. In this case, some elaborated studies can be conducted to prove this thesis further.

- c. The study could provide insight into research and development studies on developing chatbots to meet the student's needs in order to improve communicative competence. Most of the chatbots identified in this study are not designed for educational purposes. Hence, developing chatbots that are specifically designed for language learning might be really effective. Future research could consider some of the important components in this study that students think are important in chatbots.

## 2) Practical Implications

- a. The study could provide teachers with ideas on employing chatbots to improve students' communicative competence. Though many chatbots used in this study are aimed not specifically at education, there might be some immediate benefits that teachers could if they instruct their students to use chatbots to practice conversation at home.
- b. The study could propose using chatbots as an alternative conversation partner for students who do not have access to a conversation partner. As the study suggests, chatbots could be used

as an alternative conversational partner. Therefore, this study encourages students to use chatbots to practice their conversations as they are benefits, apart from conversational competence, that follow, such as vocabulary learning and grammar practice.

- c. The study could encourage the use of chatbots for educational purposes, which could be incorporated into the curriculum. The study shows that the current chatbots might be a good learning platform to use for English learning, as the impact on students is profound. Therefore, the implementation of chatbots in education in the future might be feasible and beneficial.

### **5.3 Suggestions**

The findings of this study have led to several recommendations for further research on related themes, including:

- 1) Future research could look at topics that were not the focus of this study but were identified as a result of the findings. The study's findings show that chatbots could be used to help improve overall reading and writing skills. According to the participants, chatbots could also stimulate and provide affirmative responses. Future research could be performed to gain a better understanding of these subjects.
- 2) Future research could focus on the correlation between different chatbots and students' learning experiences. While conducting research, the study found a different perspective of participants that might depend on the types of chatbots that they were using. However, the current study could not make

any correlation as the number of participants who participated in the study is quite small.

- 3) Future research could focus on measuring the effectiveness of the chatbot in contribution to students' learning outcomes. The nature of the current study is qualitative research comprising EFL students' perspectives to inform understanding of the research problem. While it is sufficient for preliminary exploratory research, further quantitative research might be required to measure the effectiveness of chatbots on students' actual performance.
- 4) Future research might include a case study to learn more about the participants' experiences with chatbots. An extensive case study research might also be performed to account for some of the interesting findings, such as students' practices and preferences.
- 5) Future research could include the research and development of a standalone chatbot application aimed at language learning. The current study shows that participants suggested chatbots as an alternative conversation partner to assist language learning and that other learning materials could also be incorporated.