

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the results of observational data analysis and interviews, this study concludes that communication between EFL students and international students at Jambi University takes place in various contexts, both formal and informal, with a high degree of interaction flexibility. However, EFL students face complex communication challenges, including linguistic challenges such as limited vocabulary, sentence structure errors, and difficulty understanding accents. And non-linguistic challenges, such as speaking anxiety and cultural differences. To address these challenges, students employ various communication strategies, which can be classified into four main categories linguistic problem-solving strategies, interaction maintenance strategies, avoidance strategies, and socio-affective support strategies. However, this study found that only two categories linguistic problem-solving strategies and interaction maintenance strategies are predominantly and consistently used.

Strategies such as sentence simplification, digital translation tools, mental translation from the first language, and self-repair are recognized by students as the most effective linguistic strategies for helping them convey messages despite their language limitations. Similarly, strategies like clarification requests, repetition, slowed speech, gestures, and fillers are relied upon to maintain conversational flow and prevent misunderstandings. In contrast, avoidance strategies appear only occasionally, functioning as a defensive mechanism rather than a preferred communication method. Notably, socio-affective support strategies were not identified in this study, suggesting that students prioritize message clarity and comprehension over interpersonal rapport during intercultural communication.

Overall, this study concludes that the communication of EFL students in intercultural interactions relies primarily on linguistic adjustment and interaction management strategies as practical tools to navigate communication barriers. These findings highlight the need to incorporate pragmatic, technological, and interactive communication strategies into language

teaching programs to better prepare EFL students for real-world intercultural communication challenges.

5.2 Implications

The findings of this study have several implications that need to be considered, namely:

1. Pedagogical implications

English language instruction in an EFL context should not only focus on linguistic competence but also consider pragmatic and intercultural competence. There is a need to develop learning materials that train real-world intercultural communication strategies, including simulations, role-plays, or informal interaction activities. English language teachers and instructors can design learning environments that support students' confidence to speak up and tolerate mistakes as part of the learning process.

2. Theoretical Implications

The discovery of additional communication strategies beyond Dörnyei's taxonomy (1995) highlights the need for the development of a more contextual communication strategy framework, including consideration of technological factors and global cultural developments. These findings reinforce the theory that intercultural competence and pragmatic competence are essential companions to linguistic competence in foreign language learning.

3. Practical Implications

The results of this study can be utilized by universities to design cultural exchange programs, mentoring activities, or international collaboration projects to provide authentic interaction spaces for students. Instructors can enhance students' awareness of the meaning of negotiation strategies and encourage them to ask questions so they do not easily give up when facing communication barriers.

5.3 Recommendations

1. For EFL students

It is recommended that students continue to develop awareness and confidence in using various communication strategies, including new strategies beyond the classical taxonomy, to communicate more effectively in cross-cultural situations. Actively seek opportunities to practice speaking outside the classroom, especially through informal interactions with international students, to further hone their adaptability skills.

2. For English language instructors and teachers

It is important to provide authentic opportunities for cross-cultural communication practice, both in the classroom and through community activities. Teaching materials should not only emphasize grammar and vocabulary but also include training in pragmatic, intercultural communication strategies and the use of digital technology.

3. For future researchers

Consider increasing the number and diversity of participants to enhance the generalizability of findings. Further research could explore the role of technology in supporting EFL students' communication strategies. Correlation studies are also recommended to track the ongoing development of students' communication strategies over time.

5.4 Limitations of the Study

This study has several limitations that need to be acknowledged. First, the number of participants was limited and only drawn from one university, so the results cannot be generalized to other EFL contexts broadly. Second, the observational data only covered a few classroom situations, so it may not fully represent the overall interactions between EFL students and international students in various campus activities. Third, the interview data is self-reported, so it may still be influenced by memory bias or the desire to appear positive. Therefore, future research is recommended to use a broader sample, more diverse observation contexts, and a mixed-methods approach to obtain a more comprehensive and in-depth picture.