

CHAPTER V

CONCLUSIONS

This chapter will provide the conclusion that has been displayed in the result and discussion of the study, limitation of the study that still appear in this study, the recommendation that might be useful for further research, and the pedagogical implication.

5.1 Conclusion

The conclusion of the study is drawn from the result and discussion of gathered data. The purpose of the current study was to explore the EFL students' experiences in developing presentational communicative competence during their involvement in the simple virtual exchange program. This study showed that the students' experiences in virtual exchange programs positively develop their presentational communicative competence.

After participating in VE, the students felt more accustomed to speaking or giving a presentation in public with a variety of audiences. This positive result is showed by the comparison of students' data regarding their initial feelings and students' assessment of the presentations they have performed. In addition, the students' experiences in the process of preparing presentation materials makes students' presentation skills improve during the stage of mapping topic points, consultation sessions, feedback, and practice sessions. Furthermore, the students' PCC ability based on the NCSSFL-ACTFL Can-Do Statements shows that the

majority of students are at the Intermediate level. It is possible that if students are re-involved in VE activities, the PPC level of students can increase and increase to an advanced level accompanied by assistance by education personnel such as lecturers.

During the VE program, the students also gained more knowledge about how to compile a good presentation and adopt different presentation styles from other speakers to grasp audiences' attention. Students also acquired new vocabulary and had the opportunity to use it appropriately in the content of their presentations which improve their communication skills in real-life interactions. Furthermore, participating in the VE program increased the self-efficacy of the students toward themselves. Appealing and relevant topics to students during their initial experiences in the VE program eased the students in developing presentational communicative competence through the presentation task. Consequently, students did not encounter any significant difficulty in understanding the material to be presented. The feedback that students obtained during the VE program also has a positive impact on improving students' PCC abilities which allows greater reflective learning and leads to positive presentation performance improvement.

5.2 Limitation

In this study, there is limitation that need to be acknowledged. This study only focuses on student participation in developing their presentation skills in simple VE in one presentation session considering that many types of VE are

more complex. In addition, the research instrument used in this study was only based on the results of student interviews where the data would be more accurate if the researcher could obtain and use recordings of students' presentation sessions. Finally, the researcher realizes that this study still presents a gap in portraying the improvement or changes in students' presentation abilities while being speakers in this VE activity. There is also a point that the researcher did not examine further in this study, regarding the reasons for students' self-assessment in Can-Do Statement. Since the study was limited to scope, the findings and analysis of the study were not completely done.

5.3 Pedagogical Implication

The findings of this study imply that the involvement in the VE program had a positive impact on improving EFL students' communication skills, especially presentational communicative competence. As the result shows, students perceived positive impact, not only limited to PCC skills but also language skills in general, and increase the self-efficacy of the students which can motivate students in learning. It can also be used as a reference for language teachers in designing classes that are attractive to students and effective in improving students' communication skills.

5.4 Recommendation

The instrument of this study is still limited to obtaining more accurate data in portraying the presentational communicative competence of the students. Since

the PCC is a crucial concern in higher education and increased attention to higher education in VE is much larger scale. In addition, many aspects construct the oral presentation communicative competence that has not been studied further in the VE setting, especially in the Indonesian context. For this reason, it is recommended that future researchers can investigate further the EFL experience in developing presentational competencies in more complex types of VE programs.

