

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter reveals the conclusion about the research findings on non-native English speakers' willingness to communicate (WTC) on Clubhouse application dealing with layers four to six of the L2 WTC heuristic pyramid, the reflection as well as the suggestions of the English teachers, EFL learners, and future researchers.

5.1. Conclusion

After analyzing the data and finding the results, the researcher drew some conclusions that the Moroccan, Iranian, and Indonesian non-native English speakers WTC of Smart and Easy English club on Clubhouse application employ the Motivational Propensities, Affective and Cognitive Context, and Social and Individual Context. However, there are similarities and differences among them in practicing on Clubhouse application. The similarities include the participants' goals and desire to practice English, their WTC in English rooms, their attitude against the social situation, and their desire to choose Smart and Easy English on Clubhouse as the comfortable place to practice English. It is evident that desire or WTC brings the dominant influence in learning English. It is significant to motivate EFL learners to learn and practice English. To activate or stimulate their WTC does not have to be in the classroom, but also in IDLE (Informal Digital Learning of English).

Dealing with the participants' WTC differences, they cover the different interpersonal motivation, their intergroup attitudes, their favourite features of Clubhouse, as well as their country's perspective and situation about English. The history of the English expansion and prior usage influenced the participants' perception of the importance of English in their country's education and career system.

In conclusion, the Clubhouse application is inferred as one of the IDLE (Informal Digital Learning of English) for implementing online learning formally or informally. It is in line with Bell et al., (2017) that online learning enables the members to interact through the web or application despite the different places.

5.2. Suggestions

The researcher offers some suggestions to the English learning society specifically for English teachers, EFL learners, and future researchers. The results of this study may be advantageous for English-speaking course developers or schools with contemporary channel practice.

For English teachers, it is expected that they can use the findings of this study to improve their teaching media by using IDLE (Informal Digital Learning of English) to support the EFL learners' WTC. It is in line with the Industrial Revolution 5.0 which integrates technology in all aspects including education. The Industrial Revolution 5.0 brings technological innovations that enable broader and more flexible education provision. For example, online learning platforms, online courses, and digital educational content are enabling easier and more affordable

access to education for individuals around the world. One of the platform examples is the Clubhouse application. Fauziyah, Widodo, and Yappi (2022) agreed that the teacher should have attractive learning strategy that attracts the students' interest and motivates the students to participate in the learning process. It is to build the mutual interaction among the students, or between the students and the teacher. The application of digital media then must be paid attention depending on the students' WTC.

For EFL learners, they can have a new point of view on using the right IDLE (Informal Digital Learning of English) that supports their WTC, so they become active and fluent speakers or even moderators in the clubs. The EFL learners must use applied English better than text-book English. It is experienced by the participants in this study who revealed that natural speaking is needed to maintain their competency and vocabulary in English. Therefore, EFL learners should learn and practice English from anywhere to improve their English and have sufficient exposure to English usage, especially for non-native English speakers. Learning language is a matter of practice, not merely a theory after all.

For the future researchers, they hopefully can conduct more research on the other application dealing with other variables on the WTC model thus revealing new knowledge and contributing to English contextual learning through an IDLE. Experimental methods also could be used in future research to know the learners' English proficiency before and after practicing at Clubhouse by using pre-tests and post-tests. One thing for sure, any digital application or software will always experience updates or development. Clubhouse might come with different

interfaces, features, or behaviour. Therefore, it is always open to be studied in the future to deal with English learning in this digital environment.

