CHAPTER V

CONCLUSION

5.1 Conclusion

The objectives of the present study were twofold: (a) analyzing the CSs used by EFL learners when interacting in both F2F and online meetings and (b) mapping the highest CSS used by EFL learners in both F2F and online contexts. The findings indicate that EFL students from many countries use communication strategies when they face communication difficulties. Based on the comprehensive studies that have been reviewed, it is found that EFL students use many types of communication strategies. However, not all of these strategies are used frequently by students.

From the results of the review, this research reveals that the CSs used among EFL students in both F2F and online contexts are widely used to overcome and minimize their communication issues, and help them achieve the objectives of the conversation. For this reason, the current research reveals the trends towards the use of communication strategies is considered essential to see the tendency of students to use CSs in each of their communication interactions.

Furthermore, from the results of the analysis, there was no difference in the CSs type used by EFL students in both EFL and virtual contexts. The applied communication strategy refers to two big goals: reducing strategy and achieving the strategy. The basic concept of CSs is to help the speakers convey their ideas or the results of their thoughts. Therefore, this research related to CSs is reviewed to answer the two research objectives.

5.2 Limitation

Researchers discovered several challenges that developed during the data collection procedure due to the process used in this investigation. First, because this study focuses on EFL students' communication strategies in two contexts simultaneously, namely in face-to-face and online settings, the researcher only located seven relevant papers referring to CS in the online domain. Then, 35 studies focused on the face-to-face environment. This study suggests that the researcher did not thoroughly investigate relevant CS literature according to the virtual area.

Furthermore, the data analysis utilized a narrative review and a qualitative data approach, with the researcher manually classifying the data. This study exhausts the researcher's patience with classified data, particularly in identifying the umbrella term "CSs" itself. Furthermore, the operational data took longer to collect than the previously specified research aim, ranging from a month to three months.

5.3 Recommendation

Considering this study's limitations, several future research directions seem fruitful. The next researcher should be able to discover and collect relevant publications about CSs used in face-to-face and online situations so that they can be studied with different data. Furthermore, by comparing the number of prior studies acquired connected to CSs in online classes, which is currently limited, research that focuses on this context can be further improved by doing other exploration.

Then, because this study only uses manual analysis and categorization, it is feasible that future research will combine qualitative and quantitative methods. This study is implemented to promote the speed and accuracy of data analysis.

5.4 Pedagogical Implication

This study's findings have several educational implications. First, the findings of this review study are meant to provide students with material for thought, particularly when it comes to using CSs to improve their communication skills. Furthermore, EFL learners can generally contribute material relating to the various forms of CSs they can use when conducting discussions or oral communication in front of people such as teachers or friends, even in virtual meetings.

Hence, this narrative review in the research article summarizes how to handle or minimize mistakes in communication among EFL students—enhancing the student's usage of CSs and alerting them about how CSs are essential to get the best communicative competencies in the target language. Teachers should raise the students' awareness of the importance of CSs in their oral communication and give them the definition and examples of CSs. The teacher should also encourage their students to use CSs in their oral communication, so students can know and learn how to stay safe and convey their message to the interlocutors effectively while they face communication problems or breakdowns in English.