

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This study was held to set out the development of my English competence in the native English country, the United States. The result shows that my English competency can be depicted through the critical events that occurred during my study and the investment that I deployed have helped my English competency skills to develop as I acquired new knowledge gradually. The discussion shows that my language development from month to month continuously developed, it is shown by the use of vocabularies and abbreviations that I successfully grasp from the native speakers. In developing my English competency skills, native speakers also play a big role. They willingly help me by correcting me when I pronounce some words incorrectly. Not only that, but they also helped me by being a learning simulator as I can practice what I learned from them with other native speakers or even practice it for educational purposes and this has helped me in developing her English competency.

On the other hand, self-confidence and practice in social context; both of those elements have helped me in terms of boosting my English competency skills to be better. With self-confidence, I was not afraid to make mistakes while using the English language. This indirectly has a good benefit to me so that I could learn from my mistakes. Meanwhile, if I was not confident enough and

was afraid to use the English language, I would not be able to learn from my mistakes at all. This highlights the importance of investing in self-confidence to learn a language. Moreover, practice in social-context has also developed my English competency skills as I could communicate with the native and international students directly. In addition, the self-confidence that I invested enables me to practice my English competency skills in a social context.

5.2 Suggestions

5.2.1 Suggestions for the next Exchange Students

After recalling and depicting all of my experiences in developing my English competence in the United States, I would like to give two suggestions based on the findings that I have denoted in chapter IV. First, I would like to suggest the next exchange students to reach out the local students by downloading the application called “patio” so that students can directly communicate with the native speaker as well as learning the native speaker behavior in communicating with people. In this way, students can acquire new knowledge and skills that they can apply when they arrive later. Second, I would like to suggest to all of the English learners to deploy an investment in learning English so that the benefits of your investments in English language can be seen significantly as you have mastered the language itself. This will be extremely helpful during the study time abroad. Moreover, practicing in a social context is also important because it can help you to think fast in English and express the idea directly which can help the development of your English language.

5.2.2. Suggestions for the Future Researchers

As Auto-ethnography is used for the research method, the whole findings and results are considerably presented in a profound narration on the

researcher' own experience in developing my English competence in the United States. Since the phenomenon of student exchange is not limited anymore in Indonesia, especially with the presence of a new program, IISMA, the applicable suggestions for future researchers are to identify the hybrid identity and multiculturalism with its influence either on the academic or non-academic circumstances while doing a student exchange program.

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