CHAPTER 5

CONCLUSION

5.1 Conclusion

As the authentic user of English language, native speakers contribute me with new vocabulary through such events as topic and project discussions where me and the native speakers discuss certain topic or upcoming music project. During the discussions, I got to learn new vocabulary from them particularly idioms and formulaic expressions. Not only that, topic discussions also contribute me with proper grammar as I observe and absorb the way native speakers use the language. Events such as small talk, contribute me with informal abbreviation mostly used in texting. I also learned few slangs during small talk with native speakers.

In contributing my English learning, native speakers play a role as an authentic user of the language. They provide me with new vocabulary which make them play a role as the language information source. Not only that, when I pronounce a word incorrectly, they would correct me with the proper pronounciation which in this case, makes them a language feedback source. Native speakers also play a role as my learning simulator as I can practice what I learned from them with another native speakers.

From native speakers I learned some expressions I can use when talking to another native speakers or when I am having to talk in English in general. New words or vocabulary that I learned from them also helps me with saying things in English or when I am needing to explain myself to others in English, just like how learning expressions help me with that. Not only that, I also got to learn few of English slangs and some idioms as well as informal abbreviations which help me communicate with native speakers like a fluent.

I personally think that encountering with native speakers give a positive impact on my English learning. I could get to learn how to speak and or talk like

them using the expressions, slangs, idioms, and even informal abbreviations that I learned from them. Not only that, as time goes by as I talk to native speakers, I feel like I became more confident in speaking in English when I am needed to or when I just feel like to speak in English. I also found myself talking to myself in English rather than in Indonesians sometimes. Not only that, when talking about my feelings, I feel more comfortable to present it in English rather than in Indonesians as I never really speak about how I feel in Indonesians. I am not that open to my family and friends or anyone I know in real life. In contrast, I am more open to random people online since I think I would never meet them in real life so there is nothing to lose as they are more unlikely to use it against me to hurt me.

5.2 Recommendations

5.2.1 For English Learners

Learning English in the classroom may not be as natural as learning from encountering with native speakers. However, students can find the fun out of it by learning English outside the classroom which can be done by encountering with native speakers. Students may need to step out of their comfort zones and encourage themselves to interact with native speakers. One thing should be taken note is that making mistake is a part of learning, native speakers themselves do not really care of the grammar mistakes we make as long as they can understand what we are trying to say. If encountering with native speakers considered too much, learners can also find other way to learn English such as by watching YouTube vlog videos from native speakers, or listening to English podcast. Learners then can try to practice what they learn by interacting with native speakers.

5.2.2 Recommendation for English Teachers

I think for me teachers may want to consider speaking in English in the classroom and get students to speak in English too. Teachers can mix up English

with a bit of Indonesian just so students can get used in transferring their thoughts in English. Teachers can use more context of communication such as informal communications that often occur in social media encountering with native speakers.

5.2.3 For the Practices of ELT in Indonesia

English is one of the compulsory subject in schools in Indonesia as it is considered important. However, as a foreign language in Indonesia, English is not widely spoken and used. Not only that, the low-motivation of learning English also contribute to the fact the statement that English in Indonesia is under the low profiency category. (Prihatin, 2019). I think for me, students should realize the importance of English language in globalization era. Nevertheless, teachers can also provide students with a fun class environment where students can practice English in a way English is actually used in real life. Teachers may monitor their students and their progress as well as adjusting the lessons according to students' capability based on their learning styles.

5.2.4 Recommendation on Research Method

Autoethnography is a new research methodology that is not yet known by a lot of people. Since it is a new research methodology, I had a little difficulty in finding some similar previous studies that can support my research. However, for further research, perhaps there can be an ethnography that focuses on written English by the encountering with native speakers. There can also be more netnography study for future research.

5.2.5 Agenda for Future Research

Based on the findings of this research, it is found that there are not a lot to learn from encountering with native speakers other than learning new words, expressions, and informal abbreviations used in texting. This due most of the time, the encountering occurs on social media, hence the learning of pronunciation is not as much as learning new words. However, encountering with native speakers includes the occurrence of conversation between me and the native speakers. Thus,

encountering with native speakers contribute more in oral English learning. Perhaps, there can be a further research to find out whether there can be an ethnography study in a written subject as well as more netnography study.

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