

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

This chapter provides a detailed description of previous studies that are relevant to the research's objectives. It also displays the findings derived from the research summary. In addition, recommendations for helping Gen Z or young learners find other ways to practice English. This chapter is divided into two sections: conclusion and suggestions.

#### **1.1 Conclusion**

Based on the research's findings, researcher can make conclusions about Gen Z's perception of their English written communication in the K-pop community. The researcher will next describes the conclusions, which will be separated into three categories: Gen Z's perception, the obstacles and opportunities that Gen Z faced in effectively expressing themselves in English, and the impact of K-pop content on Gen Z English proficiency and literacy.

According to the study findings presented in the previous chapter, the K-pop community indirectly motivates and stimulates Generation Z's English written communication abilities. This is because 100% of Gen Z believe that the K-pop community has an impact on their English written communication abilities. Furthermore, 94% of Generation Z believe that the K-pop community has helped them improve their reading comprehension abilities. So it can be stated that Gen Z has a positive opinion of the K-pop community in terms of motivating and improving their English written communication abilities.

Aside from the sense of comfort provided by the K-pop community setting, Gen Z still has obstacles inside it. In this case, they still lack of confident, from the data questionnaire above show 54% participanst agree that they feel less confident in English written communication skill. In this remark, the researcher analyzes and assumes that they are less confident since English is not their mother tongue in Indonesia and is a foreign language, which Gen Z is still adjusting to in describing to both non-native and native speakers.

However from the interview and reflective journal data shows, that Gen Z unfamiliar with many foreign phrases or sentences utilized in the K-pop community. Cultural differences also have an impact on the way native speakers and Indonesian Gen Z communicate. Because some of the jokes expressed by native speakers are still not adequately interpreted and comprehended by Indonesian Generation Z.

Despite the obstacles that Generation Z experiences, the K-pop community continues to affect their English language abilities, particularly their written communication. Gen Z believes that communicating and interacting with worldwide fans and K-pop idols in English helps them enhance their English skill. This is demonstrated by 96% of Gen Z saying that the K-pop community inspires them to improve their English written communication abilities. Gen Z believes that the K-pop culture is a suitable place to practice English since it coincides with their hobbies. So that Generation Z can acquire English written communication in a comfortable, enjoyable, and non-monotonic setting.

Based on the findings, the K-pop community has the potential to contribute as an environment or medium for learners to practice their English written communication abilities. Using the global community, learners may practice in an international environment and communicate with native speakers. So that it can train and boost the confidence of English learners. Furthermore, the K-pop community offers a fresh learning experience that is both interesting and enjoyable, as well as the opportunity to form relations with individuals from other countries.

## **1.2 Suggestion**

Based on the outcomes of this research, the researcher offers the following suggestions:

### **a. Lecturer or Teacher**

Suggestions for teachers and lecturers to allow students to practice their English abilities through the global community, where students may practice directly on an international scale by engaging with native speakers. This also creates digital media-based learning. So that learners might discover new knowledges and language that are rarely taught in school. Furthermore, teachers might plan projects

in which students collaborate to translate K-pop information, such as interview videos or news pieces, into English. This encourages writing and comprehension abilities. However, teachers must also provide assistance to students when utilizing the global community in learning.

**b. Students or Learners**

Learners can practice independently by improving their reading, writing, and communication abilities. Learners can frequently read English articles, view K-pop videos with English subtitles, make friends in the K-pop community, and then attempt to participate in discussion, conversation, and comments. This can also train learners' confidence to mingle and communicate in a global environment.

**c. For other Researcher**

Other researcher are encouraged to carry out and expand on this research by examining social media and compare language learning outcomes in the K-pop community with other fan communities (e.g., western pop, anime) to understand unique and common benefits, especially in English written communication skill.



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