

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions derived from the findings and discussion of the research entitled “EFL Students’ Self-Perceived Communicative Competence in English as a Foreign Language.” It summarizes the main findings of the study and provides suggestions based on the results.

#### **5.1 Conclusions**

This study investigated the level of EFL students’ self-perceived communicative competence at Muhammadiyah University of Bengkulu, focusing on four interrelated components: grammatical, sociolinguistic, discourse, and strategic competence. The findings indicate that students reported a high level of self-perceived communicative competence across all four domains.

Students believed that they were capable of using English to express ideas, organizing messages coherently, adapting language to different social contexts, and using strategies to manage communication breakdowns. Strategic competence emerged as the most prominent strength, indicating that learners are confident in using paraphrasing, asking for clarification, and requesting repetition when faced with language limitations. Sociolinguistic and discourse competences were also strongly perceived, reflecting students' awareness of contextual appropriateness and their ability to organize spoken contributions. Grammatical competence was rated highly, but students still experienced challenges related to vocabulary range and grammatical accuracy.

Self-perceived competence did not exhibit a linear development between semester levels. Students in their second semester had the highest overall self-perception, followed by those in their fourth and sixth semesters. This non progressive pattern implies that time spent in the program or the amount of coursework completed are not the only factors influencing self-perceived communication competence. Rather, it might be influenced by a variety of elements, including recent exposure to communicative tasks, confidence swings over academic phases, different chances for real-world English use, and affective variables like anxiety or communication readiness.

The study shows that EFL students at Muhammadiyah University of Bengkulu perceive their communicative competence as high across all four components. This positive self-perception coexists with persistent challenges in vocabulary, grammatical accuracy, maintaining ideas during conversation, and using polite expressions appropriately. These findings underscore the need for continued, meaningful opportunities to use English in authentic and supportive contexts, alongside targeted instruction that bridges the gap between perceived ability and actual performance.

## **5.2 Suggestions**

### **1. For English Lecturers**

English lecturers are suggested to provide learning activities that support the development of students' communicative competence. Lecturers should not only focus on teaching grammar and vocabulary but also integrate sociolinguistics, discourse, and strategic aspects into English learning. Providing opportunities for students to participate in discussions, presentations, role plays, and other communicative activities can help students apply English in real communication contexts.

### **2. For Students**

Students are suggested to actively improve their communicative competence through continuous English practice. Students should increase their exposure to English by reading English materials, watching English videos, listening to English conversations, and practicing speaking with others.

Moreover, students should develop not only their linguistic knowledge but also their ability to use English appropriately in different situations. They are encouraged to practice organizing ideas, learning cultural aspects of English communication, and applying strategies when experiencing difficulties. Through consistent practice, students can improve their confidence and become more effective English communicators.

### **3. For Future Researchers**

Future researchers are suggested to conduct further studies related to EFL students' communicative competence by involving more participants or using different research methods, using more instruments such as observation and test.

Further research may explore factors influencing students' communicative competence, such as learning environments, teaching strategies, or students' experiences in using English outside the classroom.

