

CHAPTER FIVE

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and recommendations of the study on the intercultural experiences of Generation Z university students during English-mediated interactions on Roblox. It summarizes the main findings in relation to the research questions and provides suggestions for English language educators, university students, and future researchers.

5.1 CONCLUSION

This study aimed to explore the intercultural experiences of Generation Z university students during English-mediated interactions on the Roblox platform and to examine how they demonstrated intercultural sensitivity while communicating with international players. Using a qualitative case study integrated with netnography, data were collected through non-participant observation, semi-structured interviews, and digital field notes involving six undergraduate students from the English Education Program.

The findings addressing the first research question indicate that Roblox provided participants with authentic opportunities to engage in intercultural experiences. Through interactions with international players, participants exchanged cultural knowledge by discussing topics such as nationality, language, food, traditions, education, and everyday life. English functioned as a shared language that enabled communication despite linguistic differences, allowing participants to exchange ideas, collaborate during gameplay, and sustain meaningful conversations. Furthermore, repeated interactions contributed to the

development of intercultural friendships, as participants established positive relationships based on mutual respect, cooperation, and shared interests.

Regarding the second research question, the findings demonstrate that participants developed intercultural sensitivity through both their communication strategies and their attitudes toward cultural diversity. To overcome communication challenges, participants adapted their communication by using simple English, seeking clarification, and utilizing communication support such as translation applications, emojis, and visual cues. Beyond these strategies, participants demonstrated respect for cultural differences, openness and curiosity toward other cultures, positive perceptions of people from different cultural backgrounds, and increased confidence in communicating with international players. These findings indicate that repeated intercultural interaction on Roblox encouraged participants to become more open-minded, respectful, and confident when engaging in cross-cultural communication.

Overall, this study concludes that Roblox serves not only as an online gaming platform but also as an authentic digital environment that facilitates the development of intercultural communicative competence and intercultural sensitivity among Generation Z university students. The findings suggest that meaningful intercultural learning can emerge naturally through informal digital interactions, where communication, collaboration, and cultural exchange occur without formal instructional intervention. These findings extend previous studies by demonstrating that intercultural communicative competence and intercultural

sensitivity can develop through naturally occurring English-mediated interactions within an informal online gaming environment.

5.2 SUGGESTIONS

Based on the findings of this study, several suggestions are proposed for future practice and research. English language educators are encouraged to consider incorporating authentic digital platforms, such as Roblox or similar online communities, into language learning activities. Such platforms provide meaningful opportunities for students to practice English while interacting with people from different cultural backgrounds, thereby promoting both intercultural communicative competence and intercultural sensitivity.

University students are encouraged to participate more actively in intercultural interactions through digital platforms. Rather than focusing solely on improving grammatical accuracy, students should view online communication as an opportunity to develop communication strategies, cultural understanding, and confidence when interacting with people from diverse cultural backgrounds.

Future researchers are recommended to expand this study by involving participants from different educational institutions, age groups, or cultural backgrounds to obtain broader perspectives on intercultural communication in digital environments. Future studies may also investigate other online platforms or multiplayer games, compare different virtual communities, or employ longitudinal research designs to examine the long-term development of intercultural communicative competence and intercultural sensitivity.

5.3 Concluding Remark

In conclusion, this study highlights the potential of Roblox as an informal digital environment for meaningful intercultural communication. The findings show that authentic interaction with international players provided participants with opportunities to exchange cultural knowledge, adapt their communication, build relationships, and develop greater openness and confidence toward cultural differences. Therefore, digital gaming environments can complement English language learning by providing authentic opportunities for students to practice English while developing intercultural communicative competence and intercultural sensitivity.