

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter will discuss about the conclusion of the research and the suggestion for students and the teachers.

A. CONCLUSION

From the study and discussion above, it can be concluded that fluently in English communication activity and perhaps these strategies help the students in English communication.

1. The Achievement Strategies

a) Social-affective strategies for dealing with emotions and attitudes consist of:

- 1) Try to relax when they feel anxious: a total 40% students replied that they sometimes try to relax when they feel anxious.
- 2) Try to enjoy the conversation: a total 43% students answered that they always try to enjoy the conversation

b) Fluency-oriented strategies emphasizing speech clarity and pronunciation consist of:

They pay attention to the intonation and pronunciation: a total of 39% students answered that sometimes they pay attention to the intonation and pronunciation when the communication activity happens.

c) Accuracy-oriented strategies for paying attention to forms of speech consist of:

Pay attention to grammar: a total of 40% students answered that sometimes the students pay attention to grammar and word-order

d) Non-verbal strategies such as giving hints by using gestures and facial expression consist of:

1) Make eye-contact: there are two totals of 31% students. The first the students choose often try to make eye-contact when the communication happens and the second students sometimes try to make eye-contact when they need it.

2) Use gestures: as many as 40% students answer that the students always use gestures if they cannot express their feeling.

3) Use facial expression: as many as 42% students answered sometimes use facial expression if they cannot express what they want to say

e) Help-seeking strategies such as asking for repetition, clarification or confirmation consist of:

1) Ask to the partner: as many as 37% students answered often ask to the partner for clarification directly when the message is not clear.

2) Ask for repetition: as many as 40% students answered always ask for repetition; such as 'Pardon?', or 'Could you say it again?', when a message is not clear.

f) Circumlocution strategies for paraphrasing or describing the properties of target objects consist of:

Describe the characteristics of the object: as many as 42% students answered sometimes describe the characteristics of the object than of using the appropriate word when they are not sure.

g) Circumlocution consist of:

1) Use the words: as many as 39% students answered often use the words; such as 'well, you know, okay, um, or uh' when students do not know what to say.

2) Use some phrases: a total of 38% students answered that the students sometimes use some phrases; like 'It is a good question.' or 'It is rather difficult to explain', in order to get more time to think what students should say.

h) Literal Translation consist of:

1) Construct the English sentence: a total of 41% students answered that the students sometimes think of what the students want to say in Indonesian, then construct the English sentence.

2) Encourage themselves to use English: there are two total of 35% students. The first the students choose often encourage themselves to use English even though this may cause mistakes and the second students sometimes encourage themselves to use English even though this may cause mistakes.

i) Language switch consist of:

- 1) Use familiar words: as many as 50% students answered that the students always use words which are familiar to us.
- 2) Replace the original message: as many as 52% students answered that the students sometimes replace the original message with another message.

j) Appeal for assistance consist of:

Ask help: as many as 44% students answered that the students sometimes tried to ask help from the partner indirectly; such as using rising intonation

2. “Avoidance” or “Reduction” Strategies

a) Topic Avoidance

Give up expressing a message: as many as 46% students answered that the students sometimes give up expressing a message if I cannot make myself understood as a strategy,

b) Message Avoidance

- 1) Leave a message unfinished: as many as 45% students answered that the students sometimes face some language difficulties, they will leave a message unfinished.
- 2) Reducing the message: as many as 41% students answered that the students often reducing the message and use simple expressions.

B. SUGGESTION

From the study it can be conclude a suggestion for the students, teachers, and next researcher.

1. For the students should better attention to the lessons especially often to practice speak English. Always routine as much possible to learn in English communication every day. The students should be able to choose the appropriate strategies with the material that will be spoken. And try always to looking for solve the problem without avoidance the topic discussion in English communication activity. Necessary to increase students' ability in English communication, the students must not give up and always try and try it.
2. For class and teachers pay more attention to the students who have English communication difficulties or low communication interest. By way of giving encouragement to the students who have difficulties in communication through teaching method or give the some strategies in the English communication activity the better that they should use. And always accompany and correction when the English communication that happened.
3. For the next researcher, I hope that the researcher will find some the new strategies in communication difficulties. In order to the student that have problem in their communication is solvable. On the other hand the researcher develop the strategies which has existed.