

CHAPTER V

CONCLUSION, SUGGESTION AND IMPLICATION

5.1 Introduction

This study uses an experimental design whereby the data were obtained from the classroom teaching activities lasting for 8 weeks at the English Department of a university in Lampung. Data collection process i.e. elicitation tasks for communication strategy realization, treatment, observation, and interview. The data were analyzed by using qualitative approach through, i.e. transcribing, coding, categorizing, tabulating; and quantitative approaches though, i.e. matched t-test measures. The participants of this research were the students who were taking Intermediate Speaking Course (Speaking III course). The class is composed of the students of 2006, 2007, and 2008 numbering of 23 students whose Student Registration Number (NPM) belong to even numbers.

This chapter deals with the conclusion, suggestion and pedagogical implication in relevance to the two major issues of concerns. Firstly, the effects of strategy training on the realization of communication strategies in terms of linguistic features, frequency of occurrence, level of speech comprehensibility, and consciousness of the strategies used. Secondly, the students' responses toward the strategy training in terms of the students' participation in the classroom activities in while-training session and the students' opinion on the strategy training implemented in the class.

5.2 Conclusion

As it is outlined in Chapter 1 and Chapter III, the present study examines the effects of strategy training on the realization of communication strategies in terms of linguistic features, frequency of occurrence, level of speech comprehensibility, and consciousness of the strategy used. The present study also examines the students' responses toward the strategy training in terms of the students' participation in the classroom activities in while-training session and students' opinion on the strategy training implemented in the class. This section briefly restates how these questions are answered and offers interpretation of the findings.

It is firstly found that the effect of strategy training on the use of communication strategies is evident in the linguistic features of communication strategies. This study shows that as the students have to overcome the communication problems, they resort to 12 types of communication strategies, namely approximation, circumlocution, exemplification, comparison, word coinage, borrowing/code-switching, foreignizing, repetition, non-verbal, avoidance, time-stalling device, and appeal for assistance. Several patterns are revealed. First, the students used more linguistic features of each type of communication strategies after the training, with different types of communication strategy leading to different linguistic features. Second, the most common type of communication strategies used before and after training was circumlocution and there is significant increase in the use of circumlocution after training. Circumlocution is specifically discussed because circumlocution is the most noticeable communication strategies used before and after the training and there have been several studies focusing on circumlocution (see e.g. Scullen and Jordain, 2000; and Campillo, 2006).

The effects of strategy training on the realization of CSs are also detected in terms of the frequency of occurrences. There are 3 major conclusions of this concern. First, there is an increase in the use of several communication strategies, namely approximation,

circumlocution, and non-verbals. The findings seem to indicate that the strategy training gave substantial effects on how the students express their ideas using target linguistic resources and non-verbal strategies such as miming, gestures, and drawing. Dörnyei (1995) supports that some people can communicate effectively in an L2 with only 100 words by using their hands, they imitate the sound or movement of things. Second, there was a decrease in the use of several communication strategies, namely comparison, code-switching, foreignizing, repetition, avoidance, time-stalling device, and appeal for assistance. The findings seem to indicate that after the strategy training the students are more confident and are more fluent to speak in target language with less hesitation and assistance from interlocutors. Third, it was found out that the students constantly used word coinage before and after the training. It might indicate that the students attempts to continue speaking in any possible ways by creating the so-called 'new words' to overcome communication problems.

In terms of the number of students using particular type of communication strategy, the study reveals three main conclusions. First there is an increase in the number of students using approximation and non-verbals. This seems to indicate that there are more students who become aware of the role of these two strategies for overcoming communication problems using verbal and non-verbal strategies. Second, there was a decrease in the number of students using comparison, code switching, repetition, avoidance, foreignizing, and appeal for assistance. This seems to indicate that the students relied more on using target language for delivering message. Third, there are 4 types of CSs that were constantly used before and after the training namely circumlocution, exemplification, time-stalling device, and word coinage. The finding seems to indicate that explicit teaching of communication strategy raised the students' awareness of using communication strategies and promoted greater use of the target language by exemplifying and creating new words.

It is concluded that the effect of strategy training is evident in the level of speech comprehensibility. The study reveals that the level of speech comprehensibility increases after training. The strategy training affects the students in constructing the sentences that are easily comprehensible to other students. On the part of the listener, as the students have already possessed the skill to use the aspects of communication strategies, they have more ways to comprehend the speech produced by the speaker. In other words, the strategy training the students participated enables them to practice producing the language output more comprehensibly as they get feedback not only from other students but also from the teacher.

It is also concluded that the effect of strategy training is also noticeable in terms of the consciousness of the strategies used. The students were conscious with the strategies used and the students' main reason for selecting particular communication strategies was their lack of the target linguistic resources. It can also be concluded that the students' lack of the target linguistic mastery, to certain degree, did not hamper them to communicate successfully provided that they were able to identify the communication problems being faced and were able to select appropriate communication strategies

The effect of strategy training on the realization of communication strategies above appears to be supported by the findings from observation and interview, which specifically address the second research problems, i.e. the students' responses to the training in terms of the students' participation in the classroom activities in while-training session and their opinion to the training implemented in the class.

Based on the qualitative analysis, it is found that students actively participated in the classroom activities. They were actively attending the class, joining both pair and group discussion, addressing questions to the teachers, and using maximum time for learning in the class. It is also found that students' opinion on the strategy training implemented in the class

was positive. The students thought that strategy training they had participated in the class gave beneficial effects to promote their communication

From the findings show that there seems to be a positive collaboration between what the teacher does in the class and the students' reaction resulting the increase of the students' competence in utilizing communication strategies. It can be seen from the findings of the two research problems that show the similarities.

The findings also show that the students' use of communication strategies is not a sign of communication failure, conversely, communication strategies surfaced as the students realized that they had problems of expressing their intended meaning and they need to solve the problems. The more communication strategies the students have, the more opportunities they have to solve communication problems. It is also potentially conscious plan for solving what to an individual presents itself as a problem in reaching a particular communicative goal (Faerch and Kasper, 1983; Tarone, 1997).

5.2 Suggestion

This study is delimited in several respects, i.e. limited number of sample, less natural elicitation tasks, and limited time for training. On the basis of which, some suggestion for further research are proposed. First, further research concerning communication strategies which employs larger samples might be able to draw comprehensive conclusion. Second, further study that uses more natural communicative situation may be needed to obtain the more comprehensive nature of communication strategies. Third, further study on communication strategy training that involves longer time allocation, i.e. one semester is needed to investigate the effects of the training on the students' promotion of communicative competence.

However, as it is proved that strategy training the teacher implements in the class is effective to develop communication strategies and in the same way it can increase the number of circumlocutions and level of speech comprehensibility, it is necessary for the lecturers to identify the communication strategies used by the students in the classroom. After inventing the communication strategies used, the lectures can design the teaching materials, select proper classroom activities necessary for successful communication. Therefore, it is necessary for both the lecturers and the teacher to design strategies-based instruction for developing communication strategies in the classroom as developed by several authors (see e.g. Oxford, 1990; Cohen: 1998; McDonough, 1999).

5.3 Pedagogical Implication

The findings concerning the CSs bring about some pedagogical implications for the teaching of speaking in and EFL classroom settings by identifying students' CSs, selecting elicitation tasks, preparing teaching materials, and designing information gaps for classroom activities.

First, as far as the identification of CSs is concerned, it is worth considering that the lecturers invent the communication strategies used by the students to communicate in the classroom. The information of CSs used is helpful for the lecturer to design the teaching activities in the classroom that can promote students' communicative competence. Second, the finding has pedagogical implications that using proper elicitation tasks result in the expected realization of communication strategies. Therefore, there is a need for the lectures who are responsible of teaching speaking to make the students aware of the potential nature of communication strategies not only in maintaining the flow of communication but also in achieving the communicative goals. Cook (1996) confirms that particular communication strategies such as approximation, circumlocution, paraphrase, and word coinage, and

language switch are important to the teacher who is aiming to teach some form social interaction to the students. If they are to succeed in conversing with other people through the L2, then they need at least practice in the skill of conducting conversation in which they are not capable of saying everything they want.

Lastly, in order for the students to achieve one of the elements of communicative competence, i.e. strategic competence, it is necessary for the teacher to include the use of communication strategies in the class. As communication strategy serves as a potential part for the successful of communication both in and outside the classroom, the lecturer should develop the teaching materials that can train the students to use of communication strategies.