

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter presents the conclusions and suggestions drawn from the research findings and discussions in the previous chapter. The chapter is divided into two parts. The first part presents the conclusions of the study, while the second part deals with suggestions relevant to this study.

5.1 Conclusions

The current study was an attempt to support the arguments and previous research about the teachability of OCSs. This study showed the necessity of teaching OCSs in the EFL speaking class especially when the students were low proficiency learners. Being aware of how to use OCSs in the conversation has helped the students to deal with their communication problems in English. Hence, the teacher/lecturer who has students with the same condition might apply this OCSs training to increase the students' speaking ability.

The findings and discussion in the previous chapter proved that, most significantly, the students' speaking skill improved since the students learned to deal with communication problems using OCSs. The OCSs training has mostly improved their vocabulary mastery where none of them used L1 anymore in the speaking practices and they started to construct long sentences. It means that they felt encouraged to speak in English. Then, this training also has made learners gain their confidence in speaking English in front of their friends. They were not shy and reluctant to speak anymore. So, it practically solved several speaking problems mentioned earlier in the research background. However, from the speaking performances transcriptions and the OCSs used by the students in the speaking tasks, the OCSs training still could not increase students' grammatical competence. Most of the students' utterances were poorly structured. These phenomena emerged probably because of the lack of exposure to the English

expressions and the researcher could not choose the appropriate tasks for the students in the treatment.

Despite of the fact about students' grammatical competence, the students' scores in speaking were increased. Its calculation was supported the initial claim about the effect of OCSs to the students speaking ability. The paired samples *t*-test calculation of the students' speaking scores displayed significant difference where the t_{obs} was greater than the t_{crit} . It can be concluded that the teaching of OCSs in the EFL speaking class positively affected to the increase of the students' speaking ability.

Furthermore, judging from the responses given by the students in the questionnaires, it was found that the students expressed favorable attitudes toward the teaching of OCSs in the EFL speaking class. It indicated that such training activities were relatively safe to use in the classroom. Students felt that this training has motivated them to speak English more, enriched their vocabularies, and more importantly helped them to cope with communication problems when speaking in the target language.

Before the training, when they were asked to speak in English, the students used to keep grinding to a halt, made pauses for lengthy periods, and often got so lost that the interlocutor loses patience, or a complete communication breakdown occurred. After they were introduced to the OCSs and encouraged to use it in the treatment, finally, they had the ability to solve communication problems by filling the time with talk so the conversation will still run. Along with that, they also gained their confidence in speaking English. In sum, the result of the questionnaires showed that the students had highly positive responses toward the teaching of OCSs in their EFL speaking class.

The results presented above are far from conclusive since weaknesses were still found in this research. First, due to the limited number of first year students in the university where the researcher conducted this research, she could not pick the group of students to be the sample of the research freely. Second, 6 meetings of

OCSs training probably were not enough to build habit of using OCSs whenever the students face communication problem when they speak in English. Third, the researcher did not make observation notes in every session of the OCSs training. So, this study could not specifically report the progress of OCSs used by the students in their speaking performances in every session. It was quite unfortunate since the observation results might be very enriching for the findings in this research.

Nonetheless, this OCSs training was considered as an introduction for the students and made them aware that there are many options to solve the problems. Instead of giving up their message, the students may decide to try and remain in the conversation and achieve their communication goal. This research also became the pilot study of teaching OCSs in the Indonesian setting and hopefully could support the arguments in the previous research conducted by Dörnyei (1995) that communication strategies are teachable in the language classroom.

5.2 Suggestions

5.2.1 Suggestions for Teaching Learning Implication

The study reveals that to some extent, the teaching of OCSs has significantly improved the students' speaking skill. Nevertheless, in terms of the implementation of OCSs training, there are some areas that need improvement, such as the preparation, the method in introducing the OCSs to the students, as well as choosing the appropriate materials, activities and task for implementing OCSs in the classroom.

As an effort to familiarize the OCSs for the teaching learning implication, there are some suggestions for teacher/lecturer who want to implement this training in his/her classroom:

- 1) Teacher should spend extra amount of time in preparing the lesson for the OCSs training because it will affect the successfulness of the training. According to the researcher experiences, after the treatment, she realized that many aspects were not covered and explored in the treatment. For instance,

she did not give the students much exposure to many English expressions and phrases. So, they could not maximally utilize the OCSs given in the speaking performances. As the result, there were more than half of the achievement or compensatory strategies thought in the classroom were rarely used by the students.

- 2) Exposure to OCS may take time because this material is usually not part of the syllabus suggested by the university or government. So, lecturer/teacher needs to be creative in inserting the OCSs material in their language classroom. If it is possible, the lecturer/teacher can create a kind of training outside the scheduled lesson.
- 3) Choosing appropriate materials and techniques for teaching OCSs to the students could be tricky. However, for the teaching of OCSs, teacher/lecturer can enrich the students with everyday matters and topics that will be useful for them when having a small talk with the other people. As a matter of fact, letting them to know the cross-cultural issues beyond their everyday matters can increase their involvement in the aspects of life that happens outside Indonesia, whether they are aware or not. More importantly, teacher/lecturer is encouraged to choose the materials and techniques that could represent how the strategies used in the conversation. So, later on, after the training, the students can use the OCSs to solve their speaking problems appropriately and, at the same time, improve their speaking ability.
- 4) It is also recommended that the students use OCSs to practice their speaking ability and improve their self-confidence in speaking English. The practice can be done not only in the classroom, but also outside the classroom with strangers for instance. Then, it would be great if the teacher/lecturer can provide the opportunity for the students to speak with English native speakers. So, they will experience the real situation of speaking English and face the real problems.

5.2.2 Suggestion for further study

This study, judging from the history, is considered old and not popular among the current language education researchers. It is also still in its initial stage, further in-depth investigations should be pursued to add the findings of the present study. Nevertheless, I hope this study enables us to find the alternatives to improve the students' speaking skill especially when they are low-proficiency level learners. The study showed how the teaching of OCSs became potential to solve problems in the speaking classroom.

For further research, it will be interesting to see whether the teaching of OCSs can be applied to the younger learners like high school students with longer duration of training. Then the researcher should design the research very well. Make sure, all the instruments are covered to gather the data. So, unlike this research, it did not use the teacher observation sheet which actually could be very enriching to support the findings. In addition, this kind of issue also can be investigated through the research design like case study or action research which hopefully can explore every phenomenon and solve every problem found.