CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research regarding to the analysis of communication strategies of lecturers' in Intensive English Program that focus more on the communication strategies and the suggestion from the researcher are presented as follows:

A. Conclusion

Based on the research findings which were presented in the previous chapter, there are several points that can be concluded as following description;

- 1. In case of communication strategies used in the class. The finding showed that, from five communication strategies that is categorized by Tarone, only four types were used in the class. Those are *paraphrase*, *Transfer*, *Avoidance*, *and Mime*. From twelve observation that had been conducted, *transfer* used 9 times, *paraphrase* 5 times used, *avoidance* used 4 times and *mime* used once. In sum, mostly lecturers used *Transfer* in their lecturing process, then the second is *Paraphrase*, followed by *Avoidance*, and the last is *Mime*. Some teacher used more than one communication strategies.
- 2. Based on interview result about the affecting factor of choosing some communication strategies, the researcher had found 4 main reasons. Those are

Students' proficiency level, self-perceived English oral proficiency, Motivation in Speaking English and Frequency of speaking English outside the classroom. Three lecturers have more than one factor. Four lecturers admitted that the affecting factors the use communication strategies is students' language proficiency level, two lecturers state that the factor is Frequency of speaking English outside the classroom, two lecturers state that the factor is motivation in Speaking English and the last factor is the frequency in speaking English.

B. Suggestion

Based on the result of this study, there are some significant suggestions from the researcher which is stated as follows:

1. For lecturer

Although the teacher used some communication strategies, but the need to train the students to use strategic competence in order to reach the communicative goal in learning a language. It is because nowadays, some language teacher only emphasize more on the three aspects in communicative competence; grammatical competence, discourse competence and sociolinguistic competence.

2. For future researcher

Based on the result of this study, the researcher comes with suggestions for future researcher who are interested to conduct the research related with communication startegies used in learning process. In this research, the researcher has limited the research scope on communication strategies that

included in the strategic competence used, for future researcher they can focus on another aspect of communicative competence then correlated with another aspects in teaching learning strategies. In addition, the researcher focus on the affecting factor, for future researcher, they can also extend the area of this study by focusing on the relationship with teacher interaction.

