

CHAPTER V

CONCLUSION AND SUGGESTION

The researcher would like to divide this chapter into three sub-chapters, namely: (1) conclusion, (2) pedagogical implementation, and (3) suggestion. The three sub-chapters are written based on the data analysis.

A. Conclusion

Based on the data analysis, eventually, the researcher can draw the conclusions of the use of communication strategies types in developing speaking skill. The conclusion is written as follows:

1. The eighth grade students at SMP N 1 Surakarta use all types of communication strategies appropriate with the taxonomy proposed by Tarone namely topic avoidance, message abandonment, paraphrase, coinage, native language switching, miming and appeal for assistance. They use the types based on their need and situation they face.
2. The dominant type of communication strategies used by the students is native language switching strategy which has the highest number, 35.29%.
3. The eighth grade students at SMP N 1 Surakarta use five out of seven types of communication strategies in developing their speaking skill through developing their communicative competence in reaching the communicative conversation. The communication strategies which are

used to develop their speaking skill are paraphrase, coinage, native language switching, miming and appeal for assistance. Paraphrase is done by students to make their interlocutor understand the delivered message by using description technique. Furthermore, coinage strategy is used to express the derived meaning in order to reach the communicative conversation in English by creating new words. Native language switching type is used by the students to express the derived meaning more easily rather than doing coinage during the conversation by switching the target language to the native language. Besides, the students do miming in order to make their intended meaning clearer by using non-verbal communication. Finally, appeal for assistance type is used to reach communicative goal of conversation in English and to make the conversation run smoothly by asking help from other people/ things around the students.

All of them help the students to develop their speaking skill through reaching communicative competence in a communicative conversation. To reach the communicative competence, the students implement those strategies in improving speaking components, namely grammatical, discourse, sociolinguistics, and strategic competence which means, by improving speaking component implementation, their speaking skill will be developed even though in an unconscious way.

Meanwhile, topic avoidance and message abandonment do not help them in developing speaking skill. Topic avoidance type has a function to

avoid occasion when students are getting difficulties during English conversation. Then, message abandonment has a function to handle students' difficulty during English conversation when they are not being able to reach the communicative goal of conversation. Both topic avoidance and message abandonment do not help students in developing speaking skill since the students avoid a topic which is not friendly for them and stopping the conversation before reaching the communicative competence, it makes them not to improve the speaking components implementation in an English conversation which implies that students do not develop their speaking skill.

B. Pedagogical Implementation

The eighth grade students at SMP N 1 Surakarta use all the types of communication strategies proposed by Tarone in their speaking class. They use all types of communication strategies, namely topic avoidance, message abandonment, paraphrase, coinage, native language switching, miming, and appeal for assistance. They use them without realizing that they have been using the strategies called communication strategies which actually can develop their speaking skill through communicative competence during their speaking. Thus, in speaking activity which has been done by the students, the most frequent type of communication strategies used is the native language switching type, while coinage has the most little number in it.

Yet, the communication strategies which can develop their speaking skill are only five strategies, namely: paraphrase, coinage, native language switching, miming, and appeal for assistance. Meanwhile, topic avoidance and message abandonment do not help them in developing speaking skill, because they stop speaking in the middle of conversation and even do not speak at all in a reason avoiding the conversation topic. So, they cannot train their speaking skill and even improve it. Basically, the use of communication strategies depends on the students' need, which means that they can use whatever type of communication strategies in order to be involved in the running conversation.

Technically, the presented data of utterances have the chosen topic from the teacher and in this chosen topic, the students have been using the communication strategies already. It implies that they might be using them more in the spontaneous conversation. Furthermore, the use of these strategies can help them to improve their speaking skill in the conversation they have been made through communicative competence which they made unconsciously. So, it can be concluded that the use of communication strategies can really help them to reach the communicative competence, and through communicative competence, they develop their speaking skill. Finally, the teacher can help the students to broaden the knowledge of communication strategies, and help them to understand which strategy that can help them in developing their speaking skill, and which strategy which cannot help them in improving their speaking skill.

C. Suggestion

Based on the analysing, conclusion, and pedagogical implementation of this research, the researcher would like to draw suggestion for teacher, students, and other researchers.

1. For the teacher

Based on the reality and data analysing found by the researcher, the researcher would like to suggest to the teacher in order to create a spontaneous conversation in the speaking class. A spontaneous conversation will really help the teacher to find the real student who has good, middle, and poor ability in speaking skill. From that, the teacher can really help in guidance his students in developing students' speaking skill.

Besides, the researcher also would like to suggest to the teacher in order to inform the type of communication strategies to the students, and inform the kind of communication strategies which can help them in developing skill and those which do not help them in developing speaking skill.

2. For the students

For the students, the researcher would like to give suggestion that students must be more confidence in speaking out utterances in joining a running conversation. Besides, the researcher would like to suggest to students to apply certain types of communication strategies which can help them in developing speaking skill when they feel difficult in speaking English during the conversation such as paraphrase, coinage, native

language switching, miming and appeal for assistance. Furthermore, they can also choose which type that appropriate and comfortable to be used by them in developing their speaking skill based on the situation which is faced.

3. For the other researchers

For the other researchers, the researcher suggests in order to other researchers would like to find the better data to be discussed. Moreover, the data which is taken from the spontaneous conversation is highly recommended rather than the data which has a chosen topic to be brought in a conversation.

The researcher also suggests other researchers to use the newest theory of communication strategy which might be more complete, even if it is harder to be an example of the communication strategies.