

Chapter Five

Conclusion and Suggestions

The researcher presents the conclusion and suggestion of the research in this chapter. This chapter contains summary of background of the data, how the researcher conducted the study, the findings of this study. This chapter also contains suggestions for teachers, and students.

Conclusion

The researcher was interested in conducting the research because she has two main reasons. First, communication strategies are the most common ways which are used to sustain communication between a speaker and interlocutors. Second, by analyzing the communication strategies used by a teacher in communicating with his/her students, the researcher thought that it can be a guidance for the teacher themselves to use the communication strategies as appropriate as possible. In this study, the researcher selected an English teacher of an international school in Yogyakarta, *because the teacher is a native English-speaker. It means that he/she uses English as her primary language. This research is aimed to to* investigate the kinds of communication strategies which are used by the English teacher in an international school in Yogyakarta.

This research was under qualitative research. It means that the researcher made a systematic description about the finding from the data clearly. The researcher observed real situation that occurred in the class to get natural result, especially when the teacher got into her talk. Moreover, the descriptive method is aimed to

obtain systematic description and accurate facts. It concerns with the collected data that often use words or sentences.

This research observed the English teacher of tenth grade at an international school in Yogyakarta in the Academic year of 2017/2018. The researcher focused on the teacher's talk that may contain communication strategies. The researcher chose the English teacher of tenth grade because the teacher is a native English-speaker. The researcher thought that the teacher faced some problems in interacting with her Indonesian students in teaching and learning process.

The findings of this research were based on the research question. It is about what communication strategies are used by the English teacher in interacting with her tenth graders of an international school in Yogyakarta. This research found that they are stalling or time gaining strategy, achievement or compensatory strategy, self-monitoring, and interactional strategy.

The first type of stalling or time gaining strategies consists of fillers, hesitation devices, and gambits. The second type is self and other repetition. Second type is achievement or compensatory strategy. Only two of seven categories of strategic competence in achievement or compensatory strategies proposed by Celce-Murcia (1995) occurred in the conversation in the classroom. Those strategies were restructuring and nonverbal signals. Third type, self-monitoring strategy showed that there was only self-initiated repair strategy revealed in this research. The last is interactional strategy. This strategy consists of appeals for help and meaning negotiation. When analyzing the data the researcher found that both of the strategies were revealed in the conversation.

Suggestion

From the findings of this research, there are suggestions for teachers and students.

Teachers. The findings of this research showed that the teacher often used communication strategies in delivering materials to their students, because their students are Indonesian while the teacher is a native English speaker. By looking at the findings, teachers can apply the communication strategies of fillers, hesitation devices, and gambits, self and other repetition, restructuring, nonverbal signals, self-initiated repair, appeals for help and meaning negotiation.

Students. By looking at the finding of this study, it is important for the students to recognize the problems that the teacher faced in communicating and delivering materials in the classroom. Especially when their teachers are native English speakers. For the students, they should also be active to learn communication strategies either from their teacher as well as English native speakers or English movies, and English songs when it is possible in order to be more fluent in speaking English.