

## CHAPTER V

### CONCLUSION

With regards to all the findings and discussions, students use compensatory strategies more often than reduction strategies which indicate that students relatively tend to maintain the original message of their speech rather than adjusting it when they encountered language difficulties. From the observation data, it is found that students employed eleven strategies when delivering their speech during the extracurricular activity. They are *Self repair or restructuring*, *Pause, using filler or hesitation devices*, *Word Coinage*, *Literal Translation*, *Appeals for Assistance*, *Generalization*, *Code Switching*, *Message Abandonment*, *Smurfing (Use all of Purpose Word)*, *Paralinguistic Strategies*, and *Paraphrase*. Out of the eleven strategies above, *self repair or restructuring* and *pause using fillers or hesitation devices* are the most frequently used strategies.

However, students use each strategy in different ways. Students use *Self repair or restructuring* by repeating some words or phrases and restructuring the utterances to fix their mistakes. *Pause, using fillers or hesitation devices* are implemented by using fillers “er..”, “eum..”, long and short pauses. *Word coinage* is employed by producing unavailable English word to express difficult words in order to fill in the vocabulary gap in utterances. Students employ *code-switching* by explaining the meaning of a vocabulary in the native language (Bahasa Indonesia) and explaining an intended message in the native language because it is assumed that the interlocutor (audiences) cannot grasp the message clearly. Meanwhile, *appeals for assistance* is employed by consulting the dictionary to

look for vocabularies and pausing the speech; giving a hint to others that the student needs help. Students use *literal translation* by translating a lexical item, word or compound words literally from Bahasa Indonesia to English. Furthermore, *generalization* is employed by using a term that has similar lexical meaning as the missing vocabulary. Students may think that the term they use is appropriately able to convey the intended meaning. *Smurfing* is employed by using an empty and meaningless word “what” and “that” to fill the gap in the vocabulary while students are attempting to look for an appropriate term in order to maintain the communication. The *paralinguistic strategies* are employed by using hand movements to explain something clearly and to make others understand the message easily. Meanwhile, *paraphrase* is used by students by describing the characteristic of the subject of the vocabulary. And the last, *message abandonment* is employed by students by leaving the sentence or utterances incompletely and construct a new one.

Delivering an English speech is not easy. It is a challenge for students but students can overcome some of the problems in delivering a speech by using several communication strategies. The intense interviews reveal that students use particular strategies for some reasons in order to solve several communication problems which is also labelled as *problem-orientedness*. With regards to four types of *problem-orientedness* (i.e., *own performance problem*, *other-related problem*, *source deficit problem*, and *processing time pressure*), the use of each strategy correspond to certain problems. From all of the problems above, *source deficit problem* is the most common problem confronted by students in their

speaking activities. This is a problem related to the insufficiency of the language competence. Some strategies which can be used to overcome this problem are *message abandonment, paraphrase, paralinguistic strategies, smurfing, generalization, literal translation, appeals for assistance, code switching, and word coinage*. In order to deal with the problem related to their own performance, students employ *self repair or restructuring*. Meanwhile, both *Pause, using fillers or hesitation devices* and *self repair or restructuring* are strategies which are closely related to processing time pressure problem. Students used both strategies in order to gain more time to think, manage and arrange their speech appropriately. Above all, from the analysis of the data, it is found that the most significant reasons for students to use several communication strategies are the lack of vocabulary and the limitation of grammatical understanding.

In the comparison between MTs and MA students on using communication strategies, the data show that the two different levels of school do not highly affect the students' use of communication strategies. They only differ in the quantity on the use of communication strategies. Both of groups use similar types of communication strategies but the MTs students use communication strategies more frequently than the MA students during their speech performance. It indicates that both MA and MTs students may encounter similar problems when delivering their speech during the speech extracurricular activity.

### **A. Implications**

This section discusses three implication arising from the finding that communication strategies are really beneficial for students of the speech

extracurricular activity in Islamic Boarding School for Girls. The three implications namely theoretical implication, practical implication, and implication on policy are explained below:

### **1. Theoretical Implication**

The results of the research show that the uses of communication strategies in delivering a speech provide a good contribution to motivate the students to solve their communication problems and help them to construct a good speech. Furthermore, using various communication strategies help students to deliver the speech confidently so they can improve their speaking skills. Moreover, giving students more chance to practice speaking English in speech extracurricular activity, discussions and story telling activities are important. Thus, in practicing speaking English, student can also learn using communication strategies so that they can use communication strategies appropriately.

### **2. Practical Implications**

Students mostly used *self repair or restructuring* in delivering their speech. They use it because they are aware of their mistakes. The teacher can remind students to both maintain and monitor their own speech so that it will help them improve their English speaking skills.

Furthermore, directing students to use appropriate compensatory strategies will also help to improve students' communicative competence. For instance, when students use a lot of non-lexical fillers in their speech, it seems that the non-lexical fillers distract their speaking. However, after conducting

this research, instead of becoming a distraction during the speech, the use of other kinds of fillers such as lexical fillers (e.g., “what is it”, “how do I say this”, “well”, “you know” and so on) assist students and they are useful to help improve the communication process. Thus, the teachers need to introduce these kinds of fillers to students.

In this study, the use of code switching (native language) is considered natural because all of the students’ language background is the same. They all speak Bahasa Indonesia. However, the result of the study reveal that instead of using *code switching*, the use of *paraphrase* is more effective. The teacher can introduce some locution related to the use of circumlocution (e.g., something you can use for..., someone who..., It’s something like..., You usually do this for..., this made from..., and others). It will also encourage students to speak English more and to be brave in joining the speaking activity.

### **3. Implication on Policy**

The result of the research shows that the use of some strategies indicated that most of students’ problem in communication is resource deficit. The activity which is able to improve the students’ language competence in the boarding school can be modified in such a way so that students can acquire and learn language effectively.

## **B. Suggestion**

### **1. For English Teacher**

Realizing that communication strategies are important devices to help students to solve some problem in communication process, teachers need to

familiarize this strategy with the students. Teacher also needs to demonstrate to students how to utilize appropriate communication strategies in their speaking activities so that students can communicate better in English.

According to the conclusion of this research, it is also found that the main problem encountered by students in speech training is resource deficit problem. In consequence, a new method to improve the students' language competence needs to be applied.

## **2. For the school**

By knowing the result of this research, understanding some problems encountered by students during their speech will help the supervisor of speech extracurricular activity (MM) to manage better speech extracurricular activity. MM needs to evaluate some points to make speech speech extracurricular activity more rewarding to improve the students speaking skill.

## **3. For other schools or institutions**

Dealing with the result of the research where students used compensatory more than reduction strategy, it is indicated that students prefer to look for the solution when they encountered communication problem. It is also proven that through speech extracurricular activity, students can practice speaking and learn to solve some problem in communication. The other schools or institutions can imitate to utilize the same program or maybe construct the new program that will help their students to improve their communicative competence.

#### **4. For other researchers**

There is no perfection in this world, as this research still needs feedback and suggestions. The research about communication strategies needs to be continued by other researchers. The research on the bigger scale and in the different subject need to be conducted by other researchers to enrich the research on communication strategies, improve and rectify the previous study.