

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The previous chapters described the overall analysis of communication strategies used by a teacher communication strategy used in bilingual school. It gives result in an understanding and interpretation of what strategies that are employed to overcome the problems that the teacher and students face during their communication in daily teaching learning activity and how they construct the strategies to cope with those problems.

A. Conclusions

Based on the results of the research, below are the conclusions:

1) The result of the study shows that there are three communication strategies proposed by Dornyei and Scott (1995) direct strategy, interactional strategies, and indirect strategy. which are appeared in the teaching learning communication. They are direct strategies. The strategy which was not found in the transcription is message abandonment or reduction strategy.

2) The type of communication strategy that predominates in communication used by a teacher in communication with first grade full English students at MI BILINGUAL Roudlotul Jannah is a strategy of direct strategy, interactional strategies, and indirect strategy, especially code switching. This is due to the fact that students still lack English

knowledge and the teacher adapts the situation by using many Indonesian languages (L1) to make students easier to learn English.

3) Communication strategies used by the teacher are all to make it easier for students to understand what the teacher is conveying to students, make students more courageous opinions, and more confident making it easy for students to learn English by getting used to school.

B. Suggestions

Communication strategies are the best way to solve problems in communication. The use of communication strategies can make teachers and students speak English fluently. Unfortunately, in the field of education they are not given the rich input they need to move forward in their acquisition of English to speak. For the teacher, he must learn more about communication strategies outside the classroom such as attending training on communication strategies or at his own school that conducts training to make teachers understand more about communication strategies. He must be a good model for his students in speaking English. The teacher must also create communicative classrooms that provide students to communicate with each other and function to develop speaking skills. For students, they must also be active in learning communication strategies from both their teachers and native speakers of English or English films so that they speak English more

fluently, and always learn