

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestions drawn from the results and discussions presented in the previous chapter. The conclusion of this research is based on the findings and discussions outlined earlier. Following the conclusion, the researcher proposes suggestions related to the research findings.

#### 5.1 Conclusion

This study has thoroughly examined what kind of communication strategies are applied by the Indonesian pre-service English teacher of the Foreign National Student Intern Program in teaching English and the responses of the English Program's students towards communication strategies applied by the Indonesian pre-service English teacher of the Foreign National Student Intern Program in teaching English. Through a series of observation, questionnaire, and interview, the researcher has obtained several valuable findings regarding the topic.

##### **5.1.1 The communication strategies applied by the Indonesian pre-service English teacher of the Foreign National Student Intern Program in teaching English**

Firstly, this study highlighted the communication strategies applied by the Indonesian pre-service English teacher in teaching English to Thai students. From sixteen strategies of communication strategies based on Kongsom (2009) theory, there were five communication strategies that the teacher used, there were, literal translation, non-linguistic, confirmation check, comprehension check, and code-switching. The Indonesian pre-service English teacher implemented those strategies

at different times related to her needed. Literal translation was applied when the students did not understand the whole English sentences. Second, non-linguistic strategy was applied when the Indonesian pre-service English teacher used gestures, body language, facial expression when delivering the topics in English. Third, confirmation check, was applied when the Indonesian pre-service English teacher asked the students to repeat what they said because the teacher did not catch the message yet. Fourth, comprehension check, was applied when the Indonesian pre-service English teacher asked the students understanding related to the topic given by the Indonesian pre-service English teacher.

### **5.1.2 The responses of the English Program's students towards communication strategies applied by the Indonesian pre-service English teacher of the Foreign National Student Intern Program in teaching English**

The students gave positive and negative responses related to five communication strategies that the teacher used in the teaching and learning process. They also gave three kinds of responses, there are affective, behavior (conative), and cognitive. Affective responses are related to the students' feelings, can be shown from the data students gave affective responses such as happy, excited, interested, shy, comfortable, and confused. Behavior (conative) responses are related to the students' act towards the communication strategies applied, such as they prefer to use Google Translate, mostly speak use Melayu, used gesture (body language), choosed to be quiet, avoid seeing teachers' eyes, and not want to talk with Indonesian teacher. The last is cognitive responses, it is related to how the

students think, for example, they think it is easier for them to understand and it means a lot for them when the Indonesian pre-service English teacher used particular communication strategies

## **5.2 Suggestion**

After concluding this research, the researcher would like to offer some suggestions related to the findings. They include:

### **5.2.1 For Students**

It is expected that the students be more active in learning communication strategies in the class so that they can be more fluent in speaking English because it can help them to keep on using the language in communicating with others, whether it is verbal or non-verbal language.

### **5.2.2 For Pre-service English Teacher**

The pre-service English teacher could know about effective communication strategies for the students. By applying the appropriate communication strategies, future teachers can avoid misunderstanding that may occur during the teaching and learning process.

### **5.2.3 For the Next Researcher**

For further research, this study can serve as a reference for conducting additional research in the same field. The next researcher can dig deeper into communication strategies that the teacher used. Additionally, the researcher acknowledges that this study still has some weaknesses and mistakes. Therefore, the researcher welcomes any constructive suggestions to improve the research.