

## **V. CONCLUSIONS AND SUGGESTIONS**

### **5.1. Conclusions**

Referring to the discussion of the research in the previous chapter, the researcher comes to this following conclusion:

1. There were seven types of communication strategies produced by students of ELT learning subject matter at University of Lampung: Message Abandonment, Topic Avoidance, Use of All-Purpose Words, Non-Linguistic Signals, Code Switching, Appeal for Help, and Time Gaining.
2. Communication strategies occurred more frequently under EXCLUSIVE Learning. It stimulated 8.83% more of CS than the class that taught using Task-Based Learning. Communication strategies were most used during Task Cycle (in TBL class) and Simulative stage (EXCLUSIVE class) where they are demanded to perform in L2. CSs used in both models of learning when the students need time to think of the correct L2 word (time-gaining), need some device to make them remember (non-linguistics device), need help from the interlocutors—whether it's really necessary or not (appeal for help), cannot remember the word, phrase, or even structure so they use general word (use of all purpose words), or even when they give up speaking in L2 (message abandonment, topic avoidance, code

switching).

## **5.2. Suggestions**

Based on the conclusion above, the writer gives some suggestions as follow:

### **5.2.1. Suggestions for the Teachers**

1. Students in Indonesia may not aware about CSs. It would be better for lecturers or teachers to introduce and train them since CSs are helpful to improve students' speaking performance since students would be able to overcome their problems in communicating in English.
2. From this study, it is proven that CS training could be done even in subject-matter classes where English is the medium of communication. Teacher may use EXCLUSIVE and Task-Based Learning for classroom discussion if they want to train seven types of communication strategies that occur during the observation of the study. They may use different models of learning if they want to train other types of CS.

### **5.2.2. Suggestions for Further Research**

1. This study investigated the use of CSs in subject matter classes using TBL and EXCLUSIVE models of learning. Future research can try to focus investigating the use of CSs in one model, for example, CSs only in TBL or CSs only in EXCLUSIVE. Therefore, the results will be more in details.

2. In this research, the writer has used classroom discussion as the technique to analyze CSs. Further research can use other activities to get more data about the use of CSs, such as describing things, role play, interview, and so on.
3. This study has subjects from the same level of study. It could be a good idea if further research can investigate the difference of CSs use in different level of study but using the same model of learning.
4. Further research can investigate CSs in one of the models of learning from this study (TBL or EXCLUSIVE) and its relation to other factors affecting the use of CSs such as class size and seating arrangement.