

## V. CONCLUSION AND SUGGESTIONS

This chapter contains the conclusion of the study. There are also some suggestions provided here. The suggestions are expected to be beneficial for linguists, English teachers, education practitioners, and the next researchers.

### 5.1. Conclusion

Based on the results of the observation and data analysis, the discussion was made in the previous chapter. Here, based on the result and discussion there are some conclusion can be taken.

The first concluding statement is that the languages in conversational writing and interactional speaking are not really different, both are spoken-like. From the average lexical density, number of phrase and clause, the utterances are all closer to spoken language.

Essentially, what was done in the chat rooms and short messages was still considered as writing. The issue here is not just the setting, but also the subjects' ways of getting their English as a language. The setting made the language turn into less formal. In further consideration the subjects, who are English learners who did not get the language through acquisition, are not aware of the difference between written and spoken language, therefore they used the same language in any situation, despite the speed of producing utterances and settings.

Although not both subjects reported to tend to say what they have written, there is still a minor conclusion that the schemata formed when writing can be

used when speaking. Considering that, it is quite safe to say that even adult learners can still improve their language in oral performance up to the native-like level when they are provided with enough writing practice with authentic language to help them form the schemata.

No matter how proficient a writer is, the context and settings always have a power to determine the characteristics of the language used. The strategies used in writing, however, are relative, no exact rule that governs the mind for this matter. The only one thing that may control the mind is the cultural awareness that defines the way someone says something depending on the communication setting.

## **5.2. Suggestions**

Based on the findings, discussions, and conclusions, the researcher here would like to propose some suggestions. The first one is for the linguists and researchers. It is suggested that the role of schemata in determining the language production, whether written or spoken-like, is investigated further. It is also interesting to collect a larger database for investigating whether there are more tendencies in choosing and using the same words, phrase, expressions, and rhetorical pattern in writing and speaking.

A more interesting study on the difference or similarities between spoken and written language of native and non-native speaker is also suggested to be taken into account. For those who are interested in Second Language Acquisition, it might be worthy to find out whether those who have English as second language are aware of the use of spoken and written language.

In regard to education, the English teachers and education practitioners are suggested to try utilising the text message and chat rooms for introducing the 'new language' while avoiding a real life contact that might cause students get nervous. Still on this matter, the applied linguists are also suggested to analyse further the impact of writing on the development of oral proficiency.

The discussion has now been concluded, and the suggestions were presented. This is the end of this research.