

V. CONCLUSIONS AND SUGGESTIONS

This final chapter offers the conclusion of the research findings and suggestions for the next similar research.

5.1 Conclusions

Referring to the discussion of the research in the previous chapter, the researcher comes to these following conclusions:

1. Based on Dorney's Taxonomic of CSs, there are nine CSs used by both groups in SMAN 10 Bandar Lampung. They are message abandonment, topic avoidance, approximation, use all of purpose words, nonlinguistic signals, code switching, literal translation, appeal for help, and time gaining strategy. Meanwhile, extrovert students tend to use appeal for help frequently. On the other hand, introvert students mostly use time gaining strategy in the conversation.
2. There are 138 CSs used by extrovert students and introvert students. The researcher finds 86 strategies have been used by introvert students. Meanwhile, extrovert students have only used 52 CSs. It means that introvert students use more CSs than extrovert students.

3. It can be concluded that extrovert students tend to be more risk taking, confident, and focus on the task. Meanwhile, the introvert students tend to be more nervous and afraid of making mistakes. They cannot concentrate well while they perform the conversation. Thus, they used more strategies than extrovert students.

5.2 Suggestions

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

5.2.1 Suggestions for the Teacher

1. Since the introvert students tend to avoid risk in communication, the teacher should encourage them to be willing to take risks in speaking and use CSs by giving them more chance to practice speaking.
2. Since Indonesian students may not understand about CSs. It is better for the teacher to provide L2 models of the use of certain CSs to overcome their communication problem.
3. After being taught about CSs, teacher can provide opportunities for practice in strategy use while they practice speaking.

5.2.2 Suggestions for Further Research

- a. This research has focused in communication strategy. Other research can try to analyze learning strategy of extroversion in four different skills, such as listening, speaking, reading, and writing.

- b. In this research, the writer has used conversation as the tool to analyze communication strategy of extrovert and introvert students. Further research can use other tests to get more reliable data about CSs of the subjects, such as role play, interview, picture description, and so on.

- c. Applied a questionnaire in a different way can be a good idea. For instance, the questionnaire is given to a student where the student is required to give his opinion on his one particular friend. It may cause lower chance for them to fake their personality.