# **CHAPTER V**

# **CONCLUSIONS AND SUGGESTIONS**

This chapter consists of two parts: the conclusion of the research and the suggestions for the teachers and for the other researchers interested in conducting similar research.

## **Conclusions**

Based on the result of the findings and discussions, this research have two conclusions. First, the researcher found that English teachers in senior high school have four strategies to improve students’ communication skills in a pandemic situation. There were encouraging students to speak English, motivating students to speak English, building up a stock of students’ responses, and practicing strategy. In short, those strategies gave good effectiveness for teachers. Because students who have difficulties in learning English will be easier to understand the material that teachers deliver. Also, those strategies could help students be more active in participating in a class and develop their communication skills, especially in English during a pandemic.

Second, there were four strategies for how teachers implemented their strategy to develop students' communication skills during a pandemic: avoidance, achievement, stalling or time gaining, and interactional strategy. The researcher found that teachers explained the material as clearly as possible, using two languages to convey the material's content, so their students could understand what teachers said. The first is avoidance strategy; teachers used all of the sub-categories. It means that in developed students’ communication skill, teachers try to convey material clearly to make students understand and respond to what they explained or asked. She also changed the topic if students were unaware of the topic and recognized the students about last material, so all students should remember that.

The second is achievement strategy, teacher A and B used different sub-categories in this strategy. Teacher A used five sub-categories: circumlocution, non-verbal signals, literal translation, foreignizing, and code-switching. Meanwhile, teacher B used five sub-categories: circumlocution, restructuring, non-verbal signals, literal translation, and foreignizing. In short, this strategy could conclude that teachers explained the material as clearly as possible, such as used two languages to convey the material's content, giving an example related to the material, and correcting the intonation of students to improve students in the communication process.

The third is stalling or time gaining; teachers only used gambits sub-categories to start what they wanted to say. For example, they often used the word *Ok* and *Good* in class. The fourth is interactional strategy; teachers used all of the sub-categories in this strategy, such as; appeals for help to improve and to encourage students to speak. Besides, teachers also used categorized meaning negotiation. Finally, they used the utterance to ensure what was conveyed could be accepted and understood by students during the lesson.

Therefore, the teachers explored students’ knowledge by asking back what teachers said in the classroom. Even though the teachers used different sub-categorized in the second strategy, they tried to develop students in learning English to support students’ communication skills during a pandemic.

## **Suggestions**

Having finished the study, the researcher proposed some suggestions that might be useful for other English teachers and the other researchers who have planned to conduct a similar study in this area, especially in the pandemic situation.

1. For the teacher

Based on the research that the researcher conducted, there were many strategies for developing students’ communication skill. Therefore, the researcher hopes that after reading this paper, it can help teachers especially English teachers, to use various strategies in teaching-learning to develop their students’ communication skills during a pandemic. Furthermore, if teachers have some other strategies to maximize the students to develop their language skill in English. In that case, it will be good for teachers in education to help their students achieve this goal to make students able to communicate using English, at least during English class.

1. For the researcher

This research is an interesting topic in the English teachers' education department about teachers’ strategies in developing students’ communication skill in English during a pandemic. Knowing the importance of communication for students, teachers should have various strategies to improve their students' communication skills. The researcher hopes that the following researchers can develop the information dealing with the teachers’ strategy, especially in developing students’ communication skill during the pandemic. If many researchers have found the impact of teacher strategies on students’ outcomes, the practical strategies for maximizing teacher’s strategy need to be researched. However, there will be rich knowledge about English teacher strategy, especially in a pandemic.