CHAPTER V
CONCLUSION AND SUGGESTION

5.1   Conclusion

After conducting the research, the writer found out that linguistics factors gave contribution to communication failure experienced by the students and the teacher in the EFL class of 'Mind Your Language' serial movie. The linguistic factors described here, starting from the mostly found to the least, were phonological factors, semantical factors, pragmatical factors and grammatical factors. The nature of the communication taking place in that class was a cross-cultural communication in which cross-cultural misunderstanding often occurred, too. However, the fact that these students were language learners in the Interlanguage phase resulted in the conclusion that the language items they were learning hamper their communication with their teacher.

Hereby, it is not only the students' competence of the target language which has to be blamed for creating communication failure but also the way the teacher introduces the language items so that the students can absorb it well without creating misinterpretation.

5.2   Suggestion

After concluding the result of the study, the writer provides several suggestions which hopefully give contribution to English teachers and for further studies.

5.2.1 Suggestion for teachers

Regarding the result of this study, a suggestion is made to enlighten the nature of teaching English as a foreign language. Conventionally, English teaching had focused on the teaching of grammatical item and often labeled students as 'competent student' if they score 'good' in grammar test. It is proven to be wrong since competency is not only determined by grammar mastery but also by the students' performance of making use of the taught grammar items in the real communication and make themselves understandable. Thus, teaching speaking has to give more portion than teaching grammar. Particularly that based on the result of this study, pronunciation factor is the most contributing factor which created miscommunication. Exposure on minimal pair of sound is needed to be done in order to explain the L2 learners the distinction or the contrast of sounds in which if they are mixed up will lead to ambiguous meaning and misinterpretation.

Another suggestion is that teachers of EFL have to put concern on language varieties; that English is now a world language with numerous variations (of grammar, pronunciation, etc.). To name a few is a Japanese English speaker cannot pronounce the sound /l/ perfectly simply because there are not Japanese words containing that sound. Previously, teachers have been accustomed to assume that such English is 'wrong' English, as the way Japanese's failure to pronounce /l/ imperfectly. However, the learners' language, as what Selinker (1992) defined as the Interlanguage, has to be considered in teaching and learning activity. The Interlanguage is one variation of English that does not have to be eradicated by the teacher (Stern, 1983:125).

5.2.2 Suggestion for further research

As common proverb says that 'nothing is perfect', so is this study. This study of communication failure was conducted on the observation from the movie. Since it was a movie, it was not natural; that the value of naturalistic was not strongly regarded in this study. The errors that the students made may often be exaggerated. Therefore, the writer suggests a further research of the same kind taking basis on the situation within a real international classroom. That further study then may really measure how linguistic aspects play roles to determine the success of communication between learners of different languages and nationalities.

Another important suggestion is that the next study has to put attention to the written form of language. Learning a language means learning how to make use of it both in the spoken and written forms. The weakness of this study is that the written form of language was not exposed while in reality, there are problems that L2 learners face when dealing with written form of language, for example are the problems of spelling or morphology and syntax.

To sum up, the writer hopes that this study can be an initial and inspiring work for the next similar studies and give contribution to the development of English language teaching.

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