

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion and recommendation of this study. This chapter is divided into two sections: conclusion and recommendation. The conclusion section begins with a brief description of the discussions and findings in this research. Meanwhile, the recommendation section provides the suggestion for further research, generally in Conversation Analysis, particularly in investigating the Naturalness of a Conversation either for teachers, students, or other researchers.

1.1 Conclusion

Learning how to converse well is essential in mastering any *Target Language*. Seeking out learners' naturalness and awareness in a conversation could help them improve their proficiency in a long run. While for teachers, analyzing conversation using Conversation Analysis could help them find better ways to plan and teach their lessons, in particular the teaching of conversation.

Generally, in knowing the naturalness and awareness of learners' conversation, Conversation Analysis was used. There are seven points of Conversation Analysis that are used to determine them. First was Turn. Here, Turn is seen by the way learners' selects the next speaker. Within every conversation the 'Turns' were clear. Meaning that the learners' were natural when they are about to select the next speaker; whether it was to select another participant or selecting themselves. The second point was Turn-taking. For Turn-Taking, it could be seen as natural if the participant engaged in a conversation that has maintained the distribution of A-B-A-B and in every conversation the distribution was majorly likewise. The third point was Pre-Sequences. It is considered natural if the participant knew how to start the conversation in the correct manner, and they do know how. The fourth point was

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Adjacency Pair. It is considered natural if participants of the conversation knew how to react to what the previous speaker uttered, whether it was a question or an order; they have to react correctly. In some conversation there were cases where there were questions that was unanswered but the number was insignificant compared to other Adjacency Pairs that were correctly applied. The fifth point was Overlap. It is considered that learners are natural in turn-taking if they rarely overlap/interrupt (they know when to speak) and in every conversation they rarely do so. There were several overlapping but it was not to start a new topic or interrupting but to make clear the statement uttered by the current speaker. The sixth point was Repair. Repair is used when a speaker realizes that they made a mistake and tries to correct it therefore considered natural. There were none repairs within the conversations so this point was not elaborated more in the analysis. The last point was Transition Relevant Place or TRP for short. It is considered natural if the learners knew when to start speaking. By analyzing that it was found that they do know when.

Those seven points were used to further analyze the five questions provided by Hughes that was to determine the learners' naturalness and awareness in a conversation. It was found that by answering those five questions, every learner was natural in their turn-taking. This was said because for every question they achieved positive remarks. While for their awareness that appropriate turn-taking affects conversations, they were aware. It was said so because comparing the result of the five questions and the level of successfulness according to each and one of them were in sync; they considered the conversation they had was successful.

1.2 Recommendation

Relevant to this research, there are some suggestions recommended for students who are studying English, English teachers, and also those who are going to do research in this field.

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Firstly, for students, in trying to master a Target Language (TL) especially a foreign language try not only focus on obtaining grammatical competence but also focus on communicative competence. Grammatical competence is indeed important but when we are facing a world that is outside of the books and texts, communicative is equally important. In mastering communicative competence we are able to engage a conversation confidently without fearing making a mistake or making the person who we are talking to having difficulties in understanding what we are trying to say. Therefore, one way to obtain communicative competence is to engage in a conversation using the TL as much as possible while trying to improve in each chance.

Secondly, for English teachers, similar with the students; besides grammatical skills, try to equally teach and improve students' communicative skills. In a lesson that deals with conversation, using Conversation Analysis could help them find sectors that their students might still be lacking therefore they could prepare extra materials or the likes that could gradually help the students. Because mastering communicative competence is better by trying to engage in a conversation as much as possible, teachers should use various methods that could keep the lesson as enjoyable as possible to avoid students from being bored.

Lastly, for further research, the researcher who wants to conduct a research on conversation can analyze the perspective of the interlocutors' gender. While analyzing it was seen that there was a significant difference when the conversation was between a man and a woman compared to when the conversation was between two men or two women.

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