

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

The previous chapter has presented the analysis of findings and discussion concerning the occurrence of shifting role in the four observed teaching learning activities, along with the classroom situation or the classroom climate during class. This chapter presents the conclusion of the study in answering the research questions, and proposes the recommendations for the improvement of future research, specifically, in classroom discourse analysis.

#### **5.1 Conclusions**

This study focuses on investigating the occurrence of shifting role along with the changing classroom climate and situation during the process of teaching and learning. The purpose of this study is to investigate the situation in which the shifting role might occur in relation with classroom climate during the class revealed through the classroom discourse analysis, through the qualitative approach in order to answer the research questions.

This study reveals three things related to the shifting role, firstly regarding the occurrences of shifting role. The shifting role might occur in all stages of learning; pre-activity, main activity and post activity, although most of the times it occurs in the main activity as it is the core of the process of teaching and learning. It is also due to the fact that the main activity provides the students and the teacher with more opportunities to explore the topic of the lesson, through variety of techniques. The study suggests that the shifting role generally occurs in the situation with higher occurrence of K2 but with the domination of the teacher, or

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as Labov (cited in Suherdi, 2010) described as B-event. For instance in the situation when the teacher points out referential questions.

Secondly, the study finds that shifting role and the classroom situation might be changing along with the purpose and the technique used by the teacher, in the other words the shifting role occurs in specific times and purposes. This claim is supported by Christie (cited in Suherdi, 2010, p.147) asserted that “the roles of teacher and students shift in relation to each other at specific time for specific purposes”. For instance the purpose of the teacher is to gain the background knowledge of the students concerning the topic of the lesson, obviously the students have the knowledge, however in the end the teacher is obliged to relate and sum up their answers and knowledge.

Thirdly, the shifting role is related to the establishment of the positive classroom climate. As stated by Suherdi (2010) shifting roles can be used as pedagogical tools in negotiating, eliciting and summing up students answer. The mention pedagogical tools are also the characteristic of the classroom climate in establishing the rapport based on Brown (2001). Further, it is also proven that the occurrence of shifting role results in the students’ participation due to its nature to create the opportunity for the students to actively engage in the classroom discussion as the primary knower. As Gebhard (2006) stated, one of the indicators of the classroom participation is the students are able to give more lengthy opinion, and through the shifting roles, this particular indicator is facilitated.

Through this study it is observed that the shifting roles does not only occur between students and teacher as primary knower, but the shifting roles gradually shifts in the individual of the teachers themselves depends on the goal and the lesson objectives (Brown, 2001; Gebhard, 2006; Suherdi, 2010;). It is also found

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out that as the roles of the teacher shift within themselves the roles of the students will adapt, as stated by Murray & Christinson (2011) that in the context of teaching and learning teachers have a privilege to adopt roles as well as assign roles to the students depending on the teaching goals.

Overall, the findings indicate that the shifting role can occur in specific times and purposes based on the teacher's will, and that the shifting role is closely related to the students' participation and students-teacher relationship as a dimension of classroom climate (Moos, 1979).

## **5.2 Recommendations**

Based on the findings, discussions, and conclusions of the result of the study, the researcher proposes some recommendations for teachers and further researchers regarding the classroom discourse analysis concerning shifting role.

Firstly, for teachers, it is expected that the classroom discourse analysis can be seen as one alternative in investigating the classroom interaction and analyzing the power domination, so it would help the teacher in distributing the power domination evenly during the class to create a more cooperative and interactive teaching learning activities. It is also expected that the result related to the classroom climate will give the teacher further reference on how to create a positive and healthy classroom.

Secondly, for further research, it is recommended to investigate the shifting role in particular teaching strategy or in relation to two other dimensions of classroom climate through more comprehensive classroom climate checklists.

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