

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions. This part is categorized as the last chapter. Some suggestions are offered to the next researchers who are interested in analyzing turn-taking patterns in classroom interaction.

5.1 Conclusions

This study attempts to investigate turn-taking patterns in English classroom interactions. The classrooms consist of a teacher and 30 female and male students in each class. Firstly, it identified turn-taking patterns that occurs in the classroom by observing the video recording teacher-students' interactions. Secondly, it analyzed the factors that influence turn-taking pattern in the classroom by seeing the highest occurrences in the patterns.

The first issue was identified by classifying the data into the patterns that proposed by Sacks et al. (1974). There are three types of turn-taking patterns that occurred in this research namely Self-Select (SS), Current Speaker Selects The Next Speaker (CS2TNS), and Current Speaker Continuous (CSC). The findings show that the most frequent pattern that occurs in the classroom interactions is Self-Selects, which occurs 59 times. This pattern is used to respond an indirect question, repair an answer, and ask a question. This is in line with Ingram et al.(2010) work which found that the most frequent pattern that occurs in mathematic classroom is SS pattern and it is used to answer an indirect question that given by the teacher, repair an answer, and also ask a question. In addition, the data found that there are three out of 59 occurrences of SS pattern which aim to comment and interrupt. Mostly, this pattern is used by male students. It indicates that male students are more dominant than female in self-selecting themselves in the classroom interactions.

Furthermore, CS2TNS is the second pattern that appears in the classroom interactions. The dominance is the teacher who uses this pattern in 19 out of 26 occurrences. It indicates that the teacher has power to ask and order to the

students. Followed by CSC pattern, it only occurs nine times and all of the occurrences are employed by the teacher. This pattern aims to provide questions and instructions and also to clarify previous statements.

Based on the classification, the second issue is discovered. The factors that influence turn-taking patterns in English classroom interactions are gender and power differences. The factor of gender is found by the dominance among female and male students in the patterns. Male students dominate in SS pattern whereas female students more often occur in CS2TNS pattern. Male students dominate by self-selecting themselves to contribute in the interactions. Female students cannot be said dominate in CS2TNS because it only happens in one female students, it may be because of another factor that influence the pattern used by the female student such as personality. Besides, power issue is can be seen by seeing CS2TNS and CSC pattern. In these patterns, the teacher dominates the interactions by asking a question and ordering something also by continuing her talks to provide additional information.

In conclusion, it can be said that the students are actively involved in English classroom. They tend to be more active in answering questions if the teacher asks indirectly. Besides, they use it to perform a repair and ask a question. Based on the data, giving comments and interruption are not the main purpose in turn-taking by the students. Male students tend to be more dominant than female students. However, the teacher controls the interactions by asking a question and answering students' question.

5.2 Suggestions

Conversation analysis has many elements that can be analyzed. With the respect of the limitation of time and capability, this study provides only two elements of turn-taking; the patterns and the factors that influence the patterns. Thus, this study still needs improvement. It is suggested that the further research investigates turn-taking pattern in another types of conversation. It can be in casual-social or informal conversation such as conversation among friends and conversation and

in other informal conversation. Besides, this study found that two factors that influence turn-taking pattern in classroom interactions; gender and power differences. Furthermore, the factors can be analyzed in depth and in different factors, such as personality and culture differences.