# CHAPTER V
## CONCLUSIONS AND RECOMMENDATIONS

This research was conducted to answer the addressed research question; *How do the audio dialogues of EFL textbooks published in Indonesia display the distinctive discourse features of naturally occurring conversation?* Regarding what have been found and discussed in the previous chapter, this chapter presents conclusions and recommendations for the stakeholders who are involved in the area of textbook materials.

## A. Conclusions

This research has compared the audio dialogues provided in three commercial textbooks with their reality-like equivalents and highly significant differences between the two sets of data have been revealed in some aspects of discourse features: hesitation markers, latches and overlaps and back-channelings. However, in terms of pause between turns and lexical density there are no significant differences between textbook dialogues and their reality-like equivalents. The findings discussed in the previous chapter have demonstrated clearly that, as far as hesitation markers, latches, overlaps and back-channels are concerned, textbook audio dialogues do not reflect the way reality-like dialogs are produced. These findings are quite questionable since the features do not significantly require students' cognitive load if they are displayed merely to introduce learners how the target language speakers use their strategy in communicating. Thus, they do not make the dialog models difficult to comprehend and learn from.

Regarding lexical density, on the contrary, the relatively equivalent percentage found both in TD and RD shows that the appearance of the other features in RD do not significantly influence the lexical density of RD. Moreover, it also indicates that the textbook writers have successfully controlled the words used in the dialogues to make the dialogues identical to their natural equivalents used in real contexts and easy to understand.

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Therefore, students will not find it difficult to identify the information in the dialogues during listening activities.

Nevertheless, the artificiality revealed by the findings is not a way to justify that the use of contrived dialogues in textbooks should be avoided because textbook writers have to work with certain constraints. Therefore, there may be some pedagogical reasons why they tend to omit the features of natural interaction. Firstly, the textbook writers may think that they have to make the dialogues fit particular language teaching focuses such as grammar points, vocabulary, and functional language. Another explanation why coursebook writers tend not to incorporate interactional features may be that they consider teachabilty, learnabilty and presentation of the scripts in the textbooks. Lastly, the fact that one of the textbook writers is non-native speaker may also give impact on the way the textbook dialog samples are made because the non-native speaker writer may have a different view from native speakers about the real use of the target language.

Despite the fact that the textbook writers have to consider the pedagogical purpose, to some extent working under such constraint can give harmful effects on students. First, omitting hesitation markers creates misleading cues about the real use of the target language. If students are only exposed to perfectly spoken models, they will be deprived of the chance to learn how to hesitate in the target language. Consequently, they may tend to hesitate by using the Indonesian equivalents instead of using English hesitation markers. Second, providing neat and tidy models which do not represent latches and overlaps may give students the impression that conversations are always smooth and tidy. As a result, they will not get the opportunity to learn how to come in turns, to take turns, to interject turns, to holding turns, to pass turns and to withdraw turns in order to successfully take a part in conversational activities. Finally, providing awkward dialog samples which do not incorporate backchannels can give negative implication to students. If students follow such models of interaction outside the classroom, they will risk being perceived as rather boring or uncooperative listeners in communication.

To sum up, teachers and learners often depend on coursebooks to experience English conversation in their teaching and learning process. Therefore, if textbook dialogues are unrealistic because they have been tied up, teachers and students may be led to believe that these dialogues are the norm and they will find it hard to handle the factual communication. Indeed, presenting natural dialog transcripts seems to make the coursebooks look untidy, but it would entail exposing the real language use in authentic intercultural communication.

## B. Recommendations

Where exposure to authentic input is difficult to find outside the classroom, this study suggests that textbook writers analyze samples of authentic conversations and introduce them to students in the forms of transcripts, audio samples, or video clips through their coursebooks. In addition to the importance of incorporating discourse features in textbooks by the textbook writers, teachers and learners should also experience naturally occurring interaction more intensively such as playing audio or video of natural conversation and creating activities from them. Regarding the lesson plans, teachers should also consider taking the idea of naturalness into account when planning their teaching and learning process. Exposing reality-like models to students will help teachers and students develop their sensitivity towards what English speakers actually do in real interactions. Moreover, students will gradually find the way the target language is spoken outside the classroom in various contexts easier to comprehend as they are gradually familiar with it.

To this end, it is considered necessary to reveal how much textbooks used in the Indonesian EFL practice cover the characteristics of real interactions in a wider range of aspects. As this research focuses on the discourse features, the next research is expected to investigate other aspects such as the choice of words, supra-segmental features, the grammatical points or the pragmatic features. The broader coverage of the research will give more views of what textbooks should be like. Consequently, learners will get the much better opportunity to learn from more realistic and authentic materials.