

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the conclusions, limitations and implications and suggestions of this study. The conclusion part is drawn from the research findings and discussion, the limitation part is derived from the inadequateness of the research in certain aspects, and the suggestion part provides some ideas addressed to English teachers and further studies related to any form of classroom interaction and politeness phenomenon in EFL teaching and learning.

#### **5.1 Conclusions**

This study aimed to investigate the realization of Principle of Mutual Consideration (PMC) in an online EFL classroom interaction to promote quality online EFL learning. As suggested previously, there are two main theories utilized in this study namely PMC and Flanders Interaction Analysis Category System (FIACS). Moreover, two data collecting method namely observation and interview were employed to collect the necessary data. Then the data was analyzed to generate the results that have been discussed in the previous section. The conclusions of this study, they can be drawn as follows.

First, related to FIACS result, it could be concluded from the data that all types of interaction were present even though they were not evenly distributed. The interactions were dominated by the teacher with the ‘Lecture’ category as the highest occurred category. This made the online EFL meetings teacher-centered as less participation from the students could be observed. This could be seen from the low ‘Initiation’ category that occurred done by the students. Moreover, no students-students interaction could be observed which made this unique to the EFL online classroom interaction. However, these results could not be taken for granted as there are many factors contributing to it namely technological glitches, students’ personal motivation, and the teacher’s preparation.

Second, for the PMC result, it can be derived from the data that most of the interactions in the online EFL classroom fulfilled all of the principles of PMC,

namely harm and favor potential, shared-feeling, prima facie, and continuity principles. Consequently, a harmonious teaching and learning situation could be maintained. However, violations to the principles happened and it slightly disturbed the flow of the lesson. From the data, the violation of the first and second principle (VP12) occurred the most. This was performed by both the teacher and the students. This means that both parties did not consider the harm and favor potential and the shared-feeling principle on some occasions and disrupted the harmony in the online meetings.

Third, after the data from FIACS and PMC are combined, another conclusion can be drawn. The category that has the highest violation of the PMC is the ‘Silence’ category done by the students. This is again unique to the online classroom since the amount of silence is high and the teacher had less authority to make the students speak unlike the offline ones. The silence, too, could not be taken for granted since the factors affecting it might be complex – similar to the FIACS result. The next category that must be highlighted is the ‘Criticize or justify authority’. This is the trickiest category in the teacher talk that has the highest chance of violating the PMC because the nature of critics is unsettling to the hearer. As the results suggested, there were some violation to the principles in this category conducted by the teacher. These violations obviously made the harmony in the teaching and learning process bothered.

Because of these results related to the FIACS and PMC that influenced the harmony in the learning process, the path to achieving quality online EFL learning was also affected. As a result, there were delays happened in the meetings related to the attainment of the learning goals that had been set. For example, in the first meeting, only half of the learning goals were achieved due to the violations of PMC that were done by the students intentionally and unintentionally. Fortunately, in the end, all of the learning goals could be achieved as a result of the goals readjustment by the teacher and the fluid interactions that fulfill all the principles of PMC conducted by the classroom parties that made the EFL online meetings more conducive.

In conclusion, when the EFL classroom parties can fulfill all the principles of PMC in their online interactions, the realization of quality online EFL learning can be promoted, however, the challenge in its realization is also great as it is complex and affected by many factors from the teacher, the students, and even the technology, as online learning relies heavily on it. If the learning mode is different – offline, it might also yield different results.

## **5.2 Limitation of Study**

Even though this study was carefully prepared and organized, there are still unavoidable limitations that directly or indirectly affected the results. The limitations come from the theory, the research method, the samples, and the length of the study, and the teaching and learning media.

For the first limitation, this study employed two theories namely Principle of Mutual Consideration (PMC) and Flanders Interaction Category System (FIACS). Because of that, the data generated from this study is only revolved around these theories. So, even though there are other theories that can be used for this topic, this study only focused on the data collected through the mentioned theories. The use of different theories such as Moskowitz's FLInt (Foreign Language Interaction) interaction theory or Brown and Levinson's politeness theory may yield different findings.

For the second limitation, this study used a case study design as the research method. With the limitation of this design, there might be differences if other designs were used. For example, if the design used to conduct the research is action research, the results might be different as it has interventions to the participants. Moreover, this study only employed two kinds of data collecting methods namely non-participant observations and semi-structured interviews. Because of that, the data collected in this study was only limited to them. There might be changes in the results if more techniques were employed.

Third, this study only involved a small sample of data – a teacher and a class of seven graders. If the number of participants involved is bigger, the data might be dissimilar and more comprehensive. Moreover, the teacher involved was a female

EFL teacher. If similar studies in the future involved a male EFL teacher and different grade students, the study might also yield different results.

Fourth, the study spanned from the end of March until the beginning of May. However, the meetings that could be observed were only four meetings, including the preliminary study, due to the limitation of the school. So, when similar studies are conducted consecutively and or last longer, the yielded data might be unlike.

Lastly, as this study was conducted online, a cloud meeting application – Zoom - was utilized. Because of the heavy reliance on technology, different teaching and learning media (i.e. Google Meets, Skype) may result in different learning quality. The same goes for the internet connection. If the students and the teacher have the same good quality internet connection, the results must have been different.

### **5.3 Recommendations**

Based on the results of this study, there are some recommendations that can be suggested. These suggestions are for future studies on a similar topic, other researchers that want to conduct studies on a related topic, and the EFL teachers who will teach in offline or online settings.

For future studies that will take a similar focus, it is recommended to utilize another theory related to the topic such as Moskowitz's FLInt (Foreign Language Interaction) for the interaction theory and Brown and Levinson's or Leech's politeness theories. This should be done to analyze this topic from different theoretical perspectives. Besides that, different research design could be employed to enrich the findings on this topic seen from different methods. Moreover, it is suggested for future research to apply more data collecting techniques in order to collect more data and have better triangulation. Additionally, as this study has limited participants, it is suggested in future studies to involve larger and or more diverse participants. This way, the studies will be more comprehensive and cover the uncovered research area. Furthermore, as this study was conducted in a

relatively short period of time, for better understanding of the topic and more reliable results, it is recommended for the length of future studies to be longer.

For other researchers, there are some recommendations to make the study more feasible. First, it is suggested to do longer preliminary studies to different classes. This study only did a preliminary study for one meeting. Though it helped, a longer study would obviously support the researcher to understand the field better before the real research begins. As this is a qualitative study, an inter-rater was hired. If the resource is enough to hire more inter-rater, it is suggested to do so to make the results more reliable and valid. Moreover, it suggested for other researchers to do more preparation before conducting the study. This can be done by the familiarization of the the step-by-step implementation of the theory in the field and make the inter-rater familiar with how the study is conducted sooner.

Besides the recommendation related to the research, there are also some recommendations for EFL teachers and students. It is suggested that both the teachers and the students try to put themselves in their student's shoes when interacting. According to this study, this will maintain harmony in the classroom. It also will provide both the teachers and the students with ideal teaching and learning environment, which further will support the attainment of the set learning goals.