

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

This last chapter presents conclusions and suggestions based on the earlier explanations and descriptions.

5.1. Conclusions

The main aim of the study is to analyze the nature of turn-taking patterns in teacher-student interactions with some insights to explore in what occasion the students get turns to speak and to see whether the students get the turns through their-self initiation. The findings indicate that the teacher dominates the classroom conversation. He often initiated the turns in order to break the silent turns and to continue the conversation as expected, while the students rarely initiated the turns. Unless, the teacher gave them the turns to speak, they would not take the turns through their-self initiation. Indeed, they still had missed the turns given by the teacher. Therefore, responding to the teacher's questions is not easy for the students, because they tend to be shy in sharing their opinion and, in some occasion, they don't even understand the teacher's questions. Although most of the students only spoke as the teacher asked them to speak, the analysis reveals that there were few students having initiation to speak by asking question and giving their opinion.

5.2. Suggestions

5.2.1. Pedagogical Implication

As the implication, this research supports the teachers to stimulate the students to speak up in the classroom conversation by systematically speaking or calling on students they might have previously ignored, they may see different patterns of behaviour emerge. They can be aware of how their own participation in negotiated discourse influences the type of practice and learning opportunities. Finally, they can and should be sensitive to students' preferred interaction patterns and realise that apparent passivity in classrooms can mask a great deal of active attention.

5.2.2. Further Research

The present study has investigated the nature of turn-taking patterns in teacher-student interactions of an English classroom at a senior high school in Bandung. One of the obvious weaknesses of the study lies on the technique for capturing natural interaction in classroom. The researcher used only a video-recorder causing it couldn't cover the whole class interactions. Owing to that, she had to try harder to gain the data completely by making field-notes during the observations. Therefore, it will be better for future research to use two or more video-recorders.

In addition, the further research may extend the area of investigation. While the present study focuses on the nature of turn-taking patterns in teacher-student interactions, future studies can look at turn-taking patterns to other type interaction

such as student-student interactions. Furthermore, the future research is expected to raise much more respondents of different types of classrooms involving not only teacher-fronted class, but also student-centered class. The present study involved 40 students and an English teacher of an English classroom of a senior high school in which the classroom interaction is controlled by the teacher. Because of that, the researcher couldn't show how a student-centered class is different from teacher-fronted class in terms of the nature of turn-taking patterns.

