

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discussed about conclusion and suggestion on the basic of data analysis, findings and discussion presented in the previous research.

5.1 Conclusion

This study was conducted to identify the types of turn taking strategies employed by the teacher and students in EFL classroom interaction at SMA Negeri 8 Medan and to analyze how these strategies were realized during the teaching and learning process. Based on the data analysis and discussion, two conclusions can be drawn.

The types of turn taking strategies used by the teacher and the students in the EFL classroom interaction revealed that all three major types by Stenström (1994), namely taking the turn divided into starting up, taking over, and interrupting, with taking over emerging as the most dominant strategy because the teacher frequently continued the interaction by confirming, correcting, evaluating, and extending students' responses. Holding the turn was divided into filled and verbal pause, silent pause, lexical repetition, and new start, indicating that both the teacher and the students used these strategies to maintain their speaking turns while planning their next utterances. Yielding the turn divided into prompting, appealing, and giving up, with prompting being the most frequently used strategy as the teacher consistently encouraged students to participate by asking questions and inviting responses.

The realization of turn taking strategies consisted of smooth speaker mainly realized through appealers and uptake, which enabled orderly speaker transitions after the current speaker completed the turn.shift. Unsmooth speaker shifts appeared in the forms of overlapping talk, cut off, and unwanted silence. Smooth speaker shift occurred more frequently than unsmooth speaker shift, indicating that most turn transitions were successfully coordinated during classroom interaction.

5.2 Suggestion

Based on the conclusions of this study, the results of the research was expected to give some suggestions for English teachers, students, and future researchers.

English teachers are recommended to pay more attention to turn taking strategies. The balance between taking over and prompting in managing classroom interaction. Since taking over was found to dominate the taking strategies, teachers are encouraged to be more selective in continuing, correcting, or evaluating students' responses, so that students are given sufficient space to complete and elaborate their own answers, by using more open ended questions or extending wait time, to encourage participation that is more voluntary. Unnecessary teacher domination is also expected to be reduced by avoiding overlapping talk to encourage students to respond voluntarily and minimizing unwanted silence.

Students are encouraged to make more active use of holding the turn strategies, such as filled pauses or lexical repetition, students should participate more actively during classroom interaction by responding confidently to teachers' questions and taking speaking opportunities without excessive hesitation. Students need to improve their confidence in speaking English and become more actively involved in classroom discussions. Greater participation may also help students develop better communication skills and contribute to smoother turn-taking during learning activities. So, that unwanted silence can be minimized and classroom interaction can run more smoothly and communicatively.

Future researchers are recommended to conduct further studies on the types of turn-taking strategies in EFL classroom interaction using a wider range of data sources, such as different school levels, larger numbers of classroom observations, or different teaching methods, in order to obtain a more comprehensive understanding of how taking, holding, and yielding strategies are employed in various classroom settings. Future researchers are needed to further investigate other realizations of turn taking strategies that were not identified in this study, such as backchannels, to examine turn taking from other perspectives, including level differences, interactional competence, or repair organization, in order to enrich research on classroom interaction.