

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher described the final part of the research by presenting conclusions and suggestions. The conclusions were based on the research questions, research objectives, and the findings of this research. The results of the findings and several suggestions were also given for future researchers who would conduct research on the similar topic to this research.

5.1 Conclusions

After analyzing and discussing the data, the researcher could draw the conclusion that the textbook had analyzed based Levinson and Schegloff's theory about preferred and dispreferred responses. The findings had answered the three questions in this research. It means that after answering the research question, it had achieved the objectives of the research to find preferred and dispreferred responses in the textbook.

5.1.1 In conclusion, the researcher found that the highest frequency in the dialogue of senior high school English textbook entitled "Pathway to English" was preferred responses with total 30 responses. While dispreferred responses only occurred 5 times in this textbook. The highest occurrence of preferred responses in dialogue of English textbooks was occurred because of several factor. First was the learning structure, this book was designed to teach language skills and to get communicative interaction. Therefore, the

dialogues were mostly presented using preferred responses. Second, the dialogue in textbooks was often arranged in several contexts, such as dialogue between friends, and between teachers and students where the majority of the dialogues were set to produce preferred responses than dispreferred responses.

5.1.2 The other finding showed that agreement and expected answers were the most dominant cues in unit 1-6 with total 12 agreement and 14 expected answers. While there were 4 acceptances, 2 refusal, 1 admission and 2 unexpected answers from unit 1-6. From that finding, agreement and expected answer were the linguistic cues that fully function to maintain positive interaction and avoid face-threatening acts.

5.1.3 In addition, sequence organization also contribute to the occurrence of preference organization especially in pre-sequence and insert-sequence. The finding showed that there were 4 preferred and 1 dispreferred response after pre-sequence and there were 25 preferred responses and 4 dispreferred responses after insert-sequence. While there was only 1 preferred response after post-sequence from unit 1-6. From the data above, it could be concluded that sequence organization such as pre-sequence and insert-sequence significantly influencing the occurrence of preferred responses.

From the finding above, it could be concluded that preferred responses occurring in English textbook was influenced by several factors such as the purpose of the book to create communicative interaction, the context in the dialogue, the

contribution of pre and insert sequence and also linguistic cues such as agreement and expected answer which also increased the occurrence of preferred responses.

5.2 Suggestions

5.2.1 For Further Researchers

Researcher hopes that this research can encourage the next researchers to explore more the factors that contribute to most of the selected responses. The researcher hopes that the future researchers can contextualize their findings in specific educational, cultural or situational contexts. In addition, the researcher hopes that future researchers can investigate the long-term impact of the most selected responses.

5.2.2 For English Teachers

It is hoped that this research will encourage teachers to adapt teaching strategies to accommodate the many types of preferred responses. Moreover, it is hoped that this research can recommend the teachers to provide various opportunities for students to engage with the material content and demonstrate their understanding.

5.2.3 For Students

Researcher hopes this research can help students to learn about the communication of their choice. Additionally, researcher hopes this research can encourage students to communicate their preferences to teachers and participate actively in learning.