

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This fifth chapter presents the conclusions of the study including the main points of this study that have been discussed in chapter IV. This chapter also presents several suggestions as a reference for the next study, especially for those who want to conduct studies with similar topic.

#### **5.1. Conclusions**

This study presents qualitative findings and shows that pre-service teachers from senior high schools can use backchannel as a minimal response to maintain natural flow of speech during coaching processes. Therefore, the conversation they make can successfully reach the conversation objectives that provide signals and respond. Current research has shown backchannels in a variety of functions. Some conclusions that refer to answers to research problems from this study are presented as follows:

1. From the four available backchannel functions, researchers found three functions of backchannel functions in casual conversations conducted by pre-service teachers from senior high school during coaching processes; continuer (CON), convergence tokens (CNV) and engaged response (ER). The most widely used form of backchannel function is dominated by backchannel CON. On the other hand, the most rarely used function is ER. And the other is the function of CNV.

In addition, each pre-service teacher from the senior high school has a reason to use the backchannel function, the pre-service teacher from the public high school uses the CON function to keep the conversation going even though sometimes she does not understand what the

supervisor teacher says. While Bob used the CON function to show his understanding of the coaching delivered. Then Yunita , Yunita used the CNV function to keep the conversation process going and also shows an agreement to the teacher supervisor, while Bob used the CNV function to show agreement with what the teacher supervisor said, and the last is the reason for using engaged response (ER), pre-service teacher from public high school uses the ER function to express her feelings with responding emotively just like the pre-service teacher from public high school, Bob uses the ER function to provide emotive response from what he feels during coaching processes.

2. Furthermore, there are also differences in characteristics of the two teacher supervisors from each school, teacher supervisors from public high schools tend to have the character as consultant coaches while supervisors from private high school have an adviser coacher character, from these character differences also affect the use of backchannel functions from each pre-service teacher, this can be seen from pre-service teachers from public high schools tend to be more dominant using continuer functions with sufficient contrast with the use of other backchannel functions, while pre-service teachers from private high school using backchannel functions tend to be more varied although the continuer function is dominant but does not contrast with the other backchannel functions that it uses.

## **5.2. Suggestions and Recommendation**

Based on the data analysis and the conclusions above, some suggestions can be drawn as follows.

## 1. Recommendation

The backchannel function it is very helpful in the conversation process especially in coaching processes using casual conversations, teachers can understand student responses and the level of understanding of students from the backchannel responses that students give during coaching process, because of the lack of research on backchannel use during coaching process. more about backchannel so that it can enrich the faith about backchannel especially in the fields of education and teaching.

## 2. Further Studies

This research shows that the analysis of the list of responses to pre-service teachers of high school is worth studying to enrich the knowledge and also supports coaching processes using casual conversations. The researcher hopes that this research can be provided by the researcher and the next researchers to further examine the influence of the teacher supervisor in influencing the coaching process, and also understand the character of the backchannel pre-service teacher that he used during coaching process.