CHAPTER V
SUMMARY, CONCLUSION, AND SUGGESTIONS

This chapter is divided into two parts. The first part is the summary of all points that have been discussed in the previous chapters. The second part is some suggestions as an input for future researches in the same nature.

5.1 Summary

This study investigates gender differences in interruptions and the functions of interruptions in the Intensive Course group discussions. To be precise, this study describes the following issues:

(1) Gender differences in the frequency of interruptions

(2) Gender differences in the functions of interruptions

To collect the data, cellphones were used to record the discussions. Then, the records were transcribed and analyzed which resulted in the following:

1. There are several differences in the frequency of interruptions between males and females. Males interrupted much more than females in the homogenous groups. However, both males and females were more likely to be found interrupting more in the single-gender groups. In the mixed-gender groups, both males and females did not discriminate in their interruptions attempts, interrupting the same and the opposite gender almost equally, even though men still indeed interrupted females more frequently than females interrupted males.

2. The data clearly shows that same-gender groups create a more positive group discussion than mixed-gender groups. Both males and females were more likely to interrupt positively in the same-gender groups, resulting in the smooth flowing of group discussions. In the mixed-gender discussions, however, both males and females appeared to be interrupting each other negatively more frequently, leading the discussions to fail in achieving the primary goal of discussions, improving students' English speaking skill.

5.2 Conclusion

Although gender differences in interruptions still exist, it has become less apparent. Early researches revealed that males were more responsible in doing most of the interruptions, and express somewhat less positive behavior to females in mixed-gender groups. This study found that these indications were more subtle. In the same gender groups, males indeed interrupted more than females. However, in the mixed-gender groups, there was no significant difference in the frequency of interruptions, indicating that men no longer see themselves superior compared to females, and likewise, females do not feel they have lower social-status than men. Gender is no longer considered a status characteristic.

Furthermore, the success of group discussion seems to lie on the group members. If the members consist of the same gender, the discussions will most likely to be successful (in the term of achieving group discussions' primary goal: to improve students' English skills).

5.3 Suggestions

5.3.1 Suggestions for Teachers

　　The results of this study suggest three essential points in managing group discussions. First, teachers should get their students to be accustomed to working with the other gender. According to Grogan, Tamara and Bechtel. Lynn (2003), gender division becomes more noticeable in about third grade. Regarding this, teachers of elementary school should foster positive relationships between males and females by providing opportunities for males and females to play together at recess. High-school teachers should never separate students based on their gender. They should assign their students in mixed-gender discussion groups. These will improve the gender relationship in the classroom. Second, teachers should inform preliminary warning before discussion sessions about the consequences of not speaking in the target language. Moreover, during the discussion sessions, teachers should constantly check their students in case the students discreetly speak in the mother tongue. Third, teachers should monitor their students during the discussion sessions as there is a possibility that the students are not discussing about the given topics.

5.3.2 Suggestions for Future Studies

　　The results of this study suggest more variables for future researches investigating the effect gender in interruptions in group discussions. Future researchers may vary the composition of the members of the groups to find out how group composition influences males and females in interrupting. In addition, other variables other than gender may be added to confirm that same-gender groups are

better than mixed-gender groups. For instance, prior English knowledge and family background may be added to the variables.

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