

## CHAPTER 5

### CONCLUSION AND SUGGESTION

This chapter presents the summary of the findings together with the conclusion and also suggestions.

#### 5.1 Conclusion

Intensive Course is the foundation that is given to all of the new students of this department so that they are able to use their survival English well. Since the classroom is an important place to get an input, so the writer decided to do a research in Intensive Course classroom interaction.

This study was conducted to find the forms and patterns which were found in IC classes and also the form and pattern which was most commonly used. The data were taken from the recording (audio and audio-visual recording), the observation sheet, and also the interview. The findings of the study lead to the conclusion below:

- The forms that are found are teacher active, student mainly receptive (T) and students active, teacher mainly receptive (S).
- The form that is most commonly used is teacher active, student mainly receptive (T). It appears from the ratio teacher and students is 55% : 45%.
- The patterns that are found are group work, close-ended teacher questioning, individual work, choral responses, collaboration, full-class interaction, and teacher talk.

- The pattern that is most commonly used is close-ended teacher questioning (IRF). It appears from the table that mention the frequency of the IRF is 18.

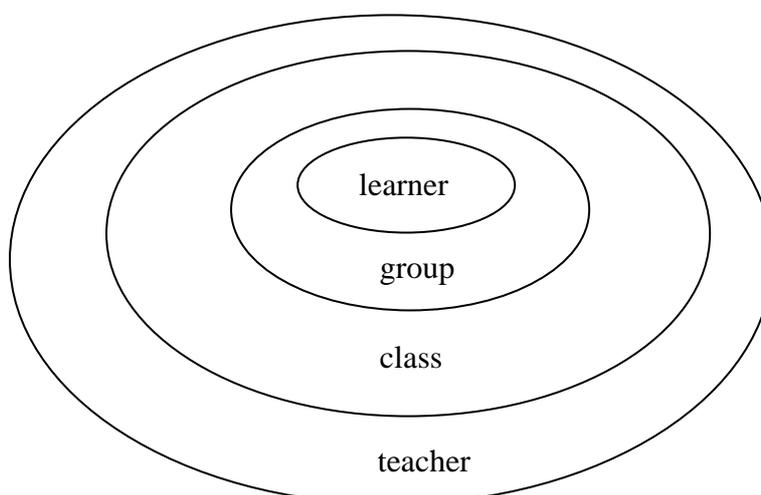
## 5.2 Suggestion

The writer realizes that her study is far from being perfect. Hence, she suggests some relevant points related to this study.

### 5.2.1 Suggestion for the second language classroom interaction

Knowing that there are so many difficulties in learning the second language, the writer wants to give several suggestions for the teachers in the second language classroom.

- The finding (55% : 45%) showed that the teachers were using a teacher-centered technique, while actually they had to use a student-centered technique. It is better to make the ratio become 50% : 50% or increase the students ratio and a student-centered technique would happen. For example, when the student has a question to the teacher, the teacher has to ask the student to ask to his/her group (the teacher does not directly answer the question), if the group cannot answer, then the teacher asks the student to ask to the class, so the teacher really becomes a mediator and create a great classroom interaction.



- Maintain the diversity of the patterns of interaction in one session, so that the students will not get bored during the teaching-learning process.
- Groups of tables are a great seating arrangement for IC, but it is better to use horseshoe. In groups of table, the teacher will get more difficulties in monitoring the individual students work, but with horseshoe, the students could have an eye contact with all of their friends and also the teachers and have a good interaction.

### **5.2.2 Suggestion for further research**

In this study, the writer focuses on the forms and patterns of classroom interaction. She hopes that the further researcher could have a greater timing and schedule in doing the observation, not close to the examination, so the researcher could really has their observation as well as they could.

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