

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is divided into two subs, first is conclusion and then suggestions. The conclusions are formulated from research questions, and the suggestion provides the recommendation for Science teachers and further research.

5.1. Conclusion

The aim of this study is to answer the research questions in relation to the IRF pattern used in content-language integrated learning classroom and the type of questions used by the teachers in promoting the pattern. In addition, there is also explanation of how those teachers and their students used English and Bahasa Indonesian in their learning interaction.

This study sets conclusion from one of the 4C CLIL framework proposed by Coyle (1999). 4C CLIL framework is constructed by content, communication, cognition and culture. The findings of this study are intended to make conclusion from communication point of this framework. This study has provided a brief picture of communication process happened in Biology and Physics classroom interaction. Then, the use of Sinclair and Coulhard IRF pattern were intended to present the actual description and factual information of the use of languages in these classrooms. Based on what has been set by Kemendiknas regarding the use of English and Bahasa Indonesia in RSBI schools, the proportion of the use of these two languages in third year RSBI class must be combined at the percentage of 75% English and 25% Bahasa Indonesia.

Looking to the findings stated in previous chapter, the researcher concludes that both teachers failed to fulfill the requirement stated by Kemendiknas which is set

At the point of communication process that happened in both classrooms, Biology class produced English utterances as much as 31,44%, 34,91% Bahasa Indonesia and 31,44% of the total utterances were code-switched. In Physic class, English utterances were produced as low as 4,93%, Bahasa Indonesia utterances 88,82% and 6,25% of the total utterances were code-switched. Based on this fact and the IRF analyzing process presented in the findings, the researcher concludes that both teachers failed to promote the use of target language in their class interaction. In short, it means that both classroom were failed at the point of communication process that is one of the Coyle's 4C framework used in CLIL classroom. Even though these two classrooms were failed to promote the CLIL communication process, the researcher could state that at this point, the Biology class was better than Physics in term of communication process.

5.2. Suggestion for the Teacher

There are some suggestions for the teacher to realize the importance of the classroom interaction characteristic and to develop their teaching skill and method. First, it is better if the teacher not only spends the teaching-learning time by explaining the material. Teacher can organize some activities for the students to make the classroom interaction more effective. They can also use more open-ended question to promote space for discussion, and higher level question in order to enhance the students thinking process. Then the teacher should create positive atmosphere in the classroom, so the students will more enjoy taking a part in the teaching – learning activities.

5.3. Suggestions for the Next Researcher

This research is a preliminary research of classroom interaction study. It is focused on the classroom interaction in CLIL class. It is known that in international school, Science and Math are delivered in English. Other researchers could carry out a research and development in order to expose more from bigger number of lessons and including Math class in it. The results of this research can be a basic result, example and guidance in order to develop the other new researches.

