

## CHAPTER V

### CONCLUSION & SUGGESTION

#### 5.1 Conclusions

After analyzing the data, conclusions are drawn as the following:

- 1) There are three levels of verbal linguistic intelligence namely basic skill level, complex skill level intelligence, and coherence skill level intelligence. It means that the university students of English literature still have low or basic skill level.
- 2) The students with complex skill level and coherence skill level used syntax as the linguistic realization in order to have good comprehension of language use
- 3) The students with complex skill level used collaborative dialogue by making dialogue effectively. The student with coherence skill level used collaborative dialogue and co-construction by making dialogue and participating the joint creation of various forms. The use of classroom interaction in verbal linguistic intelligences was perceptive.
- 4) The reasons the realization of verbal linguistic intelligences linguistically in the way they are to have expanded vocabulary in speaking and writing, to comprehend of information, to express various creative writing forms, to execute various types of formal speaking, to engage in metalinguistic analysis and dialogue.

## 5.2 Implications

Concerning with the theoretical review and the result of this study, some implications are presented as below.

- 1) The result of this study showed that the linguistic realization among high achievers is similar from those of medium achievers.
- 2) The result of this study showed that the nature of interactions among high achievers is different from those of medium achievers.
- 3) The result of this study also implied that classroom interaction is very crucial to help students develop their cognitive skills. The more active students the more likely to be high achievers

## 5.3 Suggestions

Due to the previous conclusion, suggestions are stated as the following:

- 1) It is suggested to next researcher who interested to reveal the classroom interaction elaborated with multiple intelligences to facilitate and encourage students' language development.
- 2) It is expected to lecturers and university students to pay attention the importance of classroom interaction as the benchmark for 'successful' lessons at least for language lecturers.
- 3) However, it is hard to avoid the students prefer keeping silent, it is suggested that the lecturers keep facilitating the classroom interaction in order to avoid failure of language learning.