

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion of the present research and also recommendation gained from the research finding and for further development of the study or other relevant studies.

#### 5.1 Conclusion

The study reported classroom interaction patterns in the teaching and learning process in an EFL classroom of a senior high school through pedagogical microscope and gained students' responses toward the teaching and learning process. The goal of the study was to find out the patterns of classroom interaction that appear in the process. The study also intended to find out how those patterns create the interactions as well as to gain students' responses toward the teaching and learning process.

The present study found that there are three types of exchanges which occur during the teaching and learning process, such as, knowledge exchange, action exchange, and skill exchange. It is also found that knowledge and skill exchanges dominate the process. Through the analysis of these three types of exchanges, the study revealed that there are at least two patterns of classroom interaction found during the teaching and learning process, such as, teacher→students' interaction pattern and student→students' interaction patterns. It is also found that students-students' interaction pattern dominates the teaching and learning process. It

indicates that students interact and participate actively during the process. Therefore, students-students' interaction pattern creates interactive learning process in the classroom. The study also revealed that students respond positively toward the teaching and learning process conducted by the teacher. They found it easier and more interesting to learn English by doing the activities, especially playing "Eat Bulaga" game designed by the teacher. Through the game, they could have fun while learning how to describe people's physical appearances.

Finally, the present study concluded that the teaching and learning process has been done interactively. Teacher and students as well as students and students interact and participate actively during the process. The positive responses from the students are also gained because they are motivated in learning since they found it interesting to learn English as the materials and activities are familiar to their life.

## **5.2. Recommendation**

After conducting research and finding the results of the present study, it is suggested to do further studies on applying the activities, especially playing "Eat Bulaga" game to describe people's physical appearances in different levels and classes. Through continuous and simultaneous studies, it is expected that the game can be one of activities that can be applied by teachers to create interactive learning in the classroom. Conducting further studies in applying different games or activities to promote interactive learning is also urgently needed since they play an important role in motivating students to learn English better in the classroom.

The study also recommends that pedagogical microscope could be used as an instrument to reveal what actually happens in the teaching and learning process. The instrument could be

used to find and analyze patterns of interaction that occur in the classroom. Through the analysis, teachers or researchers could identify and evaluate their teaching process so that they could improve the teaching for the sake of students' better learning and comprehension.

The results of the present study are specific to the site and participants of the study. Therefore, they could not be generalized. Further studies on similar contexts and focuses in different levels and classes are urgently needed to expand scopes of the studies and results.