CHAPTER V

CONCLUSION AND RECOMMENDATION

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

5.1. Conclusion

This thesis reported the study of classroom interaction patterns in team teaching model through pedagogical microscope in sistemiotic approach. The purpose of the research was to find out the patterns of classroom interaction that occur in a team teaching model of an EFL classroom and also to find out the model of team teaching that occurred in particular patterns of classroom interaction. The purpose of the latest was to discover the model of team teaching that was matched with the most preferred classroom interaction patterns.

The research finding stated that there are at least four interaction patterns which have been introduced in the previous research and one interaction pattern which is new from the present research. The interactions that have been introduced before are, students $\rightarrow$ teacher interaction, teacher $\rightarrow$ students interaction, students $\rightarrow$ interface interaction, and students $\rightarrow$ students interaction. While the new classroom interaction that exist in team teaching model classroom is teacher $\rightarrow$ teacher interaction.

The research revealed that interaction of teacher $\rightarrow$ students was the most dominant and it is mostly dominated by speech activity as in one way of

classroom interaction pattern. According to Suherdi (2009:78) it happens because teachers thought the classroom as a place of knowledge transfer.

The research also discovered that the classroom interaction is less interactive. It was seen from the big percentage of non negotiation exchanges occurred in the classroom (Suherdi 2009:115). The research also found that the patterns of classroom interaction mentioned in the previous paragraph occurred in monitoring model of team teaching.

As the final conclussion, the present researh has revealed that not all team teaching model emerging positive traits in teaching and learning process. The students' interactivity in the particular team teaching model tends to be low. Thus, the research suggest to develop team teaching model that is relevant with the needs of teaching and learning process.

5.2. Recommendations

Based on the finding in this research, it is recommended to do further research in different model of team teaching in finding out the suitable patterns of classroom interaction that fit with the goal of teaching and learning process. Through continuous and simultanuous research, it is hoped that in the future, team teaching will become the role model in designing the classroom especially in improving students' interaction, for the interactivity itself that will lead students to the success of learning. Other studies also urgently needed to reveal the influence of non English teacher in English teaching toward their students' English proficiency. It is due to so many schools prefer to take advantages in using class's teacher rather than using professional English teacher.

The research also suggested that pedagogical microscope used by English teachers as one of research instrument in finding out our own characters in English teaching. It is considered as the easiest instrument for all teachers to be conducted in order to self-evaluated the teaching and learning process.

The finding in this present study could not be generalized. Meaning that other further research in relation to the study is recommended for there are still possibilities in revealing more prominent research finding.

The study clearly reveals one new interaction pattern, which is teacher → teacher interaction, but clear implication of the pattern toward classroom interaction has not been revealed yet. Further research is absolutely recommended to reveal the implication of the pattern and also the used of appropriate approach to reveal interaction patterns.