

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter provides the conclusion which elaborates the findings and analysis of the study and the recommendation for the next study. It consists of two sections. The first section presents the conclusion drawn from the findings and analysis. The second section deals with several recommendations addressed to teacher and students in particular and other researcher in general.

5.1 Conclusions

The recent study investigates (1) the effect of modified question to EFL learners' ability to describe things by the use of pre-head modifier (2) the difference effect between upper and lower groups and (3) how the modified questions are implemented to build up EFL classroom interaction in the instruction on describing things by the use of pre-head modifier.

Firstly, it is found that the modified teacher's question affect significantly to EFL learners' ability to describe things by the use of pre-head modifier. The result of the study indicates that exposing language input by modified teacher's question through a reciprocal interaction gave more acquisition of the language function in describing things by the use of pre-head modifier to the learners than a non-reciprocal interaction. It is revealed through a series of statistical test: the independent t-test to check the initial ability of the experiment and that to check the final ability in the two groups in which statistical test in post-

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test indicates that experimental group differs from a control one significantly as indicated by the value of significance '0.005' being less than 0.05. In addition to, qualitative findings show that modified questions affect learners' comprehension on input and their way of describing things.

Secondly, it is found that the current knowledge of the learners affects significantly to the increase of their ability in describing things by the use pre-head modifier but there is not interaction between the type of treatment and the level of subjects' current knowledge to the final comprehension of subjects on pre-head modifier. This means that giving input with the modified teacher question in the classroom instruction works better than their current knowledge on pre-head modifier. It is revealed through a two-way ANNOVA test as indicated by the value of significance '0.697' being greater than 0.05.

Thirdly, based on the observation carried out in the experimental group, the types of modified teacher's questions tended to be implemented to build up a strategy of classroom interaction into *repair* and *discourse managements*. This means that the teacher used the types of modified questions to lead classroom interaction in meaning negotiation through the managements.

Modified teacher's questions by giving input through a reciprocal interaction has indicated a tendency of ability to promote meaning negotiation and ability to describe things by the use of pre-head modifier correctly. The questions have built up a classroom interaction and triggered the learners to increase their ability to describe things by the use of pre-head modifier in context. Such a

learning process directs students to language acquisition on language function. However, this study only investigated a certain language function. Thus, it needs the other study on another language function to ensure the reliability of the result.

5.2 Recommendations

Based on the findings and conclusion above, some methodologies and practical purposes are recommended. The methodological suggestions concern the delimitation of the recent study and its possible enhancement study for further research. The research investigated one aspect of language function in describing things in certain subject and situation. Thus, it needs further research in other aspects of language function because different function might need a different treatment or the same function in other subjects and situation to make sure the reliability of the result.

Practical purposes recommended are intended to teachers. They need to know and believe that the modified input through reciprocal interaction is important in EFL classroom especially in teaching language function because this will trigger learner to use their language repertoire so they will be accustomed to apply their English. Furthermore, language should be acquired from real communication, not taught by their teacher. Thus, teachers are suggested to master and be able use the technique of questioning in their classroom to create classroom interaction in exposing spoken input. Next, the findings show that current ability of the learners did not interact with the treatment in the instruction. The effect of treatment to the ability of describing things by the use of pre-head

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modifier is greater than the level of their current ability. Thus, the strategy can be used in a mixture classroom.