CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This is the last chapter of this study. It deals with conclusions derived from the findings and discussion of the study. Some recommendations are provided at the end of this chapter.

1.1 Conclusions

This study investigated teachers’ questioning during the stage of building knowledge of the field in text-based teaching. There were three focuses in this study. They covered types of teachers’ questions, strategies of questioning and teachers’ belief and knowledge in questioning during BKOF. The discussion of question types was based on theories from Anderson and Krathwohl (2001) adapting original taxonomy of Bloom. The strategies of questioning adopted Wu’s (1993) work. And finally, some related theories were used in the discussion of the teachers’ belief and knowledge in questioning.

There are some main points taken based on the result of the investigation. Related to the stage of building knowledge of the field (BKOF) as the setting of this study, the use of questions straight carries out one of the recommended activities during this stage. Asking questions may help students to construct their knowledge of the given texts. Thus, teachers’ questions can be a fruitful teaching tool in the classroom.

Related to the types of questions, the findings indicated that the three teachers applied variety of questions during BKOF. The questions ranged from the lowest to the highest level of the cognitive domain. The questions included remembering (194), understanding (59), applying (40), analyzing (43), evaluating (47) and creating (35). The questions were mostly found in activities that included reading and listening texts. Other media were also used to support the activities
such as pictures, slide shows and paper. The questions, specifically, occurred before, during and after the activities. Each oral question was taken and posed from either source books or the teachers’ own ideas.

The use of varieties of questions by the teachers was assumed to be able to facilitate the students’ learning. Based on the findings, the teachers’ questions mostly could invite students’ responses even though the teachers needed to modify the questions to be more acceptable and understandable by the students. The students’ responses effectively made themselves more involved and active in the classroom. The questions could push them to show off though not in perfect performance. The questions, at least, could extend their talk time.

When the students voluntarily gave more responses, classroom interaction seemed more alive. The interaction was not only dominated by the teacher’s talk but also the students’. This indicated that the classroom had a good interaction since the students could give their contribution in it.

Further, the teachers’ questions seemed worth for the students’ thinking. In many interactions, the students seemed willing to take part in exchanges. This may give more opportunities for them to build up thinking ability. Accordingly, it can be taken that the teachers’ questions not only can help the students’ talk rate and construct classroom interactions but also might have possibility to develop their thinking ability. Those advantages might be required in constructing students’ knowledge related to texts as the general purpose of the stage of BKOF.

Unfortunately, based on the result of the investigation, the teachers tended to pose low level questions. The data shows that remembering questions dominated the teachers’ questions. The teachers did not expose variety of questions that invited the students’ ideas and interpretation. Higher question levels are believed to give more benefits for them to develop their cognition domain.

The findings also indicate that the teacher, although they have good performances and experiences in teaching, rarely prepared the questions they
asked to their students. The posed questions were mostly spontaneous without a definite objective. Well-prepared questions, in fact, might help teachers to construct learning that go well with learning objectives.

The findings related to questioning strategies indicate that the teachers very often modified their questions. The teachers tended to repeat, simplify, rephrase and probe their questions when they could not be understood well by the students. The question modifications also came up when the students did not give any responses or gave responses but not in expected ones. Yet, the strategies did not always end in better interactions. Sometimes the question modification still could not invite expected responses. However, all in all, the questioning strategies had already helped both for the teachers and the students to have better classroom interactions.

In connection with the teachers’ belief and knowledge in questioning, overall the three teachers had similar point of view in posing questions during BKOF. Related to activities during BKOF, the teachers proposed the same idea that questions had an important role in facilitating students’ activities during this stage. Related to the roles and principles of questioning, the three teachers stated that questioning should be able to intrigue students to contribute in classroom interactions, have longer talk time and develop their thinking ability. Unfortunately, during the questioning activities, some problems still occurred. The problems mostly dealt with poor understanding of terms of questioning theoretically.

1.2 Recommendations

Based on the explanation above, it can be concluded that questioning during BKOF was required as a facilitator of students’ learning; therefore, some suggestions are provided as follows.

For teachers, the use of questioning should be in line with suggested principles. They need to apply varieties of questions and higher levels of
questions. This might facilitate students to develop their thinking ability. They also need to use strategies of questioning. The strategies are believed to invite more responses from students.

For researchers who put the same interest in conducting research related to teachers’ questions, this study may be a reference providing useful information and can help them to do research. Furthermore, it is better for researchers to allocate more time find more related and alternative theories in conducting their research. It is also suggested to try to relate questioning with other aspects in order to enrich repertoires of classroom questioning.