

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter highlights two sections such as conclusions and suggestions for further research. The conclusions are drawn from the research findings and discussion in the previous chapters.

5.1. Conclusions

The findings of the current study highlight the teacher's questioning behavior such as types of questions and questioning strategies, applied in classroom interaction. The subsequent explanations are supposed to give any point of view concerning about teacher's questions and its strategies in classroom session until they are impacted to some responses shown by students.

According to the findings, the research concludes that four of six types of Bloom Taxonomy cognitive domain questions were employed by the teacher in English classroom such as knowledge, comprehension, application, and analysis. The teacher provided various questioning strategies to distribute four types of questions in three stages of classroom interaction. The questioning strategies applied by the teacher were repetition, rephrasing, simplification, probing, exemplification, blank filling, code switching, and clueing. The most applied strategies in teaching and learning classroom was probing and knowledge questions which are included in display questions would be the most asked questions.

The objectives of the lesson could be one of many main factors of teacher's implementation in distributing his questions. Therefore, the effectiveness of teacher's questioning or choices of many types of questions which will be delivered in classroom interaction will depend on the formulation of lesson objectives. Real and applicable objectives which are also coordinated with students' capability level and expected competence shall be a valuable foundation

for designing and choosing good questioning techniques which will support in achieving lesson objectives.

Moreover, the variety of learning task would be another influential factor in creating teacher's questioning behavior, especially in determining types of teacher's questions and strategies in teaching and learning process. In this condition, students can be engaged systematically in doing and accomplishing task since it is guided by well-constructed teacher's questions.

On the other hand, the use of questioning strategies could be influenced by teacher's comprehension toward their students. The implementation of strategies of questioning usage concerns not only to the students whether their level capability and comprehension, but also concern to the difficulty level of the questions. Students' language development will be the result of implementation of questioning strategies usage.

Students' language development is not only determined by the teacher's questions but also the strategies in delivering the questions. The quantity of teacher's questions will not guarantee the development; the excellence and variability of teacher's questions will such an important factor in developing student's language development. That is why teacher is required to give as many as possible of variety of types of questions.

It can be concluded that well-created teacher's questioning behavior significantly influences in language development of students and teacher in teaching and learning process. Designed questioning behavior in choosing types of questions and well-reacted in delivering questioning strategies will lead to successful learning in term of achieving lesson objectives and high students' achievement in language production. Teacher and students' interaction affects each other and be one of main causes of engagement of classroom activity.

5.2. Suggestions

Two various suggestions are focused to the teacher in reason that teacher will be the main influence in many activities of classroom learning. One suggestion below will be some advices towards the focus of research but in developed one for educational awareness and coming research are shown as follows

First, teachers must master in questioning skill since it is a basic competence and a significant influence in achieving lesson objectives. Lesson objectives, students' development of language and effective language learning, will be attained by capable and skillful teachers. Therefore, training for developing such skill must be conducted in order to build up the language learning.

Second, teachers should pay attention into Bloom's taxonomy of cognitive domain of types of teacher's questions, in which it is the important basis for creating teacher's effective questioning in teaching and learning process. Cognitive domain will guide teacher in choosing questions which will be a bridge in delivering material, teacher should consider the domain of cognitive whether it is lower or higher and also the stages of classroom when the questions are occupied. With the several questions, students can have many opportunities and experiences in having higher level of cognitive domain, so that the language development will be granted. Teachers can harmonize their lesson and its objectives with many types of the questions, as those types of questions have their own purpose and attainment.

Third, there are some valuable recommendations for further research since the present study has some boundaries or limitations. The recommendations in developing for the future research as follows.

1. The study on classroom interaction, especially in questioning strategies and types of questions of teacher towards learning materials in any grade and any level of schools is needed to investigate in a new version of Bloom taxonomy theory in order to give any updated knowledge for teachers and easiness in designing and practicing the questions.
2. A study focused on students' language development and their responses by means a contribution of teacher's questioning behavior will be much needed to be conducted.
3. The present study is more focused on the teacher's questioning behaviors and students' responses affected to the behaviors. Therefore, the study which is more focused on students' response that lead to language development must be considered.