

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This section presents the conclusion of the research derived from finding and discussion. Moreover, based on the findings, it suggests recommendations that can help improve language teaching and learning in EFL classrooms.

5.1 Conclusions

According to the results of the discussions in the previous chapter, there are some conclusions obtained based on the research questions. In this research, there was a tendency for the teacher to employ more display questions than referential questions. The employment of referential questions in teaching speaking to senior high school students was essential because the questions generated long and meaningful responses. On the other hand, the display questions were found in certain occasion, especially in the beginning of the activity. Furthermore, in the teaching speaking, the aim was to train students to speak in a target language, and one of the indicators of the ability of speaking was the way students respond to teacher's questions. Thus, the way the teacher employs the questions, especially display and referential questions, or teacher's questioning strategies aimed the students to respond appropriately and meaningfully.

By intending to increase the students' output, the results of this study may lead to improved speaking ability of the students. Furthermore, as the kind of activities and the tasks included in the text have decisive role in the types of questions teachers ask, the results of this study would also help syllabus designers to make the desired changes. Finally, the results of this study would be of help in teacher training programs. This can be achieved by means of emphasizing the importance of questions and the questioning skill and the role that they play in students' success.

5.2 Recommendations

Based on the findings of the research and the conclusions reached, the following recommendations are made. Firstly, planning questions is very important in the EFL classroom. Hence, teachers should prepare their questions before they come to the classroom. If they do prepare questions, they can minimize making mistakes in formulating questions and would be clear about the purposes of asking questions. Above all, planning questions may help teachers to ask the various types of questions in question and answer exchanges in the EFL classroom.

Secondly, questions that require only remembering of facts from pupils should be minimized because such questions limit students to explain their ideas using English in the classroom. It is advisable that teachers should give wait-time depending upon the purposes of questioning, because wait-time provides students with adequate time to think and answer the questions.

Thirdly, researcher believes that questions must be given emphasis in the English language. Methodology, courses, the types of questions, questioning functions, their uses in the English classroom, ways of preparing questions, the purposes of questions in the class, etc., should intensively be given and practiced by the teachers. Therefore, the training that incorporates questions and questioning strategies and questioning functions can help the teachers to be familiar with different kinds of questions and their various uses in the language classes. It can also help the teachers to discover better ways to make use of questions in teaching the target language.

Further investigations are still needed to shed more light on the issues contributing this area of study. For instance, for the sake of generalizability it would have been better if the study could be conducted with more than one teacher and more than one class in each proficiency level. Furthermore, it would be fruitful to collect the data for a longer period in a longitudinal fashion in order to increase its generalizability. On the other hand, the present study can be implemented according to each gender to see whether the results change according to each particular gender or not. This study could be conducted using an experimental design involving two treatment groups in order to determine which

of the two treatment groups leads to a higher oral fluency. Bear in mind that this kind of study can be done within or among proficiency levels. Another research worth pursuing is the effects that display and referential questions may have on the complexity of the students' responses at different levels. This can also be carried out by means of an experimental design.