CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This section is the end part of this thesis. In this chapter the researcher elaborates the conclusions that can be drawn from the present study and some possible recommendations for conducting further related studies.

5.1 Conclusions

This thesis investigated Teacher Questioning in EFL Classroom Activities of two English teachers in a Senior High School in Bandung. The purpose was to identify the teachers' questions in EFL classroom, students' response to the teachers' questions during teaching and learning process in the classroom, and questioning strategies the teachers applied when the questions were not understood by the students.

The findings of the present study show that the two participants used various of questions during their teaching and learning activities. Both participants taught the same language topics using different materials during their EFL classroom activities.

The research findings showed that the teachers used questions in the classroom to achieve a variety of purposes. Teacher A, who teaches in a Natural Science class, taught the communicative material and generic structure. Teacher B who used questions in Social Science class, taught how to use analyze statements and to persuade students that something is the case. She started by introducing the

topic and the speaker or writer position followed by the main arguments and elaborated with point supporting development.

From the findings, teacher A used 68% knowledge questions in her EFL class during research, and teacher B used 81% knowledge questions in her EFL class during research. This finding supports the previous studies conducted by Brualdi (1998) that teachers spend most of their time asking low-level cognitive questions than high-level-cognitive questions. Brualdi (1998) also stated that in traditional teaching and learning method, most teachers use questions that only focus on memorizing with sort answer from students as feedback. This type of question is believed to give small opportunity to students' understanding and also gives small opportunity to students' achievement because it limits them to the understanding of the subject matter only.

This study also reveals that the students responded with verbal and non verbal responses. They gave verbal responses by directly answering the questions with their own words or by making sounds without answering the questions such as yelling, while the non verbal responses that they gave were smiling, shaking of the head, nodding or even just being silent. The responses from the student can be categorized as communication feedback which matches with the statements from Suherdi (2009), Levine (1993) and Brown (1994) that verbal communication as spoken communication, includes the use of words and intonation to convey meaning, give their own ideas, opinions, reaction and or feelings while the non verbal responses/feedback communication is "silent" communication and or facial expression by the students where they communicate without the use of words

including the use of gestures, facial expressions, eye contact and conversational distance. The students gave a variety of responses depending on the question that was given by the teacher and their ability to comprehend its content.

The teachers' questions facilitated interaction between students and students, and students and teachers and also provided the opportunity to observe students' process of thinking. Teachers' questions created interactive activity with the active participation of the students to construct useful representations of knowledge learning that that engaged students in the lessons. The active classroom environment was designed to encourage interactive participation and to increase students' understanding. This condition was similar to the condition described by Rosenshine cited in Brualdi (1998) and Pinter (2009) that: learning occurs in conversation as a result of understanding and interpreting and a good students-teacher interaction promotes students learning.

This study also reveals that both teachers used various questioning techniques to modify questions when their questions failed to generate student responses. Those techniques were repeating, simplifying, rephrasing and decomposing the questions. In this case, the findings support the study of Wu (1993). Concerning this finding, it is concluded that questioning strategies were used when students did not give relevant reaction, and some even simply did not react at all.

Regarding those findings, it is expected that this study contributes something to the area of related research and more specifically to the language learning insight. Though it is just a small-scale investigation and the findings

reveal only partial views of classroom questioning, it is aimed to give further insights on the importance of using quality questioning in the language classroom and promotes teacher awareness of the importance of using questions properly to facilitate students in learning a foreign language.

As this study involved a small number of participants over a short period of time research, the holistic influence of teacher questioning to students' achievement could not be fully revealed. In addition, this research covers three aspects only, so this research does not provide views from all perspectives of language learning. To this end, a research involving more participants and longitudinal research could be recommended to be carried out in the future.

5.2 Recommendations for Further Research

For further investigation the following aspects could be aspects worthy of being taken into consideration. Firstly, a further study could be focused on what question produce the most satisfying answers from the students. Such a study could be directed to aspects of classroom teaching: 1) how a teacher creates the materials that can produce satisfactory responses from students, and 2) what kind of classroom activities support the use of different types of questions. Secondly, further studies can be directed toward the influence of teachers' questions to classroom interaction. This type of study could focus on how questioning can increase students' achievement in language learning.