

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This is the end part this thesis. Here the researcher will elaborate the conclusion drawn from the present study and some possible recommendations for conducting further related studies.

5.1 Conclusions

This thesis investigates teacher questioning in EFL classroom activities of two English teachers in a Junior High School in Mataram. The purposes are to identify the types of questions used by the teachers in EFL classroom activities, techniques of modifying questions, types of student responses, and how questioning facilitates students in learning L2.

The findings of the present study show that the two participants use different types of questions during their EFL classroom activities. Teacher A who teaches writing and reading using authentic material uses more referential questions than other types. This finding supports the previous studies conducted by Brock's (1986), Yamazaki's (1998), and Shomoosi's (2004) research, while Teacher B who teaches grammar uses more display questions than the other types. This corroborates the studies of Wu (1993), Xiao-yan (2006), Hussin (2006), David's (2007), Tan (2007), and Chun-miao (2007). This means that this study gives additional support to the related previous studies. From this finding, it can be inferred that the two teachers are very different in using questions during their EFL classroom. The discrepancy is caused by the material and the approach used

in teaching. Authentic materials and group discussion trigger the teachers to use more referential questions.

This study also reveals that both teachers use various techniques to modify questions when their questions cannot generate student responses. Those techniques are repeating, rephrasing, giving additional questions, and decomposing the questions. In this case, this finding supports the study of Wu (1993) and Yamazaki (1998). Concerning this finding, it is concluded that modifying question is done not only because of the students' absence of giving responses, but of intending complete answer and wanting the other responses also.

As well, this study reveals that the students respond their teacher questions verbally and non-verbally. The verbal responses are characteristically restricted to display questions and elaborative to referential ones. The non-verbal responses are used when the teachers use referential questions. At this point, this finding is in accordance with Lörcher's (2003). In summary, the students give various types of responses and much dependent on the types of questions given.

The last but not the least, types of teacher questions and question modifications affect how teacher conduct language learning in classroom. They can affect the amount of input, classroom interaction, and the use of the target language. Referring to this, it is inferred that teacher questions facilitate students in learning L2 in terms of providing inputs, building interaction, and giving opportunity to use the L2.

Regarding those findings, it is expected that this study contributes something to the area of related research and more specifically to the language

learning insights. Though it is just a small-scale investigation and the findings reveal partial views of classroom questioning research, supposedly it gives insights on the importance of using quality questioning in language classroom, and promotes the awareness toward using questions properly to facilitate students in learning foreign language.

As this study involves small-scale participants and short-time research, the holistic understanding on teacher questioning could not be revealed. In addition, this research just covers three aspects only, so this research does not provide views from all perspective of language learning. To this end, involving more participants and longitudinal research are recommended to carry out.

5.2 Recommendations for Further Research

For further investigation the following aspects could be the focus to take into consideration. Firstly, the further study could be focused on what makes the teachers use different types of question in their classroom teaching. The study can be directed to aspects of classroom teaching; 1) to what extent the material, especially ,authentic material (Gilmore, 2007) used in teaching process affect teachers in using certain types of questions, and 2) what kinds of classroom activities contribute to the use of different types of questions. Secondly, the further studies can be directed toward how teacher questions can increase students' language development. The studies can be emphasized on how questioning can increase students communicative competence in listening, speaking, reading, and writing.