# CHAPTER V

# CONCLUSIONS AND RECOMMENDATIONS

In this section the researcher will elaborate the concluding remarks of this thesis. This chapter will include the summary of the research findings, the limitation of the present study, the implications of the findings into English language learning, and the recommendation for further research.

## 1.1 Research Findings

This study is focused on investigating four research questions. They are 1) What are teachers' understandings about questioning?, 2) What types of questions are employed by the teachers in the classroom?, 3) What questioning strategies do the teachers use in eliciting students' responses when the questions are not understood?, and 4) What kinds of responses are elicited by the students to respond to the teachers' questions?. The answer of each research question will be presented here respectively.

Based on research question one, the researcher found that the two teachers admitted that questioning was very important in classroom instruction. By questioning, they could test their students' understanding on the material of lesson being taught. They also stated that questioning could be used to enhance students' participation. For this reason, they understood that questioning can also play diagnostic, instructional, and motivational function.

Although they admitted that questioning was very important, they could not distinguish between display questions and comprehension checks. They

assumed that both types of questions were used to test students' understanding on the material of lesson.

Concerning the research question two, the researcher found that those two teachers used more display questions than referential questions. They used display questions to recall students' cognitive memory. They used them at the beginning of classroom activities to dig students' prior knowledge, at the middle of activities to control students' participation, and at the end of activities to test to what extent the materials being taught were understood by the students. The referential questions were used to conduct brainstorming activity at the beginning of classroom activities and to build interpersonal relationship between the teachers and the students.

Regarding the research question three, from this study was found that those two teachers applied three questioning strategies to elicit students' verbal responses. Those strategies were repetition, rephrasing, and decomposition techniques. In using those three strategies the teachers were found to use translation techniques to make the questions more understandable for students to answer.

The salient use of display questions affected the responses generated by the students. From the study, it was revealed that the types of students' responses generated from the teacher questions were closely related to the types of questions addressed by the teacher. As the types of questions used were display questions with short intended answers, the students responded in one word, phrase, and short simple sentences only. The longer and more complex responses could be

elicited by the two questions only when the teachers used text-based questions which were taken from the text being discussed.

### 1.2 Conclusions

There are four conclusions that can be drawn from this study. First, in terms of teachers' understandings about questioning, the teachers do not understand about the questioning comprehensively. Theoretically, their understandings are only in the case of the importance of questioning in teaching. Practically, however, they could not apply their understanding in real teaching. In this context, the two teachers cannot maximize the use of classroom questioning in facilitating their students to acquire more input (Krashen, 1982) and opportunity to practice using the language being learnt (Swain, 2007). Second, the use of certain type of questions in classroom teaching, especially referential questions, does not automatically elicit students' elaborative responses as what has been suggested by Brock (1986). This might be caused by the quality of the referential questions used by the teachers. The two teachers as found during the observation, used referential questions to elicit students' answer concerning the non-related materials at the beginning of the teaching and learning activities. Third, in terms of questioning strategies, the teachers have been successful to assist the students' to elicit responses. The last, the students' responses are eventually affected by the types of questions addressed by the teachers. If the teachers give display questions, the students will give short answers. Conversely, the elaborative response will be provided by the students if they are given referential questions by their teachers.

### 1.3 Some Implications

Teachers' understandings on the use of questioning in classroom teaching implies to the choice of types of questions and questioning strategies used during the classroom activities. As they understand that questions are frequently used to test students' mastering on the lesson material, the teachers tend to use display questions and only certain questioning strategies applied. Since the display questions are closed questions and repetition strategy saliently used, the responses generated from them are short responses consists of one or two words only.

Although referential questions were open questions and have potential effect on triggering elaborative responses, they cannot automatically elicit students' elaborative responses. The students' responses generated from those types of questions are restricted consisting of yes or no response only. In summary, the types of students' responses are interrelated and cannot be separated from teachers' understandings, the types of questions used, and questioning strategy applied during the classroom activities.

In the context of EFL learning in classroom, the findings of this study can be taken into consideration in several implications. Firstly, the teachers of English should give maximal opportunities to students to speak as what revealed from this study the classroom communication was dominated by the teachers. Here the teachers not only talked more than the students, but they also controlled what to discuss and when to speak. To provide students with more opportunities to use their English in classroom, the use of questioning might be the helpful way of gaining that purpose.

Secondly, the use of display and referential questions in a proper way could facilitate the students to provide more elaborative verbal reposes. Because "students are motivated to explore new ideas when they are constantly challenged and forced to exert their thinking forward by the types of questions posed by their teachers" ( Jan and Talif, 2005). For this regard, the teachers should select the display or referential questions which require more challenging thought to apply. The text-based questions could be another choice. Therefore, the more elaborative and complex language production of the students can be triggered maxmally. "If the teachers are concerned with the quantity and quality of students' output, it is not enough to focus on the types of questions only. Questioning strategies must be considered as well" (Wu, 1993).

Thirdly, questioning strategies which eventually, could promote negotiation of meaning and facilitate interaction could be beneficial to encourage students' oral involvement in classroom. On the purpose of this, the teachers might therefore find out the practical way to utilize the questioning strategies in EFL classroom activities. In so doing, teachers must be trained to make them understand and realize on the importance of the strategies in facilitating oral communication in English language learning classroom.

**1.4 Limitations**

This study involved very limited participants with only two English teachers selected and six observations carried out. As a result, the findings of this study cannot be used to generalize on the necessary contribution of teacher questions in second language learning. Additionally, the items of the

questionnaire used to reveal teachers understanding on the questioning need to be added with more items by which teachers' understanding could be gained more comprehensively.

Although the participants of this study were limited and conducted in short time of investigation, and studied very limited aspects of teacher classroom questioning, the findings of this study, at least, have supported the previous research which have been conducted on the same concern, such as by Wu (1993) Ma (2006), Hussin (2006), David (2007), and Chun-miao (2007).

To get more comprehensive understanding on the teachers questioning, especially in EFL classroom teaching practices, more participants involved and longer time of investigation were recommended.

**1.5 Recommendations**

For further investigation, with more participants and longer time, quantitative research design might be taken into consideration. By quantitative research design the emphasis of study can be specialized on the effect of those teacher questions on the students' achievement in learning foreign language. This is recommended as the design can be used to make generalization on how questioning used in English language learning properly. Additionally, the further investigation can also be focused on the use of questioning strategies to explore to what extent of each strategy can provide more comprehensible input for the students to acquire. Furthuremore, the investigation can be carried out to reveal how questioning strategies can facilitate interaction through negotiation of meaning when the students and their teachers, involving in interaction during the

classroom lesson. By involving more participants and long term of study with more aspects of questioning, it is expected that the study can provide more comprehensive views into the effectiveness of questioning in EFL classroom learning. Finally, investigating what makes students cannot give responses is recommended. This is important because when students being addressed a question; many factors affect their ability to answer their teachers' questions. Such aspects as shyness, learning style, learning strategy, and other environmental factors also determine the students' self confidence in answering teachers' questions.