

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion of the present study and proposes some recommendations. First, the conclusion is developed on the basis of research questions and its findings. Second, the recommendations are directed to the subject teacher, those who are having an interest in the issues addressed, and willingness to conduct further studies.

5.1 Conclusions

The use of teacher's question types is influenced by teacher's motives. In the speaking class observed, the teacher wants to involve students in on-going lessons as individuals by asking referential or divergent questions frequently. Also, the teacher tries to facilitate low proficient student's involvement in the class activities by posing closed-referential questions often. Finally, the teacher tries to set up a real-learning situation in that student may experience it one day.

The teacher's use of question modification technique is influenced by teacher's belief. In the speaking class observed, the teacher believes that being unable to answer teacher's questions just humiliates students. So, the teacher just poses questions to any students, and wait for their volunteer answers. Such questioning behavior causes her not to optimize the functions of other techniques and minimize the functions of echoic questions. The optimal function of question modification

techniques is favorable for students to generate oral productions as displayed at table 4.3. Meanwhile, the optimal functions of echoic questions enhance students comprehension, which may promote ample students' output.

5.2 Recommendations

Related to the conclusions of research findings, some recommendations are presented as follow:

- a. It is recommended that the teacher enhance her awareness about the functions of each question types, particularly in speaking class. The teacher should know when she poses a particular question type in a learning phase, and why a particular type is posed to students.
- b. It is recommended that the teacher improve her question modification skills, particularly in speaking class. The teacher should employ the various question modification technique better as to cause questions comprehended. Therefore, all students may actively talk in the class.
- c. It is recommended that other studies with more teacher participants at other private universities, possibly different students' majors conducted. In so-doing, more plentiful data would yield empirical findings more profoundly.