

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

In this part, the researcher will elaborate the conclusion drawn from the present study and some possible recommendations for conducting further related studies.

#### 5.1 Conclusions

This study investigates teachers' directives that focused on CLIL classroom of four teachers, two Biology teachers, one Math and Physics teacher, in a Fledling International Standard School (RSBI) in Bandung. The purposes are to identify the types of questions used by science and math teachers in CLIL classroom and the types of elicitation used by the teachers to get the students' responses.

The findings showed that elicit:inform was used more frequently than the other types of elicitation, and it confirms previous study conducted by Basturkmen (1992) and Thuy (2011). However, the difference between this study and Basturkmen's was found in the focus of the respondent. In the present study, the researcher focused on the language used by the teachers in CLIL classroom, meanwhile Basturkmen focused on the language used by the students. Despite the different focus of the respondent, the result remained the same. Furthermore, the most frequently used of elicit:inform found in this study is in line with what Sinclair and Coulthard suggest (cited in Bissesar et al., 2008). They state that the most frequently used of elicitation in the classroom is elicit:inform.

Meanwhile, in the use of different elicitations in the teaching and learning process, the teacher had given different chances to the students. When the teacher posed the question in elicit:inform, for instance, and the students could not answer it, then when it was changed using elicit:confirm, it triggered the students to give responses. It means that the use of different types of elicitations would motivate the students to think in longer time which result in the used of English for both learning language and content.

Then, the third problem researched in this study was the question types used by the teachers in CLIL classroom. From this study, it was found that the most frequently used of question was skinny question. It was used by all teachers along the teaching and learning process; that was 54.6%, followed by high-consensus question and fat question which reached 41% and 2.8% respectively. Then review question placed at the fourth rank with 1% and low consensus question was at the fifth with 0.4%. Whereas, the least one was true question which only reached 0.1% of all. In this study, as the finding of the most frequently used of question was skinny question, the teachers still used low cognitive question. This study supported the previous research conducted by Tan (2007) and Rerung et al. (2012). Besides, in the use of question the three teachers, out of four, still used Indonesian in some cases. The use of code-switching in this finding was in accordance with the finding of Elridge (1996).

As this study only involved the small-scale of participant and it was only conducted in limited time, the holistic understanding of the questions and elicitations could not be revealed. In addition, this study only covered two aspects, they are the types of questions and elicitations used by the teachers in CLIL

classroom. To this end, further study was highly recommended to cover more complex aspect.

## **5.2 Recommendations for Further Research**

Some aspects that could be taken into consideration as the focus before conducting further investigation are (1) what makes the students do not answer the question straight away, then it falls to the question, ‘Why the students keep silent after the questions are posed by the teacher?’. And another one (2) is what the function of pauses in the process of questioning, then it can be focused on the range of students answer when the teacher pauses one question before the next one. For this, the research question could be ‘How effective is the ‘wait-time’ for the students in response an initial question that has been posed?’.