

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This previous chapter presents the findings and discussions of the presents study on the type of questions instructed by the teachers in teaching reading class at Mts N Model Samarinda. Based on the findings, in the present chapter, several conclusions are drawn and number of suggestions are put forward. The conclusion deals with the types of questions used by the teachers is based on Barrett taxonomy, type of questioning strategies used by the teachers is based on Jacobsen, at.al (1989:176), and the influence of question types used by teachers toward class interaction in teaching reading process. Then, the suggestions are drawn based on the research conclusions.

5.1 Conclusions

Based on the results of the study and the discussion of the findings, It is concluded that generally, the three teachers applied well the types of questions in their class respectively. The first, based on Barrett's Taxonomy as a basis in this study, it is identified that all teachers applied the question level of literal, reorganization, inferential, and evaluation of comprehension questions. However, appreciation level of comprehension is difficult to be constructed by the teachers. The reason underlying of this condition is related to the differences in teaching experiences and self development motivation among the teachers. These type of questions can be a very useful way to motivate the students to involve in the lesson, and motivate the students to comprehend the text well.

The second, in terms of question strategies based on Jacobsen, et al (1989:176), it is identified that all teachers used redirection more than other two strategies. The reason underpinning this condition is related to its functions. Firstly, redirection is able to encourage the students' motivation at the beginning and during the phase of reading activities. Secondly, redirection is also able to give information whether the students comprehend the text presented or not. Actually the second and the third parts, hence, prompting and probing are considered as supporting ways to make the students comprehending more the text well, so that they would be able to engaged the students better in improving their ability in acquiring the questions developed by the teachers.

The third, questioning and answering interaction in the classroom, the teachers actually were better in eliciting the questions to the students. Commonly, they pose the questions either based on the questions presented or explicitly stated in the text or questions made by themselves. But, in some meetings, they make the same questions, particularly for the first and the second teachers. Those questions are able to make the student active, however, the types of questions or questioning strategies used at each meetings do not make students' improvement regarding their responses. More or less, questions used are mainly based on the text given. But, different way is conducted by the other teacher, the teacher seems successful to make his class more active and interacted well. The teacher enables to develop the types of questions and the students' improvement regarding the form of questions.

The fourth, at very beginning a question is posed by the teachers, it would be set or framed purposefully to meet the text discussed further. The aim is to make the students challenge and involve in questioning interaction, so that the students are more

enthusiastic to be involved in their class interaction. Moreover, a teacher should also be able to process a text effectively and comprehensively. Because a variety of types of texts used by the teachers would make significantly effect in reading instruction, including on questioning process. So that, some of the types of questions used by the teachers could produce the quality of questions and the quality of students' response, as well.

5.2 Suggestions

This part presents some suggestions based on the findings and the conclusions. The suggestions are devoted to the teachers and future researchers who are interested in conducting a similar research. More details are as follows:

Firstly, it would be wise if the teacher realizes that questioning is a means to help students develop and improve their reading comprehension in the classroom interactions. Through this study, using cognitive level of Barrett's Taxonomy as a basis questions analyzes would be an appropriate way to eliminate the types of questions adopted by the teachers. Moreover, Barrett's Taxonomy is also effective in promoting students' reading question ability. Therefore, it is recommended for the teachers to study more about asking questions in order to develop their teaching competence.

Secondly, in terms of question strategies, the teacher should also use the combination of those strategies, for example, prompting and probing. Those ways are to elicit further output from the learners. Mainly, for probing, it is expected that the teachers use this strategy maximally in their class interaction, because this strategy

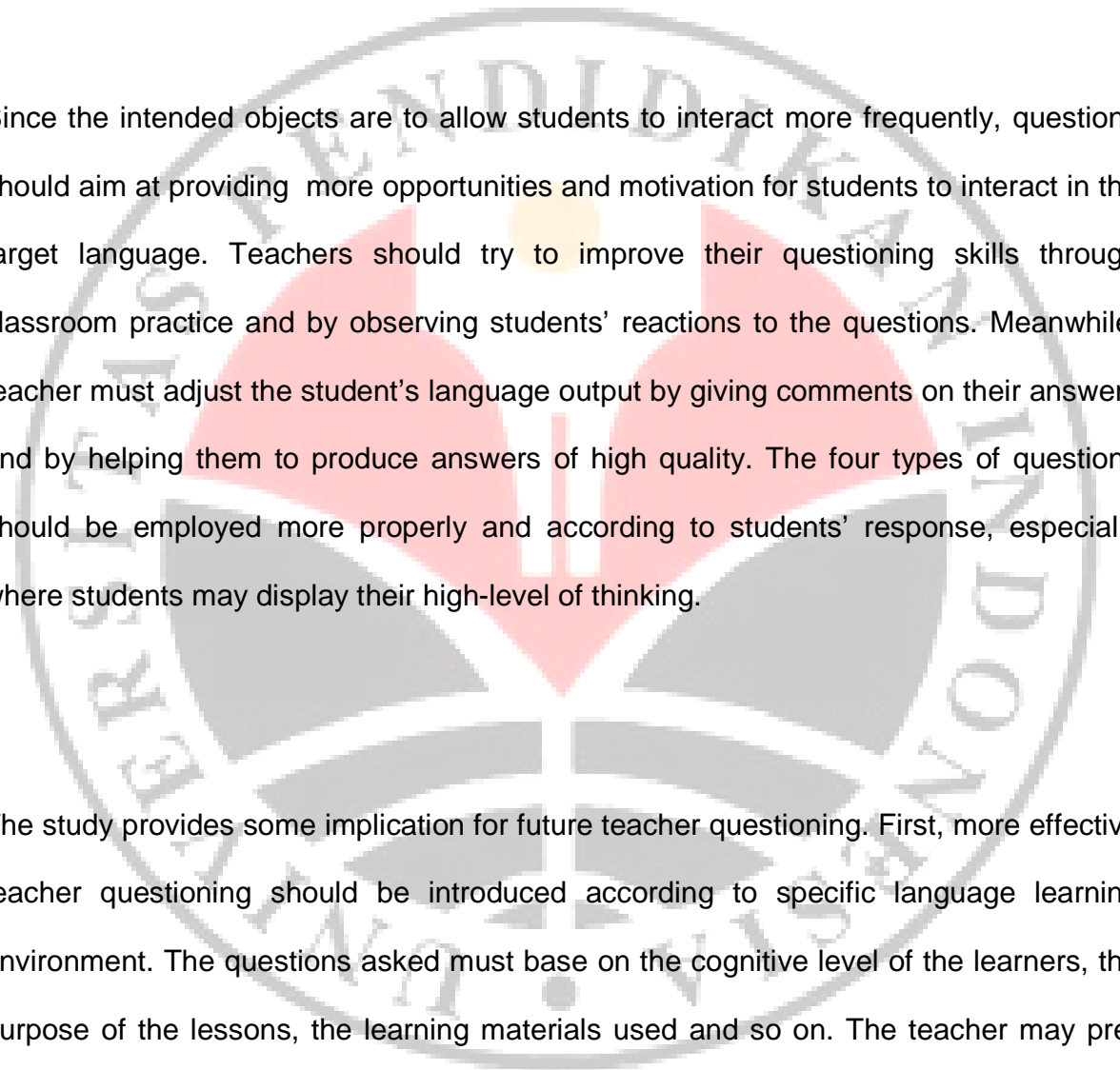
determines whether the students comprehend the text or not. Probing also encourages the students to produce more output.

Thirdly, the teachers must be sure that questioning can make the students develop and evaluate their level of thinking. The teachers are expected to train the students on how to respond toward those questions by encouraging and giving them some opportunities to practice questionings rather than to establish their own questions (based on literal, reorganization, inferential, evaluative, and appreciation) in the reading activities. To alleviate boredom and develop the students' own strategy, the teacher are expected to develop various types of questions and their questioning skills. The teachers would be more stressed on the importance of the form of questions by maintaining the classroom interactions effectively. By posing questions to the whole class and individual student, the teacher can involve all the students in language learning.

Fourthly, at the time, questions were given by the teachers seemed not to be done purposefully. Basically, each teacher provided less than 3 seconds to 5 seconds for waiting the students' response before s/he turns or changes to other questions. The waiting time of students' responses are associated with their improvement or outcomes, and their creativity in responding the teachers' questions. In short, based on their experience, longer time given does not make succeed in taking a time of any students to speak up or to elicit response. But since, the three teachers are graduated from English education program, they are supposed to be more creative to develop teacher made-questions, these are able to engage the students' response or feedback better.

Fifthly, since this study is focused only on the three English teachers of junior high school, so the findings, generally, are not much pictured the real questioning interaction in reading activities, for future detailed and comprehensive study, therefore, it is expected to conduct the study with different focuses and design. Moreover, by taking larger samples is expected to get more generalization which can be expanded to reading comprehension questions applied at elementary school or senior high school.





Since the intended objects are to allow students to interact more frequently, questions should aim at providing more opportunities and motivation for students to interact in the target language. Teachers should try to improve their questioning skills through classroom practice and by observing students' reactions to the questions. Meanwhile, teacher must adjust the student's language output by giving comments on their answers and by helping them to produce answers of high quality. The four types of questions should be employed more properly and according to students' response, especially where students may display their high-level of thinking.

The study provides some implication for future teacher questioning. First, more effective teacher questioning should be introduced according to specific language learning environment. The questions asked must base on the cognitive level of the learners, the purpose of the lessons, the learning materials used and so on. The teacher may pre-design the questions **that will be asked in the class, to make the questions more relevant and meaningful, at the same time provide more chances for both the teacher and students to communicate (ibid: 27)**. Questions that can better suit

learners' cognitive level should be encouraged. Those that require the higher level of thinking should.

4. Conclusion Miao.

In both the teachers' lessons, a lot of time has been spent on closed questions when it may be better to spend on open or process questions.

5. Implication for Language Teaching

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also be welcomed so that learners can be exposed to more language input. Second, in SLL context, the teacher should try to get students more engaged in the second language learning through effective teacher questioning. Since the intended objects are to allow students to interact more frequently, questions should aim at providing more opportunities and motivation for students to interact in the target language. Teachers should try to improve their questioning skills through classroom practice and by observing students' reactions to the questions. Meanwhile, teacher must adjust the student's language output by giving comments on their answers and by helping them to produce answers of high quality. The four types of questions should be employed more properly and according to students' response, especially where students may display their high-level of thinking.

References: