

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter embraces conclusions that are drawn from the interpretation of the findings as well as several recommendations which will be beneficial for pedagogical concern and future research.

5.1. Conclusions

The findings of the present study excavate some rationales of teacher's questioning behavior employed in classroom interaction. The following elaborations are therefore expected to give insights concerning the influential factors that should be taken into account in order to provide effective questioning behavior.

The objectives of the lesson might be an influential factor of teacher's disposition in distributing her questions. Therefore, the effectiveness of teacher's questioning behavior will rely on the well-formulated lesson objectives. Tangible, applicable lesson objectives that are synchronized with learners' proficiency level and desired competence will be a beneficial basis for designing good questioning behavior which will in turns support the attainment of the lesson objectives.

In addition, a variety of learning tasks will determine types of teacher's question employed in teaching and learning process. In this case, learners can be directed to accomplish learning tasks by means of systematic and effective types of teacher's questions.

Meanwhile, the use of questioning strategies might be influenced by teacher's teaching belief. Teacher's assumption towards the advantage of applying bilingual approach might result in the use of code-switching strategy. The implementation of such strategy that concerns to the difficulty level of the questions and the proficiency level of the learners will contribute to the success of learner language development.

The effectiveness of teacher's questioning behavior in promoting learner language is not merely determined by the quantity of teacher's questions. The great number of teacher's questions does not guarantee the meaningful language production of the learners. That is to say, the quality and quantity of learner language need to be taken into account. Therefore, various types of cognitive teacher's questions can be applied to raise the quantity and quality of learner language.

It can be summarized that well-designed teacher's questioning behavior is crucial in language teaching and learning. Systematic questioning behavior as reflected in the effective use of cognitive questions and well-planned questioning strategies will lead to meaningful learning. It promotes reciprocal interaction between teacher and learners that will in turn empower learners' engagement in language learning.

5.2. Suggestions

Several recommendations for pedagogical concern and future research are served as follows.

Firstly, teachers can take advantages of Bloom's taxonomy of teacher's questions, as it provides the useful basis for designing teacher's effective questioning in classroom learning. By means of the questions, learners can be encouraged to have the higher level of cognitive thinking process. They also enable teachers to monitor learner language development in terms of its quantity and quality. Teachers can synchronize the objectives of the lesson with the types of the questions.

Secondly, questioning skill is a basic competence that must be mastered by teachers. The success of language learning is taken for granted to knowledgeable and skillful teachers. Therefore, training for developing teacher's questioning skill is very much needed in order to intensify the quality of language learning.

Thirdly, the present study is bound to some limitations. The development of studies in similar area is, therefore, recommended. The following additional recommendations are expected to build interests on further research.

1. Experimental study of the influence of designed teacher's questions on the learners' comprehension towards learning materials in any subject area is worth investigating to provide more insight about teacher's questions.
2. A study focused on revealing the contribution of teacher's questioning strategies for stimulating learner language production will be very supportive for the effort of enhancing teacher's questioning skill.
3. The present study is more focused on revealing the quantity of learner language production as the response of teacher's questions. Thus, further

studies are suggested to investigate learners' response that deals with the quality of the language.

4. The present study is context specific. Hence, further studies that enlarge the scope of investigation with various proficiency levels of the participants are recommended.

