CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of important phenomenon discussed in previous analysis as the answers to the research questions and some possible recomendations for conducting further related studies.

5.1 Conclusion

This study attempts to investigate the influence of student's activities to teachers' questions in language learning classroom of four English teachers at two English courses in Bandung. The purposes are to identify the kinds of classroom activity that contribute to the different type of teachers' questions, sorts of students' responses from teachers' questions and questioning that facilitates students in learning L2.

The finding shows that the four participants arranged kinds of classroom activities during the teaching process. The four teachers mostly implemented Groupwork and Pairwork activities as they realized that these activities can allow students to work and interact independently without the necessary guidance of teacher, thus promoting learner independence. This finding suports the previous study conducted by Loughran & Northfield (1996).

As class activities had elaborated by the four teachers, types of teachers' questions have been identified. The finding of the present study showed that the four teachers had used different types of questions during the classroom activity. From the six kinds of classroom activities (whole-class, groupwork or pairwork, individual-work, games, TPR and Role-play) that had been identified in this

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present study (Gebhard, 2000; Scott & Ytreberg, 1990; Harmer, 2007; Musthafa, 2008; Paul, 2003; Pinter, 2006; Phillips, 2008,), teacher A, teacher B, teacher C and teacher D used more display questions in implementing their teaching classroom. The data showed that, in every topic, task or lesson presented by the teachers, students' handbook had always been used as a source of material. This finding supports the previous study of Wu (1993), Xiao-yan (2006), Hussin (2006), Dash (2005), Tan (2007) and Chun-miao (2007). This mean that this study gives additional support to the related previous study.

This study also reveals that students respond their teachers' questions verbally and non-verbally. The verbal responses are characteristically restricted to display question and referential question. While the non-verbal response such as nodding, laughing, smiling, acting, hesitating and surprising are used when teacher addressed confirmation check, comprehension check and referential question as well. To sum up, the students give various types of responses depending on the type of questions given.

The last, types of teachers' questions affected the way of teacher conducts language learning in classroom. They can affect the amount of input, classroom interaction, and the use of the target language. The MLU measurement result showed that teachers' referential questions could improve students ability to acquire and to produce more utterances than other types of teachers' questions. However, whether the teachers' display questions producing students less utterances, the interaction between teachers and students showed most frequently. The sequence of teacher addressing questions has indicated the effort of

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understanding certain concept of materials. Students had given opportunities to response by answering teachers' questions. Reffering to this, teachers' questions facilitate students in learning L2 in term of providing input, building interaction, and giving opportunity to use the L2.

5.2 The Recommenadtion for Further Research

For further investigation, the following aspects could be the focus to take into consideration. The First, further study could be focused on the use of types of teachers' questions in classroom setting: 1) How to identify teachers' effective questions? and 2) How the use of teaching media expecially text book affect teacher's type of questions. The second, further study can be focused on how the teachers' questions can improve students language development. The studies should be emphasized on how questioning can increase students communicative competence in listening, speaking, reading and writing.