

CHAPTER V

CONCLUSIONS AND SUGGESTION

This is the last chapter of the present study. It is consisted of two subchapters that are conclusions and suggestion.

A. Conclusions

Based on the research finding and discussion in the previous chapter, it could be drawn the conclusion of the present study which were designed to suit the objectives of the study. there are three objective of the present study; (1) to classify types of questions utilized by teacher in EFL classroom interaction.; (2) to examine purposes of questions applied by teacher in EFL classroom interaction.;(3) to identify students' responses toward teacher's questions in terms of verbal language production in EFL classroom interaction. The conclusion of the present study can be drawn as follows:

1. Dealing with the types of teacher's questions, it was discovered that the teacher utilized certain types of questions. Referential-open questions that were used by the teacher were considerably fewer than the display-closed questions. Referential-open questions that can elicit longer responses had the percentage 31%. On the other hand, display-closed questions had the percentage

69%. These proportions of types of questions inhibit the students from performing their language competence extensively.

2. On the first session and the second session, the teacher asked students to translate some words or phrases by using some display/closed questions. It was done by the teacher in order to know whether students understand the material or not. Questions that are categorized as referential/open questions were widely used for looking for certain information from the students. Besides that, referential/open questions were also used for stimulating students' opinion about something.
3. Dealing with the students' responses toward teacher's questions, the teacher believed that the more intense she asked questions to students, the more active students spoke. Interaction among teacher and students would be built well. Moreover, students' language skills were also developed. The research finding above shows that students' responses in form of words were dominating. It was found that in all season 70% of students' responses were in form of words. The production of words was the effect of employing display/closed question. In the other hand, students' responses in form

of sentence were 7 sentences. It was the effect of employing referential/ open question.

B. Suggestion

1. For the English teacher
 - a. Teacher should be aware of the significance of posing questions in the classroom. Various types of questions especially display-close questions and referential-open questions should be used by teacher during the teaching and learning activity because teacher's question can be used to initiate classroom interaction, check students understanding and encourage students oral response in target language.
 - b. Well formulated questions should be prepared by teacher before he or she start the teaching and learning process. The questions are also need to be synchronized with the objective of the lesson.
 - c. It is recommended for teacher to study more about asking questions in order to develop teaching skill.
2. For next researchers
 - a. The present study only involves one English teacher and one class of TKJ program in vocational high school so that some of the result may not be applicable to other teachers and education level. A further research with a

wider scope of the study is expected to give a valid generalization.

- b. In order to give more insight about teacher's questions, a quantitative research (i.e. experimental research) about the influence of designed teacher's questions toward students' understanding of certain materials is worth investigating.