

CHAPTER V

CONCLUSSION AND SUGGESTION

This section describes the summary of the research discussed in detail earlier in relation to the objectives of the study. It also indicates the findings drawn from the summary of the research. Moreover, based on the findings, it suggests recommendations that could help improve language teaching and learning in EFL classroom.

5.1 Conclusion

The researcher got the data by observation, interview and questionnaire. She observed the implementation of teacher's questioning behaviour in the class and how is the students' response towards it. The result of data analysis revealed that English language teachers questioning behaviour is a mixture of five question types by Gebhard, that are display question, referential question, comprehension question, confirmation and clarification question. They also did some way to make their students understand with their questions. The teachers used English in the class even though sometimes they used Indonesia because some of students do not Understand English well. The teachers phrases the question first, and then call the students name, it can be opposite of it. The teacher replayed the question when the students do not understand and sometimes they modified the question. The teachers select or point out the students randomly to answer their questions. Also the teachers encourage students to initiates question to them. Moreover, the main focus of the instruction nowadays is how to enable students to use language.

Actually, the questioning strategies help the students respond better and appropriate. The employment of phrasing questions clearly, providing wait time, providing positive feedbacks, and probing students answer showed that they aimed students in responding to the questions. Mostly the students give well feedback to the teacher. They response all the teacher's did or said. Even though some of little students do not understand English well. They were always answer the question from the teacher even though they need more time to think or just

consult with their classmate beside them. Overall the class became interactive because there were question and answer activities between teacher and students.

5.2 Suggestion

The suggestions are made based on the findings that refer to the conclusions above. The suggestions are primarily addressed to English teachers. There was much more interaction among students with the dialogical strategy (question and answer) than with the other teaching strategies. The condition in the classroom was full of interactive between teacher and students. The researcher hope that the teacher keep on their way in give the best that they can to deliver material until the all students understand about it. The researcher hopes that the teacher could keep their ability to attract students' response with questioning behaviour and various types of question related to the material given. The researcher hopes this research can be useful for the teacher to improve the way when they asked questions in the class. The researcher hopes this research can be useful as a reference for the other researchers that used with the same topic.