

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusions

Based on the data analysis on the previous chapter, the study made it possible to arrive at the following conclusions:

1. Focusing on how the teacher's question produced in EFL classroom, the research relates the findings of the types of the teacher's question with the learning opportunities created by analyzing them through classroom management and teacher-student relationship analysis. During the five-week classroom observation, the conducted research has shown the expected types of teacher's question which are possible to occur in the classroom interaction. The types of the teacher's question was based on the Conversation Analysis (CA) methodology in which the features or types of teacher's questions were adopted from Tsui's Theory (1995). There were three types of teacher's questions used by the English teacher in classroom namely open and close question, display and referential questions and yes/no questions. There was one new types of teacher's question found in the construction and obstruction types of teacher's question. Namely *unfinished sentence questions*. Each types came with different of questioning by the teacher in the classroom. Even the number of occurrence was not significant; the teacher still produced the types of teacher talk which belonged to obstruction types. Teacher echo and teacher interruptions mostly found from the analysis. Teacher unnecessarily

echoed the students' answer which had no specific benefit for the students. Moreover, teacher interruptions also led students to have fewer opportunities as it resulted in the teacher took over the discussion which made students had no space to contribute.

2. In spite of that, the overall teacher's question showed that the effectiveness of questioning when the teacher's question at the EFL was frequently very effective, effective, quite effective, less effective and ineffective produced. All those effectivenesses based on the the criteria Ur (1996) which covered clarity, learning value, interest, availability and extention were as the result. This result had proven that the teacher managed to keep giving the students the language support. It goes in line with the fact that the students were young learners which meant that they had very limited access to the new language. By producing this positive feature of teacher's question, teacher succeeded to maintain the flow of interaction in the classroom by creating learning opportunities for students. Such as courages and confidences to answer or respons what the teacher questioned.

3. The reasons of teacher used teacher's questions in English classroom were procedural, convergent and divergent. In addition to that, the good effectiveness of teacher's question produced by the teacher was supported by other aspects of her teaching ability. Through the field notes taken during classroom observation, the teacher managed to show her ability in managing the classroom and developing a good relationship with the students. These two important aspects had successfully supported her

ability in controlling the language use in the classroom. The three combinations of producing a constructive teacher' question, managing the classroom as a whole, and developing a good and supportive relationship with the teacher becomes the way for the teacher and students to have a good learning environment such as check the routines and class management, encourage the students respons eventhough high or low level thinkng to give their own answers and express themselves instead of just recalling previous lessons. It is useful to ensure the smooth flow of the teaching process in classroom having a good environment of learning leads students to have more opportunities to learn which will have a good impact on their learning achievements..

## 5.2 Sugestions

Based on the conclusion previously stated, then suggestions are follow:

1. As it was found in this study, it suggested to the readers especially teacher should have knowledge about the types of questions so that it affected to the feedback in the teaching-learning process so that student-centered approach will be reached out.
2. The readers especially the teachers were suggested to have some creation that the question was to be effective. The effective question can be created if the teacher knows what students' interest. Moreover the teacher can relate with the question what will be asked so that it elicits students' courages and confidences to answer the question based on the new topic that is considered

has never learned or even heard by the students especially for the specific materials in English that has so many new terms.

3. The readers especially teachers who teach the subject in English are suggested to have elicitation in question slowly because the limitation of the students in English especially vocabularies. For having feedback, even the answer in wrong. It is suggested to have encouragement to help the students in keeping their activities in the teaching-learning process since it is hard to involve the students in the teaching-learning process especially for English subject.

