

TEACHER QUESTIONS

Chapter V **Conclusions and Suggestions**

This is the last chapter from the present study that covers conclusion and suggestion as the sub-chapters. Conclusions and suggestions of the present study are elaborated in this chapter.

Conclusions

This study was intended to classify the types of teacher questions, to find out the frequency of different types of teacher questions, to identify the reasons of asking high-frequency questions, and find out the students' verbal responses to the questions addressed by the teacher in the classroom. To achieve the purposes of the present study, three meetings (45 minutes each) were observed, audio-recorded, transcribed and used as the main source of data. Moreover, the data was the teacher questions and the students' response toward the teacher questions. Furthermore, the teacher who was the participant of the present study was also interviewed. As the result of the data analysis, the findings and discussions demonstrated in the previous chapter, the conclusions of the present study can be drawn as follows:

The analysis of the present study demonstrated that the question types posed by the teacher during the teaching and learning process were display and referential questions. Both display and referential questions were employed by the teacher in the three sessions during the teaching and learning process. It can be stated that these two types of question have particular significant purposes in the teaching and learning activities.

From different question types spoken by the teacher, the findings showed that the high frequency questions posed by the teacher were referential questions. Referential questions were the most questions asked by the teacher in the three sessions. Referential questions were more employed by the teacher in the second and third sessions than the first one. Different quantities of question types posed were because of the lesson and the discussion in the classroom activities.

The teacher's reasons of asking the high frequency questions were for many reasons. The analysis of the present study showed that the teacher posed referential questions to dig more information and build lively interaction with the students. The students, furthermore, could also respond to referential questions with longer and more complex responses. The teacher posed more referential questions since the students

were good at speaking English. Furthermore, various questions addressed were helping the teacher to teach English to his students.

The students' responses discovered in the present study were more in the sentence responses than the words and phrases. It means that the teacher had employed the questions properly since he taught junior high school students. The students produced long responses from the referential questions that became the high frequency questions posed by the teacher. In addition, they also produced long responses from the display questions asked by the teacher. It means that the two types of question may produce long responses; however, referential question produces more complex structure than display question.

Above all, it can be stated the teacher question types do not only determine the form of students' responses but also determine the achievement of teacher's purposes of asking questions.

Suggestions

Teachers, therefore, should be able to ask particular types of questions to achieve their purposes of asking during

the teaching. Moreover, English teachers who teach English in higher grades should vary the question types to build interaction in the classroom.

For the next researchers may conduct researches on the strategy of asking questions or other topics related to the teacher questions to enrich the comprehension about teacher questions. Further suggestions for the next researchers may conduct an experimental study on teacher questions related to the language complexity of the students' responses or the achievement of teacher's asking questions purposes.

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*“Fortiter In Re, Suaviter In Modo”
“Omni Possum In Eo Qui Me Confortat”*