

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The small sample of teachers and the restricted setting involved in this study means that generalizations should not be made too hastily. However, a few implications for English teachers are worth presenting.

Different types of teacher questions do have important functions to perform in the learning process. Teacher questions in this study yields more ‘unsatisfactory’ participation of students. This should not be discouraging since, as interpreted previously (in 4.2), it is likely due to the great number of questions addressed to particular individual students.

Revealed in this study is that when the three types of questions – display, referential, clarification check – are used to probe and prompt students, student participation tends to increase quantitatively identified as ‘average’ and ‘above average’ participation. It is also found that when asked to translate, the students participate more.

5.2 Recommendation

This present study shows that altogether less than 3 second wait-time occurs 105 times (77.21%) out of 136. This finding indicates that teachers do not wait long enough to provide a chance for the students to think or to formulate answers. Nunan (1990) finds out that when teachers manage to extend their wait-time from 3 to 5 seconds after asking a question, more participation by students is obtained. Further research is then recommended to see if prolonged wait-time in EFL classes yields more desirable students’ verbal responses.

So far no study has been conducted to count the time lasting between teacher question and the student’ or student’s verbal responses – simply to measure the wait-time that do elicit student responses. If it is conducted, it will reveal how long it is for wait-time to be ‘reasonable’. It is then recommended that further research be carried out for this particular purpose.

This study is limited to teacher question appearing in Structure class of which display questions appear much more than referential ones. A similar study can be

performed in reading class. This suggested study will hopefully indicate whether referential questions which are intended for genuine communication appears more often than display questions.

The present study focuses on quantitative student participation. It investigates how participative students are in answering teacher questions. The focus of further study can be shifted to qualitative analysis to reveal how complex students verbal responses elicited by different types of teacher questions.

The issue on teacher questions provides massive opportunities for teachers to carry out small scale observation. They should encourage themselves in studying what they have done in the classroom. Instead of thinking 'big', teachers need to think 'small' like "How long is my wait-time?" Richards and Renandya (2002:386) summarizing Taylor (2002)'s state "... teachers should start with a small, achievable project, preferably one that deals with the most relevant issues After gaining experience and confidence, teachers can move on with a larger and more complicated research project." More particularly, self-appraisal study can be conducted as one kind of reflective teaching. By doing so, teachers have the chance to take responsibility for their own professional development.

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