CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part is the conclusion discussing all the main points in Chapter IV; the second part is the suggestions for teachers.

5.1 Conclusion

The data of the study was taken based on the utterances of teacher and students talk in three different classes by different teacher on March 10th 2015, March 12th 2015, and April 17th 2015. The data were then transcribed and analyzed based on Chaudron's Question modification. The findings of this study lead to the conclusions that there were two question modifications which were used the most: Narrowing (55%) and Wait-Time (22%). The reason why Narrowing was the highest was because of the nature of Structure II subject. This subject discusses English tenses and other sentences construction. It requires more explanations on how to construct sentence grammatically in the right context. As supposedly students had been familiar with the material discussed in Structure II, lecturers used Narrowing for checking students' understanding.

The amount of Wait-Time came up as the second highest because lecturers prefer giving students time to recall and let them give the response rather than giving the direct explanation.

5.2 Suggestion

The researcher realizes the research is far beyond perfection. Thus, some suggestions are proposed.

5.2.1 Suggestion for the Teachers of Structure II

Based on the observation conducted, the researcher proposes several suggestions for Structure II teachers:

- The use of question modification may depend on, for instance, the students' ability, the difficulty of the material presented, and the allocation of time. Therefore, teachers should vary their questions modification and find out which combination suits the best for their students throughout the semester. It is suggested to use Wait-Time and Narrowing more to stronger students to engage the learning process, while using Repeating with 'Or-Choice' to weaker students to limit the answers so that students can respond more quickly torespond to the teacher's question.

- Getting students to participate more during the explanation might be beneficial for both teacher and students, creating more dynamic and active class.

5.2.2 Suggestion for Further Researcher

The researcher suggested the following ideas for further researcher:

- It is recommended that future researchers prepare of this kind of study through careful and thorough planning before taking the data. Due to the time restriction, only one observation was conducted for each lecturer. More accurate results might be achieved when more observations are conducted.

- The placement of the recording devices also need considering in order to get the best quality of the teachers' voice on the recording. It will make it easier for the researcher to transcribe utterances of the teacher-students talk. Placing the recorder in the center of the room close to both teacher and students will be the best option.

- The result of the findings might be well established if it is added with the results on teachers' interview on how and why they use certain question modification more often than the others. Interviewing students or giving them questionnaire on how teachers' question modification strategies help them understand the material is recommended to improve the comprehensions of the teachers' questions.

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