

CHAPTER V

CLOSURE

A. Conclusion

This research was set out to identify the types of questions asked at the senior high school level. In this case, eleventh grade of MA PIP Habirau Tengah were chosen for observation. That were in XI MIA, XI IIS-1 and XI IIS-2 class. The categorization of question types is based on Long and Sato's (1984) conceptualization, which are display and referential questions. As for the classification of questioning function, it is based on Brown and Wragg's (1993) classification. Meanwhile, students' responses toward teacher's questions were analyzed by looking at the number of words produced by the students in answering the teacher's questions, the correctness of their answers, and the ways they answered the questions.

1. Types of teacher's questions

This research had found out that in the question type, display questions (77.78%) were highly uttered by the teachers rather than referential questions (22.22%). In the display questions, the biggest category of questions asked by the teacher was pure Indonesian questions (23.03%). Meanwhile, for referential questions was complete verbal questions (27.55%).

2. Function of questions

This research has also found that generally the purposes of teachers' questioning are to elicit information from students, check students' understanding, engage students to the lesson given, encourage students' participation, stimulate and/or maintain students' interest, and manage and/or control the classroom.

3. Students' responses

The results of this research indicated that the students' responses tended to be very brief. The way to answer the questions, the data analysis showed that the students tended to answer in-chorus because they did not need to worry about making mistakes. Mostly the students gave correct answers to the teachers' questions. It was because the questions given by the teachers were based on the lessons they studied and discussed before. Concerning wait-time, teacher provided more than five seconds to students to answer their questions. So that, the students had enough time to think about the answers they could give at the time.

B. Recommendations

Based on the findings of the research and the conclusions reached, the following recommendations are made.

1. The questions that require only remembering of facts from pupils should be minimized because such questions limit students to explain their ideas using English in the classroom.

2. The questions should be distributed to students in different ways. For example, the teacher can use games or quizzes in distribute the questions so that the classroom atmosphere is not boring. Teachers can give their students equal opportunities to answer questions. However, they should at the same time make sure that they are fulfilling the desired aims of using questions in the language classes.
3. The questions must be given emphasis in the English language.
4. The teachers should be familiar with different kinds of questions and their various uses in the language classes. It can also help the teachers to discover better ways to make use of questions in teaching the target language.
5. The students should be active in the classroom and pay attention to teacher's questions so they more understand about the lesson.