

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter deals with the conclusions which is drawn based on the findings and discussion as presented in the preceding chapter. In addition some suggestions are proposed in this chapter.

A. Conclusion

This study attempted to investigate teacher's talk used for giving question at X-G of MAN Kunir Wonodadi Blitar. To sum up, there are four ways of questioning conducted by the teacher, those are Phrasing the question which suitable with the students' language ability and the lesson objectives, gives the students time to think the answer (wait time), distributes the question to the whole class, and listening to the students answer and providing feedback. Regarding to the kinds of question used by the teacher, there are six questions proposed by Louisell and Descamps (1992:70-72) are used by the teacher in the English teaching and learning process at X-G MAN Kunir Wonodadi Blitar. Those are knowledge question, comprehension question, application question, analysis question, synthesis question, and evaluation question.

The frequency of the kinds of question used by teacher in English teaching and learning process at X-G MAN Kunir Wonodadi Blitar are in the first order there is analysis question (36,7% of the total questions), the second order is knowledge question (26,6% of the total questions), the third order is application question (14,7% of the total questions), while in

the fourth order is evaluation question (13,7% of the total questions). Then in the fifth order is comprehension question (7,4% of the total questions), and the last order is analysis question (0,9% of the total questions). Generally, it can be said that the teacher prefer uses Analysis questions and knowledge questions to make the teaching and learning process effectively and communicatively. Knowledge, comprehension, and application question correspond with display questions. While analysis, synthesis and evaluation questions correspond with referential questions. So, it can be said that the most question preferred by the teacher is referential questions, but there is also display questions frequently used by the teacher. The result of this study showed that the teacher tries to combine the amount of the use display and referential questions. It is to help or facilitate the students' learning, and also stimulate the students' thinking ability. Referential questions are beneficial to the development of students' communicative competence, thus teachers have to use these much more display questions.

Furthermore, in asking questions the teacher has their own reasons, those are when the teacher ask question in the beginning of the lesson, the reason is to analyze or to know the students' prior knowledge to enter into a new material. Besides that, the teacher's reason is also to warm up the students before she instruct the students to do the main activity. Meanwhile, when the teacher ask question in the process of teaching and learning, the reasons are to get involved the students in the lesson. So, the

students will be active and communicative in the lesson. Another teacher's reason is to increase the students' thinking ability. When the teacher asked a question, the students are forced to think what the answer of the teacher's question.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions as the consideration which is important to the English teacher at X-G of MAN Kunir Wonodadi Blitar, the students and for further researchers.

1. Suggestion for English Teacher

The researcher found that the teacher's questioning is good based on the theory. The teacher tries to combine the amount of the use display and referential questions. It is to help or facilitate the students' learning, and also stimulate the students' thinking ability. It is in a line with the existing body of knowledge about questioning. The teacher used six types of questions, those are knowledge question, comprehension question, analysis question, application question, synthesis question and evaluation question. However, it is advisable for the teacher to use more synthesis question in the teaching and learning process. In the research, the researcher found that only one synthesis question is emerged. Synthesis question is also one of the classroom question recommended to use by the teacher. It is used to encourage students to find solutions. It can stimulate the students' creative thinking and problem solving abilities. In term of display and referential

questions, besides employing display questions the teacher is advisable to use more referential question to develop the students' communicative competence and to let the students enter higher thinking level.

2. Suggestion for Students

The students should be aware to respond the teacher's question the best they can. They should not keep silent when the teacher's asks question, because the teacher's question is actually very important for their learning process. By answering the teacher's questions, automatically the students will be more active in improving their speaking ability and also their comprehension toward the materials.

3. Suggestion for Further researcher

The researcher wishes that another researcher will conduct a study on this topic. The further researcher can conduct the study about the teacher's talk in different aspect and extensive element which is influential and important in teaching and learning process. This research just covered one aspect of teacher's talk, that is teacher's question, which focused on seeking the way the teacher gives the questions, the kind of question used by the teacher and the frequency of the kinds of question used by the teacher in teaching English at X-G MAN Kunir Wonodadi Blitar, and the teacher's reason in using certain types of questions. Therefore, the result of the study will be more worthwhile to be applied in the larger area.