

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the whole research problems that have been presented above, there are several things that can be concluded. It is elaborated as follows:

1. The finding proved that the questioning skill of pre-service teachers at English Teacher Education Department of Sunan Ampel State Islamic University Surabaya is low ability (59.65% indicators achieved scale 100%). The detailed finding has been described in the chapter IV and the detailed criteria of assessment are based on the indicators in the chapter III. There were several factors influence the success in questioning; they were: the preparation made before teaching, the technique chosen in designing and controlling question, and the kinds of feedback given. The preparation of questions obligated teachers to plan questions based on the objectives of lesson. In designing questions required the selection of certain question based on the purpose in asking questions. In controlling question, teachers need to consider the way in nominating, distributing, and giving wait-time. Kinds of feedback also provided in the process of evaluating students' answer.
2. While for the second research problem, the findings showed that there are some faults of the pre-service teachers in formulating questions. They are:

- a. Ambiguous questions;
- b. Multiple questions;
- c. Repeated questions;
- d. Rhetorical questions;
- e. Loosely worded questions, and
- f. Elliptical questions

B. Suggestion

1. For the English Education Department

From the findings, there are some causes that are related to the department. In lesson planning, almost three per four of pre-service teachers did not write anticipating problems in lesson plan. They admitted that the biggest things causes this problem is because the format of the lesson plan given by the lecturer is not provided with that point. Therefore, the writer gives some suggestions:

- a. Develop the design of the lesson plan. The components in designing lesson plan should be added. It should not focused on objectives of the lesson, the stages in teaching, and the kinds of teaching materials used, but also it should include questioning preparation, such as list of questions and strategy used in facing problems while questioning.
- b. Improve students' questioning skill. Although this kind of skill has been acquired by pre-service teachers in Classroom Management subject, yet it

is only focused in theory. Thus, the department should give training for pre-service teachers in questioning both theoretically and practically during their study in the teacher education program. In other words, pre-service teachers should not be embellished with theoretical knowledge only. Ideally, their skills to make use that knowledge in real teaching context should also be developed because questioning is such kind of pedagogical skill that pre-service teachers can use this skill by knowing its theoretical components or observing experienced teachers, but also by using them in their own teaching practice.

2. For the pre-service teachers

After knowing the finding, the writer gives some suggestions:

a. Prepare the questions before the lesson carefully.

The following factors should be considered when preparing questions:

- 1) Deciding the purpose of questioning: To lead students into the topic and to check students' understanding.
- 2) Selecting content for questioning: Prepare key-questions and prepare clear worded questions.
- 3) Phrasing the Questions: Prepare understandable vocabulary questions and prepare instructional cues questions.
- 4) Anticipating problems: Predict students' possible answers and prepare the situation when the students cannot or refuse to answer.

b. Select the method and types of questions used in designing questions:

- 1) Provide signpost (clues or exposition) before asking questions. This will lead students to review their previous knowledge.
 - 2) Simplify the questions
 - 3) Ask more thought-provoking questions than recall facts questions. Based on the findings, recall facts questions limit students to explain their ideas and opportunities for using English in the classroom.
- c. Control the questions and students' answer effectively.
- 1) Ask questions first before nominating students to answer. This will make all students think about the answer. When students are nominated before questions are asked, only nominated students will think about the answer.
 - 2) Distribute questions to all students in the class. Give students' equal opportunity to answer questions. Do not restrict the questions to volunteer or the preferences students because others students will think that they are not involved in the lesson, so they tend to silent or being noisy.
 - 3) Give enough wait-time for the students to think about the answer.
 - 4) Prompt questions when the students do not understand the questions. Do not repeat the question. Repeating questions is only for the students who do not hear the questions clearly.
 - 5) Probe students' answer to make deep understanding.

- d. Give positive reactions or responds of the students' answers, even their answers are incorrect. Based on the findings the good amount of teachers' positive reacting will reinforce the students. The positive reaction should be applied not only verbally but also with gestures such as smiling, nodding, etc.

3. For Other Researchers

As questions are important in teaching language, it is essential to conduct further studies on classroom questioning in following issues:

- a. Problems faced by teachers in questioning in detail and their solutions in relation to the language classrooms.
- b. Students' preferences on the way teachers ask questions.
- c. Students' perception toward techniques used by teachers in questioning.
- d. The relation between teachers' questioning skill on students' achievement.

Thus, looking into classroom questioning in particular can provide useful information concerning the effectiveness of teachers' questions and its appropriateness for the course objectives and students in the class. Therefore, this paper does not in anyway claim to be a complete one, it is deemed essential that more research has to be conducted on the problem, in order to come up with a reliable solution.