

## **BAB V**

### **CONCLUSION AND SUGGESTION**

This chapter indicates the last part of the thesis which consist of two points namely conclusion on findings of the research and the suggestion.

#### **A. Conclusion**

By concentrating on the research questions, the findings of this study are provided. Based on the findings of this research, the researcher discovered the many form of teacher's questioning as well as the advantages and disadvantages of employing a teacher's questioning strategy in an EFL classroom at Pondok Pesantren Wali Songo Putri. The English teacher in Pondok Pesantren Wali Songo Ngabar used three types of teacher's questioning are procedural questions, convergent questions, divergent questions. Convergent questions are the most frequently employed by the teacher in the learning process out of these three types of the teacher questions. The outcomes of the researcher show that there were 66 teacher's questions discovered, with 32 convergent questions making up the majority of them. The next type of teacher's question that is often used is procedural questions. There are 22 procedural question discovered by the researcher. And the last was 12 divergent questions that found by the researcher during learning process.

The use of a teacher's questioning strategies had the advantages and disadvantages. Based on the result of this research, the disadvantages

of using teacher's questioning strategies: First, sometimes students do not understand a question that the teacher gives to students. Second, students do not engage in much in-depth exploration. The advantages of using teacher's questioning strategies that the teacher can get to know students better, as well as learn about their skills and level of comprehension, this strategies also very helpful in improving classroom interaction.

## **B. Suggestion**

This research is expected to provide benefits not only for researchers but also for students of Pondok Pesantren Wali Songo Ngabar Ponorogo, and English teacher. Several suggestions are proposed based on the quality of the learning process in perspective of the conclusions obtained above.

### 1) For English Teachers

The English teacher are suggested to tread cautiously when choosing the question that will be posed to the students. The use of various question formats can help students in developing higher order thinking skills. Their bravery may grow as a result of giving oral responses to the inquiries. Knowing the students' level will help you decide what kind of questions are best from them. To give the students the courage to respond to the questions, other forms of praise are also required. Asking effective questions is an important part of using questions to build interactions, but it's also necessary to match the right

question to the right students based on that students' academic level. As a result, the students are ready to respond to the questions with confidence.

2) For the school

The researcher expects that the school should offer resources for students to access the internet, a library with the most recent books or anything with up-to-date knowledge about the outside world. So, that students can explore their information more widely and have a broad perspective.

3) For next researchers

It is important to analyze the types of questions used by more than one teacher and two classrooms for the following researcher who wants to investigate a similar topic. Therefore, it is possible to compare the types of questions that the teacher favors using. The goal of using a particular sort of question in various classes is one point that can be brought up by different findings based on question that were utilized. It is also important to consider the best questioning approach. The researcher may focus on student's ability or even the nature of the question. It might be discovered that not all methods of questioning strategies can be used with students while posing various questions. As guide, you can use the theories of other experts.