

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter examines the conclusion that can be formed after the research and data analysis are completed, based on the results from the previous chapter. This chapter also includes some suggestions for further research connected to the study that could be carried out by other researchers in the future.

A. Conclusion

Based on the findings and discussion in the previous section, the conclusions are made as follows:

1. The questioning strategies that implemented by English teachers at SMAN 1 Pace was: factual question, divergent question, probing question, and higher order question. The data showed that probing question more often used by 1st teacher, 2nd teacher, and the 3rd teacher. They asked the students to the entire class, repeated the question when there was no response, and they modify the question when it is not understood. They also used *Bahasa Indonesia* and mother language (*Bahasa Jawa*) if their students did not know what the meaning of questions.
2. The English teachers actively used questioning strategies in the learning process that they were asked the question to check about the students understanding about the previous material, to attract the

student's attention, to support the students to contributions in the class and also to motivate the students to learn.

3. English teacher's reason used questioning strategies were to be closer with their students and to find out student's understanding of the material.

B. Suggestion

Based on the conclusions that have been put above, the following implication and recommendation for further related research are suggested by the researcher. Those suggestions are draws as follows:

1. Realizing on the findings, the researcher suggested to the teacher to applied more questioning strategies in the classroom to engage more student's response and should apply questioning strategy in the classroom from the beginning of the lesson until the end section of the lesson in order to make the classroom situation not passive, by questioning the students actively answer the question and the teacher can check about the student's understanding.
2. The teachers should be aware of and understand in delivering the question in a good way to minimize the negative effect of students' responses. The teacher should know the right time for asking a question and they also should know the right question to ask. More research subject about this topic needs to be involved in the future study so that we can come to the general conclusion that teacher's

questioning strategies can be used as a teaching strategy in the classroom.