

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provided the conclusions of the research covered in the preceding chapter, as well as suggestions for English teachers, readers, and other researchers.

A. Conclusions

Based on the data analysis, findings and discussions on the previous chapter, the conclusions were drawn as the following:

1. In this study, four questioning strategies were utilized by English teachers at SMPN 27 Medan during classroom interaction: Rephrasing, Simplification, Repetition, and Decomposition. The study discovered that the English teacher's main strategy during the classroom interaction process was simplification.
2. In this study, the researcher discovered six reasons why teachers use their questioning strategies the way they do, including: 1) Stimulating and maintain students' interest, 2) Encouraging students to think and focus on the content of the lesson, 3) Enabling a teacher to clarify what a student has said, 4) Enabling a teacher to elicit particular structures or vocabulary items, (5) Enables teachers to check students' understanding, and (6) Encouraging students' participation in a lesson.

B. Suggestions

In consideration of the conclusion above, several ideas were offered in this section, as follow:

1. Based on the findings of this study, it was proposed that the readers, particularly the English teachers, be familiar with the type of questioning strategies. As a result, it can assist teachers in encouraging students to participate in the process of teaching and learning.
2. Other researchers who will do similar research, this study would be expected to assist and provide additional information about the strategy of questioning in classroom interaction.
3. The researcher suggests other researchers conduct the same research but in different area, such as "Using the probing technique in the teaching and learning process in the classroom," to provide an overview of the use of the probing as questioning strategy to teachers so that it will be used more often to increase students' HOTS.