

## CHAPTER V

### CONCLUSSION AND SUGGESTION

This chapter presents the conclusion of the result of the study that has been discussed in the previous chapter and also offers suggestions for the English teacher, students, and other researchers.

#### A. Conclusion

After analyzing the categories of teacher questioning strategies based on the research findings and discussion of the present study, they can be drawn as follows:

1. Dealing with the types of teacher question, it was discovered that the teacher utilized certain types of question. Intentional question that were used by teacher were considerably more than Incidental question. Intentional question had nine question that teacher used while incidental question only one question. And the higher cognitive question were used by teacher were considerably fewer than the lower cognitive question, higher cognitive just three question and the lower cognitive had ten question that teacher used in classroom interaction.
2. How does the teacher use the questioning strategies in classroom interaction in the tenth grade of SMA Swasta Amir Hamzah Medan: during the learning teaching process in classroom interaction , teacher use a seven stage process questionng strategies in classroom interaction they are : - Start of questioning ( What could it be?, Drag out your wait time.) - Techniques to use when calling upon students (

Ask multiple students before providing feedback, Build upon the wrong answer, Cold calling, fist to five) - Follow-up Question (Ask deep and meaningful follow-up questions.)

## **B. Suggestions**

Considering the conclusion above, some suggestion are presented in this part. This study hopefully can give advantegous information:

### 1. For teacher

They should pay attention to all the students' participation, whether they were in a group or individually, so there will be a good interaction between teacher and students, student and student..

### 2. For the students

a. It was hoped that the students would improve their abilities and ways of learning so that they would be enthusiastic and motivated to participate actively in the classroom activities.

b. The students must be able to ask the teacher if they are confused and must not be afraid to ask a question. So that the teaching and learning process is not only focused on the teacher.

### 3. For the next researchers

It has been suggested that future research will cover a larger sample of all English teachers from various Medan schools. I expect that future studies will look into specific questioning strategies related to different theories and use the latest year's theory. And the research findings can serve as a reference for viewers.