

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

The following was the conclusions of the research results on teachers' questioning strategies in the Indonesian language learning process in senior high schools based on the results of the research and discussion described in the previous chapter. The conclusion is as follows.

1. The types of questioning strategies used by English teachers in classroom interactions at SMPN 1 Kisaran were redirection strategies, prompting strategies, probing strategies and wait-time.
2. The questioning strategy applied by teachers in classroom interactions includes three main parts, namely beginning, middle and end, where in each part the teacher concerned tried to apply all aspects of the question strategy, namely redirection questions, prompting questions and probing questions, and wait time

5.2 Suggestions

Based on the research results, several things can be recommended, including the following:

1. The type of questioning strategy used by English teachers in classroom interactions requires more variations of questions, such as questions using HOTS, so that students were more accustomed to responding better to each question given.
2. It is recommended that the questioning strategies applied by teachers in classroom interactions be more consistently developed. Because the questioning strategy applied will be able to provoke students' memory deeper and improve their



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