

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. CONCLUSION

Based on the findings and discussion presented in Chapter IV, several conclusions can be drawn regarding the teacher's use of questions in teaching argumentative text.

The results of this study show that questioning plays a crucial role in facilitating students' understanding, encouraging participation, and promoting critical thinking during the teaching of argumentative text. The conclusions are presented as follows:

1. Teacher's Types of Questions in Each Phase of Teaching

The teacher asked questions consistently in three stages of the lesson: pre-teaching, during-teaching, and post-teaching.

- a. Pre-teaching questions aimed to activate students' background knowledge, stimulate interest, and assess familiarity with argumentative text.
- b. During-teaching questions were used to maintain focus, check comprehension, guide students in identifying text structure (thesis, arguments, conclusion), and stimulate analytical thinking.
- c. Post-teaching questions functioned as formative assessment, helping the teacher evaluate student understanding, identify difficulties, and clarify remaining questions.

2. Types of Questions Used

The teacher mainly used open-ended questions and yes/no questions.

- a. Open-ended questions (Why is this called a conclusion?) encouraged deeper reasoning, critical thinking, and comprehension of argumentative structures.
- b. Yes/no questions helped the teacher quickly check students focus, maintain classroom control, and confirm basic understanding.

3. Purposes Behind Teacher Questioning

Based on interview results, teachers ask questions for specific pedagogical purposes:

- a. To diagnose student's prior knowledge.
- b. To sustain engagement and attention during instruction.
- c. To test comprehension of text elements.
- d. To foster reasoning and argumentative thinking.
- e. To evaluate overall understanding before ending the lesson. This shows that questioning is a deliberate, goal-oriented instructional tool rather than an incidental classroom activity.

4. Implication for Teaching Argumentative Text

The findings reveal that effective questioning supports student-centered learning and promotes student participation. Teacher questioning aligns with communicative teaching principles in which interaction is central to learning. Planned, varied, and purposeful questions help students better understand

argumentative text, develop analytical skills, and become more confident in expressing opinions.

Overall, questioning is a vital pedagogical strategy that enhances comprehension, stimulates thinking, and creates an interactive learning environment—particularly in the teaching of argumentative text.

5.2. Suggestions

Based on the conclusions of this study, the following suggestions are proposed for teachers, students, and future researchers:

1. Suggestions for Teachers

- a. Teachers are encouraged to continue using a variety of question types, especially open-ended questions, to stimulate students' critical thinking and understanding.
- b. It is recommended that teachers plan questioning strategies before teaching to ensure that questions align with learning objectives.
- c. Teachers should provide sufficient wait-time after asking questions so that students have time to think and respond meaningfully.
- d. Incorporating more referential questions may further encourage student interaction and deeper thinking.

2. Suggestions for Students

- a. Students should actively participate in classroom questioning activities, as this enhances their understanding of argumentative text.
- b. Students are encouraged to ask questions in return, which helps clarify misunderstandings and strengthens their ability to think critically.

3. Suggestions for Future Researchers

- a. Future studies may examine questioning strategies in larger or different classroom contexts to determine whether the findings of this research are consistent across various learning settings.
- b. Researchers may also explore the effectiveness of questioning training programs for teachers.
- c. Further research could investigate how student-generated questions influence critical thinking and mastery of argumentative writing.

