

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Based on the findings and discussion above, the researcher could provide two conclusions in the research, namely:

- 1) The male English teacher in grade tenth Office Management and Business Services used four types of questioning strategies: wait time, repetition, paraphrasing, and simplification. Meanwhile, the Female English teacher who taught in grade tenth Visual Communication Design used all types of questioning strategies in this research: wait time, repetition, paraphrasing, simplification, and probing.
- 2) The male and female English teachers assumed that with the questioning strategy, students could be stimulated to make critical thinking, helped students to clarify what they have said, improved students' vocabulary understanding, asked students to participate fully in class, checked students' understanding and the last was to attract students to be enthusiastic and willing to learn English.

5.2. Suggestions

Based on the conclusions that have been explained by the researcher, the following are some suggestions addressed to the teachers, students, and other researchers.

1) To Teachers

The researcher suggests to the male or female English teacher that when teaching in the class, she/he can pay more attention to giving the types of questions to each student. With clear questions, the students can also get better participation in providing the expected response.

2) To Students

When the teaching and learning process has occurred, especially when the teacher asks questions, the students must be more active in responding. The response given by students is very dependent on the continuity of the learning process at that time.

3) To other researchers

It is hoped that the results of the research can be useful for other researchers who want to conduct research about the teacher's questioning strategies. Furthermore, the researcher also hopes that other researchers can analyze the teacher questioning strategies with more than one teacher.