

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings and discussions above, the researcher provided three conclusions in this research, namely:

1. The English teacher who taught in grade X Natural Science 2 at the first meeting used four of the five types of questioning strategies namely repetition, paraphrasing, simplification and probing. Meanwhile, at the second meeting, the English teacher was able to use all types of questioning strategies used in this research.
2. During the two meetings, the English teacher was more dominant in using the simplification type of questioning strategy when teaching English in the classroom. For the first meeting there was 51% of simplification strategy and the second meeting was 56%.
3. The English teacher assumed that with the questioning strategy, students can be stimulated to make a 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 followings are some suggestions addressed to the teacher, students and other researchers.

1) To Teacher

Researcher suggests to the teacher so that when studying in the class, she can pay more attention to give the types of questions to each student. With the clear questions, the students can also get a 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 how the continuity of the learning process at that time.

3) To other researchers

In the results of the discussion that has been in this research, the researcher hopes that it can be useful for other researchers who want to conduct research about the teacher's questioning strategies. On the other hand, the researcher also hopes that other researchers can analyze the teacher questioning strategies with more than one teacher.