

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents two main points, the conclusions of the research based on the research questions that have been mentioned in chapter one, and some suggestions for teachers who wish to apply questioning strategies in teaching.

A. Conclusion

Based on the research findings and discussion in chapter four, the researcher presents conclusion as follows:

1. The questioning strategies types that teachers used in EFL classroom at SMPN 2 Gatak were procedural question, convergent question, and diverget question. Procedural question is the type of question strategy that is most often used by English teachers.
2. There are 5 functions of teacher's questioning strategies in EFL classroom at SMPN 2 Gatak, examining the understanding of the individual, encouraging concern and curiosity on the subject, emphasis on particular problems or principles, controlling the classroom, and duplicate other role details.
3. The process of teacher's questioning strategies in EFL classroom at SMPN 2 Gatak. The teacher uses a question strategy at the beginning of the class as a motivator for students to be active, questions in the middle of the class as a strategy to find out which students are paying attention to the teacher when the learning process takes place, and questions at the end of the class as a strategy to find out students who can conclude and understand the material that the teacher provides or not.

B. Suggestion

There are some suggestions based on the findings and conclusions that have been obtained, which are expected to be useful for all those who study English. The suggestions are as follows:

1. For the teacher

English teachers are strongly advised to use a question strategy as a way to find out the extent of students' abilities in learning activities, and by using a question strategy it can stimulate students to think critically because there is a question that makes students curious and wants to answer the questions given by the teacher.

In addition, teachers should be more concerned with the types of questions given to students, because these questions can assist students to improve their critical thinking abilities. The results of this study indicate that the most frequently used are procedural questions. This means that learning activities are not effective because students don't think critically. So, the teacher should add higher level questions that can guide students to think critically.

The questions used must also use easy vocabulary so that students are not confused or do not understand so that misunderstandings occur between teachers and students. Teachers must keep trying to attract students' attention to stay focused on the material, and teachers can make the class always active in every ongoing learning and control the situation in the classroom.

2. For the other researcher

Other researchers who want to conduct research on the same topic using questioning strategies would be better of analyzing the question strategy in the EFL class that supports critical thinking skills based on the latest curriculum and adapted to field conditions, as well as analyzing more than one classroom. So it will get a lot of data and can compare it or distinguish it from other research. Other researchers can examine other findings, for example, the process of questioning strategies.