

CHAPTER V

CONCLUSION AND SUGGESTIONS

Based on the findings and discussion in the previous chapter, the writer comes to conclusions and suggestion related to the problem of this writing about types of questioning strategy and the aims of questioning applied by the English teachers in classroom at SMP N 1 Taebenu in School year 2022/2023. The writer makes conclusions and give suggestions concerning result obtained data analysis and discussion as follows.

5.1 Conclusion

The title this writing is about questioning strategy and the research question is to know types of questioning strategy applied by English teacher and the aims of questioning applied by English teacher at SMP Negeri 1 Taebenu. After doing observation in teaching and learning process about types of questioning strategy applied by the English teacher and interview about the aims of questioning asked by teacher B, the writer found that the result which can be drawn as follows:

For types of questioning strategies, teacher A, who teaches at grade seven applied factual questioning strategy and procedural questioning strategy in teaching and learning process and teacher B who teaches at grade eight applied Probing questioning strategy, factual questioning strategy and procedural questioning strategy. For the aims of questioning asked by English teacher, especially teacher B used eleven aims to check students understanding next material.

All English teachers, especially those who teach at SMP N 1 Taebenu said that questioning strategy is very important for a teacher in English teaching and learning process because it is the basic activity that can help the teacher to in classroom, and to reach the goal which they are expected. Questioning is also very important in teaching and learning process because by questioning students be able to express theirs understanding the materials taught by the teacher.

5.2. Suggestion

Finally the writer would like to give some suggestions which might be useful for the teacher in defining and applying questioning strategy in English teaching and learning process.

1. For the English teacher

The teacher is advised to frequently use questioning strategies and knowing types of questioning because asking questions can help students to create their critical thinking and to answer question by the teacher.

2. For the other researchers

For other researchers who want to do similar research topics about questioning strategies. It is better to analysed questioning strategies in classroom interaction that support higher order thinking skill based on the latest curriculum on more than one teacher and classrooms so that they will get more data to be compared with another teachers.