

## CHAPTER V

### CONCLUSION AND SUGGESTION

This section describes the summary of the research discussed in detail earlier in relation to the objectives of the study. It also indicates the findings drawn from the summary of the research. Moreover, based on the findings, it suggests recommendations that can help teacher in the context of learning and teaching English language.

The purpose of this research was to investigate the questioning strategies used by the teachers in students' classroom interaction and to investigate the teacher's way in perceive their questioning strategies. Therefore, the research project endeavored to identify the type of questions teachers asked in the classroom and in what way the teacher received their questioning strategies.

#### 5.1 Conclusion

In this case, conversation and regular-speaking class were chosen for observation. The researcher also conducted interview session to the teacher. It is conducted to get specific data from the participants. The participants as the object of the interview were the teachers. The categorization of question type based from Wajnrib Theory (1992) that are *Yes/No Question*, *Short Answer/Retrieval Style Question*, *Open-ended Question*, *Display Question*, *Referential Question*, and *Non-Retrieval Question*. Those are the findings of the research:

1. The teacher posed dominantly Yes/No question (33, 85%). Referential question was 32,30%; display question was 11,80%; Short-answer/Retireival question was 10,25%; Open-ended question was 6,21%; and *Non-Retrieval Question/Imaginative question* was 5,60%.
2. While in the context of the way teacher perceive their questioning strategy, the research findings show that are as follows:
  - a. Their question strategy is to ask more information form the students.
  - b. Their question strategy is to open another conversation.
  - c. Their question strategy is to clarify Student's understanding.
  - d. Their question strategy is to motivate students.
  - e. Their question strategy is to conduct an interaction with their students.
  - f. Their question strategy is to stimulate students.
  - g. Their question strategy is to ask their students to speak English.
  - h. The teachers plan to arrange their question.
  - i. Their question strategy is to encourage their students to think critically.
  - j. Their question strategy is effective in learning process,

## **5.2 Suggestion**

Based on the findings of the research and the conclusion reached, the following suggestions are made.

1. The use of yes/no question should be minimized because such question limits students to develop their idea. Yes/no question just needs yes/no answer.

2. It is advisable that teachers should give Non-retrieval question/imaginative question in order to make students improve their critical thinking.
3. The teacher should consider posing different type of question in equally distribution number.
4. The questions require long and variety answers are well recommendable. It is important to improve speaking skill in the context of learning English.

