

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

Guest (1985) in Ayu at all (2018:60) states that “Inquiry strategies are one of the important tools for expanding student learning that can help teachers develop their own strategies for improving students' work and thinking”. On the other hand, teacher questions are very important for teachers and students. According to Harvey (2000) in Ayu at all (2018:61) says that questioning strategies are most effective when they allow students to be fully involved in the learning process. He stated that when lessons are being planned, it is very important for teachers to think about the types of questions they will ask students. So questioning strategies will help teachers plan question and answer sessions effectively when teachers play questions effectively based on students' needs and types of questions to fully engage students' interactions.

Based on the results of observations and interviews, researchers can conclude that the two teachers there have different abilities in implementing questioning strategies during interactions in the classroom. Of the five types of teacher questions above, all of them have not yet been realized, at the point of repetition, simplification and investigation, the teacher has not done it. When the teacher asks a question, the teacher only gives students waiting time to answer the question. After students answer questions, the teacher does not repeat, simplify or investigate whether the answer given by the student is correct or not. This can be proven by researchers through observation sheets that researchers have carried out and from the results of interviews with students and English teachers. So based on the findings of researchers in the field, the two English teachers there often use the Waiting Time strategy, because according to them Waiting time is very, very effective when the teacher asks questions to students by calling the students' names one by one, with this strategy the students will become more active when providing responses or answering teacher questions. And students will be given the opportunity to consider various aspects of the question and formulate a more planned and well-thought-out answer. Then the teachers there also often use the strategy of calling students' names, because according to the teachers there the strategy of calling students' names is much more effective and can also make the students there much more active in providing their responses.

In the process of teaching and learning English, sometimes a teacher just teaches without asking. This can be caused by many factors, for example; when a teacher teaches in class the teacher is in a hurry, then the teacher doesn't understand the material, then the teacher doesn't care about the students, or is lazy and so on. All of these causes have a negative impact and can affect student learning achievement and the quality of teaching. Apart from that, the researcher found that the two teachers still only used manual methods without technology when teaching English in class because the facilities there were still incomplete, while they had the strength and ability to provide technology. Technology skills are very important in teaching English which can support teaching and learning activities in the classroom.

5.2 Suggestion

Based on the discussion of this research regarding teachers' questioning strategies during English class interactions which have been described, the suggestions for this research can be conveyed, namely as follows:

1. To teachers, researchers suggest to teachers that when learning to teach in the classroom, teachers can pay more attention to giving types of questions to each student. With clear questions, students can also participate more actively in providing the expected responses.
2. Next to students, when the teaching and learning process has occurred, especially when the teacher asks questions, students must be more active in responding.
3. Then to other researchers, the researcher hopes that the results of this research can be useful for other researchers who want to conduct research on teacher questioning strategies. On the other hand, the researcher also hopes that other researchers can analyze teachers' questioning strategies with more than one or two teachers as a comparison.