

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the findings of the research and makes suggestions for ways to enhance the teaching and learning of English in the classroom. It focuses on types of questions and teachers' questioning strategy to facilitate students' understanding of English material.

5.1. Conclusion

This research was conducted to investigate the English teachers' questions types and questioning strategies in asking questions to facilitate students' understanding of English material. The participants of this research were two English teachers.

According to the findings and discussions in chapter four, there were two types of questions that arise from the participants namely remembering questions and understanding questions to facilitate students' understanding of English material. Regarding strategies that the participants used to facilitate students' understanding they are: providing wait time, handling students' responses or responses to the students' questions, rewarding students with reinforcement, probe, adjust or refocus, redirecting and rephrasing.

The results also demonstrated that teachers employed wait time strategies. One tactic that needs to be considered during question-and-answer meetings is waiting time. However, in this study, the majority of the questions were provided to the students for one to three seconds. Additionally, it showed that teachers favorably treated students' responses in the area of handling their responses. Then, they praised those students who answered correctly. Sometimes the teacher smiles, gives thumbs up, and gives compliments to the students. Concerning with probe from the students, teacher A did this by asking for another student's response during the class, but not for teacher B. In order for the students to be able to respond to the questions, the teachers also reworded them by including information or by using Bahasa Indonesia.

5.2. Sugestion

These recommendations are based on the research's results and findings. According to the purpose of the question, the researcher suggests that the English teacher offer students more waiting time. Students should receive questions in a variety of methods. Students can receive equal chances from their teachers to respond to questions in class. Additionally, excellent and efficient question preparation is helpful for capturing students' interest and promoting comprehension in English language instruction. As a result, before entering the classroom, teachers must prepare their questions. By planning their questions, they can reduce the likelihood that they will formulate them incorrectly and the goal of the questions will be made obvious. Teachers can learn to identify the various types and uses of questions in a language by participating in training that combines questions, asking strategies, and question functions. Additionally, it aids teachers in formulating more effective queries.

In order to fully understand the issues and potential solutions in relation to language classes, it is crucial to conduct additional study on class questions. Additionally, the participants in this research were not all English teachers in Batanghari. Future research should hopefully include a bigger sample of all the English teachers at the various schools in Batanghari. The researcher hopes that additional study will examine particular interrogation techniques related to the four English language skills. Future researchers are anticipated to examine both teacher questions and students' in-class responses to those questions. English teachers can use the study findings as a guide to enhance their classroom instruction.

The researcher also suggests for future researchers to be able to see whether the English teacher's teaching experience will affect the types of questions used and the strategies used in facilitating students to understand English material, and for future researchers it is suggested to be able to examine whether gender influences the types of questions used and the strategies used in facilitating students to understand English material, because in this study the

participants were women, and for future researchers it is also suggested to be able to examine whether the types of questions used and the strategies used in facilitating students to understand English material differ in each level.