

## **BAB V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1. Conclusion**

From the present research, there are two conclusions can be drawn as regard to the types of teachers' question and teachers' questioning strategies used by English teachers.

Firstly, there are two types of questions used by English teachers, namely; 1) level of knowledge, and 2) level of comprehension. The types question of knowledge questions mostly used by the teacher to ask the previous material before come to the next material. To check students' understanding the teachers asked a question material through comprehension questions. The teachers did not ask types questions of application, analysis, synthesis and evaluation were because these questions areinvolved in high level questions. So that the teacher said they are rarely asked this type question because it is usually used in higherlevel questions whereas they taught in ten grade, they think the students is still not enough to be given this types of question but sometimes the teacher needs to asks this question to enhance and challenge the students by giving high level questions (application, analysis, synthesis and evaluation questions).

Secondly, for questioning strategies, the teachers used six strategies from seven strategies provided. There are; 1) wait time, 2) handling students' response, 3) reinforcement, 4) probe, 5) redirect, 6) rephrasing strategy.

Wait time is one of strategies that commonly used by English teacher. This strategy used means to give the students attention to the question and give chance to them to think and look for the answer related to the question given by the teachers. However, in this research, most of the questions were given some second until some minutes. In strategies of handling students' response, it indicated that after the teacher pose the question and students answer that question, the teacher treated students' response positively whether the answer is correct or incorrect. In responding the students who answer correctly, sometimes the teacher used nodding head or smile as sign of agreement and also give the students compliment for their answer.

Besides, the teacher also did probing strategies by asking another students' response or giving comment during the class. Sometimes the teacher also selects one of the students who offer to answer and addressed the other students to give comment or response such as the teachers called the students' name in order to maintain students' response through a redirecting strategy. And the last, the teachers also provided some clues or information in order to the students are able to answer the questions.

## **5.2. Suggestion**

The results of this research bring some suggestions for students and English teachers, and future researchers. Since the researcher find out that the participants used different types of question and questioning strategies during classroom interaction. So that the result would be useful for English teacher so they need to enhance the students to be more active in the classroom during learning and teaching English by giving questions in different and interesting ways.

The types of questions and questionings strategies in this research can provide essential role to keep students' interaction and participation in the classroom. Besides, it is advisable that questions should be distributed to students in different ways. Teachers can give their students the same chances to answer questions.

In addition, this research still needs to be improved since the researcher is not put all of English teacher as the participants in this study and the researcher only put the teacher who teaches in ten grades so that it is may not be representative of all English teachers at SMA N 1 Muaro Jambi. Therefore, the researcher expects the next researcher can put in large sample and more participants to get a more general result.