

## **CHAPTER V**

### **CLOSING**

To help readers better comprehend teachers' questioning strategies in classroom interactions, the researcher gave some research-related conclusions in this chapter.

#### **5.1 Conclusion**

1. After analyzing the data, the researcher concluded teacher's questioning strategies in classroom interaction. The questioning strategies that the teacher employed were question-planning strategies and question controlling strategies. Question-planning strategies applied by the teacher in which the teacher asked the question relevant to students, asked questions using open-ended questions and follow-up question, asked a question for evidence to support particular point, and they also asked another type of question there were probing question, display question and prompting question. Furthermore, Question-controlling strategies applied by the teacher in which they asked the question by call the students' name when asking a student to answer question, dominates in class by asking or answering all the questions, ask questions of the entire class and try to encourage all students to participate, repeat the question when there is no response, and modify the question when it is not understood.
2. The English teacher used active questioning strategies in the classroom interaction to check on the students' comprehension of the previous material, to grab their attention, to support their participation in the lesson, and to also inspire them to learn. The English teacher used these strategies in accordance with the purpose of the various questioning strategy types.

#### **5.2 Suggestions**

Considering on the result of the research, the researcher would like to purpose some suggestions as follows:

1. In light of the findings, the researcher advised the teacher to use more questioning techniques in the classroom to elicit more responses from the students. These techniques should be used from the beginning of the lesson until the lesson's conclusion in order to prevent a passive environment in the classroom. By asking questions, the students actively respond, and the teacher can then assess the students' understanding.
2. To lessen the impact of students' responses, teachers must be aware of this and learn how to ask questions effectively. The teacher should be aware of the appropriate moment to ask a question as well as the appropriate question to ask. To reach the overall conclusion that instructors' questioning tactics can be employed as a teaching strategy in the classroom, further the research on this topic has to be included in the future study.



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